Employability Skills Framework: Alignment With Arkansas Indicators (3 of 3)

Effective Relationships

Guiding questions as you complete this matrix:

- Given what you know about employability skills, what skills should be explicitly highlighted as a result of the indicator?

- Do your responses reflect implicit or explicit highlighting of the skill?

- How do you know if the skills are present? What is the evidence/source to verify?

Employability skills	Skill attributes	What ADE initiatives (current or planned) support these employability skills (for example, through desired outcomes, activities, partnerships)?	What LEA indicator(s) could provide evidence that these skills are being mastered?	What ADE indicator(s) (current, piloting, or planned) could provide evidence that these skills are being mastered?		How are these indicators currently used? For what purpose? By whom (for example, principal, teacher, guidance counselor, student, parent, ADE or other state agency)?	How do/might LEAs use local indicators for improvement (what decisions are/could be made using these indicators, what level of impact—student, school, district)? How do/might these indicators roll up into ADE accountability measures to demonstrate mastery and communicate progress to parents and other stakeholders?
Effective relationships				ADE indicator	Current, pilot, or planned		
Interpersonal skills. Interpersonal skills are almost always displayed when students work in pairs or teams to complete short-term or long-term tasks.							
Understands teamwork and works with others. Students participate in cooperative groups or with a partner, contribute fairly to the task, and show respect to others.	• Participate in cooperative groups • Work with a partner • Contribute fairly to the task • Show respect to others						

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Responds to customer needs. Students help fellow students understand tasks, find resources, and fulfill assigned roles (think of fellow students as customers).	• Help fellow students understand tasks • Find resources • Fulfill assigned roles (e.g., by thinking of fellow students as customers)						
Exercises leadership. Students participate as team leaders or effective team members in project assignments and organize work to meet project goals and team roles.	• Participate as team leaders or effective team members in project assignments • Organize work and utilize team roles to meet project goals						

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Negotiates to resolve conflict. Students keep team members on track, suggest alternatives, and discuss options (can be as much about agreement as conflict).	• Keep fellow team members on track • Suggest alternative approaches or solutions • Discuss options • Promote or seek agreement						
Respects individual differences. Students listen to and consider all team members' ideas, respond supportively to ideas given in class or in teams, and work well with all teammates.	• Listen to and consider all team members' ideas • Respond supportively to ideas given in class or in teams • Use proactive approaches to prevent conflict or misunderstanding • Work well with all teammates						

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Personal qualities. Personal qualities are routinely displayed in students' everyday actions in the classroom—how they participate in lessons, communicate, contribute to the learning environment, treat their fellow students, and govern themselves.							
Demonstrates responsibility and self-discipline. Students actively participate in class, asking questions, volunteering answers, completing/submitting assignments, and working well in groups.	• Actively participate in class • Ask questions • Volunteer answers • Complete and submit assignments • Work well in groups						

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Adapts and shows flexibility. Students adapt easily to different modes of instruction and different types of assignments.	• Adapt easily to different modes of instruction and different types of assignments • Compromise with others • Accept changes or modifications						
Works independently. Students commit to time-on-task during class and begin work without fanfare.	• Commit to time-on-task during class • Begin work without hesitation • Plan and pace work schedule						

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Demonstrates a willingness to learn. Students are cooperative and noticeably engaged.	• Cooperate and be noticeably engaged • Communicate with peers and superiors with respect and confidence • Share information and feedback clearly and accurately						
Demonstrates integrity. Students treat work assignments with respect in that work is either original or credited correctly.	• Treat work assignments with respect in that work is either original or credited correctly • Acknowledge team members' work or contributions						

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Takes initiative. Students commit to time-on-task during class and begin work without fanfare. This is also evident during teamwork.	• Seek out and seize the opportunity to take on a leadership role on tasks and projects						
Demonstrates professionalism. Students treat others and work assignments with respect. All ideas are considered and work is either original or credited correctly.	• Treat others with respect • Consider all ideas • Use appropriate dress, tone, and manners						
Displays a positive attitude and sense of self-worth. Students contribute positively to the class.	• Contribute new ideas or thinking to class tasks, projects, or discussions • Show pride in work and strive for quality						

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Takes responsibility for professional growth. Students are active listeners, seeking clarification and understanding when needed.	• Be active listeners • Seek clarification and understanding when needed • Accept and use feedback for improvement						

Reflection questions:

- Are there skills for which LEAs and ADE have no current or planned indicators?
- Would it be useful to add indicators to inform the development of those skills? At what level of the system? Who would be responsible for taking the next steps to do so?
- What other statewide initiatives—current or planned—are collecting indicators that might inform mastery of these skills?