Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Advocacy STAR Event

1. Students Should Contribute to Employer and Community Success

 A. Personal Responsibility
 1. Takes responsibility for individual and shared group work tasks.
 2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
 3. Pursues results with personal energy and drive to completion.

 B. Meets Workplace Expectations
 1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
 2. Complies with workplace policies, norms/culture, procedures and protocols.
 3. Exhibits professional etiquette in all interactions.
 4. Understands the importance of health, safety, human resource and environmental regulations.

 C. Civic Responsibility and Service
 1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
 2. Engages in local government through attendance, participation and service.
 3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

 A. Academic Attainment

 1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
 2. Reads and comprehends written material in a variety of forms and levels of complexity.
 3. Completes secondary courses to meet high school gradation requirements.
 4. Assimilates and applies new learning, knowledge and skills.

 B. Technical Skill Attainment

 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.
 2. Completes a career and technical education program of study.
 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

 C. Strategic Thinking
 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.
 2. Analyzes elements of a problem situation to develop solutions.
 3. Uses acquired academic and technical skills to improve a situation or process.
 4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The students research a variety of informational sources about a topic. They engage in reading and scientific inquiry with the assimilation of knowledge. Students may apply new skills and content beyond what is taught within classroom standards. Students compare and contrast the information, and analyze the options to form an opinion practicing reasoning skills. They compile that information to successfully plan and implement their project.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

 A. Perceptiveness
 1. Accurately defines a problem or issue.
 2. Recognizes factors, constraints, goals and relationships in a problem situation.
 3. Identifies irregularities in processes and environments and seeks to understand their cause.

 B. Problem Solving
 1. Presents multiple solutions to the problem based on evidence and insights.
 2. Evaluates solutions and determines the potential value toward solving the problem.
 3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

 C. Perseverance/Work Ethic
 1. Establishes and executes plans to completion even when faced with setbacks.
 2. Requires minimal supervision to successfully complete tasks on schedule.

| | 3. Prioritizes tasks to ensure progress toward stated objectives. |

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. Students select an issue, identify a target audience and potential partners, evaluate options, and determine a solution in order to positively advocate for change. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity
- 1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.
- 2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.
- 3. Appreciates new and creative ideas of others.
- 4. Knows when to curb the creative process and begin implementation.

    B. Innovation
- 1. Searches for new ways to improve the efficiency of existing processes.
- 2. Determines the feasibility of improvements for ideas and concepts.
- 3. Accepts and incorporates constructive criticism into proposals for innovation.
- 4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting unique ideas in order to advocate their issue. Creative methods are more likely to get the attention of the target group and earn their support. In addition, students use feedback from others including partners, to improve processes and outcomes.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management
- 1. Uses various methods to search for valid, relevant data to complete workplace tasks.
- 2. Evaluates Internet resources for reliability and validity.
- 3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications
- 1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.
- 2. Demonstrates the technology skills needed for a chosen career field.
- 3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics
- 1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.
- 2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.
- 3. Abides by organizational policies on the acceptable use of workplace technology.

6. Students Should Model Ethical Leadership and Effective Management

    A. Leadership
- 1. Employs organizational development skills to foster positive working relationships and accomplish goals.
- 2. Enlists the support of others to accomplish a goal.
- 3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

    B. Ethics
- 1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.
- 2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.
- 3. Practices ethical behavior at all times and complies with organizational code of conduct.

    C. Management
- 1. Differentiates between leadership and management.
- 2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.
- 3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others because they cannot advocate without their assistance and knowledge. While working with others, they exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of the project.

7. **Students Should Attend To Personal And Financial Well-Being**

    A. Personal Well-Being

- [ ] 1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.
- [ ] 2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.
- [ ] 3. Builds positive social relationships with supportive friends and family in a community.

    B. Financial Well-Being

- [ ] 1. Analyzes choices available to consumers for saving and investing.
- [ ] 2. Develops a personal budget that aligns to near-term and long-term priorities.
- [ ] 3. Establishes a good credit history by using credit responsibly.
- [ ] 4. Understands principles of insurance and identified appropriate coverage.
- [ ] 5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
- [ ] 6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. **Students Should Communicate Effectively and Appropriately**

    A. Speaking

- [x] 1. Asks pertinent questions to acquire or confirm information.
- [ ] 2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
- [x] 3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
- [x] 4. Practices active and attentive listening skills.

    B. Writing

- [x] 1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
- [x] 2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
- [x] 3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

    C. Presentations

- [x] 1. Prepares presentations to provide information for specific purposes and audiences.
- [x] 2. Delivers presentations that sustain listeners' attention and interest.
- [ ] 3. Uses technology appropriately to effectively present information.

    D. Professional Etiquette

- [ ] 1. Uses professional etiquette and observes social protocols when communicating.
- [ ] 2. Practices appropriate use of social media in personal and professional environments.
- [ ] 3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

    E. Customer Service

- [ ] 1. Establishes positive relationships with internal/external customers.
- [ ] 2. Identifies and addresses customer's needs and wants.
- [ ] 3. Recommends appropriate products and services.
- [ ] 4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Effective writing and speaking skills are used to successfully advocate for an issue. Participants will interact with a variety of individuals. Students use electronic and organizational skills to prepare the required portfolio, elevator speech, and take-away flyer. In addition, the student shares the knowledge gained in an effective and organized oral presentation.

9. **Students should Use Critical Thinking**

    A. Critical Thinking

- [x] 1. Demonstrates the ability to reason critically and systematically.
- [x] 2. Uses reason and logic to evaluate situations from multiple perspectives.

■ 3. Critiques possible solutions using valid research, historical context and balanced judgment.

☐ 4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

■ 1. Conducts research, gathers input and analyzes information necessary for decision-making.

■ 2. Develops and prioritizes possible solutions with supporting rationale.

■ 3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

☐ 1. Demonstrates a willingness to learn new knowledge and skills.

☐ 2. Considers multiple and diverse points of view.

☐ 3. Manages multiple tasks and priorities.

■ 4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do about a specific concern. They select a logical choice from the available options, considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. **Students Should Work Productively in Teams and Display Cultural Competency**

A. Teamwork

■ 1. Builds consensus within a team to accomplish results.

■ 2. Contributes to team-oriented projects and assignments.

■ 3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

☐ 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

☐ 2. Disagrees with a team member without causing personal offense.

☐ 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

☐ 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

☐ 2. Stays aware of current local, national and global news and issues.

☐ 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to advocate for their issue. They demonstrate their best in all circumstances while considering individual expertise and abilities.

11. **Students Should Manage Their Personal Career Development**

A. Planning

☐ 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

☐ 2. Develops career goals and objectives.

☐ 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

☐ 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

☐ 2. Researches information about a prospective employer to successfully complete an application.

☐ 3. Uses professional digital media to create a personal brand.

☐ 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

☐ 1. Prepares a professional resume appropriate for each situation.

☐ 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

☐ 3. Presents a professional image appropriate for the job interview.

☐ 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

	1. Understands the knowledge and skills required of an entrepreneur.
	2. Describes the opportunities for entrepreneurship in a given industry.
	3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)

Event or Program: Applied Math for Culinary Professionals

1. Students Should Contribute to Employer and Community Success

   A. Personal Responsibility

   - 1. Takes responsibility for individual and shared group work tasks.
   - 2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
   - 3. Pursues results with personal energy and drive to completion.

   B. Meets Workplace Expectations

   - [ ] 1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
   - [ ] 2. Complies with workplace policies, norms/culture, procedures and protocols.
   - [ ] 3. Exhibits professional etiquette in all interactions.
   - [ ] 4. Understands the importance of health, safety, human resource and environmental regulations.

   C. Civic Responsibility and Service

   - [ ] 1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
   - [ ] 2. Engages in local government through attendance, participation and service.
   - [ ] 3. Demonstrates a respect for laws and regulations and those who enforce them.

   Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given.   They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

   A. Academic Attainment

   - [ ] 1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
   - [ ] 2. Reads and comprehends written material in a variety of forms and levels of complexity.
   - [ ] 3. Completes secondary courses to meet high school gradation requirements.
   - [ ] 4. Assimilates and applies new learning, knowledge and skills.

   B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

■ 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

☐ 4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The students research a variety of informational sources about math applications. They compile that information forming solutions to use during their project.

3. **Students Should Make Sense of Problems and Persevere In Solving Them.**

A. Perceptiveness

■ 1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

■ 1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

■ 1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to successfully complete their project. They use concepts gained in the classroom setting to determine solutions for a case study in the competition process. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

- [■] 1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.
- [■] 2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.
- [ ] 3. Appreciates new and creative ideas of others.
- [■] 4. Knows when to curb the creative process and begin implementation.

    B. Innovation

- [ ] 1. Searches for new ways to improve the efficiency of existing processes.
- [ ] 2. Determines the feasibility of improvements for ideas and concepts.
- [ ] 3. Accepts and incorporates constructive criticism into proposals for innovation.
- [ ] 4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm various methods of solving culinary issues involving math concepts. Solutions are attempted, gathering more information. Selected results are practiced, demonstrating knowledge in the competition.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

- [ ] 1. Uses various methods to search for valid, relevant data to complete workplace tasks.
- [ ] 2. Evaluates Internet resources for reliability and validity.
- [ ] 3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

- [ ] 1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.
- [ ] 2. Demonstrates the technology skills needed for a chosen career field.
- [ ] 3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

- [ ] 1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.
- [ ] 2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.
- [ ] 3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence:

6. Students Should Model Ethical Leadership and Effective Management

    A. Leadership

        ☐ 1. Employs organizational development skills to foster positive working relationships and accomplish goals.

        2. Enlists the support of others to accomplish a goal.

        3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

    B. Ethics

        ☐ 1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

        ☐ 2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

        ☐ 3. Practices ethical behavior at all times and complies with organizational code of conduct.

    C. Management

        ☐ 1. Differentiates between leadership and management.

        2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

        3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others when they cannot successfully compete without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. Students Should Attend To Personal And Financial Well-Being

    A. Personal Well-Being

        ☐ 1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

        ☐ 2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

        ☐ 3. Builds positive social relationships with supportive friends and family in a community.

    B. Financial Well-Being

        ☐ 1. Analyzes choices available to consumers for saving and investing.

	2. Develops a personal budget that aligns to near-term and long-term priorities.
	3. Establishes a good credit history by using credit responsibly.
	4. Understands principles of insurance and identified appropriate coverage.
	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking

	1. Asks pertinent questions to acquire or confirm information.
	2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
	3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
	4. Practices active and attentive listening skills.

B. Writing

■	1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
	2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
	3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

■	1. Prepares presentations to provide information for specific purposes and audiences.
	2. Delivers presentations that sustain listeners' attention and interest.
	3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

	1. Uses professional etiquette and observes social protocols when communicating.
	2. Practices appropriate use of social media in personal and professional environments.
	3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

	1. Establishes positive relationships with internal/external customers.

☐ 2. Identifies and addresses customer's needs and wants.

☐ 3. Recommends appropriate products and services.

☐ 4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Students use electronic and organizational skills to prepare math examples as applied to culinary. An effective and organized presentation is critical to explain the case study solution to evaluators. In addition, the student shares the knowledge gained in an oral presentation.

9. Students should Use Critical Thinking

A. Critical Thinking

☐ 1. Demonstrates the ability to reason critically and systematically.

☐ 2. Uses reason and logic to evaluate situations from multiple perspectives.

☐ 3. Critiques possible solutions using valid research, historical context and balanced judgment.

☐ 4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

☐ 1. Conducts research, gathers input and analyzes information necessary for decision-making.

☐ 2. Develops and prioritizes possible solutions with supporting rationale.

☐ 3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

■ 1. Demonstrates a willingness to learn new knowledge and skills.

☐ 2. Considers multiple and diverse points of view.

■ 3. Manages multiple tasks and priorities.

■ 4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The students manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility, especially when answering the case study.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

[ ] 1. Builds consensus within a team to accomplish results.

[ ] 2. Contributes to team-oriented projects and assignments.

[ ] 3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

[ ] 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

[ ] 2. Disagrees with a team member without causing personal offense.

[ ] 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

[ ] 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

[ ] 2. Stays aware of current local, national and global news and issues.

[ ] 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence:

11. Students Should Manage Their Personal Career Development

A. Planning

[ ] 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

[ ] 2. Develops career goals and objectives.

[ ] 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

[ ] 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

[ ] 2. Researches information about a prospective employer to successfully complete an application.

[ ] 3. Uses professional digital media to create a personal brand.

[ ] 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

[ ] 1. Prepares a professional resume appropriate for each situation.

[ ] 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

[ ] 3. Presents a professional image appropriate for the job interview.

[ ] 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

[ ] 1. Identifies opportunities for career advancement.

[ ] 2. Uses resources to develop goals that address training, education and self-improvement issues.

[ ] 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

[ ] 1. Understands the knowledge and skills required of an entrepreneur.

[ ] 2. Describes the opportunities for entrepreneurship in a given industry.

[ ] 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Career Investigation STAR Event

1. Students Should Contribute to Employer and Community Success

   A. Personal Responsibility

   1. Takes responsibility for individual and shared group work tasks.
   2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
   3. Pursues results with personal energy and drive to completion.

   B. Meets Workplace Expectations

   1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
   2. Complies with workplace policies, norms/culture, procedures and protocols.
   3. Exhibits professional etiquette in all interactions.
   4. Understands the importance of health, safety, human resource and environmental regulations.

   C. Civic Responsibility and Service

   1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
   2. Engages in local government through attendance, participation and service.
   3. Demonstrates a respect for laws and regulations and those who enforce them.

> **Evidence: Students show personal responsibility in completing a quality project by the deadline given.   Through the job-shadowing experiences, students learn about and demonstrate workplace expectations as shown through reflections of their experiences. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.**

2. Students Should Apply Appropriate Academic and Technical Skills

   A. Academic Attainment

   1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
   2. Reads and comprehends written material in a variety of forms and levels of complexity.
   3. Completes secondary courses to meet high school gradation requirements.
   4. Assimilates and applies new learning, knowledge and skills.

   B. Technical Skill Attainment

1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.
2. Completes a career and technical education program of study.
3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.
2. Analyzes elements of a problem situation to develop solutions.
3. Uses acquired academic and technical skills to improve a situation or process.
4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: Career Investigation involves thoroughly researching the duties, responsibilities, and qualifications of a designated job. To do so, a student engages in reading and scientific inquiry with the assimilation of knowledge. The student identifies the training, education and certification for entry level positions as well as to advance in their chosen career. They compile all the information to successfully plan and implement their project.   The student includes samples of work in core and career & technical classes in the portfolio.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

1. Accurately defines a problem or issue.
2. Recognizes factors, constraints, goals and relationships in a problem situation.
3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

1. Presents multiple solutions to the problem based on evidence and insights.
2. Evaluates solutions and determines the potential value toward solving the problem.
3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

1. Establishes and executes plans to completion even when faced with setbacks.
2. Requires minimal supervision to successfully complete tasks on schedule.
3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. Students evaluate a career, compare it to the results of their self-assessments and determine the suitability of the career to their personal goals. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: The student will demonstrate creativity in the preparation of their portfolio. There is ample opportunity to individualize the information in a clear and concise way.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence: Students use a variety of methods to gather appropriate data to complete the task. Students must evaluate internet data to make sure they are using reliable resources and determine a way to manage data in an organized format.

6. **Students Should Model Ethical Leadership and Effective Management**

   A. Leadership

   1. Employs organizational development skills to foster positive working relationships and accomplish goals.
   2. Enlists the support of others to accomplish a goal.

   3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

   B. Ethics

   1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.
   2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.
   3. Practices ethical behavior at all times and complies with organizational code of conduct.

   C. Management

   1. Differentiates between leadership and management.
   2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.
   3. Develops personal management skills to function effectively and efficiently.

Evidence: The planning process assists students to consider schedule, time needed for organization and completion, and allow opportunities for improvement of project.

7. **Students Should Attend To Personal And Financial Well-Being**

   A. Personal Well-Being

   1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.
   2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.
   3. Builds positive social relationships with supportive friends and family in a community.

   B. Financial Well-Being

   1. Analyzes choices available to consumers for saving and investing.

2. Develops a personal budget that aligns to near-term and long-term priorities.

3. Establishes a good credit history by using credit responsibly.

4. Understands principles of insurance and identified appropriate coverage.

5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.

6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking

1. Asks pertinent questions to acquire or confirm information.

2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.

3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.

4. Practices active and attentive listening skills.

B. Writing

1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.

2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.

3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

1. Prepares presentations to provide information for specific purposes and audiences.

2. Delivers presentations that sustain listeners' attention and interest.

3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

1. Uses professional etiquette and observes social protocols when communicating.

2. Practices appropriate use of social media in personal and professional environments.

3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

1. Establishes positive relationships with internal/external customers.

2. Identifies and addresses customer's needs and wants.

3. Recommends appropriate products and services.

4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Students use electronic and organizational skills to prepare the required portfolio. An effective and organized oral presentation is critical to explain the knowledge gained in this project to evaluators. Students use appropriate social protocols, and practice word choice and tone when communicating with professionals and other adults.

9. Students should Use Critical Thinking

A. Critical Thinking

1. Demonstrates the ability to reason critically and systematically.

2. Uses reason and logic to evaluate situations from multiple perspectives.

3. Critiques possible solutions using valid research, historical context and balanced judgment.

4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

1. Conducts research, gathers input and analyzes information necessary for decision-making.

2. Develops and prioritizes possible solutions with supporting rationale.

3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

1. Demonstrates a willingness to learn new knowledge and skills.

2. Considers multiple and diverse points of view.

3. Manages multiple tasks and priorities.

4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do about career choices. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

- [ ] 1. Builds consensus within a team to accomplish results.
- [ ] 2. Contributes to team-oriented projects and assignments.
- [ ] 3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

- [ ] 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.
- [ ] 2. Disagrees with a team member without causing personal offense.
- [ ] 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

- [ ] 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.
- [ ] 2. Stays aware of current local, national and global news and issues.
- [ ] 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: :

11. Students Should Manage Their Personal Career Development

A. Planning

- [x] 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.
- [x] 2. Develops career goals and objectives.
- [x] 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

- [x] 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.
- [ ] 2. Researches information about a prospective employer to successfully complete an application.
- [ ] 3. Uses professional digital media to create a personal brand.
- [ ] 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

- [ ] 1. Prepares a professional resume appropriate for each situation.
- [x] 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.
- [ ] 3. Presents a professional image appropriate for the job interview.
- [ ] 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

- [■] 1. Identifies opportunities for career advancement.
- [■] 2. Uses resources to develop goals that address training, education and self-improvement issues.
- [ ] 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

- [ ] 1. Understands the knowledge and skills required of an entrepreneur.
- [ ] 2. Describes the opportunities for entrepreneurship in a given industry.
- [ ] 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence: Much of this project is completed in the planning stage. The students identify their career objectives, marketable skills, strengths, and weaknesses while considering their own interests. They develop a personal education and career plan to help meet their goals. Research for this project involves identifying advancement opportunities. Students evaluate the depth and breadth of their experiences, building a resume to include in their portfolio.

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Chapter Service STAR Event

1. Students Should Contribute to Employer and Community Success

    A. Personal Responsibility

        1. Takes responsibility for individual and shared group work tasks.
        2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
        3. Pursues results with personal energy and drive to completion.

    B. Meets Workplace Expectations

        1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
        2. Complies with workplace policies, norms/culture, procedures and protocols.
        3. Exhibits professional etiquette in all interactions.
        4. Understands the importance of health, safety, human resource and environmental regulations.

    C. Civic Responsibility and Service

        1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
        2. Engages in local government through attendance, participation and service.
        3. Demonstrates a respect for laws and regulations and those who enforce them.

> **Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.**

2. Students Should Apply Appropriate Academic and Technical Skills

    A. Academic Attainment

        1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
        2. Reads and comprehends written material in a variety of forms and levels of complexity.
        3. Completes secondary courses to meet high school gradation requirements.
        4. Assimilates and applies new learning, knowledge and skills.

    B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

■ 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about a topic of concern. Students compare and contrast the information, and analyze the concern practicing reasoning skills. They compile that information to successfully plan and implement their project, demonstrating the skills they've learned.

3. **Students Should Make Sense of Problems and Persevere In Solving Them.**

A. Perceptiveness

■ 1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

■ 1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

■ 1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. They select an in-depth project that would benefit their community. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting unique ideas to approach their project. Creative methods are more apt to enthuse other chapter members and partners in order to gain their help. In addition, students use feedback from others including partners, to improve processes and outcomes.

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5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence:

6. **Students Should Model Ethical Leadership and Effective Management**
    A. Leadership
    1. Employs organizational development skills to foster positive working relationships and accomplish goals.
    2. Enlists the support of others to accomplish a goal.

    3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)
    B. Ethics
    1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.
    2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.
    3. Practices ethical behavior at all times and complies with organizational code of conduct.
    C. Management
    1. Differentiates between leadership and management.
    2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.
    3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others because they cannot complete an in-depth project without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**
    A. Personal Well-Being
    1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.
    2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.
    3. Builds positive social relationships with supportive friends and family in a community.
    B. Financial Well-Being
    1. Analyzes choices available to consumers for saving and investing.

2. Develops a personal budget that aligns to near-term and long-term priorities.

3. Establishes a good credit history by using credit responsibly.

4. Understands principles of insurance and identified appropriate coverage.

5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.

6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence: Students interact positively with people outside of the school system, developing a relationship that will allow them to ask for support if necessary.

8. **Students Should Communicate Effectively and Appropriately**

   A. Speaking

   1. Asks pertinent questions to acquire or confirm information.

   2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.

   3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.

   4. Practices active and attentive listening skills.

   B. Writing

   1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.

   2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.

   3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

   C. Presentations

   1. Prepares presentations to provide information for specific purposes and audiences.

   2. Delivers presentations that sustain listeners' attention and interest.

   3. Uses technology appropriately to effectively present information.

   D. Professional Etiquette

   1. Uses professional etiquette and observes social protocols when communicating.

   2. Practices appropriate use of social media in personal and professional environments.

   3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

   E. Customer Service

   1. Establishes positive relationships with internal/external customers.

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    □ 2. Identifies and addresses customer's needs and wants.

    □ 3. Recommends appropriate products and services.

    □ 4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

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Evidence: Effective writing and speaking skills are used to interact with a variety of individuals as needed to successfully complete this project. Students use electronic and organizational skills to prepare the required written materials. In addition, the student shares the knowledge gained in an effective and organized oral presentation for the evaluators.

9. Students should Use Critical Thinking

    A. Critical Thinking

      □ 1. Demonstrates the ability to reason critically and systematically.

      □ 2. Uses reason and logic to evaluate situations from multiple perspectives.

      □ 3. Critiques possible solutions using valid research, historical context and balanced judgment.

      □ 4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

    B. Decision-Making

      ■ 1. Conducts research, gathers input and analyzes information necessary for decision-making.

      ■ 2. Develops and prioritizes possible solutions with supporting rationale.

      ■ 3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

    C. Adaptability

      □ 1. Demonstrates a willingness to learn new knowledge and skills.

      □ 2. Considers multiple and diverse points of view.

      ■ 3. Manages multiple tasks and priorities.

      ■ 4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: Students select a logical choice from the available options, considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

    A. Teamwork

	1. Builds consensus within a team to accomplish results.
	2. Contributes to team-oriented projects and assignments.
	3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

	1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.
	2. Disagrees with a team member without causing personal offense.
	3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

	1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.
	2. Stays aware of current local, national and global news and issues.
	3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. Students Should Manage Their Personal Career Development

A. Planning

	1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.
	2. Develops career goals and objectives.
	3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

	1. Uses multiple resources, including personal and professional networks, to locate job opportunities.
	2. Researches information about a prospective employer to successfully complete an application.
	3. Uses professional digital media to create a personal brand.
	4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

	1. Prepares a professional resume appropriate for each situation.
	2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.
	3. Presents a professional image appropriate for the job interview.
	4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Chapter in Review STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
2. Complies with workplace policies, norms/culture, procedures and protocols.
3. Exhibits professional etiquette in all interactions.
4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
2. Engages in local government through attendance, participation and service.
3. Demonstrates a respect for laws and regulations and those who enforce them.

> **Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.**

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
2. Reads and comprehends written material in a variety of forms and levels of complexity.
3. Completes secondary courses to meet high school gradation requirements.
4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

■ 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about a topic. Students compare and contrast the information, and analyze the concern practicing reasoning skills. They compile that information to successfully plan and implement their project, demonstrating the skills they've learned.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

■ 1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

■ 1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

■ 1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. The chapter's well-balanced program of community work is reflected in this category. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting unique ideas to approach their chapter program of work. Creative methods are more apt to enthuse other chapter members in order to gain their help.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

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    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence:

6. **Students Should Model Ethical Leadership and Effective Management**

    A. Leadership

        1. Employs organizational development skills to foster positive working relationships and accomplish goals.

        2. Enlists the support of others to accomplish a goal.

        3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

    B. Ethics

        1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

        2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

        3. Practices ethical behavior at all times and complies with organizational code of conduct.

    C. Management

        1. Differentiates between leadership and management.

        2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

        3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others because this project involves the entire chapter's program of work. Their assistance and knowledge is essential for a successful year. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

    A. Personal Well-Being

        1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

        2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

        3. Builds positive social relationships with supportive friends and family in a community.

    B. Financial Well-Being

        1. Analyzes choices available to consumers for saving and investing.

☐ 2. Develops a personal budget that aligns to near-term and long-term priorities.

☐ 3. Establishes a good credit history by using credit responsibly.

☐ 4. Understands principles of insurance and identified appropriate coverage.

☐ 5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.

☐ 6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking

■ 1. Asks pertinent questions to acquire or confirm information.

2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.

3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.

4. Practices active and attentive listening skills.

B. Writing

■ 1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.

2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.

☐ 3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

■ 1. Prepares presentations to provide information for specific purposes and audiences.

2. Delivers presentations that sustain listeners' attention and interest.

☐ 3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

☐ 1. Uses professional etiquette and observes social protocols when communicating.

☐ 2. Practices appropriate use of social media in personal and professional environments.

■ 3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

☐ 1. Establishes positive relationships with internal/external customers.

☐	2. Identifies and addresses customer's needs and wants.
☐	3. Recommends appropriate products and services.
☐	4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Effective writing and speaking skills are used to interact with a variety of individuals as needed to successfully complete this project. Students use electronic and organizational skills to prepare the required written materials. In addition, the student shares the knowledge gained in an effective and organized oral presentation for the evaluators. Students practice word choice and tone when communicating with professionals and other adults.

9. Students should Use Critical Thinking

A. Critical Thinking

■	1. Demonstrates the ability to reason critically and systematically.
■	2. Uses reason and logic to evaluate situations from multiple perspectives.
☐	3. Critiques possible solutions using valid research, historical context and balanced judgment.
☐	4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

☐	1. Conducts research, gathers input and analyzes information necessary for decision-making.
☐	2. Develops and prioritizes possible solutions with supporting rationale.
☐	3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

■	1. Demonstrates a willingness to learn new knowledge and skills.
☐	2. Considers multiple and diverse points of view.
■	3. Manages multiple tasks and priorities.
■	4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do as they prepare their project. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

■ 1. Builds consensus within a team to accomplish results.

2. Contributes to team-oriented projects and assignments.

3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

☐ 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

☐ 2. Disagrees with a team member without causing personal offense.

☐ 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

☐ 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

☐ 2. Stays aware of current local, national and global news and issues.

☐ 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. **Students Should Manage Their Personal Career Development**

A. Planning

☐ 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

☐ 2. Develops career goals and objectives.

☐ 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

☐ 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

☐ 2. Researches information about a prospective employer to successfully complete an application.

☐ 3. Uses professional digital media to create a personal brand.

☐ 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

☐ 1. Prepares a professional resume appropriate for each situation.

☐ 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

☐ 3. Presents a professional image appropriate for the job interview.

☐ 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Culinary Arts STAR Event

1. Students Should Contribute to Employer and Community Success

    A. Personal Responsibility

        1. Takes responsibility for individual and shared group work tasks.
        2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
        3. Pursues results with personal energy and drive to completion.

    B. Meets Workplace Expectations

        1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
        2. Complies with workplace policies, norms/culture, procedures and protocols.
        3. Exhibits professional etiquette in all interactions.
        4. Understands the importance of health, safety, human resource and environmental regulations.

    C. Civic Responsibility and Service

        1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
        2. Engages in local government through attendance, participation and service.
        3. Demonstrates a respect for laws and regulations and those who enforce them.

> **Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given.   Their compliance with workplace expectations is observable through the processes of the event. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.**

2. Students Should Apply Appropriate Academic and Technical Skills

    A. Academic Attainment

        1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
        2. Reads and comprehends written material in a variety of forms and levels of complexity.
        3. Completes secondary courses to meet high school gradation requirements.
        4. Assimilates and applies new learning, knowledge and skills.

    B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about their challenge. Students compare and contrast the information, and analyze the ideas practicing reasoning skills. They compile that information to successfully plan and implement their project, demonstrating the skills they've learned.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. They must work as a team to compose a timeline and prepare a quality meal using the ingredients selected annually for the event. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

   A. Creativity

   1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.
   2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.
   3. Appreciates new and creative ideas of others.
   4. Knows when to curb the creative process and begin implementation.

   B. Innovation

   1. Searches for new ways to improve the efficiency of existing processes.
   2. Determines the feasibility of improvements for ideas and concepts.
   3. Accepts and incorporates constructive criticism into proposals for innovation.
   4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students create plans to reach goals as well as stand out within the competition in a unique way while still creating a quality product.

5. Students Should Use Technology Productively

   A. Data Gathering, Access and Management

   1. Uses various methods to search for valid, relevant data to complete workplace tasks.
   2. Evaluates Internet resources for reliability and validity.
   3. Develops and uses a consistent approach for managing data.

   B. Tools and Applications

   1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.
   2. Demonstrates the technology skills needed for a chosen career field.
   3. Identifies the workplace value of technology tools and applications.

   C. Technology Ethics

   1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.
   2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.
   3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence:

6. **Students Should Model Ethical Leadership and Effective Management**

   A. Leadership

   1. Employs organizational development skills to foster positive working relationships and accomplish goals.
   2. Enlists the support of others to accomplish a goal.

   3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

   B. Ethics

   1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.
   2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.
   3. Practices ethical behavior at all times and complies with organizational code of conduct.

   C. Management

   1. Differentiates between leadership and management.
   2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.
   3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others when they cannot successfully compete without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

   A. Personal Well-Being

   1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.
   2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.
   3. Builds positive social relationships with supportive friends and family in a community.

   B. Financial Well-Being

   1. Analyzes choices available to consumers for saving and investing.

	2. Develops a personal budget that aligns to near-term and long-term priorities.
	3. Establishes a good credit history by using credit responsibly.
	4. Understands principles of insurance and identified appropriate coverage.
	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking

	1. Asks pertinent questions to acquire or confirm information.
	2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
	3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
	4. Practices active and attentive listening skills.

B. Writing

	1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
	2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
	3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

	1. Prepares presentations to provide information for specific purposes and audiences.
	2. Delivers presentations that sustain listeners' attention and interest.
	3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

	1. Uses professional etiquette and observes social protocols when communicating.
	2. Practices appropriate use of social media in personal and professional environments.
	3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

	1. Establishes positive relationships with internal/external customers.

	2. Identifies and addresses customer's needs and wants.
	3. Recommends appropriate products and services.
	4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence:

9. Students should Use Critical Thinking

A. Critical Thinking

	1. Demonstrates the ability to reason critically and systematically.
	2. Uses reason and logic to evaluate situations from multiple perspectives.
	3. Critiques possible solutions using valid research, historical context and balanced judgment.
	4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

	1. Conducts research, gathers input and analyzes information necessary for decision-making.
	2. Develops and prioritizes possible solutions with supporting rationale.
	3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

	1. Demonstrates a willingness to learn new knowledge and skills.
	2. Considers multiple and diverse points of view.
■	3. Manages multiple tasks and priorities.
	4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The students manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

	1. Builds consensus within a team to accomplish results.
	2. Contributes to team-oriented projects and assignments.
	3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

	1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.
	2. Disagrees with a team member without causing personal offense.
	3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

	1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.
	2. Stays aware of current local, national and global news and issues.
	3. Uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to achieve a goal. They demonstrate their best in all circumstances while considering individual expertise and abilities.

11. Students Should Manage Their Personal Career Development

A. Planning

	1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.
	2. Develops career goals and objectives.
	3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

	1. Uses multiple resources, including personal and professional networks, to locate job opportunities.
	2. Researches information about a prospective employer to successfully complete an application.
	3. Uses professional digital media to create a personal brand.
	4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

	1. Prepares a professional resume appropriate for each situation.
	2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.
	3. Presents a professional image appropriate for the job interview.
	4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Entrepreneurship STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility
1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations
1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
2. Complies with workplace policies, norms/culture, procedures and protocols.
3. Exhibits professional etiquette in all interactions.
4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service
1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
2. Engages in local government through attendance, participation and service.
3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Their understanding of workplace expectations is observable through the processes of the event and demonstrated in the portfolio. Students take advantage of community and professional organizations in their project, if appropriate. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment
1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
2. Reads and comprehends written material in a variety of forms and levels of complexity.
3. Completes secondary courses to meet high school gradation requirements.
4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

■ 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about a business. Students compare and contrast the information, and analyze the topic practicing reasoning skills. They compile that information to successfully plan and implement their project, demonstrating the skills they've learned.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

■ 1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

■ 1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

■ 1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. They develop a business plan considering business hours, codes, staff, and budget, as well as a rendering of the space. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

A. Creativity

1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.
2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.
3. Appreciates new and creative ideas of others.
4. Knows when to curb the creative process and begin implementation.

B. Innovation

1. Searches for new ways to improve the efficiency of existing processes.
2. Determines the feasibility of improvements for ideas and concepts.
3. Accepts and incorporates constructive criticism into proposals for innovation.
4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting options for a unique business. Creative new products or services target groups and earn their support. In addition, students use the rubric and feedback from others including partners, to improve processes and outcomes. Students create and set forth plans to reach goals as well as stand out within the competition in a unique way while still creating a quality project.

5. Students Should Use Technology Productively

A. Data Gathering, Access and Management

1. Uses various methods to search for valid, relevant data to complete workplace tasks.
2. Evaluates Internet resources for reliability and validity.
3. Develops and uses a consistent approach for managing data.

B. Tools and Applications

1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.
2. Demonstrates the technology skills needed for a chosen career field.
3. Identifies the workplace value of technology tools and applications.

C. Technology Ethics

1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.
2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.
3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence: This STAR event encourages students to use a variety of methods to gather appropriate data to complete the task.

6. **Students Should Model Ethical Leadership and Effective Management**

   A. Leadership
   - 1. Employs organizational development skills to foster positive working relationships and accomplish goals.
   - 2. Enlists the support of others to accomplish a goal.
   - 3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

   B. Ethics
   - 1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.
   - 2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.
   - 3. Practices ethical behavior at all times and complies with organizational code of conduct.

   C. Management
   - 1. Differentiates between leadership and management.
   - 2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.
   - 3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others when they cannot successfully compete without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

   A. Personal Well-Being
   - 1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.
   - 2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.
   - 3. Builds positive social relationships with supportive friends and family in a community.

   B. Financial Well-Being
   - 1. Analyzes choices available to consumers for saving and investing.

	2. Develops a personal budget that aligns to near-term and long-term priorities.
	3. Establishes a good credit history by using credit responsibly.
	4. Understands principles of insurance and identified appropriate coverage.
	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking

	1. Asks pertinent questions to acquire or confirm information.
	2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
	3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
	4. Practices active and attentive listening skills.

B. Writing

■	1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
■	2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
	3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

■	1. Prepares presentations to provide information for specific purposes and audiences.
■	2. Delivers presentations that sustain listeners' attention and interest.
	3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

■	1. Uses professional etiquette and observes social protocols when communicating.
	2. Practices appropriate use of social media in personal and professional environments.
■	3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

■	1. Establishes positive relationships with internal/external customers.

2. Identifies and addresses customer's needs and wants.

3. Recommends appropriate products and services.

4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Students use electronic and organizational skills to prepare the required portfolio and business plan. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators. Students use appropriate social protocols, and practice word choice and tone when communicating with professionals and other adults. Through the evaluation process, participants address and edit their project based on the feedback received in order to meet customers' needs.

9. Students should Use Critical Thinking

A. Critical Thinking

1. Demonstrates the ability to reason critically and systematically.

2. Uses reason and logic to evaluate situations from multiple perspectives.

3. Critiques possible solutions using valid research, historical context and balanced judgment.

4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

1. Conducts research, gathers input and analyzes information necessary for decision-making.

2. Develops and prioritizes possible solutions with supporting rationale.

3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

1. Demonstrates a willingness to learn new knowledge and skills.

2. Considers multiple and diverse points of view.

3. Manages multiple tasks and priorities.

4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do about a specific concern. They select a logical choice from the available options, considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

■ 1. Builds consensus within a team to accomplish results.

2. Contributes to team-oriented projects and assignments.

3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

☐ 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

☐ 2. Disagrees with a team member without causing personal offense.

☐ 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

☐ 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

☐ 2. Stays aware of current local, national and global news and issues.

☐ 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. Students Should Manage Their Personal Career Development

A. Planning

☐ 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

☐ 2. Develops career goals and objectives.

☐ 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

☐ 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

☐ 2. Researches information about a prospective employer to successfully complete an application.

☐ 3. Uses professional digital media to create a personal brand.

☐ 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

☐ 1. Prepares a professional resume appropriate for each situation.

☐ 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

☐ 3. Presents a professional image appropriate for the job interview.

☐ 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

■ 1. Understands the knowledge and skills required of an entrepreneur.

2. Describes the opportunities for entrepreneurship in a given industry.

3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence: The student describes, in their project, what steps they would take to develop, organize and manage a business venture along with any of its risks. They compare and contrast employment versus management.

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)

Event or Program: Environmental Ambassador STAR Event

1. Students Should Contribute to Employer and Community Success

    A. Personal Responsibility

        1. Takes responsibility for individual and shared group work tasks.

        2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.

        3. Pursues results with personal energy and drive to completion.

    B. Meets Workplace Expectations

        1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.

        2. Complies with workplace policies, norms/culture, procedures and protocols.

        3. Exhibits professional etiquette in all interactions.

        4. Understands the importance of health, safety, human resource and environmental regulations.

    C. Civic Responsibility and Service

        1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.

        2. Engages in local government through attendance, participation and service.

        3. Demonstrates a respect for laws and regulations and those who enforce them.

> **Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Their understanding of environmental regulations is observable through the processes of the event and demonstrated in the portfolio. Students take advantage of community and professional organizations in their project, if appropriate. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.**

2. Students Should Apply Appropriate Academic and Technical Skills

    A. Academic Attainment

        1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)

        2. Reads and comprehends written material in a variety of forms and levels of complexity.

        3. Completes secondary courses to meet high school gradation requirements.

        4. Assimilates and applies new learning, knowledge and skills.

    B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: Students apply new skills and content beyond what is taught within classroom standards. The student must research a variety of informational sources about an environmental issue. To do so, they engage in reading and scientific inquiry with the assimilation of knowledge. Students compare and contrast the information, and analyze the options to form an opinion practicing reasoning skills.   They compile that information to successfully plan and implement their project, and then demonstrate the skills they've learned.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. They choose an environmental concern which is adversely affecting a target group. Students generate solutions and encourage the targets to work toward the improvement of environmental issue. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting unique methods to impact an environmental issue that is causing harm to families. Creative methods are more apt to get the attention of the target group and earn their support. In addition, students use feedback from others, to improve processes and outcomes.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence:

6. **Students Should Model Ethical Leadership and Effective Management**

   A. Leadership

   ☐ 1. Employs organizational development skills to foster positive working relationships and accomplish goals.

   ☐ 2. Enlists the support of others to accomplish a goal.

   ☐ 3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

   B. Ethics

   ☐ 1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

   ☐ 2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

   ☐ 3. Practices ethical behavior at all times and complies with organizational code of conduct.

   C. Management

   ☐ 1. Differentiates between leadership and management.

   ☐ 2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

   ☐ 3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others because they cannot advocate without their assistance, and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

   A. Personal Well-Being

   ☐ 1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

   ☐ 2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

   ☐ 3. Builds positive social relationships with supportive friends and family in a community.

   B. Financial Well-Being

   ☐ 1. Analyzes choices available to consumers for saving and investing.

	2. Develops a personal budget that aligns to near-term and long-term priorities.
	3. Establishes a good credit history by using credit responsibly.
	4. Understands principles of insurance and identified appropriate coverage.
	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking

1. Asks pertinent questions to acquire or confirm information.
2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
4. Practices active and attentive listening skills.

B. Writing

1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

1. Prepares presentations to provide information for specific purposes and audiences.
2. Delivers presentations that sustain listeners' attention and interest.
3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

1. Uses professional etiquette and observes social protocols when communicating.
2. Practices appropriate use of social media in personal and professional environments.
3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

1. Establishes positive relationships with internal/external customers.

☐ 2. Identifies and addresses customer's needs and wants.
☐ 3. Recommends appropriate products and services.
☐ 4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Effective writing and speaking skills are used to interact with a variety of individuals as they advocate for their concern. Students use electronic and organizational skills to prepare the required portfolio. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators.

9. Students should Use Critical Thinking

A. Critical Thinking
1. Demonstrates the ability to reason critically and systematically.
2. Uses reason and logic to evaluate situations from multiple perspectives.
3. Critiques possible solutions using valid research, historical context and balanced judgment.

4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making
☐ 1. Conducts research, gathers input and analyzes information necessary for decision-making.
☐ 2. Develops and prioritizes possible solutions with supporting rationale.
☐ 3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability
1. Demonstrates a willingness to learn new knowledge and skills.
2. Considers multiple and diverse points of view.
3. Manages multiple tasks and priorities.
4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do as they prepare their project. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

� 1. Builds consensus within a team to accomplish results.

2. Contributes to team-oriented projects and assignments.

3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

☐ 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

☐ 2. Disagrees with a team member without causing personal offense.

☐ 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

☐ 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

☐ 2. Stays aware of current local, national and global news and issues.

☐ 3. Uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. Students Should Manage Their Personal Career Development

A. Planning

☐ 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

☐ 2. Develops career goals and objectives.

☐ 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

☐ 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

☐ 2. Researches information about a prospective employer to successfully complete an application.

☐ 3. Uses professional digital media to create a personal brand.

☐ 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

☐ 1. Prepares a professional resume appropriate for each situation.

☐ 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

☐ 3. Presents a professional image appropriate for the job interview.

☐ 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Fashion Construction STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

- ■ 1. Takes responsibility for individual and shared group work tasks.
- 2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
- 3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

- ☐ 1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
- ☐ 2. Complies with workplace policies, norms/culture, procedures and protocols.
- ☐ 3. Exhibits professional etiquette in all interactions.
- ☐ 4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

- ■ 1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
- ☐ 2. Engages in local government through attendance, participation and service.
- ☐ 3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show personal responsibility in completing a quality project by the deadline given. They take advantage of community and professional organizations in their project, if appropriate. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

- ☐ 1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
- ■ 2. Reads and comprehends written material in a variety of forms and levels of complexity.
- ☐ 3. Completes secondary courses to meet high school gradation requirements.
- ☐ 4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

■ 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must apply new skills and content taught within classroom standards about fashion construction. Students compare and contrast the information, and analyze their choices practicing reasoning skills. They apply that information to successfully construct a garment, demonstrating the skills they've learned.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

■ 1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

■ 1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

■ 1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. They construct an ensemble demonstrating their knowledge of various sewing techniques and prepare a display of required supporting information. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

A. Creativity

1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.
2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.
3. Appreciates new and creative ideas of others.
4. Knows when to curb the creative process and begin implementation.

B. Innovation

1. Searches for new ways to improve the efficiency of existing processes.
2. Determines the feasibility of improvements for ideas and concepts.
3. Accepts and incorporates constructive criticism into proposals for innovation.
4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students create items to meet needs of a specific individual. In addition, students use the rubric and feedback from others to improve processes and outcomes.

5. Students Should Use Technology Productively

A. Data Gathering, Access and Management

1. Uses various methods to search for valid, relevant data to complete workplace tasks.
2. Evaluates Internet resources for reliability and validity.
3. Develops and uses a consistent approach for managing data.

B. Tools and Applications

1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.
2. Demonstrates the technology skills needed for a chosen career field.
3. Identifies the workplace value of technology tools and applications.

C. Technology Ethics

1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.
2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.
3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence:

6. **Students Should Model Ethical Leadership and Effective Management**

   A. Leadership

   ☐ 1. Employs organizational development skills to foster positive working relationships and accomplish goals.

   2. Enlists the support of others to accomplish a goal.

   3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

   B. Ethics

   ☐ 1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

   ☐ 2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

   ☐ 3. Practices ethical behavior at all times and complies with organizational code of conduct.

   C. Management

   ☐ 1. Differentiates between leadership and management.

   ☐ 2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

   3. Develops personal management skills to function effectively and efficiently.

   Evidence: Students enlist the support of others because they cannot successfully compete without their assistance, and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

   A. Personal Well-Being

   ☐ 1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

   ☐ 2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

   ☐ 3. Builds positive social relationships with supportive friends and family in a community.

   B. Financial Well-Being

   ☐ 1. Analyzes choices available to consumers for saving and investing.

☐	2. Develops a personal budget that aligns to near-term and long-term priorities.
☐	3. Establishes a good credit history by using credit responsibly.
☐	4. Understands principles of insurance and identified appropriate coverage.
☐	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
☐	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking

- ☐ 1. Asks pertinent questions to acquire or confirm information.
- ☐ 2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
- ☐ 3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
- ☐ 4. Practices active and attentive listening skills.

B. Writing

- ■ 1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
- 2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
- ☐ 3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

- ■ 1. Prepares presentations to provide information for specific purposes and audiences.
- 2. Delivers presentations that sustain listeners' attention and interest.
- ☐ 3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

- ☐ 1. Uses professional etiquette and observes social protocols when communicating.
- ☐ 2. Practices appropriate use of social media in personal and professional environments.
- ☐ 3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

- ☐ 1. Establishes positive relationships with internal/external customers.

| | 2. Identifies and addresses customer's needs and wants. |
| 3. Recommends appropriate products and services. |
| 4. Uses effective follow-up techniques to assure that the needs of the customer have been met. |

Evidence: Students use electronic and organizational skills to prepare the required display. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators.

9. Students should Use Critical Thinking

A. Critical Thinking

1. Demonstrates the ability to reason critically and systematically.
2. Uses reason and logic to evaluate situations from multiple perspectives.
3. Critiques possible solutions using valid research, historical context and balanced judgment.
4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

1. Conducts research, gathers input and analyzes information necessary for decision-making.
2. Develops and prioritizes possible solutions with supporting rationale.
3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

1. Demonstrates a willingness to learn new knowledge and skills.
2. Considers multiple and diverse points of view.
3. Manages multiple tasks and priorities.
4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The students manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility while constructing their garment.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

- [■] 1. Builds consensus within a team to accomplish results.
- [ ] 2. Contributes to team-oriented projects and assignments.
- [ ] 3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution
- [ ] 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.
- [ ] 2. Disagrees with a team member without causing personal offense.
- [ ] 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence
- [ ] 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.
- [ ] 2. Stays aware of current local, national and global news and issues.
- [ ] 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. Students Should Manage Their Personal Career Development

A. Planning
- [ ] 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.
- [ ] 2. Develops career goals and objectives.
- [ ] 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking
- [ ] 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.
- [ ] 2. Researches information about a prospective employer to successfully complete an application.
- [ ] 3. Uses professional digital media to create a personal brand.
- [ ] 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews
- [ ] 1. Prepares a professional resume appropriate for each situation.
- [ ] 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.
- [ ] 3. Presents a professional image appropriate for the job interview.
- [ ] 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐	1. Identifies opportunities for career advancement.
☐	2. Uses resources to develop goals that address training, education and self-improvement issues.
☐	3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐	1. Understands the knowledge and skills required of an entrepreneur.
☐	2. Describes the opportunities for entrepreneurship in a given industry.
☐	3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Fashion Design STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
2. Complies with workplace policies, norms/culture, procedures and protocols.
3. Exhibits professional etiquette in all interactions.
4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
2. Engages in local government through attendance, participation and service.
3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show personal responsibility in completing a quality project by the deadline given. They take advantage of community and professional organizations in their project, if appropriate. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
2. Reads and comprehends written material in a variety of forms and levels of complexity.
3. Completes secondary courses to meet high school gradation requirements.
4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

■ 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about fashion design. Students compare and contrast the information, and analyze the topic practicing reasoning skills. They apply that information to successfully create a new design, demonstrating the skills they've learned.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

■ 1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

■ 1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

■ 1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. The student will develop a fashion label with one sample garment. Students use concepts gained in the classroom setting to determine selection of appropriate design and fabric, considering pricing. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting unique ideas for their fashion design. Creative methods are more apt to get the attention of and make the sale to the client.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence:

6. **Students Should Model Ethical Leadership and Effective Management**

    A. Leadership

        1. Employs organizational development skills to foster positive working relationships and accomplish goals.

        2. Enlists the support of others to accomplish a goal.

        3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

    B. Ethics

        1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

        2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

        3. Practices ethical behavior at all times and complies with organizational code of conduct.

    C. Management

        1. Differentiates between leadership and management.

        2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

        3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others because they cannot successfully design without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

    A. Personal Well-Being

        1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

        2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

        3. Builds positive social relationships with supportive friends and family in a community.

    B. Financial Well-Being

        1. Analyzes choices available to consumers for saving and investing.

	2. Develops a personal budget that aligns to near-term and long-term priorities.
	3. Establishes a good credit history by using credit responsibly.
	4. Understands principles of insurance and identified appropriate coverage.
	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking
	1. Asks pertinent questions to acquire or confirm information.
	2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
	3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
	4. Practices active and attentive listening skills.

B. Writing
■	1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
	2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
	3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations
■	1. Prepares presentations to provide information for specific purposes and audiences.
	2. Delivers presentations that sustain listeners' attention and interest.
	3. Uses technology appropriately to effectively present information.

D. Professional Etiquette
	1. Uses professional etiquette and observes social protocols when communicating.
	2. Practices appropriate use of social media in personal and professional environments.
	3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service
	1. Establishes positive relationships with internal/external customers.

2. Identifies and addresses customer's needs and wants.

3. Recommends appropriate products and services.

4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: **Students use electronic and organizational skills to prepare the required portfolio. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators. Through the evaluation process, participants address and edit their project based on the feedback received.**

9. Students should Use Critical Thinking

A. Critical Thinking

1. Demonstrates the ability to reason critically and systematically.

2. Uses reason and logic to evaluate situations from multiple perspectives.

3. Critiques possible solutions using valid research, historical context and balanced judgment.

4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

1. Conducts research, gathers input and analyzes information necessary for decision-making.

2. Develops and prioritizes possible solutions with supporting rationale.

3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

1. Demonstrates a willingness to learn new knowledge and skills.

2. Considers multiple and diverse points of view.

3. Manages multiple tasks and priorities.

4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: Students learn new skills in order to achieve the design they are seeking. The students manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

	1. Builds consensus within a team to accomplish results.
	2. Contributes to team-oriented projects and assignments.
	3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

	1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.
	2. Disagrees with a team member without causing personal offense.
	3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

	1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.
	2. Stays aware of current local, national and global news and issues.
	3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. **Students Should Manage Their Personal Career Development**

A. Planning

	1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.
	2. Develops career goals and objectives.
	3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

	1. Uses multiple resources, including personal and professional networks, to locate job opportunities.
	2. Researches information about a prospective employer to successfully complete an application.
	3. Uses professional digital media to create a personal brand.
	4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

	1. Prepares a professional resume appropriate for each situation.
	2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.
	3. Presents a professional image appropriate for the job interview.
	4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)

Event or Program: Focus on Children STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
2. Complies with workplace policies, norms/culture, procedures and protocols.
3. Exhibits professional etiquette in all interactions.
4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
2. Engages in local government through attendance, participation and service.
3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
2. Reads and comprehends written material in a variety of forms and levels of complexity.
3. Completes secondary courses to meet high school gradation requirements.
4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about a topic. Students compare and contrast the information, and analyze the topic practicing reasoning skills. They compile that information to successfully plan and implement their project demonstrating the skills they've learned.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. They select an in-depth project appropriate for specific-aged children that will positively impact the community. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

   A. Creativity

   1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.
   2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.
   3. Appreciates new and creative ideas of others.
   4. Knows when to curb the creative process and begin implementation.

   B. Innovation

   1. Searches for new ways to improve the efficiency of existing processes.
   2. Determines the feasibility of improvements for ideas and concepts.
   3. Accepts and incorporates constructive criticism into proposals for innovation.
   4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting unique ideas in order develop a project for children. In this age of technology, the interest of children is more difficult to capture without a creative approach. In addition, students use feedback from others including partners, to improve processes and outcomes.

5. Students Should Use Technology Productively

   A. Data Gathering, Access and Management

   1. Uses various methods to search for valid, relevant data to complete workplace tasks.
   2. Evaluates Internet resources for reliability and validity.
   3. Develops and uses a consistent approach for managing data.

   B. Tools and Applications

   1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.
   2. Demonstrates the technology skills needed for a chosen career field.
   3. Identifies the workplace value of technology tools and applications.

   C. Technology Ethics

   1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.
   2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.
   3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence:

6. **Students Should Model Ethical Leadership and Effective Management**

   A. Leadership

      1. Employs organizational development skills to foster positive working relationships and accomplish goals.

      2. Enlists the support of others to accomplish a goal.

      3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

   B. Ethics

      1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

      2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

      3. Practices ethical behavior at all times and complies with organizational code of conduct.

   C. Management

      1. Differentiates between leadership and management.

      2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

      3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others because they cannot positively impact children, without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

   A. Personal Well-Being

      1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

      2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

      3. Builds positive social relationships with supportive friends and family in a community.

   B. Financial Well-Being

      1. Analyzes choices available to consumers for saving and investing.

    2. Develops a personal budget that aligns to near-term and long-term priorities.

    3. Establishes a good credit history by using credit responsibly.

    4. Understands principles of insurance and identified appropriate coverage.

    5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.

    6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence: Students interact positively with people outside of the school system, developing a relationship that would allow them to ask for support if necessary.

8. Students Should Communicate Effectively and Appropriately

A. Speaking
1. Asks pertinent questions to acquire or confirm information.
2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
4. Practices active and attentive listening skills.

B. Writing
1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations
1. Prepares presentations to provide information for specific purposes and audiences.
2. Delivers presentations that sustain listeners' attention and interest.
3. Uses technology appropriately to effectively present information.

D. Professional Etiquette
1. Uses professional etiquette and observes social protocols when communicating.
2. Practices appropriate use of social media in personal and professional environments.
3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service
1. Establishes positive relationships with internal/external customers.

☐ 2. Identifies and addresses customer's needs and wants.

☐ 3. Recommends appropriate products and services.

☐ 4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Effective writing and speaking skills are used to interact with a variety of individuals as they prepare their project. Students use electronic and organizational skills to prepare the display. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators.

9. Students should Use Critical Thinking

A. Critical Thinking

1. Demonstrates the ability to reason critically and systematically.

2. Uses reason and logic to evaluate situations from multiple perspectives.

3. Critiques possible solutions using valid research, historical context and balanced judgment.

4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

1. Conducts research, gathers input and analyzes information necessary for decision-making.

2. Develops and prioritizes possible solutions with supporting rationale.

3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

☐ 1. Demonstrates a willingness to learn new knowledge and skills.

☐ 2. Considers multiple and diverse points of view.

3. Manages multiple tasks and priorities.

4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do about a specific concern. They select a logical choice from the available options, considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

■ 1. Builds consensus within a team to accomplish results.

2. Contributes to team-oriented projects and assignments.

3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

☐ 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

☐ 2. Disagrees with a team member without causing personal offense.

☐ 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

☐ 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

☐ 2. Stays aware of current local, national and global news and issues.

☐ 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. **Students Should Manage Their Personal Career Development**

A. Planning

☐ 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

☐ 2. Develops career goals and objectives.

☐ 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

☐ 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

☐ 2. Researches information about a prospective employer to successfully complete an application.

☐ 3. Uses professional digital media to create a personal brand.

☐ 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

☐ 1. Prepares a professional resume appropriate for each situation.

☐ 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

☐ 3. Presents a professional image appropriate for the job interview.

☐ 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Food Innovations STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
2. Complies with workplace policies, norms/culture, procedures and protocols.
3. Exhibits professional etiquette in all interactions.
4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
2. Engages in local government through attendance, participation and service.
3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. They take advantage of community and professional organizations in their project, if appropriate. Their compliance with workplace expectations is observable through the processes of the event and testing. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
2. Reads and comprehends written material in a variety of forms and levels of complexity.
3. Completes secondary courses to meet high school gradation requirements.
4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The students research a variety of informational sources about food development. They engage in reading and scientific inquiry with the assimilation of knowledge. Students may apply new skills and content beyond what is taught within classroom standards. Students compare and contrast the information, and analyze the options to form an opinion practicing reasoning skills. In addition, students compute caloric information, and marketing strategies.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. This event involves being able to analyze how certain food ingredients or processes affect the final product. In addition, there are multiple opportunities to problem solve as participants adjust a recipe, determine the final product based on tester feedback, and determine pricing of the final product. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: This project encourages participants to creatively problem solve and collaborate to come up with all of the elements required for a food product. Participants use innovative ideas for packaging while incorporating suggestions and criticisms of others.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence: This STAR event encourages students to use a variety of methods to gather appropriate data to complete the task. Students must evaluate internet data to make sure they are using reliable resources and then determine a way to manage data in an organized manner.

6. **Students Should Model Ethical Leadership and Effective Management**

    A. Leadership

       1. Employs organizational development skills to foster positive working relationships and accomplish goals.

       2. Enlists the support of others to accomplish a goal.

       3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

    B. Ethics

       1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

       2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

       3. Practices ethical behavior at all times and complies with organizational code of conduct.

    C. Management

       1. Differentiates between leadership and management.

       2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

       3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others because they cannot produce a quality product without their assistance, and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

    A. Personal Well-Being

       1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

       2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

       3. Builds positive social relationships with supportive friends and family in a community.

    B. Financial Well-Being

       1. Analyzes choices available to consumers for saving and investing.

☐ 2. Develops a personal budget that aligns to near-term and long-term priorities.

☐ 3. Establishes a good credit history by using credit responsibly.

☐ 4. Understands principles of insurance and identified appropriate coverage.

☒ 5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.

☐ 6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence: The students demonstrate consumer skills while purchasing ingredients and project materials as well as pricing the product.

8. **Students Should Communicate Effectively and Appropriately**

   A. Speaking

   ☒ 1. Asks pertinent questions to acquire or confirm information.

   ☐ 2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.

   ☐ 3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.

   ☒ 4. Practices active and attentive listening skills.

   B. Writing

   ☒ 1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.

   2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.

   ☐ 3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

   C. Presentations

   ☒ 1. Prepares presentations to provide information for specific purposes and audiences.

   2. Delivers presentations that sustain listeners' attention and interest.

   ☐ 3. Uses technology appropriately to effectively present information.

   D. Professional Etiquette

   ☐ 1. Uses professional etiquette and observes social protocols when communicating.

   ☐ 2. Practices appropriate use of social media in personal and professional environments.

   ☐ 3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

   E. Customer Service

   ☒ 1. Establishes positive relationships with internal/external customers.

2. Identifies and addresses customer's needs and wants.

3. Recommends appropriate products and services.

4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Effective writing and speaking skills are used to successfully demonstrate food product development and its marketing. Students use electronic and organizational skills to prepare the required written materials. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators. Through the evaluation process, participants address and edit their project based on the feedback received.

9. **Students should Use Critical Thinking**

    A. Critical Thinking

        1. Demonstrates the ability to reason critically and systematically.

        2. Uses reason and logic to evaluate situations from multiple perspectives.

        3. Critiques possible solutions using valid research, historical context and balanced judgment.

        4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

    B. Decision-Making

        1. Conducts research, gathers input and analyzes information necessary for decision-making.

        2. Develops and prioritizes possible solutions with supporting rationale.

        3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

    C. Adaptability

        1. Demonstrates a willingness to learn new knowledge and skills.

        2. Considers multiple and diverse points of view.

        3. Manages multiple tasks and priorities.

        4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do about a specific concern. They select a logical choice from the available options, considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility. Participants must be able to adapt as they go through the stages of this project. Test results may not match their original ideas and must be adjusted.

10. **Students Should Work Productively in Teams and Display Cultural Competency**

    A. Teamwork

	1. Builds consensus within a team to accomplish results.
	2. Contributes to team-oriented projects and assignments.
	3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

	1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.
	2. Disagrees with a team member without causing personal offense.
	3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

	1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.
	2. Stays aware of current local, national and global news and issues.
	3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities. Attention to food issues is very important in completing this project.

11. Students Should Manage Their Personal Career Development

A. Planning

	1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.
	2. Develops career goals and objectives.
	3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

	1. Uses multiple resources, including personal and professional networks, to locate job opportunities.
	2. Researches information about a prospective employer to successfully complete an application.
	3. Uses professional digital media to create a personal brand.
	4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

	1. Prepares a professional resume appropriate for each situation.
	2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.
	3. Presents a professional image appropriate for the job interview.
	4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)

Event or Program: Hospitality, Tourism, and Recreation STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
2. Complies with workplace policies, norms/culture, procedures and protocols.
3. Exhibits professional etiquette in all interactions.
4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
2. Engages in local government through attendance, participation and service.
3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show personal responsibility in completing a quality project by the deadline given. They take advantage of community and professional organizations in their project, if appropriate. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
2. Reads and comprehends written material in a variety of forms and levels of complexity.
3. Completes secondary courses to meet high school gradation requirements.
4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

■ 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student researches a variety of informational sources about the topic. The student may apply new skills and content beyond what is taught within classroom standards. They engage in reading and scientific inquiry with the assimilation of knowledge. Students compare and contrast the information, and analyze options practicing reasoning skills. They compile that information to successfully plan and implement their website, demonstrating skills learned.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

■ 1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

■ 1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

■ 1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. They select one aspect of the hospitality, tourism, and recreation industry to develop a business plan, comparing existing businesses, formulate client services information, and create a website that highlights the business. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

> **Evidence: Students brainstorm, selecting options for a unique business. Creative new products or services offered on the website that stand out are more appealing to the target group. In addition, students use the rubric and feedback from others including partners, to improve processes and outcomes.**

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence: This STAR event encourages students to use a variety of methods to gather appropriate data to complete the task. This event involves students demonstrating the imperative use of technology to not only compare similar businesses, but also convey the information about their proposal in an organized format on their website.

6. **Students Should Model Ethical Leadership and Effective Management**

   A. Leadership
   - 1. Employs organizational development skills to foster positive working relationships and accomplish goals.
   - 2. Enlists the support of others to accomplish a goal.
   - 3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

   B. Ethics
   - 1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.
   - 2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.
   - 3. Practices ethical behavior at all times and complies with organizational code of conduct.

   C. Management
   - 1. Differentiates between leadership and management.
   - 2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.
   - 3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others because they cannot successfully create a new business without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

   A. Personal Well-Being
   - 1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.
   - 2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.
   - 3. Builds positive social relationships with supportive friends and family in a community.

   B. Financial Well-Being
   - 1. Analyzes choices available to consumers for saving and investing.

☐	2. Develops a personal budget that aligns to near-term and long-term priorities.
☐	3. Establishes a good credit history by using credit responsibly.
☐	4. Understands principles of insurance and identified appropriate coverage.
☐	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
☐	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking
- ☐ 1. Asks pertinent questions to acquire or confirm information.
- ☐ 2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
- ☐ 3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
- ☐ 4. Practices active and attentive listening skills.

B. Writing
- ■ 1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
- 2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
- ☐ 3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations
- ■ 1. Prepares presentations to provide information for specific purposes and audiences.
- 2. Delivers presentations that sustain listeners' attention and interest.
- 3. Uses technology appropriately to effectively present information.

D. Professional Etiquette
- ☐ 1. Uses professional etiquette and observes social protocols when communicating.
- ☐ 2. Practices appropriate use of social media in personal and professional environments.
- ☐ 3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service
- ■ 1. Establishes positive relationships with internal/external customers.

2. Identifies and addresses customer's needs and wants.

3. Recommends appropriate products and services.

4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Students use electronic and organizational skills to prepare the required portfolio. In addition, the student shares the knowledge gained in an oral presentation and case study response. An effective and organized presentation is critical to explain this project to evaluators. Through the evaluation process, participants address and edit their project based on the feedback received.

9. Students should Use Critical Thinking

A. Critical Thinking

1. Demonstrates the ability to reason critically and systematically.

2. Uses reason and logic to evaluate situations from multiple perspectives.

3. Critiques possible solutions using valid research, historical context and balanced judgment.

4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

1. Conducts research, gathers input and analyzes information necessary for decision-making.

2. Develops and prioritizes possible solutions with supporting rationale.

3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

1. Demonstrates a willingness to learn new knowledge and skills.

2. Considers multiple and diverse points of view.

3. Manages multiple tasks and priorities.

4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do about a specific concern. They select a logical choice from the available options, considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

[■] 1. Builds consensus within a team to accomplish results.

2. Contributes to team-oriented projects and assignments.

3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

[ ] 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

[ ] 2. Disagrees with a team member without causing personal offense.

[ ] 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

[ ] 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

[ ] 2. Stays aware of current local, national and global news and issues.

[ ] 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. Students Should Manage Their Personal Career Development

A. Planning

[ ] 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

[ ] 2. Develops career goals and objectives.

[ ] 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

[ ] 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

[ ] 2. Researches information about a prospective employer to successfully complete an application.

[ ] 3. Uses professional digital media to create a personal brand.

[ ] 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

[ ] 1. Prepares a professional resume appropriate for each situation.

[ ] 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

[ ] 3. Presents a professional image appropriate for the job interview.

[ ] 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

- [ ] 1. Identifies opportunities for career advancement.
- [ ] 2. Uses resources to develop goals that address training, education and self-improvement issues.
- [ ] 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

- 1. Understands the knowledge and skills required of an entrepreneur.
- 2. Describes the opportunities for entrepreneurship in a given industry.
- 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence: The student describes, in their project, what steps they would take to develop, organize and manage a business venture along with any of its risks. They compare and contrast employment versus management.

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Illustrated Talk STAR Event

1. Students Should Contribute to Employer and Community Success

    A. Personal Responsibility

        1. Takes responsibility for individual and shared group work tasks.
        2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
        3. Pursues results with personal energy and drive to completion.

    B. Meets Workplace Expectations

        1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
        2. Complies with workplace policies, norms/culture, procedures and protocols.
        3. Exhibits professional etiquette in all interactions.
        4. Understands the importance of health, safety, human resource and environmental regulations.

    C. Civic Responsibility and Service

        1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
        2. Engages in local government through attendance, participation and service.
        3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show personal responsibility in completing a quality project by the deadline given. They take advantage of community and professional organizations in their project, if appropriate. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

    A. Academic Attainment

        1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
        2. Reads and comprehends written material in a variety of forms and levels of complexity.
        3. Completes secondary courses to meet high school gradation requirements.
        4. Assimilates and applies new learning, knowledge and skills.

    B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about a topic. Students compare and contrast the information, and analyze the topic practicing reasoning skills. They compile that information to successfully plan and implement their project.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting an option for a unique project. Creative new projects will stand out within the competition as well as have a higher success rate. In addition, students use feedback from others, to improve processes and outcomes.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence: This STAR event encourages students to use a variety of methods to gather appropriate data to complete the task. Students must evaluate internet data to make sure they are using reliable resources and then determine a way to manage data in an organized manner.

6. **Students Should Model Ethical Leadership and Effective Management**

   A. Leadership

   1. Employs organizational development skills to foster positive working relationships and accomplish goals.
   2. Enlists the support of others to accomplish a goal.

   3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

   B. Ethics

   1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.
   2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.
   3. Practices ethical behavior at all times and complies with organizational code of conduct.

   C. Management

   1. Differentiates between leadership and management.
   2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.
   3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others when they cannot successfully complete their project without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

   A. Personal Well-Being

   1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.
   2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.
   3. Builds positive social relationships with supportive friends and family in a community.

   B. Financial Well-Being

   1. Analyzes choices available to consumers for saving and investing.

☐ 2. Develops a personal budget that aligns to near-term and long-term priorities.

☐ 3. Establishes a good credit history by using credit responsibly.

☐ 4. Understands principles of insurance and identified appropriate coverage.

☐ 5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.

☐ 6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking

☐ 1. Asks pertinent questions to acquire or confirm information.

☐ 2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.

☐ 3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.

☐ 4. Practices active and attentive listening skills.

B. Writing

■ 1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.

2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.

☐ 3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

■ 1. Prepares presentations to provide information for specific purposes and audiences.

2. Delivers presentations that sustain listeners' attention and interest.

☐ 3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

☐ 1. Uses professional etiquette and observes social protocols when communicating.

☐ 2. Practices appropriate use of social media in personal and professional environments.

☐ 3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

☐ 1. Establishes positive relationships with internal/external customers.

2. Identifies and addresses customer's needs and wants.

3. Recommends appropriate products and services.

4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: **Students use electronic and organizational skills to prepare the required written materials. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators.**

9. **Students should Use Critical Thinking**

    A. Critical Thinking

        1. Demonstrates the ability to reason critically and systematically.

        2. Uses reason and logic to evaluate situations from multiple perspectives.

        3. Critiques possible solutions using valid research, historical context and balanced judgment.

        4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

    B. Decision-Making

        1. Conducts research, gathers input and analyzes information necessary for decision-making.

        2. Develops and prioritizes possible solutions with supporting rationale.

        3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

    C. Adaptability

        1. Demonstrates a willingness to learn new knowledge and skills.

        2. Considers multiple and diverse points of view.

        3. Manages multiple tasks and priorities.

        4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do about a specific concern. They select a logical choice from the available options, considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. **Students Should Work Productively in Teams and Display Cultural Competency**

    A. Teamwork

☐ 1. Builds consensus within a team to accomplish results.

☐ 2. Contributes to team-oriented projects and assignments.

☐ 3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

☐ 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

☐ 2. Disagrees with a team member without causing personal offense.

☐ 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

☐ 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

☐ 2. Stays aware of current local, national and global news and issues.

☐ 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

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11. Students Should Manage Their Personal Career Development

A. Planning

☐ 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

☐ 2. Develops career goals and objectives.

☐ 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

☐ 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

☐ 2. Researches information about a prospective employer to successfully complete an application.

☐ 3. Uses professional digital media to create a personal brand.

☐ 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

☐ 1. Prepares a professional resume appropriate for each situation.

☐ 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

☐ 3. Presents a professional image appropriate for the job interview.

☐ 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Interior Design STAR Event

1. Students Should Contribute to Employer and Community Success

    A. Personal Responsibility

        1. Takes responsibility for individual and shared group work tasks.

        2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.

        3. Pursues results with personal energy and drive to completion.

    B. Meets Workplace Expectations

        1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.

        2. Complies with workplace policies, norms/culture, procedures and protocols.

        3. Exhibits professional etiquette in all interactions.

        4. Understands the importance of health, safety, human resource and environmental regulations.

    C. Civic Responsibility and Service

        1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.

        2. Engages in local government through attendance, participation and service.

        3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show personal responsibility in completing a quality project by the deadline given. They take advantage of community and professional organizations in their project, if appropriate. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

    A. Academic Attainment

        1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)

        2. Reads and comprehends written material in a variety of forms and levels of complexity.

        3. Completes secondary courses to meet high school gradation requirements.

        4. Assimilates and applies new learning, knowledge and skills.

    B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

■ 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

☐ 4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about interior design. Students compare and contrast the information, and analyze the topic practicing reasoning skills. They apply that information to successfully create a new design, demonstrating the skills they've learned.

3. **Students Should Make Sense of Problems and Persevere In Solving Them.**

A. Perceptiveness

■ 1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

■ 1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

■ 1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. Students receive scenarios with a variety of needs of clients. They must consider their client's diverse needs to prepare a living space for them. Students work independently on the project and work to ensure all requirements are met not only of the client but the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting an option for a unique design. Creative new projects will stand out within the competition as well as have a higher success rate with the client base. In addition, students and feedback from others to improve processes and outcomes.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence: **This STAR event encourages students to use a variety of methods to gather appropriate data to complete their design. This event involves using technology to research design ideas that meet code, furnishings, and color options. Technology is essential to this career as it is used to produce the design and convey the information to the prospective client in an organized format.**

6. **Students Should Model Ethical Leadership and Effective Management**

   A. Leadership
   - 1. Employs organizational development skills to foster positive working relationships and accomplish goals.
   - 2. Enlists the support of others to accomplish a goal.
   - 3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

   B. Ethics
   - 1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.
   - 2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.
   - 3. Practices ethical behavior at all times and complies with organizational code of conduct.

   C. Management
   - 1. Differentiates between leadership and management.
   - 2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.
   - 3. Develops personal management skills to function effectively and efficiently.

Evidence: **Students enlist the support of others because they cannot create a design without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.**

7. **Students Should Attend To Personal And Financial Well-Being**

   A. Personal Well-Being
   - 1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.
   - 2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.
   - 3. Builds positive social relationships with supportive friends and family in a community.

   B. Financial Well-Being
   - 1. Analyzes choices available to consumers for saving and investing.

	2. Develops a personal budget that aligns to near-term and long-term priorities.
	3. Establishes a good credit history by using credit responsibly.
	4. Understands principles of insurance and identified appropriate coverage.
	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking
	1. Asks pertinent questions to acquire or confirm information.
	2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
	3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
	4. Practices active and attentive listening skills.

B. Writing
	1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
■	2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
	3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations
■	1. Prepares presentations to provide information for specific purposes and audiences.
	2. Delivers presentations that sustain listeners' attention and interest.
	3. Uses technology appropriately to effectively present information.

D. Professional Etiquette
■	1. Uses professional etiquette and observes social protocols when communicating.
	2. Practices appropriate use of social media in personal and professional environments.
■	3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service
■	1. Establishes positive relationships with internal/external customers.

2. Identifies and addresses customer's needs and wants.

3. Recommends appropriate products and services.

4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Students use electronic and organizational skills to prepare a living space design. In addition the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators. Students use appropriate social protocols, and practice word choice and tone when communicating with professionals and other adults/clients. Through the evaluation process, participants address and edit their project based on the feedback received.

9. Students should Use Critical Thinking

A. Critical Thinking

1. Demonstrates the ability to reason critically and systematically.

2. Uses reason and logic to evaluate situations from multiple perspectives.

3. Critiques possible solutions using valid research, historical context and balanced judgment.

4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

1. Conducts research, gathers input and analyzes information necessary for decision-making.

2. Develops and prioritizes possible solutions with supporting rationale.

3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

1. Demonstrates a willingness to learn new knowledge and skills.

2. Considers multiple and diverse points of view.

3. Manages multiple tasks and priorities.

4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do about a specific design. They select a logical choice from the available options, considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility in order to satisfy their client's needs.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

■ 1. Builds consensus within a team to accomplish results.

2. Contributes to team-oriented projects and assignments.

3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

☐ 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

☐ 2. Disagrees with a team member without causing personal offense.

☐ 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

■ 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

☐ 2. Stays aware of current local, national and global news and issues.

☐ 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. Students Should Manage Their Personal Career Development

A. Planning

☐ 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

☐ 2. Develops career goals and objectives.

☐ 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

☐ 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

☐ 2. Researches information about a prospective employer to successfully complete an application.

☐ 3. Uses professional digital media to create a personal brand.

☐ 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

☐ 1. Prepares a professional resume appropriate for each situation.

☐ 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

☐ 3. Presents a professional image appropriate for the job interview.

☐ 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Interpersonal Communications STAR Event

1. Students Should Contribute to Employer and Community Success

   A. Personal Responsibility

   1. Takes responsibility for individual and shared group work tasks.
   2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
   3. Pursues results with personal energy and drive to completion.

   B. Meets Workplace Expectations

   1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
   2. Complies with workplace policies, norms/culture, procedures and protocols.
   3. Exhibits professional etiquette in all interactions.
   4. Understands the importance of health, safety, human resource and environmental regulations.

   C. Civic Responsibility and Service

   1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
   2. Engages in local government through attendance, participation and service.
   3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

   A. Academic Attainment

   1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
   2. Reads and comprehends written material in a variety of forms and levels of complexity.
   3. Completes secondary courses to meet high school gradation requirements.
   4. Assimilates and applies new learning, knowledge and skills.

   B. Technical Skill Attainment

   1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.
   2. Completes a career and technical education program of study.
   3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

   C. Strategic Thinking

   1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.
   2. Analyzes elements of a problem situation to develop solutions.
   3. Uses acquired academic and technical skills to improve a situation or process.
   4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about communication. Students compare and contrast the information, and analyze the topic practicing reasoning skills. They compile that information to successfully plan and implement their project, demonstrating the skills they learned.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

   A. Perceptiveness

   1. Accurately defines a problem or issue.
   2. Recognizes factors, constraints, goals and relationships in a problem situation.
   3. Identifies irregularities in processes and environments and seeks to understand their cause.

   B. Problem Solving

   1. Presents multiple solutions to the problem based on evidence and insights.
   2. Evaluates solutions and determines the potential value toward solving the problem.
   3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

   C. Perseverance/Work Ethic

   1. Establishes and executes plans to completion even when faced with setbacks.
   2. Requires minimal supervision to successfully complete tasks on schedule.

| | 3. Prioritizes tasks to ensure progress toward stated objectives. |

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. They select a target group and formulate a communication project that will strengthen the relationships within that group. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

	1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.
	2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.
	3. Appreciates new and creative ideas of others.
	4. Knows when to curb the creative process and begin implementation.

    B. Innovation

	1. Searches for new ways to improve the efficiency of existing processes.
	2. Determines the feasibility of improvements for ideas and concepts.
	3. Accepts and incorporates constructive criticism into proposals for innovation.
	4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting an option for a unique project. Creative new projects will stand out within the competition as well as have a higher success rate.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

	1. Uses various methods to search for valid, relevant data to complete workplace tasks.
	2. Evaluates Internet resources for reliability and validity.
	3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

	1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.
	2. Demonstrates the technology skills needed for a chosen career field.
	3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

	1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.
	2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.
	3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence:

6. Students Should Model Ethical Leadership and Effective Management

    A. Leadership

	1. Employs organizational development skills to foster positive working relationships and accomplish goals.
	2. Enlists the support of others to accomplish a goal.
	3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

    B. Ethics

	1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.
	2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.
	3. Practices ethical behavior at all times and complies with organizational code of conduct.

    C. Management

	1. Differentiates between leadership and management.
	2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.
	3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others because they cannot effectively communicate with a target group without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. Students Should Attend To Personal And Financial Well-Being

A. Personal Well-Being
1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.
2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.
3. Builds positive social relationships with supportive friends and family in a community.

B. Financial Well-Being
1. Analyzes choices available to consumers for saving and investing.
2. Develops a personal budget that aligns to near-term and long-term priorities.
3. Establishes a good credit history by using credit responsibly.
4. Understands principles of insurance and identified appropriate coverage.
5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking
1. Asks pertinent questions to acquire or confirm information.
2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
4. Practices active and attentive listening skills.

B. Writing
1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations
1. Prepares presentations to provide information for specific purposes and audiences.
2. Delivers presentations that sustain listeners' attention and interest.
3. Uses technology appropriately to effectively present information.

D. Professional Etiquette
1. Uses professional etiquette and observes social protocols when communicating.
2. Practices appropriate use of social media in personal and professional environments.
3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service
1. Establishes positive relationships with internal/external customers.
2. Identifies and addresses customer's needs and wants.
3. Recommends appropriate products and services.
4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Effective writing and speaking skills are used to successfully complete this project, requiring participants to interact with a variety of individuals. Students use electronic and organizational skills to prepare the required written materials. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators.

9. Students should Use Critical Thinking

A. Critical Thinking
1. Demonstrates the ability to reason critically and systematically.
2. Uses reason and logic to evaluate situations from multiple perspectives.

3. Critiques possible solutions using valid research, historical context and balanced judgment.

4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

1. Conducts research, gathers input and analyzes information necessary for decision-making.

2. Develops and prioritizes possible solutions with supporting rationale.

3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

1. Demonstrates a willingness to learn new knowledge and skills.

2. Considers multiple and diverse points of view.

3. Manages multiple tasks and priorities.

4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do as they prepare their project. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. **Students Should Work Productively in Teams and Display Cultural Competency**

A. Teamwork

1. Builds consensus within a team to accomplish results.

2. Contributes to team-oriented projects and assignments.

3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

2. Disagrees with a team member without causing personal offense.

3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

2. Stays aware of current local, national and global news and issues.

3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities. Participants act respectfully as they interact with a variety of people in completing this project.

11. **Students Should Manage Their Personal Career Development**

A. Planning

1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

2. Develops career goals and objectives.

3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

2. Researches information about a prospective employer to successfully complete an application.

3. Uses professional digital media to create a personal brand.

4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

1. Prepares a professional resume appropriate for each situation.

2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

3. Presents a professional image appropriate for the job interview.

4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

1. Identifies opportunities for career advancement.

2. Uses resources to develop goals that address training, education and self-improvement issues.

3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

	1. Understands the knowledge and skills required of an entrepreneur.
	2. Describes the opportunities for entrepreneurship in a given industry.
	3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Job Interview STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
2. Complies with workplace policies, norms/culture, procedures and protocols.
3. Exhibits professional etiquette in all interactions.
4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
2. Engages in local government through attendance, participation and service.
3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show personal responsibility in completing a quality project by the deadline given. Their compliance with workplace expectations is observable through the processes of the event. Students take advantage of community and professional organizations in their project, if appropriate. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
2. Reads and comprehends written material in a variety of forms and levels of complexity.
3. Completes secondary courses to meet high school gradation requirements.
4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

■ 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about interviewing. Students compare and contrast the information, and analyze the topic practicing reasoning skills. They compile that information to successfully prepare their portfolio, and demonstrate the skills they learned.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

■ 1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

■ 1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

■ 1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. The student creates a portfolio demonstrating their understanding of job seeking skills. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

A. Creativity

1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.
2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.
3. Appreciates new and creative ideas of others.
4. Knows when to curb the creative process and begin implementation.

B. Innovation

1. Searches for new ways to improve the efficiency of existing processes.
2. Determines the feasibility of improvements for ideas and concepts.
3. Accepts and incorporates constructive criticism into proposals for innovation.
4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: The student will demonstrate creativity in the preparation of their portfolio of information. There is ample opportunity to individualize the information in a clear and concise way. Unique answers to the interview questions will allow the student to stand out in the competition.

5. Students Should Use Technology Productively

A. Data Gathering, Access and Management

1. Uses various methods to search for valid, relevant data to complete workplace tasks.
2. Evaluates Internet resources for reliability and validity.
3. Develops and uses a consistent approach for managing data.

B. Tools and Applications

1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.
2. Demonstrates the technology skills needed for a chosen career field.
3. Identifies the workplace value of technology tools and applications.

C. Technology Ethics

1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.
2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.
3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence:

6. Students Should Model Ethical Leadership and Effective Management

    A. Leadership

        1. Employs organizational development skills to foster positive working relationships and accomplish goals.

        2. Enlists the support of others to accomplish a goal.

        3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

    B. Ethics

        1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

        2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

        3. Practices ethical behavior at all times and complies with organizational code of conduct.

    C. Management

        1. Differentiates between leadership and management.

        2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

        3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others when they cannot create their portfolio or interview without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, and self.

7. Students Should Attend To Personal And Financial Well-Being

    A. Personal Well-Being

        1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

        2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

        3. Builds positive social relationships with supportive friends and family in a community.

    B. Financial Well-Being

        1. Analyzes choices available to consumers for saving and investing.

2. Develops a personal budget that aligns to near-term and long-term priorities.

3. Establishes a good credit history by using credit responsibly.

4. Understands principles of insurance and identified appropriate coverage.

5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.

6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking

1. Asks pertinent questions to acquire or confirm information.

2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.

3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.

4. Practices active and attentive listening skills.

B. Writing

1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.

2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.

3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

1. Prepares presentations to provide information for specific purposes and audiences.

2. Delivers presentations that sustain listeners' attention and interest.

3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

1. Uses professional etiquette and observes social protocols when communicating.

2. Practices appropriate use of social media in personal and professional environments.

3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

1. Establishes positive relationships with internal/external customers.

	2. Identifies and addresses customer's needs and wants.
	3. Recommends appropriate products and services.
	4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Students use electronic and organizational skills to prepare the required written portfolio. In addition the student demonstrates knowledge gained in an oral interview. Students use appropriate social protocols, and practice word choice and tone when communicating with evaluators.

9. Students should Use Critical Thinking

    A. Critical Thinking

	1. Demonstrates the ability to reason critically and systematically.
	2. Uses reason and logic to evaluate situations from multiple perspectives.
	3. Critiques possible solutions using valid research, historical context and balanced judgment.
	4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

    B. Decision-Making

	1. Conducts research, gathers input and analyzes information necessary for decision-making.
	2. Develops and prioritizes possible solutions with supporting rationale.
	3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

    C. Adaptability

	1. Demonstrates a willingness to learn new knowledge and skills.
	2. Considers multiple and diverse points of view.
■	3. Manages multiple tasks and priorities.
	4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: Students manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility especially in the interview portion.

10. Students Should Work Productively in Teams and Display Cultural Competency

    A. Teamwork

1. Builds consensus within a team to accomplish results.

2. Contributes to team-oriented projects and assignments.

3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

2. Disagrees with a team member without causing personal offense.

3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

2. Stays aware of current local, national and global news and issues.

3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. **Students Should Manage Their Personal Career Development**

A. Planning

1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

2. Develops career goals and objectives.

3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

2. Researches information about a prospective employer to successfully complete an application.

3. Uses professional digital media to create a personal brand.

4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

1. Prepares a professional resume appropriate for each situation.

2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

3. Presents a professional image appropriate for the job interview.

4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

■ 1. Identifies opportunities for career advancement.

■ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence: This project involves in-depth planning. The students identify their objectives, marketable skills, strengths, and weaknesses while considering their own interests. They develop a personal education and career plan to help meet their goals. Research for this project involves identifying advancement opportunities. Students prepare a portfolio including the results of their research, and a resume. They also demonstrate their understanding of job seeking skills in an interview.

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Leadership STAR Event

1. Students Should Contribute to Employer and Community Success

    A. Personal Responsibility

        1. Takes responsibility for individual and shared group work tasks.
        2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
        3. Pursues results with personal energy and drive to completion.

    B. Meets Workplace Expectations

        1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
        2. Complies with workplace policies, norms/culture, procedures and protocols.
        3. Exhibits professional etiquette in all interactions.
        4. Understands the importance of health, safety, human resource and environmental regulations.

    C. Civic Responsibility and Service

        1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
        2. Engages in local government through attendance, participation and service.
        3. Demonstrates a respect for laws and regulations and those who enforce them.

> **Evidence: Students show personal responsibility in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project, if appropriate. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.**

2. Students Should Apply Appropriate Academic and Technical Skills

    A. Academic Attainment

        1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
        2. Reads and comprehends written material in a variety of forms and levels of complexity.
        3. Completes secondary courses to meet high school gradation requirements.
        4. Assimilates and applies new learning, knowledge and skills.

    B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

■ 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about leadership. Students learn new things about themselves though skill and leadership assessments in this event. Students compare and contrast the information, and analyze the results practicing reasoning skills. They compile that information to successfully plan and implement their project, demonstrating the skills they learned.

3. **Students Should Make Sense of Problems and Persevere In Solving Them.**

A. Perceptiveness

■ 1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

■ 1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

■ 1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. Students use concepts gained in their assessments and classroom settings to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: The student will demonstrate creativity in the preparation of their portfolio of information. There is ample opportunity to individualize the information in a clear and concise way.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence:

6. **Students Should Model Ethical Leadership and Effective Management**

   A. Leadership

   ▉ 1. Employs organizational development skills to foster positive working relationships and accomplish goals.

   2. Enlists the support of others to accomplish a goal.

   3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

   B. Ethics

   ▉ 1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

   2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

   3. Practices ethical behavior at all times and complies with organizational code of conduct.

   C. Management

   ☐ 1. Differentiates between leadership and management.

   ▉ 2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

   3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others because they cannot complete the leadership event without others' assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

   A. Personal Well-Being

   ☐ 1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

   ☐ 2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

   ☐ 3. Builds positive social relationships with supportive friends and family in a community.

   B. Financial Well-Being

   ☐ 1. Analyzes choices available to consumers for saving and investing.

☐	2. Develops a personal budget that aligns to near-term and long-term priorities.
☐	3. Establishes a good credit history by using credit responsibly.
☐	4. Understands principles of insurance and identified appropriate coverage.
☐	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
☐	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking

☐ 1. Asks pertinent questions to acquire or confirm information.

☐ 2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.

■ 3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.

4. Practices active and attentive listening skills.

B. Writing

■ 1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.

2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.

☐ 3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

■ 1. Prepares presentations to provide information for specific purposes and audiences.

2. Delivers presentations that sustain listeners' attention and interest.

☐ 3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

☐ 1. Uses professional etiquette and observes social protocols when communicating.

☐ 2. Practices appropriate use of social media in personal and professional environments.

☐ 3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

☐ 1. Establishes positive relationships with internal/external customers.

	2. Identifies and addresses customer's needs and wants.
	3. Recommends appropriate products and services.
	4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Effective writing and speaking skills are used to interact with a variety of individuals to successfully complete this project. Students use electronic and organizational skills to prepare the required written materials, in addition the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators.

9. Students should Use Critical Thinking

A. Critical Thinking

	1. Demonstrates the ability to reason critically and systematically.
	2. Uses reason and logic to evaluate situations from multiple perspectives.
	3. Critiques possible solutions using valid research, historical context and balanced judgment.
	4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

	1. Conducts research, gathers input and analyzes information necessary for decision-making.
	2. Develops and prioritizes possible solutions with supporting rationale.
	3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

	1. Demonstrates a willingness to learn new knowledge and skills.
	2. Considers multiple and diverse points of view.
	3. Manages multiple tasks and priorities.
	4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The students manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

☐ 1. Builds consensus within a team to accomplish results.

☐ 2. Contributes to team-oriented projects and assignments.

☐ 3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

☐ 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

☐ 2. Disagrees with a team member without causing personal offense.

☐ 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

☐ 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

☐ 2. Stays aware of current local, national and global news and issues.

☐ 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities. Participants act respectfully as they interact with a variety of people in completing this project.

11. Students Should Manage Their Personal Career Development

A. Planning

☐ 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

☐ 2. Develops career goals and objectives.

☐ 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

☐ 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

☐ 2. Researches information about a prospective employer to successfully complete an application.

☐ 3. Uses professional digital media to create a personal brand.

☐ 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

☐ 1. Prepares a professional resume appropriate for each situation.

☐ 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

☐ 3. Presents a professional image appropriate for the job interview.

☐ 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

■ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence: Students develop a personal education and career plan to help meet their goals.

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Life Event Planning STAR Event

1. Students Should Contribute to Employer and Community Success

    A. Personal Responsibility

        1. Takes responsibility for individual and shared group work tasks.
        2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
        3. Pursues results with personal energy and drive to completion.

    B. Meets Workplace Expectations

        1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
        2. Complies with workplace policies, norms/culture, procedures and protocols.
        3. Exhibits professional etiquette in all interactions.
        4. Understands the importance of health, safety, human resource and environmental regulations.

    C. Civic Responsibility and Service

        1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
        2. Engages in local government through attendance, participation and service.
        3. Demonstrates a respect for laws and regulations and those who enforce them.

> **Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They contact professional organizations about items and services, pricing, and guarantees. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.**

2. Students Should Apply Appropriate Academic and Technical Skills

    A. Academic Attainment

        1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
        2. Reads and comprehends written material in a variety of forms and levels of complexity.
        3. Completes secondary courses to meet high school gradation requirements.
        4. Assimilates and applies new learning, knowledge and skills.

    B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

■ 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

☐ 4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about the event. To do so, they engage in reading and scientific inquiry. Students may apply new skills and content beyond what is taught within classroom standards as they interact with contracts and pricing. Students compare and contrast the information, and analyze the situation to form recommendations practicing reasoning skills. They compile that information to successfully demonstrate the conclusions the drawn.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

■ 1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

■ 1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

■ 1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. They compare costs of five aspects of an event they are planning and develop a budget demonstrating the most practical solutions to their options. Students use concepts gained in the classroom setting to help determine solutions. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting options for a unique event. Students creatively explain why choices are the best for that specific situation. In addition, students use feedback from others to improve processes and outcomes.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence: This STAR event encourages students to use a variety of methods to gather appropriate data and determine a way to manage data in an organized manner.

6. **Students Should Model Ethical Leadership and Effective Management**

   A. Leadership

   ☐ 1. Employs organizational development skills to foster positive working relationships and accomplish goals.

   2. Enlists the support of others to accomplish a goal.

   3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

   B. Ethics

   ☐ 1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

   ☐ 2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

   ☐ 3. Practices ethical behavior at all times and complies with organizational code of conduct.

   C. Management

   ☐ 1. Differentiates between leadership and management.

   ■ 2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

   3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others when they cannot plan an event without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

   A. Personal Well-Being

   ☐ 1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

   ☐ 2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

   ☐ 3. Builds positive social relationships with supportive friends and family in a community.

   B. Financial Well-Being

   ■ 1. Analyzes choices available to consumers for saving and investing.

■ 2. Develops a personal budget that aligns to near-term and long-term priorities.

☐ 3. Establishes a good credit history by using credit responsibly.

☐ 4. Understands principles of insurance and identified appropriate coverage.

■ 5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.

☐ 6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence: The students demonstrate consumer skills while comparing and contrasting options for their event. They generate choices based on a sound budget and research of the reliability of the businesses they are working with.

8. **Students Should Communicate Effectively and Appropriately**

   A. Speaking

   ☐ 1. Asks pertinent questions to acquire or confirm information.

   ☐ 2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.

   ☐ 3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.

   ☐ 4. Practices active and attentive listening skills.

   B. Writing

   ■ 1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.

   2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.

   ☐ 3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

   C. Presentations

   ■ 1. Prepares presentations to provide information for specific purposes and audiences.

   2. Delivers presentations that sustain listeners' attention and interest.

   ☐ 3. Uses technology appropriately to effectively present information.

   D. Professional Etiquette

   ☐ 1. Uses professional etiquette and observes social protocols when communicating.

   ☐ 2. Practices appropriate use of social media in personal and professional environments.

   ☐ 3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

   E. Customer Service

   ☐ 1. Establishes positive relationships with internal/external customers.

    2. Identifies and addresses customer's needs and wants.

    3. Recommends appropriate products and services.

    4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Students use electronic and organizational skills to prepare the required portfolio. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators.

9. Students should Use Critical Thinking

A. Critical Thinking

1. Demonstrates the ability to reason critically and systematically.

2. Uses reason and logic to evaluate situations from multiple perspectives.

3. Critiques possible solutions using valid research, historical context and balanced judgment.

4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

1. Conducts research, gathers input and analyzes information necessary for decision-making.

2. Develops and prioritizes possible solutions with supporting rationale.

3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

1. Demonstrates a willingness to learn new knowledge and skills.

2. Considers multiple and diverse points of view.

3. Manages multiple tasks and priorities.

4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do about a specific event. They select a logical choice from the available options, considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

☑ 1. Builds consensus within a team to accomplish results.

2. Contributes to team-oriented projects and assignments.

3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

☐ 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

☐ 2. Disagrees with a team member without causing personal offense.

☐ 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

☐ 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

☐ 2. Stays aware of current local, national and global news and issues.

☐ 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. Students Should Manage Their Personal Career Development

A. Planning

☐ 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

☐ 2. Develops career goals and objectives.

☐ 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

☐ 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

☐ 2. Researches information about a prospective employer to successfully complete an application.

☐ 3. Uses professional digital media to create a personal brand.

☐ 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

☐ 1. Prepares a professional resume appropriate for each situation.

☐ 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

☐ 3. Presents a professional image appropriate for the job interview.

☐ 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

[ ] 1. Identifies opportunities for career advancement.

[ ] 2. Uses resources to develop goals that address training, education and self-improvement issues.

[ ] 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

[ ] 1. Understands the knowledge and skills required of an entrepreneur.

[ ] 2. Describes the opportunities for entrepreneurship in a given industry.

[ ] 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: National Programs in Action STAR Event

1. Students Should Contribute to Employer and Community Success

    A. Personal Responsibility

        1. Takes responsibility for individual and shared group work tasks.
        2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
        3. Pursues results with personal energy and drive to completion.

    B. Meets Workplace Expectations

        1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
        2. Complies with workplace policies, norms/culture, procedures and protocols.
        3. Exhibits professional etiquette in all interactions.
        4. Understands the importance of health, safety, human resource and environmental regulations.

    C. Civic Responsibility and Service

        1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
        2. Engages in local government through attendance, participation and service.
        3. Demonstrates a respect for laws and regulations and those who enforce them.

> **Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.**

2. Students Should Apply Appropriate Academic and Technical Skills

    A. Academic Attainment

        1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
        2. Reads and comprehends written material in a variety of forms and levels of complexity.
        3. Completes secondary courses to meet high school gradation requirements.
        4. Assimilates and applies new learning, knowledge and skills.

    B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

■ 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about a topic. Students compare and contrast the information, and analyze the topic practicing reasoning skills. They compile that information to successfully plan and implement their project, demonstrating the skills they learned.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

■ 1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

■ 1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

■ 1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

   A. Creativity

      1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

      2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

      3. Appreciates new and creative ideas of others.

      4. Knows when to curb the creative process and begin implementation.

   B. Innovation

      1. Searches for new ways to improve the efficiency of existing processes.

      2. Determines the feasibility of improvements for ideas and concepts.

      3. Accepts and incorporates constructive criticism into proposals for innovation.

      4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting an option for a unique project. Creative new projects will stand out within the competition as well as have a higher success rate. In addition, students use feedback from others, to improve processes and outcomes.

5. Students Should Use Technology Productively

   A. Data Gathering, Access and Management

      1. Uses various methods to search for valid, relevant data to complete workplace tasks.

      2. Evaluates Internet resources for reliability and validity.

      3. Develops and uses a consistent approach for managing data.

   B. Tools and Applications

      1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

      2. Demonstrates the technology skills needed for a chosen career field.

      3. Identifies the workplace value of technology tools and applications.

   C. Technology Ethics

      1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

      2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

      3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence:

6. **Students Should Model Ethical Leadership and Effective Management**

    A. Leadership
- [■] 1. Employs organizational development skills to foster positive working relationships and accomplish goals.
- 2. Enlists the support of others to accomplish a goal.
- 3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

    B. Ethics
- [ ] 1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.
- [ ] 2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.
- [ ] 3. Practices ethical behavior at all times and complies with organizational code of conduct.

    C. Management
- [ ] 1. Differentiates between leadership and management.
- [■] 2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.
- 3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others when they cannot successfully complete a project without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

    A. Personal Well-Being
- [ ] 1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.
- [ ] 2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.
- [■] 3. Builds positive social relationships with supportive friends and family in a community.

    B. Financial Well-Being
- [ ] 1. Analyzes choices available to consumers for saving and investing.

☐	2. Develops a personal budget that aligns to near-term and long-term priorities.
☐	3. Establishes a good credit history by using credit responsibly.
☐	4. Understands principles of insurance and identified appropriate coverage.
☐	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
☐	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence: Students interact positively with people outside of the school system, developing a relationship that allow them to ask for support if necessary.

8. **Students Should Communicate Effectively and Appropriately**

A. Speaking

1. Asks pertinent questions to acquire or confirm information.
2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
4. Practices active and attentive listening skills.

B. Writing

1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

1. Prepares presentations to provide information for specific purposes and audiences.
2. Delivers presentations that sustain listeners' attention and interest.
3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

1. Uses professional etiquette and observes social protocols when communicating.
2. Practices appropriate use of social media in personal and professional environments.
3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

1. Establishes positive relationships with internal/external customers.

	2. Identifies and addresses customer's needs and wants.
	3. Recommends appropriate products and services.
	4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Effective writing and speaking skills are used to interact with a variety of individuals to successfully complete this project. Students use electronic and organizational skills to prepare the required written materials, in addition the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators.

9. Students should Use Critical Thinking

    A. Critical Thinking

	1. Demonstrates the ability to reason critically and systematically.
	2. Uses reason and logic to evaluate situations from multiple perspectives.
	3. Critiques possible solutions using valid research, historical context and balanced judgment.
	4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

    B. Decision-Making

■	1. Conducts research, gathers input and analyzes information necessary for decision-making.
	2. Develops and prioritizes possible solutions with supporting rationale.
	3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

    C. Adaptability

	1. Demonstrates a willingness to learn new knowledge and skills.
	2. Considers multiple and diverse points of view.
■	3. Manages multiple tasks and priorities.
	4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: They select a logical choice from the available options, considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility within their project.

10. Students Should Work Productively in Teams and Display Cultural Competency

    A. Teamwork

 1. Builds consensus within a team to accomplish results.

       2. Contributes to team-oriented projects and assignments.

       3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

    1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

    2. Disagrees with a team member without causing personal offense.

    3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

    1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

    2. Stays aware of current local, national and global news and issues.

    3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. Students Should Manage Their Personal Career Development

    A. Planning

        1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

        2. Develops career goals and objectives.

        3. Develops a personal education and career plan to meet goals and objectives.

    B. Job Seeking

        1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

        2. Researches information about a prospective employer to successfully complete an application.

        3. Uses professional digital media to create a personal brand.

        4. Markets self effectively to potential employers.

    C. Resumes, Portfolios and Interviews

        1. Prepares a professional resume appropriate for each situation.

        2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

        3. Presents a professional image appropriate for the job interview.

        4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)

Event or Program: Nutrition and Wellness STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
2. Complies with workplace policies, norms/culture, procedures and protocols.
3. Exhibits professional etiquette in all interactions.
4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
2. Engages in local government through attendance, participation and service.
3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show personal responsibility in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
2. Reads and comprehends written material in a variety of forms and levels of complexity.
3. Completes secondary courses to meet high school gradation requirements.
4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about nutrition and wellness. To do so, they engage in reading and scientific inquiry with the assimilation of knowledge. Students may apply new skills and content beyond what is taught within classroom standards. Students gather information and analyze the situations to form recommendations practicing reasoning skills. They demonstrate the skills they've learned while presenting a health and wellness plan for the subjects in the project.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. They track the target's food intake and activity, compare the results with identified health concerns, and develop a healthy plan for the targets. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

A. Creativity

1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.
2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.
3. Appreciates new and creative ideas of others.
4. Knows when to curb the creative process and begin implementation.

B. Innovation

1. Searches for new ways to improve the efficiency of existing processes.
2. Determines the feasibility of improvements for ideas and concepts.
3. Accepts and incorporates constructive criticism into proposals for innovation.
4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting unique ideas to approach their target group. Creative methods are more apt to enthuse the group, encouraging them to participate. Unique food preparation techniques or activities will help the targets follow the suggestions to completion.

5. Students Should Use Technology Productively

A. Data Gathering, Access and Management

1. Uses various methods to search for valid, relevant data to complete workplace tasks.
2. Evaluates Internet resources for reliability and validity.
3. Develops and uses a consistent approach for managing data.

B. Tools and Applications

1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.
2. Demonstrates the technology skills needed for a chosen career field.
3. Identifies the workplace value of technology tools and applications.

C. Technology Ethics

1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.
2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.
3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence: This STAR event encourages students to use a variety of methods to gather appropriate data to complete the task. Students must evaluate internet data to make sure they are using reliable resources and then determine a way to manage data in an organized manner.

6. **Students Should Model Ethical Leadership and Effective Management**

    A. Leadership

        1. Employs organizational development skills to foster positive working relationships and accomplish goals.

        2. Enlists the support of others to accomplish a goal.

        3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

    B. Ethics

        1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

        2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

        3. Practices ethical behavior at all times and complies with organizational code of conduct.

    C. Management

        1. Differentiates between leadership and management.

        2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

        3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others because they work with a target group and utilize professional assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

    A. Personal Well-Being

        1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

        2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

        3. Builds positive social relationships with supportive friends and family in a community.

    B. Financial Well-Being

        1. Analyzes choices available to consumers for saving and investing.

	2. Develops a personal budget that aligns to near-term and long-term priorities.
	3. Establishes a good credit history by using credit responsibly.
	4. Understands principles of insurance and identified appropriate coverage.
	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence: The student devises an appealing wellness plan for a target group taking into consideration the target's health concerns and food preferences.

8. Students Should Communicate Effectively and Appropriately

A. Speaking
1. Asks pertinent questions to acquire or confirm information.
2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
4. Practices active and attentive listening skills.

B. Writing
1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations
1. Prepares presentations to provide information for specific purposes and audiences.
2. Delivers presentations that sustain listeners' attention and interest.
3. Uses technology appropriately to effectively present information.

D. Professional Etiquette
1. Uses professional etiquette and observes social protocols when communicating.
2. Practices appropriate use of social media in personal and professional environments.
3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service
1. Establishes positive relationships with internal/external customers.

2. Identifies and addresses customer's needs and wants.

3. Recommends appropriate products and services.

4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Effective writing and speaking skills are used to interact with a variety of individuals to successfully complete this project. Students use electronic and organizational skills to prepare the required portfolio, in addition the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators.   Through the evaluation process, participants address and edit their project based on the feedback received.

9. Students should Use Critical Thinking

A. Critical Thinking

1. Demonstrates the ability to reason critically and systematically.

2. Uses reason and logic to evaluate situations from multiple perspectives.

3. Critiques possible solutions using valid research, historical context and balanced judgment.

4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

1. Conducts research, gathers input and analyzes information necessary for decision-making.

2. Develops and prioritizes possible solutions with supporting rationale.

3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

1. Demonstrates a willingness to learn new knowledge and skills.

2. Considers multiple and diverse points of view.

3. Manages multiple tasks and priorities.

4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do about a specific concern. They select a logical choice from the available options, considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions. Target groups may require options for diet or activity so the student will need to demonstrate flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

- [ ] 1. Builds consensus within a team to accomplish results.
- [ ] 2. Contributes to team-oriented projects and assignments.
- [ ] 3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

- [ ] 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.
- [ ] 2. Disagrees with a team member without causing personal offense.
- [ ] 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

- [ ] 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.
- [ ] 2. Stays aware of current local, national and global news and issues.
- [ ] 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence:

11. **Students Should Manage Their Personal Career Development**

   A. Planning

   - [ ] 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.
   - [ ] 2. Develops career goals and objectives.
   - [ ] 3. Develops a personal education and career plan to meet goals and objectives.

   B. Job Seeking

   - [ ] 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.
   - [ ] 2. Researches information about a prospective employer to successfully complete an application.
   - [ ] 3. Uses professional digital media to create a personal brand.
   - [ ] 4. Markets self effectively to potential employers.

   C. Resumes, Portfolios and Interviews

   - [ ] 1. Prepares a professional resume appropriate for each situation.
   - [ ] 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.
   - [ ] 3. Presents a professional image appropriate for the job interview.
   - [ ] 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Parliamentary Procedure STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
2. Complies with workplace policies, norms/culture, procedures and protocols.
3. Exhibits professional etiquette in all interactions.
4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
2. Engages in local government through attendance, participation and service.
3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show responsibility for themselves and group-assigned tasks in preparing a quality demonstration by the deadline given. Members must address chair appropriately and not discuss inappropriately. Students take advantage of community and professional organizations in their project, if appropriate. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
2. Reads and comprehends written material in a variety of forms and levels of complexity.
3. Completes secondary courses to meet high school gradation requirements.
4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about parliamentary procedure. To do so, they engage in reading and scientific inquiry with the assimilation of knowledge. They compile that information to successfully plan, practice and demonstrate the application of the skills they learned.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence : Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. They show their understanding of parliamentary procedure through a written test and conduct a mock meeting demonstrating appropriate parliamentary law. Students use concepts gained in the classroom setting and practice sessions to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting unique ideas for their demonstration meeting. Creative methods are more apt to enthuse the group in order to encourage them to participate. Discussion takes place on both sides of an issue. Members try to convince other members they have the better idea. In addition, students use feedback from others to improve processes and outcomes

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence:

6. **Students Should Model Ethical Leadership and Effective Management**
   ### A. Leadership
   ☐ 1. Employs organizational development skills to foster positive working relationships and accomplish goals.
   2. Enlists the support of others to accomplish a goal.

   3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)
   ### B. Ethics
   ☐ 1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.
   ☐ 2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.
   ☐ 3. Practices ethical behavior at all times and complies with organizational code of conduct.
   ### C. Management
   ☐ 1. Differentiates between leadership and management.
   ■ 2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.
   3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others when they demonstrate parliamentary procedure and also use their assistance and knowledge for preparation and testing. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**
   ### A. Personal Well-Being
   ☐ 1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.
   ☐ 2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.
   ■ 3. Builds positive social relationships with supportive friends and family in a community.
   ### B. Financial Well-Being
   ☐ 1. Analyzes choices available to consumers for saving and investing.

☐ 2. Develops a personal budget that aligns to near-term and long-term priorities.

☐ 3. Establishes a good credit history by using credit responsibly.

☐ 4. Understands principles of insurance and identified appropriate coverage.

☐ 5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.

☐ 6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence: Students interact positively with people outside of the school system, developing a relationship that allows them to ask for support and guidance.

8. Students Should Communicate Effectively and Appropriately

A. Speaking

■ 1. Asks pertinent questions to acquire or confirm information.

■ 2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.

☐ 3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.

■ 4. Practices active and attentive listening skills.

B. Writing

■ 1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.

2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.

3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

■ 1. Prepares presentations to provide information for specific purposes and audiences.

■ 2. Delivers presentations that sustain listeners' attention and interest.

☐ 3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

■ 1. Uses professional etiquette and observes social protocols when communicating.

☐ 2. Practices appropriate use of social media in personal and professional environments.

■ 3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

☐ 1. Establishes positive relationships with internal/external customers.

	2. Identifies and addresses customer's needs and wants.
	3. Recommends appropriate products and services.
	4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Effective writing and speaking skills are used to successfully demonstrate parliamentary procedure. Students share the knowledge gained on a written test. Members of team must verbally encourage others to side with them as well as determine what is being said and how to respond. Students use appropriate social protocols, and practice word choice and tone when communicating. Students use electronic and organizational skills to prepare the required written materials.

9. Students should Use Critical Thinking

A. Critical Thinking
1. Demonstrates the ability to reason critically and systematically.
2. Uses reason and logic to evaluate situations from multiple perspectives.
3. Critiques possible solutions using valid research, historical context and balanced judgment.

4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making
1. Conducts research, gathers input and analyzes information necessary for decision-making.
2. Develops and prioritizes possible solutions with supporting rationale.
3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability
1. Demonstrates a willingness to learn new knowledge and skills.
2. Considers multiple and diverse points of view.
3. Manages multiple tasks and priorities.
4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking when they make a valid point and support it with facts in order to convince others. Motions set forth a possible solution and members use supporting rationale during discussion. They manage multiple tasks and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

□ 1. Builds consensus within a team to accomplish results.

□ 2. Contributes to team-oriented projects and assignments.

□ 3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

□ 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

■ 2. Disagrees with a team member without causing personal offense.

□ 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

□ 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

□ 2. Stays aware of current local, national and global news and issues.

□ 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities. Members choose wording that may conflict with the item at hand rather than personal attacks; students must find middle ground or the motion will fail completely.

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11. Students Should Manage Their Personal Career Development

A. Planning

□ 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

□ 2. Develops career goals and objectives.

□ 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

□ 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

□ 2. Researches information about a prospective employer to successfully complete an application.

□ 3. Uses professional digital media to create a personal brand.

□ 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

□ 1. Prepares a professional resume appropriate for each situation.

□ 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

□ 3. Presents a professional image appropriate for the job interview.

□ 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Promote and Publicize STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

■ 1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

☐ 1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
☐ 2. Complies with workplace policies, norms/culture, procedures and protocols.
☐ 3. Exhibits professional etiquette in all interactions.
☐ 4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

■ 1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
☐ 2. Engages in local government through attendance, participation and service.
■ 3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

■ 1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
☐ 2. Reads and comprehends written material in a variety of forms and levels of complexity.
☐ 3. Completes secondary courses to meet high school gradation requirements.
☐ 4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

■ 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about publicity. To do so, they engage in reading and scientific inquiry with the assimilation of knowledge. Students compare and contrast the information, and analyze the topic practicing reasoning skills. They compile that information to successfully plan and implement their project, demonstrating the skills they learned.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

■ 1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

■ 1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

■ 1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. They must develop a publicity campaign to convey the importance of FCS and FCCLA to the target area. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

A. Creativity

1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.
2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.
3. Appreciates new and creative ideas of others.
4. Knows when to curb the creative process and begin implementation.

B. Innovation

1. Searches for new ways to improve the efficiency of existing processes.
2. Determines the feasibility of improvements for ideas and concepts.
3. Accepts and incorporates constructive criticism into proposals for innovation.
4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting unique ideas in order to publicize their issue. Creative methods are more apt to get the attention of the target group and earn their support. In addition, students use feedback from others including partners, to improve processes and outcomes.

5. Students Should Use Technology Productively

A. Data Gathering, Access and Management

1. Uses various methods to search for valid, relevant data to complete workplace tasks.
2. Evaluates Internet resources for reliability and validity.
3. Develops and uses a consistent approach for managing data.

B. Tools and Applications

1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.
2. Demonstrates the technology skills needed for a chosen career field.
3. Identifies the workplace value of technology tools and applications.

C. Technology Ethics

1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.
2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.
3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence:

6. **Students Should Model Ethical Leadership and Effective Management**

    A. Leadership

        1. Employs organizational development skills to foster positive working relationships and accomplish goals.

        2. Enlists the support of others to accomplish a goal.

        3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

    B. Ethics

        1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

        2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

        3. Practices ethical behavior at all times and complies with organizational code of conduct.

    C. Management

        1. Differentiates between leadership and management.

        2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

        3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others when they cannot promote their project without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

    A. Personal Well-Being

        1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

        2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

        3. Builds positive social relationships with supportive friends and family in a community.

    B. Financial Well-Being

        1. Analyzes choices available to consumers for saving and investing.

	2. Develops a personal budget that aligns to near-term and long-term priorities.
	3. Establishes a good credit history by using credit responsibly.
	4. Understands principles of insurance and identified appropriate coverage.
	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence: Students interact positively with people outside of the school system, developing a relationship that would allow them to ask for support if necessary.

8. **Students Should Communicate Effectively and Appropriately**

   A. Speaking
   1. Asks pertinent questions to acquire or confirm information.
   2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
   3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
   4. Practices active and attentive listening skills.

   B. Writing
   1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
   2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
   3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

   C. Presentations
   1. Prepares presentations to provide information for specific purposes and audiences.
   2. Delivers presentations that sustain listeners' attention and interest.
   3. Uses technology appropriately to effectively present information.

   D. Professional Etiquette
   1. Uses professional etiquette and observes social protocols when communicating.
   2. Practices appropriate use of social media in personal and professional environments.
   3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

   E. Customer Service
   1. Establishes positive relationships with internal/external customers.

2. Identifies and addresses customer's needs and wants.

3. Recommends appropriate products and services.

4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Effective writing and speaking skills are used to interact with a variety of individuals to successfully complete this project, Students use electronic and organizational skills to prepare the required promotion materials. In addition, the student shares the knowledge gained in an oral presentation and response to a case study. An effective and organized presentation is critical to explain this project to evaluators. Students use appropriate social protocols, and practice word choice and tone when communicating with professionals and other adults. Through the evaluation process, participants address and edit their project based on the feedback received. This requires students to

9. **Students should Use Critical Thinking**

   A. Critical Thinking

   1. Demonstrates the ability to reason critically and systematically.

   2. Uses reason and logic to evaluate situations from multiple perspectives.

   3. Critiques possible solutions using valid research, historical context and balanced judgment.

   4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

   B. Decision-Making

   1. Conducts research, gathers input and analyzes information necessary for decision-making.

   2. Develops and prioritizes possible solutions with supporting rationale.

   3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

   C. Adaptability

   1. Demonstrates a willingness to learn new knowledge and skills.

   2. Considers multiple and diverse points of view.

   3. Manages multiple tasks and priorities.

   4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do as they prepare their publicity campaign. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. **Students Should Work Productively in Teams and Display Cultural Competency**

   A. Teamwork

[ ] 1. Builds consensus within a team to accomplish results.

[ ] 2. Contributes to team-oriented projects and assignments.

[ ] 3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

[ ] 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

[ ] 2. Disagrees with a team member without causing personal offense.

[ ] 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

[ ] 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

[ ] 2. Stays aware of current local, national and global news and issues.

[ ] 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. Students Should Manage Their Personal Career Development

A. Planning

[ ] 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

[ ] 2. Develops career goals and objectives.

[ ] 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

[ ] 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

[ ] 2. Researches information about a prospective employer to successfully complete an application.

[ ] 3. Uses professional digital media to create a personal brand.

[ ] 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

[ ] 1. Prepares a professional resume appropriate for each situation.

[ ] 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

[ ] 3. Presents a professional image appropriate for the job interview.

[ ] 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)

Event or Program: Recycle and Redesign STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

■ 1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

☐ 1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
☐ 2. Complies with workplace policies, norms/culture, procedures and protocols.
☐ 3. Exhibits professional etiquette in all interactions.
☐ 4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

■ 1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
☐ 2. Engages in local government through attendance, participation and service.
■ 3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show personal responsibility for themselves in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

☐ 1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
☐ 2. Reads and comprehends written material in a variety of forms and levels of complexity.
☐ 3. Completes secondary courses to meet high school gradation requirements.
☐ 4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about a topic. Students compare and contrast the information, and analyze the topic practicing reasoning skills. They compile that information to successfully plan and implement their project, demonstrating the skills they've learned.

3. **Students Should Make Sense of Problems and Persevere In Solving Them.**

A. Perceptiveness

1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. A student will produce a new product from a previously used one. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting options for a unique project. Students must explain why choices are the best for that specific product and how that will benefit the environment. Creative new products will stand out within the competition. In addition, students use feedback from others to improve processes and outcomes.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence:

6. **Students Should Model Ethical Leadership and Effective Management**

   A. Leadership

   □ 1. Employs organizational development skills to foster positive working relationships and accomplish goals.

   2. Enlists the support of others to accomplish a goal.

   3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

   B. Ethics

   □ 1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

   □ 2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

   □ 3. Practices ethical behavior at all times and complies with organizational code of conduct.

   C. Management

   □ 1. Differentiates between leadership and management.

   2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

   3. Develops personal management skills to function effectively and efficiently.

   Evidence: Students enlist the support of others when they cannot successfully complete a project without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

   A. Personal Well-Being

   □ 1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

   □ 2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

   □ 3. Builds positive social relationships with supportive friends and family in a community.

   B. Financial Well-Being

   □ 1. Analyzes choices available to consumers for saving and investing.

☐	2. Develops a personal budget that aligns to near-term and long-term priorities.
☐	3. Establishes a good credit history by using credit responsibly.
☐	4. Understands principles of insurance and identified appropriate coverage.
☐	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
☐	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

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8. Students Should Communicate Effectively and Appropriately

A. Speaking

☐ 1. Asks pertinent questions to acquire or confirm information.

☐ 2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.

☐ 3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.

☐ 4. Practices active and attentive listening skills.

B. Writing

■ 1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.

2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.

☐ 3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

■ 1. Prepares presentations to provide information for specific purposes and audiences.

2. Delivers presentations that sustain listeners' attention and interest.

☐ 3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

☐ 1. Uses professional etiquette and observes social protocols when communicating.

☐ 2. Practices appropriate use of social media in personal and professional environments.

☐ 3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

☐ 1. Establishes positive relationships with internal/external customers.

	2. Identifies and addresses customer's needs and wants.
	3. Recommends appropriate products and services.
	4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Students use electronic and organizational skills to prepare the required project and display. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators.

9. Students should Use Critical Thinking

A. Critical Thinking

	1. Demonstrates the ability to reason critically and systematically.
	2. Uses reason and logic to evaluate situations from multiple perspectives.
	3. Critiques possible solutions using valid research, historical context and balanced judgment.
	4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

	1. Conducts research, gathers input and analyzes information necessary for decision-making.
■	2. Develops and prioritizes possible solutions with supporting rationale.
	3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

■	1. Demonstrates a willingness to learn new knowledge and skills.
	2. Considers multiple and diverse points of view.
■	3. Manages multiple tasks and priorities.
■	4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: Students select a logical choice from the available options, considering the probability of success. Participants need to rationalize all items used in project and its impact on solution to environment. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

[■] 1. Builds consensus within a team to accomplish results.

[ ] 2. Contributes to team-oriented projects and assignments.

[ ] 3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

[ ] 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

[ ] 2. Disagrees with a team member without causing personal offense.

[ ] 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

[ ] 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

[ ] 2. Stays aware of current local, national and global news and issues.

[ ] 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. Students Should Manage Their Personal Career Development

A. Planning

[ ] 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

[ ] 2. Develops career goals and objectives.

[ ] 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

[ ] 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

[ ] 2. Researches information about a prospective employer to successfully complete an application.

[ ] 3. Uses professional digital media to create a personal brand.

[ ] 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

[ ] 1. Prepares a professional resume appropriate for each situation.

[ ] 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

[ ] 3. Presents a professional image appropriate for the job interview.

[ ] 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Sports Nutrition STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
2. Complies with workplace policies, norms/culture, procedures and protocols.
3. Exhibits professional etiquette in all interactions.
4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
2. Engages in local government through attendance, participation and service.
3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
2. Reads and comprehends written material in a variety of forms and levels of complexity.
3. Completes secondary courses to meet high school gradation requirements.
4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.
2. Completes a career and technical education program of study.
3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.
2. Analyzes elements of a problem situation to develop solutions.
3. Uses acquired academic and technical skills to improve a situation or process.
4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student identifies the training, education and certification for entry level positions as well as to advance in a chosen career. Students analyze a student athlete's situation to form a recommendation practicing reasoning skills. They demonstrate the skills learned when presenting nutritional and hydration information for the athlete.

3. **Students Should Make Sense of Problems and Persevere In Solving Them.**

A. Perceptiveness

1. Accurately defines a problem or issue.
2. Recognizes factors, constraints, goals and relationships in a problem situation.
3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

1. Presents multiple solutions to the problem based on evidence and insights.
2. Evaluates solutions and determines the potential value toward solving the problem.
3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

1. Establishes and executes plans to completion even when faced with setbacks.
2. Requires minimal supervision to successfully complete tasks on schedule.
3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. The students evaluate a student athlete's diet, activity, and hydration habits to develop a healthier recommendation for them. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting unique ideas to approach their target athlete. Creative methods are more apt to entice the athlete to participate. In addition, students use feedback from others including the athlete, to improve processes and outcomes.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence: This STAR event encourages students to use a variety of methods to gather appropriate data to complete the task. Students must evaluate Internet data to make sure they are using reliable resources and then determine a way to manage data in an organized manner.

6. **Students Should Model Ethical Leadership and Effective Management**

    A. Leadership

        1. Employs organizational development skills to foster positive working relationships and accomplish goals.

        2. Enlists the support of others to accomplish a goal.

        3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

    B. Ethics

        1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

        2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

        3. Practices ethical behavior at all times and complies with organizational code of conduct.

    C. Management

        1. Differentiates between leadership and management.

        2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

        3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others when they work with a target group to utilize professional assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

    A. Personal Well-Being

        1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

        2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

        3. Builds positive social relationships with supportive friends and family in a community.

    B. Financial Well-Being

        1. Analyzes choices available to consumers for saving and investing.

☐	2. Develops a personal budget that aligns to near-term and long-term priorities.
☐	3. Establishes a good credit history by using credit responsibly.
☐	4. Understands principles of insurance and identified appropriate coverage.
☐	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
☐	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. **Students Should Communicate Effectively and Appropriately**

   A. Speaking
   - ☑ 1. Asks pertinent questions to acquire or confirm information.
   - ☑ 2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
   - ☑ 3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
   - ☑ 4. Practices active and attentive listening skills.

   B. Writing
   - ☑ 1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
   - ☑ 2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
   - ☐ 3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

   C. Presentations
   - ☑ 1. Prepares presentations to provide information for specific purposes and audiences.
   - ☑ 2. Delivers presentations that sustain listeners' attention and interest.
   - ☐ 3. Uses technology appropriately to effectively present information.

   D. Professional Etiquette
   - ☑ 1. Uses professional etiquette and observes social protocols when communicating.
   - ☐ 2. Practices appropriate use of social media in personal and professional environments.
   - ☑ 3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

   E. Customer Service
   - ☐ 1. Establishes positive relationships with internal/external customers.

2. Identifies and addresses customer's needs and wants.

3. Recommends appropriate products and services.

4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Effective writing and speaking skills are used to interact with a variety of individuals to successfully complete this project. Students use electronic and organizational skills to prepare the required written materials. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators. Students use appropriate social protocols, and practice word choice and tone when communicating with professionals and other adults. Through the evaluation process, participants address and edit their project based on the feedback received.

9. **Students should Use Critical Thinking**

    A. Critical Thinking

        1. Demonstrates the ability to reason critically and systematically.

        2. Uses reason and logic to evaluate situations from multiple perspectives.

        3. Critiques possible solutions using valid research, historical context and balanced judgment.

        4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

    B. Decision-Making

        1. Conducts research, gathers input and analyzes information necessary for decision-making.

        2. Develops and prioritizes possible solutions with supporting rationale.

        3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

    C. Adaptability

        1. Demonstrates a willingness to learn new knowledge and skills.

        2. Considers multiple and diverse points of view.

        3. Manages multiple tasks and priorities.

        4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do about a specific concern. They select a logical choice from the available options, considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. **Students Should Work Productively in Teams and Display Cultural Competency**

    A. Teamwork

☐ 1. Builds consensus within a team to accomplish results.

☐ 2. Contributes to team-oriented projects and assignments.

☐ 3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

☐ 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

☐ 2. Disagrees with a team member without causing personal offense.

☐ 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

☐ 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

☐ 2. Stays aware of current local, national and global news and issues.

☐ 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. **Students Should Manage Their Personal Career Development**

A. Planning

☐ 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

☐ 2. Develops career goals and objectives.

☐ 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

☐ 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

☐ 2. Researches information about a prospective employer to successfully complete an application.

☐ 3. Uses professional digital media to create a personal brand.

☐ 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

☐ 1. Prepares a professional resume appropriate for each situation.

☐ 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

☐ 3. Presents a professional image appropriate for the job interview.

☐ 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)

Event or Program: Teach and Train STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
2. Complies with workplace policies, norms/culture, procedures and protocols.
3. Exhibits professional etiquette in all interactions.
4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
2. Engages in local government through attendance, participation and service.
3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show personal responsibility in completing a quality project by the deadline given. Their compliance with workplace expectations is observable through the processes of the event. Students take advantage of community and professional organizations in their project, if appropriate. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
2. Reads and comprehends written material in a variety of forms and levels of complexity.
3. Completes secondary courses to meet high school gradation requirements.
4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

2. Completes a career and technical education program of study.

3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: Students apply new skills and content beyond what is taught within classroom standards. Students must learn about teaching methods and requirements while job shadowing. The student identifies the training, education and certification for entry level positions as well as to advance in education. The student includes samples of work in core and career & technical classes in the portfolio. Students compare and contrast project information, and analyze scenarios to develop lesson plans for a student group. They demonstrate the skills learned in a presentation to students.

3. **Students Should Make Sense of Problems and Persevere In Solving Them.**

A. Perceptiveness

1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. A student will shadow a teacher and learn new things about themselves through skill and personality assessments. The student will also prepare a lesson and teach it in an authentic situation. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting unique ideas in order to plan and teach a new lesson/activity to their target group. Creative methods are more apt to get the attention of the target group and engage them. In addition, students use feedback from others including classroom teachers, to improve processes and outcomes.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence: Students must use technology to create lesson plans and evaluate Internet data to make sure they are using reliable resources. Teaching involves using technology to not only gather, but also convey the information in an organized format.

6. **Students Should Model Ethical Leadership and Effective Management**

    A. Leadership

        1. Employs organizational development skills to foster positive working relationships and accomplish goals.

        2. Enlists the support of others to accomplish a goal.

        3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

    B. Ethics

        1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

        2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

        3. Practices ethical behavior at all times and complies with organizational code of conduct.

    C. Management

        1. Differentiates between leadership and management.

        2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

        3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others because they cannot successfully work in the classroom without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

    A. Personal Well-Being

        1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

        2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

        3. Builds positive social relationships with supportive friends and family in a community.

    B. Financial Well-Being

        1. Analyzes choices available to consumers for saving and investing.

2. Develops a personal budget that aligns to near-term and long-term priorities.

3. Establishes a good credit history by using credit responsibly.

4. Understands principles of insurance and identified appropriate coverage.

5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.

6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking

1. Asks pertinent questions to acquire or confirm information.

2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.

3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.

4. Practices active and attentive listening skills.

B. Writing

1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.

2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.

3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

1. Prepares presentations to provide information for specific purposes and audiences.

2. Delivers presentations that sustain listeners' attention and interest.

3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

1. Uses professional etiquette and observes social protocols when communicating.

2. Practices appropriate use of social media in personal and professional environments.

3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

1. Establishes positive relationships with internal/external customers.

| | 2. Identifies and addresses customer's needs and wants. |
| 3. Recommends appropriate products and services. |
| 4. Uses effective follow-up techniques to assure that the needs of the customer have been met. |

Evidence: Effective writing and speaking skills are used to interact with a variety of individuals to successfully complete this project. Students communicate with teachers and students to best develop lesson plans and activities. Students use electronic and organizational skills to prepare the required written materials. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators. Students use appropriate social protocols, and practice word choice and tone when communicating with professionals and other adults.

9. **Students should Use Critical Thinking**

   A. Critical Thinking
   - [■] 1. Demonstrates the ability to reason critically and systematically.
   - [ ] 2. Uses reason and logic to evaluate situations from multiple perspectives.
   - [ ] 3. Critiques possible solutions using valid research, historical context and balanced judgment.
   - [ ] 4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

   B. Decision-Making
   - [ ] 1. Conducts research, gathers input and analyzes information necessary for decision-making.
   - [ ] 2. Develops and prioritizes possible solutions with supporting rationale.
   - [ ] 3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

   C. Adaptability
   - [■] 1. Demonstrates a willingness to learn new knowledge and skills.
   - [ ] 2. Considers multiple and diverse points of view.
   - [ ] 3. Manages multiple tasks and priorities.
   - [ ] 4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do as they prepare their project. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility in developing and presenting lesson plans.

10. **Students Should Work Productively in Teams and Display Cultural Competency**

    A. Teamwork

■ 1. Builds consensus within a team to accomplish results.

2. Contributes to team-oriented projects and assignments.

3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

☐ 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

☐ 2. Disagrees with a team member without causing personal offense.

☐ 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

■ 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

☐ 2. Stays aware of current local, national and global news and issues.

☐ 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities. Participants act respectfully as they interact with a variety of people in completing this project.

11. Students Should Manage Their Personal Career Development

A. Planning

■ 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

2. Develops career goals and objectives.

3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

☐ 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

☐ 2. Researches information about a prospective employer to successfully complete an application.

☐ 3. Uses professional digital media to create a personal brand.

☐ 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

☐ 1. Prepares a professional resume appropriate for each situation.

☐ 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

☐ 3. Presents a professional image appropriate for the job interview.

☐ 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

▮ 1. Identifies opportunities for career advancement.

▮ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence: Much of this project is completed in the planning stage. The students identify their objectives, marketable skills, strengths, and weaknesses while considering their own interests. They develop a personal education and career plan to help meet their goals. Part of the research for this project involves identifying advancement opportunities.

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Chapter Website STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

■ 1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

☐ 1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
■ 2. Complies with workplace policies, norms/culture, procedures and protocols.
☐ 3. Exhibits professional etiquette in all interactions.
☐ 4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

■ 1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
☐ 2. Engages in local government through attendance, participation and service.
■ 3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

■ 1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
2. Reads and comprehends written material in a variety of forms and levels of complexity.
☐ 3. Completes secondary courses to meet high school gradation requirements.
■ 4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

■ 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

☐ 4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about designing websites. Students may apply new skills and content beyond what is taught within classroom standards. To do so, they engage in reading and scientific inquiry with the assimilation of knowledge. They successfully plan their project, organize resources and demonstrate the skills necessary to launch a chapter website.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

■ 1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

☐ 1. Presents multiple solutions to the problem based on evidence and insights.

☐ 2. Evaluates solutions and determines the potential value toward solving the problem.

■ 3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

■ 1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. They develop a chapter website to inform the public about the importance of FCS and FCCLA. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

> **Evidence: Students brainstorm, selecting unique ideas in order to design an attention-getting website. Creative methods are more apt to get the attention of the target group and earn their support. In addition, students use the rubric and feedback from others including partners, to improve processes and outcomes.**

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence: This event involves using technology to not only gather, but also convey the information in an organized format on the chapter website. Students demonstrate the ability to follow school guidelines including internet usage and photo usage policies.

6. **Students Should Model Ethical Leadership and Effective Management**

    A. Leadership

        1. Employs organizational development skills to foster positive working relationships and accomplish goals.

        2. Enlists the support of others to accomplish a goal.

        3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

    B. Ethics

        1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

        2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

        3. Practices ethical behavior at all times and complies with organizational code of conduct.

    C. Management

        1. Differentiates between leadership and management.

        2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

        3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others because they cannot successfully create a chapter website without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

    A. Personal Well-Being

        1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

        2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

        3. Builds positive social relationships with supportive friends and family in a community.

    B. Financial Well-Being

        1. Analyzes choices available to consumers for saving and investing.

☐	2. Develops a personal budget that aligns to near-term and long-term priorities.
☐	3. Establishes a good credit history by using credit responsibly.
☐	4. Understands principles of insurance and identified appropriate coverage.
☐	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
☐	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking

- ■ 1. Asks pertinent questions to acquire or confirm information.
- ☐ 2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
- ☐ 3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
- ☐ 4. Practices active and attentive listening skills.

B. Writing

- ■ 1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
- ■ 2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
- ☐ 3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

- ■ 1. Prepares presentations to provide information for specific purposes and audiences.
- ■ 2. Delivers presentations that sustain listeners' attention and interest.
- ■ 3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

- ☐ 1. Uses professional etiquette and observes social protocols when communicating.
- ☐ 2. Practices appropriate use of social media in personal and professional environments.
- ☐ 3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

- ☐ 1. Establishes positive relationships with internal/external customers.

☐	2. Identifies and addresses customer's needs and wants.
☐	3. Recommends appropriate products and services.
☐	4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Effective writing and speaking skills are used to interact with a variety of individuals to successfully complete this project. Students use electronic and organizational skills to prepare the required written materials. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators.

9. Students should Use Critical Thinking

A. Critical Thinking

☐	1. Demonstrates the ability to reason critically and systematically.
☒	2. Uses reason and logic to evaluate situations from multiple perspectives.
☐	3. Critiques possible solutions using valid research, historical context and balanced judgment.
☐	4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

☐	1. Conducts research, gathers input and analyzes information necessary for decision-making.
☒	2. Develops and prioritizes possible solutions with supporting rationale.
☐	3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

☒	1. Demonstrates a willingness to learn new knowledge and skills.
☐	2. Considers multiple and diverse points of view.
☒	3. Manages multiple tasks and priorities.
☒	4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do as they determine information to include on the website. Students learn new skills in website building and public relations in order to compete. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

1. Builds consensus within a team to accomplish results.

2. Contributes to team-oriented projects and assignments.

3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

2. Disagrees with a team member without causing personal offense.

3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

2. Stays aware of current local, national and global news and issues.

3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. **Students Should Manage Their Personal Career Development**

A. Planning

1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

2. Develops career goals and objectives.

3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

2. Researches information about a prospective employer to successfully complete an application.

3. Uses professional digital media to create a personal brand.

4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

1. Prepares a professional resume appropriate for each situation.

2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

3. Presents a professional image appropriate for the job interview.

4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)

Event or Program: Digital Stories STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
2. Complies with workplace policies, norms/culture, procedures and protocols.
3. Exhibits professional etiquette in all interactions.
4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
2. Engages in local government through attendance, participation and service.
3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work especially in following school guidelines concerning copyrights, internet usage and photo usage policies.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
2. Reads and comprehends written material in a variety of forms and levels of complexity.
3. Completes secondary courses to meet high school gradation requirements.
4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about a topic. Students compare and contrast the information, and analyze the topic practicing reasoning skills. They compile that information to successfully plan and implement their project, demonstrating the skills they've learned.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

☐ 3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. Students develop a digital story involving the annually assigned topic area, affecting families, careers, or communities. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting unique ideas in order to design an attention-getting project to advocate for the change desired. Creative methods are more apt to get the attention of the target group and earn their support. In addition, students use the rubric and feedback from others to improve processes and outcomes.

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5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence: This STAR event encourages students to use a variety of methods to gather appropriate data to complete their project. Students must evaluate Internet data to make sure they are using reliable resources. This event involves using technology to not only gather, but also convey the information in an organized format. Students need to demonstrate the use of privacy related to internet usage and photo usage policies when showcasing their project on the school website.

6. **Students Should Model Ethical Leadership and Effective Management**

   A. Leadership
   1. Employs organizational development skills to foster positive working relationships and accomplish goals.
   2. Enlists the support of others to accomplish a goal.

   3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

   B. Ethics
   1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.
   2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.
   3. Practices ethical behavior at all times and complies with organizational code of conduct.

   C. Management
   1. Differentiates between leadership and management.
   2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.
   3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others when they cannot advocate for their project without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

   A. Personal Well-Being
   1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.
   2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.
   3. Builds positive social relationships with supportive friends and family in a community.

   B. Financial Well-Being
   1. Analyzes choices available to consumers for saving and investing.

	2. Develops a personal budget that aligns to near-term and long-term priorities.
	3. Establishes a good credit history by using credit responsibly.
	4. Understands principles of insurance and identified appropriate coverage.
	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence: Students incorporate the liberal arts within their website to broadly educate, interest and inform their target audience.

8. Students Should Communicate Effectively and Appropriately

A. Speaking
1. Asks pertinent questions to acquire or confirm information.
2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
4. Practices active and attentive listening skills.

B. Writing
1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations
1. Prepares presentations to provide information for specific purposes and audiences.
2. Delivers presentations that sustain listeners' attention and interest.
3. Uses technology appropriately to effectively present information.

D. Professional Etiquette
1. Uses professional etiquette and observes social protocols when communicating.
2. Practices appropriate use of social media in personal and professional environments.
3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service
1. Establishes positive relationships with internal/external customers.

2. Identifies and addresses customer's needs and wants.

3. Recommends appropriate products and services.

4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Effective writing and speaking skills are used to interact with a variety of individuals to successfully complete this project. Students use electronic and organizational skills to prepare the required written materials. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators.

9. Students should Use Critical Thinking

    A. Critical Thinking

1. Demonstrates the ability to reason critically and systematically.

2. Uses reason and logic to evaluate situations from multiple perspectives.

3. Critiques possible solutions using valid research, historical context and balanced judgment.

4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

    B. Decision-Making

1. Conducts research, gathers input and analyzes information necessary for decision-making.

2. Develops and prioritizes possible solutions with supporting rationale.

3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

    C. Adaptability

1. Demonstrates a willingness to learn new knowledge and skills.

2. Considers multiple and diverse points of view.

3. Manages multiple tasks and priorities.

4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: Students select a logical choice from the available options, considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

    A. Teamwork

☑ 1. Builds consensus within a team to accomplish results.

2. Contributes to team-oriented projects and assignments.

3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

☐ 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

☐ 2. Disagrees with a team member without causing personal offense.

☐ 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

☐ 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

☐ 2. Stays aware of current local, national and global news and issues.

☐ 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. **Students Should Manage Their Personal Career Development**

A. Planning

☐ 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

☐ 2. Develops career goals and objectives.

☐ 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

☐ 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

☐ 2. Researches information about a prospective employer to successfully complete an application.

☐ 3. Uses professional digital media to create a personal brand.

☐ 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

☐ 1. Prepares a professional resume appropriate for each situation.

☐ 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

☐ 3. Presents a professional image appropriate for the job interview.

☐ 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Nebraska Family Issues STAR Event

1. Students Should Contribute to Employer and Community Success

    A. Personal Responsibility

        1. Takes responsibility for individual and shared group work tasks.
        2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
        3. Pursues results with personal energy and drive to completion.

    B. Meets Workplace Expectations

        1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
        2. Complies with workplace policies, norms/culture, procedures and protocols.
        3. Exhibits professional etiquette in all interactions.
        4. Understands the importance of health, safety, human resource and environmental regulations.

    C. Civic Responsibility and Service

        1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
        2. Engages in local government through attendance, participation and service.
        3. Demonstrates a respect for laws and regulations and those who enforce them.

> **Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.**

2. Students Should Apply Appropriate Academic and Technical Skills

    A. Academic Attainment

        1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
        2. Reads and comprehends written material in a variety of forms and levels of complexity.
        3. Completes secondary courses to meet high school gradation requirements.
        4. Assimilates and applies new learning, knowledge and skills.

    B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about a topic. Students compare and contrast the information, and analyze the topic practicing reasoning skills. They compile that information to successfully plan and implement their project.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

   A. Creativity

      1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

      2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

      3. Appreciates new and creative ideas of others.

      4. Knows when to curb the creative process and begin implementation.

   B. Innovation

      1. Searches for new ways to improve the efficiency of existing processes.

      2. Determines the feasibility of improvements for ideas and concepts.

      3. Accepts and incorporates constructive criticism into proposals for innovation.

      4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting an option for a unique project. Creative new projects will stand out within the competition as well as have a higher success rate. In addition, students use feedback from others to improve processes and outcomes.

5. Students Should Use Technology Productively

   A. Data Gathering, Access and Management

      1. Uses various methods to search for valid, relevant data to complete workplace tasks.

      2. Evaluates Internet resources for reliability and validity.

      3. Develops and uses a consistent approach for managing data.

   B. Tools and Applications

      1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

      2. Demonstrates the technology skills needed for a chosen career field.

      3. Identifies the workplace value of technology tools and applications.

   C. Technology Ethics

      1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

      2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

      3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence: This STAR event encourages students to use a variety of methods to gather appropriate data to complete the task. Students must evaluate Internet data to make sure they are using reliable resources and then determine a way to manage data in an organized manner.

6. **Students Should Model Ethical Leadership and Effective Management**

   A. Leadership

   1. Employs organizational development skills to foster positive working relationships and accomplish goals.

   2. Enlists the support of others to accomplish a goal.

   3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

   B. Ethics

   1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

   2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

   3. Practices ethical behavior at all times and complies with organizational code of conduct.

   C. Management

   1. Differentiates between leadership and management.

   2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

   3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others when they cannot successfully complete their project without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

   A. Personal Well-Being

   1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

   2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

   3. Builds positive social relationships with supportive friends and family in a community.

   B. Financial Well-Being

   1. Analyzes choices available to consumers for saving and investing.

☐	2. Develops a personal budget that aligns to near-term and long-term priorities.
☐	3. Establishes a good credit history by using credit responsibly.
☐	4. Understands principles of insurance and identified appropriate coverage.
☐	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
☐	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking

☐ 1. Asks pertinent questions to acquire or confirm information.

☐ 2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.

☐ 3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.

☐ 4. Practices active and attentive listening skills.

B. Writing

■ 1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.

2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.

☐ 3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

■ 1. Prepares presentations to provide information for specific purposes and audiences.

2. Delivers presentations that sustain listeners' attention and interest.

☐ 3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

☐ 1. Uses professional etiquette and observes social protocols when communicating.

☐ 2. Practices appropriate use of social media in personal and professional environments.

☐ 3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

☐ 1. Establishes positive relationships with internal/external customers.

2. Identifies and addresses customer's needs and wants.

　　　3. Recommends appropriate products and services.

　　　4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Students use electronic and organizational skills to prepare the required written materials. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators.

9. **Students should Use Critical Thinking**

　　A. Critical Thinking

　　　1. Demonstrates the ability to reason critically and systematically.

　　　2. Uses reason and logic to evaluate situations from multiple perspectives.

　　　3. Critiques possible solutions using valid research, historical context and balanced judgment.

　　　4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

　　B. Decision-Making

　　　1. Conducts research, gathers input and analyzes information necessary for decision-making.

　　　2. Develops and prioritizes possible solutions with supporting rationale.

　　　3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

　　C. Adaptability

　　　1. Demonstrates a willingness to learn new knowledge and skills.

　　　2. Considers multiple and diverse points of view.

　　　3. Manages multiple tasks and priorities.

　　　4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do as they prepare their project. They select a logical choice from the available options considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. **Students Should Work Productively in Teams and Display Cultural Competency**

　　A. Teamwork

■ 1. Builds consensus within a team to accomplish results.

2. Contributes to team-oriented projects and assignments.

3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

☐ 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

☐ 2. Disagrees with a team member without causing personal offense.

☐ 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

☐ 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

☐ 2. Stays aware of current local, national and global news and issues.

☐ 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. Students Should Manage Their Personal Career Development

A. Planning

☐ 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

☐ 2. Develops career goals and objectives.

☐ 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

☐ 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

☐ 2. Researches information about a prospective employer to successfully complete an application.

☐ 3. Uses professional digital media to create a personal brand.

☐ 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

☐ 1. Prepares a professional resume appropriate for each situation.

☐ 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

☐ 3. Presents a professional image appropriate for the job interview.

☐ 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)
Event or Program: Nebraska Health and Wellness STAR Event

1. Students Should Contribute to Employer and Community Success

    A. Personal Responsibility

        1. Takes responsibility for individual and shared group work tasks.
        2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
        3. Pursues results with personal energy and drive to completion.

    B. Meets Workplace Expectations

        1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
        2. Complies with workplace policies, norms/culture, procedures and protocols.
        3. Exhibits professional etiquette in all interactions.
        4. Understands the importance of health, safety, human resource and environmental regulations.

    C. Civic Responsibility and Service

        1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
        2. Engages in local government through attendance, participation and service.
        3. Demonstrates a respect for laws and regulations and those who enforce them.

> **Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.**

2. Students Should Apply Appropriate Academic and Technical Skills

    A. Academic Attainment

        1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
        2. Reads and comprehends written material in a variety of forms and levels of complexity.
        3. Completes secondary courses to meet high school gradation requirements.
        4. Assimilates and applies new learning, knowledge and skills.

    B. Technical Skill Attainment

□ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

□ 2. Completes a career and technical education program of study.

□ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about a topic. Students compare and contrast the information, and analyze the topic practicing reasoning skills. They compile that information to successfully plan and implement their project.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

        1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

        2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

        3. Appreciates new and creative ideas of others.

        4. Knows when to curb the creative process and begin implementation.

    B. Innovation

        1. Searches for new ways to improve the efficiency of existing processes.

        2. Determines the feasibility of improvements for ideas and concepts.

        3. Accepts and incorporates constructive criticism into proposals for innovation.

        4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting an option for a unique project. Creative new projects will stand out within the competition as well as have a higher success rate. In addition, students use feedback from others to improve processes and outcomes.

5. Students Should Use Technology Productively

    A. Data Gathering, Access and Management

        1. Uses various methods to search for valid, relevant data to complete workplace tasks.

        2. Evaluates Internet resources for reliability and validity.

        3. Develops and uses a consistent approach for managing data.

    B. Tools and Applications

        1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

        2. Demonstrates the technology skills needed for a chosen career field.

        3. Identifies the workplace value of technology tools and applications.

    C. Technology Ethics

        1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.

        2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

        3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence: This STAR event encourages students to use a variety of methods to gather appropriate data to complete the task. Students must evaluate Internet data to make sure they are using reliable resources and then determine a way to manage data in an organized manner.

6. **Students Should Model Ethical Leadership and Effective Management**

    A. Leadership

        1. Employs organizational development skills to foster positive working relationships and accomplish goals.

        2. Enlists the support of others to accomplish a goal.

        3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

    B. Ethics

        1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

        2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.

        3. Practices ethical behavior at all times and complies with organizational code of conduct.

    C. Management

        1. Differentiates between leadership and management.

        2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

        3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others when they cannot successfully complete their project without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

    A. Personal Well-Being

        1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

        2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

        3. Builds positive social relationships with supportive friends and family in a community.

    B. Financial Well-Being

        1. Analyzes choices available to consumers for saving and investing.

	2. Develops a personal budget that aligns to near-term and long-term priorities.
	3. Establishes a good credit history by using credit responsibly.
	4. Understands principles of insurance and identified appropriate coverage.
	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking

	1. Asks pertinent questions to acquire or confirm information.
	2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
	3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
	4. Practices active and attentive listening skills.

B. Writing

■	1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
	2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
	3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations

■	1. Prepares presentations to provide information for specific purposes and audiences.
	2. Delivers presentations that sustain listeners' attention and interest.
	3. Uses technology appropriately to effectively present information.

D. Professional Etiquette

	1. Uses professional etiquette and observes social protocols when communicating.
	2. Practices appropriate use of social media in personal and professional environments.
	3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service

	1. Establishes positive relationships with internal/external customers.

2. Identifies and addresses customer's needs and wants.

3. Recommends appropriate products and services.

4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Students use electronic and organizational skills to prepare the required written materials. In addition the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators.

9. Students should Use Critical Thinking

A. Critical Thinking

1. Demonstrates the ability to reason critically and systematically.

2. Uses reason and logic to evaluate situations from multiple perspectives.

3. Critiques possible solutions using valid research, historical context and balanced judgment.

4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

1. Conducts research, gathers input and analyzes information necessary for decision-making.

2. Develops and prioritizes possible solutions with supporting rationale.

3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

1. Demonstrates a willingness to learn new knowledge and skills.

2. Considers multiple and diverse points of view.

3. Manages multiple tasks and priorities.

4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do as they prepare their project. They select a logical choice from the available options considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

	1. Builds consensus within a team to accomplish results.
	2. Contributes to team-oriented projects and assignments.
	3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

	1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.
	2. Disagrees with a team member without causing personal offense.
	3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

	1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.
	2. Stays aware of current local, national and global news and issues.
	3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. Students Should Manage Their Personal Career Development

A. Planning

	1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.
	2. Develops career goals and objectives.
	3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

	1. Uses multiple resources, including personal and professional networks, to locate job opportunities.
	2. Researches information about a prospective employer to successfully complete an application.
	3. Uses professional digital media to create a personal brand.
	4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

	1. Prepares a professional resume appropriate for each situation.
	2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.
	3. Presents a professional image appropriate for the job interview.
	4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)

Event or Program: Nebraska Consumer Issues STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

1. Takes responsibility for individual and shared group work tasks.
2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
2. Complies with workplace policies, norms/culture, procedures and protocols.
3. Exhibits professional etiquette in all interactions.
4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
2. Engages in local government through attendance, participation and service.
3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence: Students show responsibility for themselves and group-assigned tasks in completing a quality project by the deadline given. Students take advantage of community and professional organizations in their project. They remain cognizant of the FCCLA image portrayed to others and exhibit integrity in all phases of their work.

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
2. Reads and comprehends written material in a variety of forms and levels of complexity.
3. Completes secondary courses to meet high school gradation requirements.
4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

☐ 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation.

☐ 2. Completes a career and technical education program of study.

☐ 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

C. Strategic Thinking

■ 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

2. Analyzes elements of a problem situation to develop solutions.

3. Uses acquired academic and technical skills to improve a situation or process.

☐ 4. Seeks to enhance knowledge and skills through ongoing professional development.

Evidence: The student must research a variety of informational sources about a topic, learning content beyond what is taught within classroom standards. To do so, they engage in reading and scientific inquiry with the assimilation of knowledge. Students compare and contrast the information, and analyze the topic practicing reasoning skills. They compile that information to successfully plan and implement their project.

3. Students Should Make Sense of Problems and Persevere In Solving Them.

A. Perceptiveness

■ 1. Accurately defines a problem or issue.

2. Recognizes factors, constraints, goals and relationships in a problem situation.

3. Identifies irregularities in processes and environments and seeks to understand their cause.

B. Problem Solving

■ 1. Presents multiple solutions to the problem based on evidence and insights.

2. Evaluates solutions and determines the potential value toward solving the problem.

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

C. Perseverance/Work Ethic

■ 1. Establishes and executes plans to completion even when faced with setbacks.

2. Requires minimal supervision to successfully complete tasks on schedule.

3. Prioritizes tasks to ensure progress toward stated objectives.

Evidence: Using event guidelines, all students use the FCCLA Planning Process to identify the steps necessary to meet their goal. Students use concepts gained in the classroom setting to determine solutions throughout competition processes. Students work independently and work to fulfill all parts of the project as determined by the rubric.

4. Students Should Demonstrate Innovation and Creativity

A. Creativity

1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.
2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.
3. Appreciates new and creative ideas of others.
4. Knows when to curb the creative process and begin implementation.

B. Innovation

1. Searches for new ways to improve the efficiency of existing processes.
2. Determines the feasibility of improvements for ideas and concepts.
3. Accepts and incorporates constructive criticism into proposals for innovation.
4. Takes informed risks to introduce innovation while understanding the limits of authority.

Evidence: Students brainstorm, selecting an option for a unique project. Creative new projects will stand out within the competition as well as have a higher success rate. In addition, students use feedback from others to improve processes and outcomes.

5. Students Should Use Technology Productively

A. Data Gathering, Access and Management

1. Uses various methods to search for valid, relevant data to complete workplace tasks.
2. Evaluates Internet resources for reliability and validity.
3. Develops and uses a consistent approach for managing data.

B. Tools and Applications

1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.
2. Demonstrates the technology skills needed for a chosen career field.
3. Identifies the workplace value of technology tools and applications.

C. Technology Ethics

1. Understands the ethical uses of information and technology related to privacy, intellectual property and workplace issues.
2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.
3. Abides by organizational policies on the acceptable use of workplace technology.

Evidence: This STAR event encourages students to use a variety of methods to gather appropriate data to complete the task. Students must evaluate Internet data to make sure they are using reliable resources and then determine a way to manage data in an organized manner.

6. **Students Should Model Ethical Leadership and Effective Management**

   A. Leadership

   1. Employs organizational development skills to foster positive working relationships and accomplish goals.
   2. Enlists the support of others to accomplish a goal.

   3. Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills)

   B. Ethics

   1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.
   2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.
   3. Practices ethical behavior at all times and complies with organizational code of conduct.

   C. Management

   1. Differentiates between leadership and management.
   2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.
   3. Develops personal management skills to function effectively and efficiently.

Evidence: Students enlist the support of others when they cannot successfully complete their project without their assistance and knowledge. While working with others, they will exhibit honesty, trust and fairness. Students consider schedule, time needed for organization and completion, and allow opportunities for improvement of project, self, and others.

7. **Students Should Attend To Personal And Financial Well-Being**

   A. Personal Well-Being

   1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.
   2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.
   3. Builds positive social relationships with supportive friends and family in a community.

   B. Financial Well-Being

   1. Analyzes choices available to consumers for saving and investing.

	2. Develops a personal budget that aligns to near-term and long-term priorities.
	3. Establishes a good credit history by using credit responsibly.
	4. Understands principles of insurance and identified appropriate coverage.
	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence: Students interact positively with people outside of the school system, developing a relationship that would allow them to ask for support if necessary.

8. Students Should Communicate Effectively and Appropriately

A. Speaking
	1. Asks pertinent questions to acquire or confirm information.
	2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
	3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
	4. Practices active and attentive listening skills.

B. Writing
	1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
■	2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
	3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations
■	1. Prepares presentations to provide information for specific purposes and audiences.
	2. Delivers presentations that sustain listeners' attention and interest.
	3. Uses technology appropriately to effectively present information.

D. Professional Etiquette
	1. Uses professional etiquette and observes social protocols when communicating.
	2. Practices appropriate use of social media in personal and professional environments.
	3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

E. Customer Service
	1. Establishes positive relationships with internal/external customers.

2. Identifies and addresses customer's needs and wants.

3. Recommends appropriate products and services.

4. Uses effective follow-up techniques to assure that the needs of the customer have been met.

Evidence: Students use electronic and organizational skills to prepare the required written materials. In addition, the student shares the knowledge gained in an oral presentation. An effective and organized presentation is critical to explain this project to evaluators.

9. Students should Use Critical Thinking

A. Critical Thinking

1. Demonstrates the ability to reason critically and systematically.

2. Uses reason and logic to evaluate situations from multiple perspectives.

3. Critiques possible solutions using valid research, historical context and balanced judgment.

4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

1. Conducts research, gathers input and analyzes information necessary for decision-making.

2. Develops and prioritizes possible solutions with supporting rationale.

3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

1. Demonstrates a willingness to learn new knowledge and skills.

2. Considers multiple and diverse points of view.

3. Manages multiple tasks and priorities.

4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student uses reasonable, reflective, open-minded thinking focused on deciding what to believe or do as they prepare their project. They select a logical choice from the available options considering the probability of success. They manage multiple tasks, set priorities, and adapt to changing conditions, demonstrating flexibility.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

☐ 1. Builds consensus within a team to accomplish results.

☐ 2. Contributes to team-oriented projects and assignments.

☐ 3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

☐ 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

☐ 2. Disagrees with a team member without causing personal offense.

☐ 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

☐ 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

☐ 2. Stays aware of current local, national and global news and issues.

☐ 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence: The students work collaboratively with a group of people in order to successfully achieve their goal. They give their best in all circumstances while considering individual expertise and abilities.

11. **Students Should Manage Their Personal Career Development**

A. Planning

☐ 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

☐ 2. Develops career goals and objectives.

☐ 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

☐ 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

☐ 2. Researches information about a prospective employer to successfully complete an application.

☐ 3. Uses professional digital media to create a personal brand.

☐ 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

☐ 1. Prepares a professional resume appropriate for each situation.

☐ 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

☐ 3. Presents a professional image appropriate for the job interview.

☐ 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence:

Nebraska Department of Education Career Ready Practice Standards

Career Student Organization: Family, Career, and Community Leaders of America (FCCLA)

Event or Program: Nebraska Parliamentary Procedure STAR Event

1. Students Should Contribute to Employer and Community Success

A. Personal Responsibility

- [ ] 1. Takes responsibility for individual and shared group work tasks.
- [ ] 2. Models behaviors that demonstrate reliability, dependability and commitment to the organization.
- [ ] 3. Pursues results with personal energy and drive to completion.

B. Meets Workplace Expectations

- [ ] 1. Arrives on time to work, appointments or meetings adequately prepared and appropriately dressed.
- [ ] 2. Complies with workplace policies, norms/culture, procedures and protocols.
- [ ] 3. Exhibits professional etiquette in all interactions.
- [ ] 4. Understands the importance of health, safety, human resource and environmental regulations.

C. Civic Responsibility and Service

- [ ] 1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
- [ ] 2. Engages in local government through attendance, participation and service.
- [ ] 3. Demonstrates a respect for laws and regulations and those who enforce them.

Evidence:

2. Students Should Apply Appropriate Academic and Technical Skills

A. Academic Attainment

- [x] 1. Demonstrates proficiency in the academic core standards. (Mathematics, English, Language Arts, Science, Social Studies)
- [x] 2. Reads and comprehends written material in a variety of forms and levels of complexity.
- [ ] 3. Completes secondary courses to meet high school gradation requirements.
- [x] 4. Assimilates and applies new learning, knowledge and skills.

B. Technical Skill Attainment

| | 1. Identifies the training, education and certification requirements for entrance and advancement in a chosen occupation. |
| 2. Completes a career and technical education program of study. |
| 3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area. |

C. Strategic Thinking

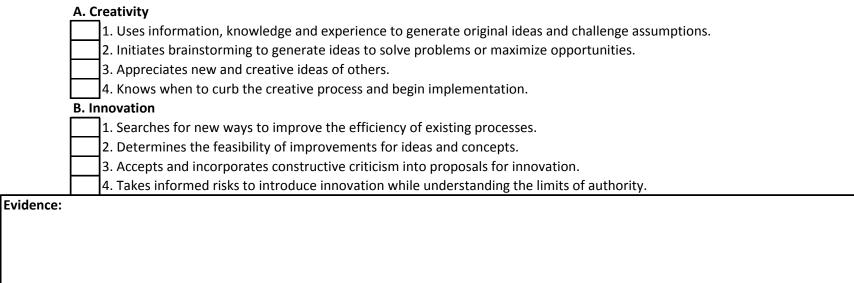| | 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity. |
| 2. Analyzes elements of a problem situation to develop solutions. |
| 3. Uses acquired academic and technical skills to improve a situation or process. |
| 4. Seeks to enhance knowledge and skills through ongoing professional development. |

Evidence: Students apply new content beyond what is taught within classroom standards. The student must research a variety of informational sources about the topic. To do so, they engage in reading and scientific inquiry with the assimilation of knowledge. They demonstrate that knowledge during a testing process.

3. **Students Should Make Sense of Problems and Persevere In Solving Them.**

A. Perceptiveness

| | 1. Accurately defines a problem or issue. |
| 2. Recognizes factors, constraints, goals and relationships in a problem situation. |
| 3. Identifies irregularities in processes and environments and seeks to understand their cause. |

B. Problem Solving

| | 1. Presents multiple solutions to the problem based on evidence and insights. |
| 2. Evaluates solutions and determines the potential value toward solving the problem. |
| 3. Employs critical thinking skills independently and in teams to solve problems and make decisions. |

C. Perseverance/Work Ethic

| | 1. Establishes and executes plans to completion even when faced with setbacks. |
| 2. Requires minimal supervision to successfully complete tasks on schedule. |
| 3. Prioritizes tasks to ensure progress toward stated objectives. |

Evidence:

4. Students Should Demonstrate Innovation and Creativity

    A. Creativity

      ☐ 1. Uses information, knowledge and experience to generate original ideas and challenge assumptions.

      ☐ 2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

      ☐ 3. Appreciates new and creative ideas of others.

      ☐ 4. Knows when to curb the creative process and begin implementation.

    B. Innovation

      ☐ 1. Searches for new ways to improve the efficiency of existing processes.

      ☐ 2. Determines the feasibility of improvements for ideas and concepts.

      ☐ 3. Accepts and incorporates constructive criticism into proposals for innovation.

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Evidence:

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Evidence:

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    ☐ 1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.

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    C. Management

    ☐ 1. Differentiates between leadership and management.

    ■ 2. Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work.

    3. Develops personal management skills to function effectively and efficiently.

Evidence: Using the planning process students consider schedule, time needed for organization and completion, and allow opportunities for improvement of self.

7. **Students Should Attend To Personal And Financial Well-Being**

    A. Personal Well-Being

    ☐ 1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture and humanities to promote intellectual curiosity.

    ☐ 2. Follows a personal wellness plan that includes healthy eating, exercise and disease prevention.

    ☐ 3. Builds positive social relationships with supportive friends and family in a community.

    B. Financial Well-Being

    ☐ 1. Analyzes choices available to consumers for saving and investing.

	2. Develops a personal budget that aligns to near-term and long-term priorities.
	3. Establishes a good credit history by using credit responsibly.
	4. Understands principles of insurance and identified appropriate coverage.
	5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.
	6. Files and pays local, state and federal taxes in a correct and timely manner.

Evidence:

8. Students Should Communicate Effectively and Appropriately

A. Speaking
	1. Asks pertinent questions to acquire or confirm information.
	2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.
	3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.
	4. Practices active and attentive listening skills.

B. Writing
	1. Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.
	2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.
	3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate point of view.

C. Presentations
	1. Prepares presentations to provide information for specific purposes and audiences.
	2. Delivers presentations that sustain listeners' attention and interest.
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D. Professional Etiquette
	1. Uses professional etiquette and observes social protocols when communicating.
	2. Practices appropriate use of social media in personal and professional environments.
	3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.

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	3. Recommends appropriate products and services.
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Evidence:

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	1. Demonstrates the ability to reason critically and systematically.
	2. Uses reason and logic to evaluate situations from multiple perspectives.
	3. Critiques possible solutions using valid research, historical context and balanced judgment.
	4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

B. Decision-Making

	1. Conducts research, gathers input and analyzes information necessary for decision-making.
	2. Develops and prioritizes possible solutions with supporting rationale.
	3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.

C. Adaptability

	1. Demonstrates a willingness to learn new knowledge and skills.
	2. Considers multiple and diverse points of view.
	3. Manages multiple tasks and priorities.
■	4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.

Evidence: The student manages multiple tasks and adapts to changing conditions while preparing for and taking the test.

10. Students Should Work Productively in Teams and Display Cultural Competency

A. Teamwork

[ ] 1. Builds consensus within a team to accomplish results.

[ ] 2. Contributes to team-oriented projects and assignments.

[ ] 3. Engages team members and utilizes individual talents and skills.

B. Conflict Resolution

[ ] 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

[ ] 2. Disagrees with a team member without causing personal offense.

[ ] 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

C. Social and Cultural Competence

[ ] 1. Gives and earns respect by interacting with people of different backgrounds, experiences and beliefs.

[ ] 2. Stays aware of current local, national and global news and issues.

[ ] 3. uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

Evidence:

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11. **Students Should Manage Their Personal Career Development**

A. Planning

[ ] 1. Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes.

[ ] 2. Develops career goals and objectives.

[ ] 3. Develops a personal education and career plan to meet goals and objectives.

B. Job Seeking

[ ] 1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

[ ] 2. Researches information about a prospective employer to successfully complete an application.

[ ] 3. Uses professional digital media to create a personal brand.

[ ] 4. Markets self effectively to potential employers.

C. Resumes, Portfolios and Interviews

[ ] 1. Prepares a professional resume appropriate for each situation.

[ ] 2. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.

[ ] 3. Presents a professional image appropriate for the job interview.

[ ] 4. Communicates experiences, knowledge and skills identified in the resume and portfolio when interviewing.

D. Professional Development

☐ 1. Identifies opportunities for career advancement.

☐ 2. Uses resources to develop goals that address training, education and self-improvement issues.

☐ 3. Maintains licensure, certification and credentialing requirements.

E. Entrepreneurship

☐ 1. Understands the knowledge and skills required of an entrepreneur.

☐ 2. Describes the opportunities for entrepreneurship in a given industry.

☐ 3. Weighs the opportunities, benefits and risks of entrepreneurship versus employment in a career.

Evidence: