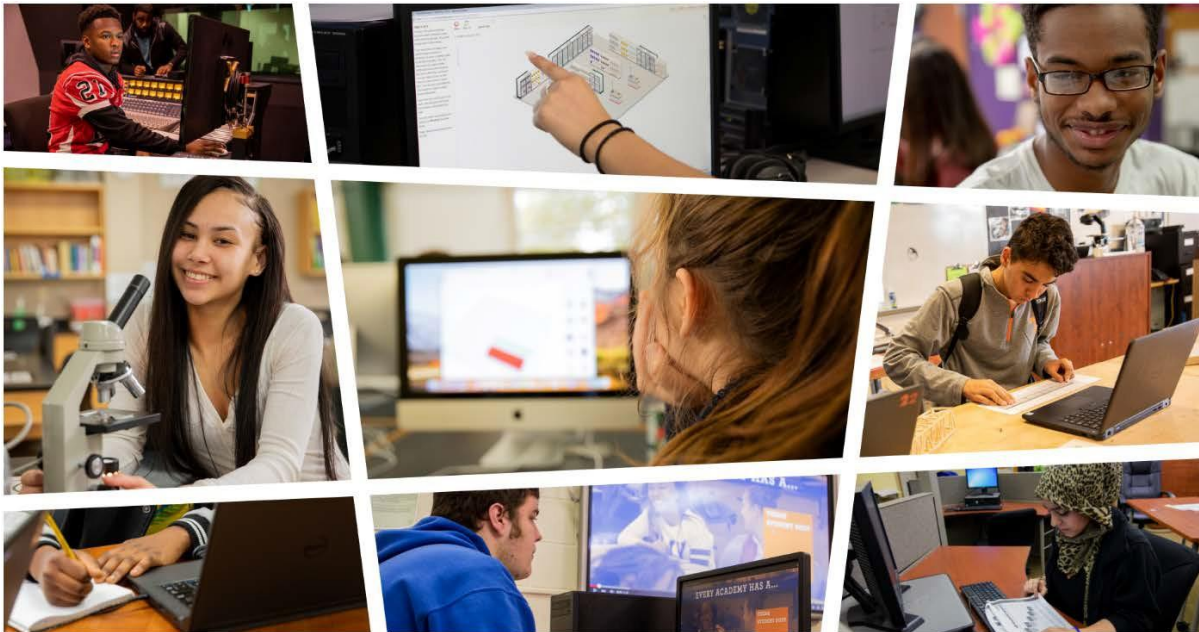


Virtual Experiential Learning Guide

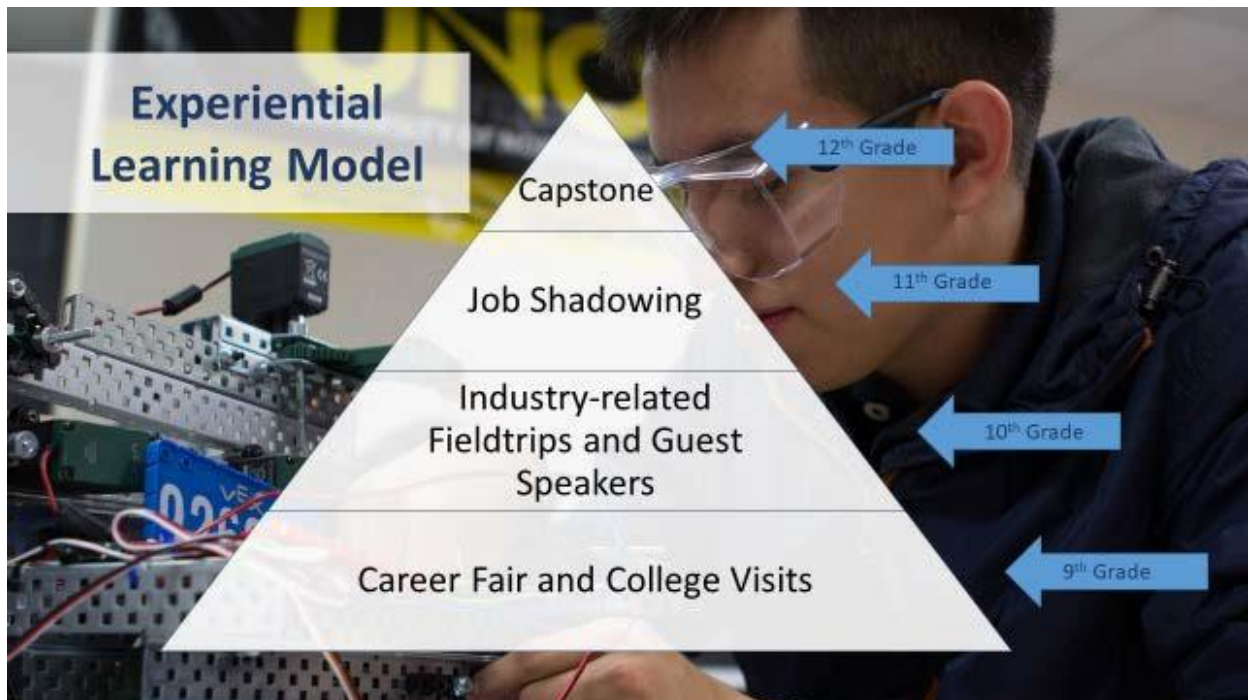


Contents

Overview of MNPS Experiential Learning	2
Purpose of Guide.....	2
Business Partner Participation Requirements.....	2
Guest Speakers	3
Guiding Vision	3
Speaker/Business Partner Responsibilities	3
Teacher Responsibilities.....	4
Academy Coach Responsibilities.....	4
Student Responsibilities	4
Industry Field Trips	5
Guiding Vision	5
Business Partner Responsibilities.....	5
Teacher Responsibilities	6
Academy Coach Responsibilities.....	7
Student Responsibilities.....	7
Job Shadows	8
Guiding Vision	8
Planning Guide	8
Business Partner Responsibilities:.....	8
Teacher Responsibilities.....	9
Academy Coach Responsibilities.....	9
Student Responsibilities	10
Resources for Job Shadow Success	10
Best Practices:.....	10
Suggested Student Questions.....	16
Job Shadow Observation Form.....	17
Thank You Letter Format/Criteria	18
Appendix.....	19
Appendix A: 21 st Century Skills.....	19
Appendix B: The Academies of Nashville Professionalism Skills Indicators	20
Appendix C: The Academies of Nashville Professionalism Skills Rubric.....	21

Overview of MNPS Experiential Learning

Experiential learning is the process of making meaning from direct experience. At MNPS, we believe that our high school students are more engaged in the learning process if they are able to reflect on activities they have experienced which have direct correlation to the curriculum being taught in the classroom. We strive to give every MNPS student an experiential learning experience each year that they are in high school.



Purpose of Guide

Whether it's connecting students with a remote team or scheduling a Skype session during times of remote learning, a well-planned virtual experience can increase student engagement.

This guide was created by MNPS Academy Coaches to address many of the common questions that come up as we plan virtual **guest speakers, field trips, and job shadows.**



Business Partner Participation Requirements

To participate in virtual learning experiences, all partners must:

- Complete a background check with PENCIL
- Be willing and able to use Microsoft Teams for all virtual experiential learning opportunities
- MNPS staff member must host all live (synchronous) experiential learning opportunities
- Partners are not allowed to record live sessions with students.

Guest Speakers

Guiding Vision

In every pathway, teachers work with business partners to offer opportunities for students to gain firsthand knowledge on specific skills, career options, and post-secondary options related to their chosen pathway. Often, these experiences come in the form of guest speakers and are tied to the curriculum in their pathway course.

A typical schedule could be designed accordingly:

- Speak 10-15 minutes
 - Stock, or approved recorded, videos from the business
 - Guided notes are recommended
- Question and answer session 10-15 minutes
 - The Academy Coach or assigned teacher will moderate the Q&A. The partner will be available to answer during a live session.
- Total virtual speaking between 25-30 minutes



Speaker/Business Partner Responsibilities

1. When engaging with our students virtually, keep your speaking time under twenty minutes to ensure that students stay engaged. Visuals or a video of your business or industry can give students insight into your daily activities. Emphasize the ways in which mathematics, language, science, writing, listening, interpersonal skills and technologies are used in your workplace. The full list of 21st Century Skills can be found [here](#).
2. Provide hands on, or interactive, experiences when possible. A handout, case study, activity, or hypothetical situation can be sent to the school prior to the event so students can be more involved in the experience.
3. Reinforce the role of education in the workplace and focus on the importance of a professional skills.
4. Share professional and relevant experiences that could help students relate to the industry.
5. When possible, visit the respective classroom or virtual classroom before expected guest speaker visit.
6. Create guided notes (outline of your speaking points) in addition to your presentation to help keep students engaged. These can also be used as a takeaway for the students.
7. Keep in mind that the Academies of Nashville model is inclusive, meaning all students have access to guest speaker opportunities. As you prepare for your presentations, understand that some students may learn and comprehend differently. It is wise to coordinate with the teacher to better understand the audience you will be speaking to.
8. Have access to platforms to engage virtually with the school. Recommended platforms include Vimeo, YouTube, and Microsoft Teams. Teachers can embed asynchronous videos from these platforms into Schoology, the district online learning system.

Teacher Responsibilities

1. Incorporate a guest speaker in your lesson plans and plan to host it during your synchronous time with students.
2. Review [21st Century Skills](#) resources (in Appendix).
3. Coordinating with the Academy Coach and business point of contact on logistics and expectations. (Topic, technology, PPE, etc.)
4. Have detailed contact information for business point of contact prior to scheduled event. (HR, executive assistant, outreach coordinator etc.)
5. Prepare an agenda and plan events based on prior discussions.
6. Provide students with the appropriate resources and information to accommodate the guest speaker experience.
7. Discuss special learning needs as deemed necessary to ensure all students can participate in the guest speaking session.
8. Host virtual guest speaker during a synchronous class.

Academy Coach Responsibilities

1. Provide teacher with any necessary resources to accommodate guest speaker.
2. Provide quality feedback to the teacher during instructional planning in preparation for the guest speaker.
3. Coordinate with guest speaker to ensure the details of the event are understood.
4. When possible, visit respective classroom or virtual classroom before guest speaker arrives.
5. Create a survey to be completed after the guest speaking event for all stakeholders.

Student Responsibilities

1. Complete any prior assignments provided by teacher and/or guest speaker.
2. Prepare questions concerning the topic provided by teacher and/or guest speaker.
3. Complete any guided notes or activities provided by guest speaker during the presentation.
4. Attend the live (synchronous) virtual guest speaker on planned date.



Industry Field Trips

Guiding Vision

The Industry Field Trip will occur during the 10th grade year or when students are in their first year of career academy courses. The virtual field trip will make connections between the academy and the content classes and provide enrichment to the lessons taught in the classroom. This will occur in a large group setting during which students will interact with a variety of industry professionals, reflecting a myriad of career options within the industry.

The goal of the field trip experience is to offer a virtual introduction to the industry and should include the voice of at least three industry professionals. The event should include multiple activities that equate to approximately 1.5-2 hours that a student would spend on-site on a normal field trip. These activities do not need to happen consecutively on the same day, but they should build on each other. Through the virtual field trip experience, students should learn more about the industry and be exposed to a variety of career opportunities within that industry.

The typical schedule could be designed accordingly:

- Student Pre-Work activities, 20 – 30 minutes
 - Could be completed in classes prior to virtual field trip event.
- Virtual tour and/or videos, 20 – 30 minutes
 - Stock, or approved recorded videos from the business and/or industry
- Question & Answer session, 20-30 minutes—this will be a live (synchronous) session
 - The Academy Coach or assigned teacher will moderate the Q&A. Partners will be available to answer during a live session.
- Student post-work reflection activities 30 – 45 minutes

Business Partner Responsibilities

In preparing for your virtual field trip, consider the following:

- What can be highlighted in a video that will give insight into this industry?
 - What stories can be shared that will help students in choosing this industry?
 - What service does this industry provide to others?
 - What differentiates your business from other companies?
 - How does your company impact the global society?
 - What specific skills sets are needed to join your company?
 - What is your company's culture and how does it impact your employees?
 - What is the most important attribute that you look for in an employee?
1. Plan with the Teacher and Academy Coach before the scheduled field trip to make connections to curriculum as well as logistics for all parts of the event and the digital platform.
 2. Provide a video/s for students to view. Below are some best practices to consider when creating or selecting a video.
 - Include a welcome for students
 - Use bright videos and still frame images
 - Include a 360-degree view inside at least one space on the tour
 - Utilize narration and short chunks of written information where appropriate

- Define acronyms and industry jargon used in videos
 - Show people engaged in work
 - When possible, include clear transitions where teachers/students can pause the video to record notes or questions before moving to the next section
3. Provide a trade publication article or other online resource that students can see to gain knowledge about current industry trends, occupational outlook, or similar topics that students will use when conducting research in pre-work.
 4. Schedule a time with the Academy Coach and/or teacher for the live (synchronous) question and answer session.
 5. Plan and arrange to have three industry professionals available during the live question and answer session, if possible. This will allow students access to a variety of career opportunities and perspectives.
 6. Complete a survey at the end of the virtual field trip to provide feedback to the Academy Coach.

Teacher Responsibilities

1. The Teacher will plan with the Academy Coach and Business Partner before the scheduled field trip to make connections to curriculum as well as logistics for all parts of the event. The Teacher will tie the event to course instruction.
 - a. For example, if a teacher has introduced a major focus area, like the engineering design process, it would be helpful and demonstrative to address how the engineering design process plays a role in that organization in a video segment or the Q & A session.
2. Previewing the video while planning for the event.
3. The virtual field trip experience will be more meaningful if students have completed some type of activity or research prior to students interacting with the business partner. The Teacher will plan the pre-work to prepare students for the virtual field trip.
 - a. Pre-work activities may include:
 - i. Research the partner organization and current employment opportunities within the organization
 - ii. Read a trade publication article selected by the business partner and/or teacher about current industry trends, occupational outlook, or similar topics
 - iii. Conduct additional research around all careers in the industry, including salary, education requirements, employment trends, positions available, etc.
 - iv. Compare/contrast selected topics from the website for the partnering organization and two additional organizations within the industry
 - v. Analyze a case study, artist profiles, project summary, etc.
4. Once students have drafted questions for the question and answer session, the Teacher will facilitate refining the list of questions from the students and choose students to ask those questions.
5. Plan with the Academy Coach a time and space for the live (synchronous) question and answer session. The Teacher will facilitate this session, along with the Academy Coach.
6. The final component, the post-work, will give teachers a chance to lead a structured reflection with students and/or tie the information learned back to their course standards.

- a. Post-work activity ideas
 - b. Reflection prompts
 - c. Socratic Seminar or circle discussions
 - d. Career goal setting
 - e. Reflect-n-sketch
 - f. Reflection vlog
 - g. One-minute papers
 - h. Start a professional portfolio
7. To capture feedback from the total experience, the Teacher will complete the survey provided by the Academy Coach and facilitate students completing the student survey.

Academy Coach Responsibilities

1. The Academy Coach will plan with the Teacher and Business Partner before the scheduled field trip to make connections to curriculum as well as logistics for all parts of the event. The Academy Coach will work with the partner around logistics and digital platforms.
2. Assist in providing digital resources for the students as needed for students to complete the pre-work. The Academy Coach will assist in developing the guided notes, scavenger hunt and other engaging activities that students will utilize while watching the video.
3. Preview the video and work with the Business Partner to edit the video if needed.
4. Plan the time and space/platform for the question and answer live (synchronous) session. The Academy Coach will facilitate the live question and answer session, along with the classroom Teacher.
5. Send a short survey to all participants (students, teacher, and business partner) to capture feedback from the total experience. The Academy Coach will gather analyze the data from the survey and use the feedback to improve future virtual field trips.

Student Responsibilities

1. Complete any assignments provided by the teacher or business partner to learn more about the organization and careers within the organization.
2. Develop a list of questions to ask industry professionals during the live (synchronous) question and answer session after the virtual tour experience.
3. View video(s) that will include a virtual tour experience. After viewing the video(s), students should record additional questions.
4. Attend a live (synchronous) session to ask questions developed during their research, as well as questions that they have after watching the video(s).
5. Students will complete post-work as a part of the course instruction. In addition, students will complete a survey from the Academy Coach to provide feedback.

Job Shadows

Guiding Vision

It is always preferable to host students for their job shadow experience on job sites and within a business partner's organization. However, we all are adjusting to the world around us in real time. A virtual job shadowing experience occurs when a company meets virtually with students to bring an aspect of the "job shadowing" experience to the school, which reduces transportation costs for the school and maximizes the time for student engagement.

Job shadowing is an opportunity for students in their second year of pathway courses to spend a day in the "real world" in a career area related to their academy. It gives them an opportunity to observe and ask questions of workers. Assignments completed before, during, and after shadowing help students connect their work to real world experiences. This manual provides expectations for students, teachers, the Academy Coach, and the business coordinator.

Planning Guide

What will the virtual job shadow look like?

The experience should offer a virtual demonstration of hands-on activities that simulate the industry related to the academy and should include industry professionals. The event should include up to six segments of 20 minutes each and can include live and/or prerecorded sessions. These small lessons, in addition to classroom work time, should equate to the same 3-4 hours that a student would spend on site at a normal job shadow. The segments can include a series of demonstrations or industry simulations but should include in-depth discussion. Students should be able to connect what they are seeing/hearing to their pathway classes as well as their general education courses.



Business Partner Responsibilities:

1. Meet with Academy Coach and/or teacher to plan for the Virtual Job Shadow to connect the experience to pathway learning.
2. Prepare up to six synchronous or asynchronous 20 minute videos (totaling 2-3 hours) detailing the different aspects of jobs in the industry/company and tasks within each job (ex: what does this person do each day, what skills are needed for the position, how does this person's role fit into the company's business structure).
3. Be available for at least one live (synchronous) Q&A session (30 minutes), which is moderated by the teacher or academy coach.

Teacher Responsibilities

An academy teacher should maintain some ownership with the event to connect the event to instruction within the academy. This is generally the pathway teacher but can also include a general education teacher as well.

1. Meet with the Academy Coach to discuss the Virtual Job Shadowing Guidance and any notes from business partner to fully understand what the event will include. The teacher should communicate with the business partner to discuss industry-specific details for the event to connect the event to classroom instruction.
2. Develop a student assignment to be completed related to the event. Include at least some research about the company prior to the event. Student should understand organization's vision, mission, purpose, products/services, etc.
3. Include the Professionalism Rubric to allow students to connect professionalism skills to the workplace.
4. Connect students to the videos provided by business partners to review and ask them to take notes and captures questions that arise when viewing the videos. Students will turn those questions into their teacher.
5. Organize list of questions and be prepared to serve as the facilitator of the live (synchronous) event.
6. Day of the live (synchronous) event: Host meeting with students and make sure students are engaged.
7. After the event: Guide students through the related activity or assignment, reflect with all students by allowing them to present to other classmates about the experience. Work with students to write a thank-you note (or email) to business partner.

Academy Coach Responsibilities

The academy coach will be the primary contact between the business partner and the school and will conduct all planning sessions to set dates and expectations. In many cases, academy teachers will be included. The following are items that should be completed prior to the event:

1. Determine dates and times for the live (synchronous) session.
2. Share Virtual Job Shadowing Guidance with business partner and discuss the plan for student engagement.
3. Work with the business partner to secure videos for students to watch prior to the live Q&A session. Ensure the series of videos provides student understanding of jobs within the industry and specific tasks within those jobs.
4. Determine items needed by the teacher and business partner (what resources are needed by the teacher to make the virtual experience successful).
5. Follow up and send reminders to business partner and teacher as needed leading up to the event and a thank you after the event.
6. Plan the time and space/platform for the question and answer live (synchronous) session. The Academy Coach will facilitate the live question and answer session, along with the classroom Teacher.

Student Responsibilities

1. Complete activity or research prior to the event. This will allow for the virtual visit to either be a culminating event or a connector to future instruction.
2. Research the company and related jobs offered within the organization as assigned by your teacher.
3. Develop a list of questions to ask industry professionals during the live (synchronous) question and answer session after the virtual tour experience.
4. View a video(s) provided by the business partner and record additional questions.
5. Attend a live (synchronous) session to ask questions developed during their research, as well as questions that they have after watching the video(s).
6. Complete post-work as a part of the course instruction. In addition, students will complete a survey from the Academy Coach to provide feedback.

Resources for Job Shadow Success

The remainder of this guidance document provided best practices and resources that might be helpful in planning a job shadow experience.

Best Practices:

- Emphasize the ways in which mathematics, language, science, writing, listening, interpersonal skills and technologies are used in your workplace. (Please refer to the [21st Century Skills](#) provided in this packet.)
- Provide interactive experiences when possible. Remember that our students are just learning these skills and may require a bit more patience than you are used to.
- Reinforce the role of schoolwork and education in the workplace.
- Focus on the importance of a positive work ethic; punctuality, completing work assignment by deadlines, proper work attire, continuing education, etc.
- Showcase your work environment. (a short virtual tour)
- Flexibility will be key as we begin to implement this new methodology of job shadowing. Technological challenges will almost certainly occur.

What types of questions should industry professionals address?

To fully engage students and to make the job shadowing experience fully meaningful to both business partners and students, business partners should prepare to make the event a well-rounded learning experience. Partners should think of this as an opportunity not only to tell the student about their job, but also to educate the student about the industry and/or the organization. Below are some recommendations to include as partners are preparing for the experience.

1. **Make a personal connection:** Do students have anyone in their family that works in the field or for the organization? Business partner can tell their story of how they grew up, any hardships or what brought them to the industry. Try to find some common ground.

2. Use the [Professionalism Rubric](#) to help students understand the professional skills needed in your industry.
3. **Talk the industry:** Talk to the students about your job.
 - What education or certificates did you have to acquire for this job?
 - How did you discover this job or industry? Did you do an internship?
 - What was your education/career path? Have you been employed in another industry?
 - What is the salary range for this position (and others in the industry)?
 - What are the entry level positions and how do you advance?
 - Are you passionate about your job, why? What joy or fulfillment do you get from your career?
 - What skills are needed for this job?
 - What are your job responsibilities? Walk them through a typical day or week.
 - How does this job impact society? Other areas of the industry?
4. **Focus on skills that are universal to all jobs in the industry** (see [21st Century Skills](#))
 - What soft skills (employability skills) are important and why? Call them out and discuss them (communication, collaboration, critical thinking, creativity, being on time, etc.)
 - Why is safety important in your industry?
 - What are some of the company values in your organization?
 - What does it mean to be customer focused?
5. Be real and discuss things that we must do as employees to be successful.
 - Social media and email etiquette—please call this out with students
 - Ethics
 - Dress for work
 - Conflict management and working with people you may not like
 - How to accept criticism/feedback and how to communicate with supervisors with respect

What types of authentic artifacts and activities should be included?

Students can make connections and have a better understanding of the industry when they are able to see authentic examples of industry-specific artifacts. Below are examples that could be included, but not limited to this list. For more specific job shadowing artifacts, focus on experiential learning activities that showcase the industry in real-time.

All industries:

- History and overview of the organization and annual report
- Job descriptions
- Marketing and/or communication plans or examples: flyers, brochures, presentations, etc.
- Employee performance plans/employee handbooks
- Specifications: Drawings/estimates/budgets
- Government or industry requirements
- Financials: Quotes/proposals/budgets

Additional examples by industry:

Hospitality/Tourism	
Artifacts:	Suggested Activities:
Marketing plans	Show the difference between planning a meeting vs planning a menu
Meeting planning resources	Event execution – site visit your own school (Halloween dance or homecoming)
Marketing collaterals	Pitch ideas (Shark Tank style)
Branding presentations	Present business plans
Resources that showcase menu development	Develop a menu
Culinary demonstration stations	Restaurant Management
Government or industry requirements	City and state regulations/company policy
Health and Public Services	
Artifacts:	Suggested Activities:
Patient charts and case files (names removed)	Review chart and different parts of a patient chart, history, medications, etc.

X-rays or sample patient diagnostic charts and equipment	
SIM mannequin	Different health scenarios of a patient and see how student handles scenario (focus on critical thinking).
Insurance or medical records (names removed)	Simulate phone calls with students that mimic patient calling insurance claims to see what is covered for patients during a certain sickness or surgical procedure
Organs	Bring organs from pathology to let students have hands-on with real organs
Employees from different areas of healthcare with related artifacts	Set up the gym like a career fair so students can ask questions and have hands-on with equipment from that area. If smaller group of students, do guest speakers with the same format.
Engineering/STEM	
Artifacts:	Suggested Activities:
Equipment (could be actual equipment or an equipment list) and hand tools	Have students match hand tools to equipment and situations the equipment could be used.
Video of construction site	Break students into groups and have different groups explain what is happening in the video. At the end, have a discussion on the overall project.
Personal Protection Equipment (PPE) and Safety/risk/liability forms specific to industry and/or organization	Have students rotate through the safety process for each piece of equipment.
Job site proposals	Take parts of the proposal and have students in groups complete the proposal, like putting together a puzzle or matching parts of the proposal together.
Simulators	Break students into groups taking turns on the simulator and summarizing what they have learned from the experience. What does the

	simulator prepare you for? What does the simulator not prepare you for?
Arts & Communications	
Artifacts:	Suggested Activities:
Videos, graphics, audio clips, melody, b-roll, etc.	Break students into groups and have them create a song, podcast, or storyboard. A shared topic or components can be provided to show how different stories can be told from the same initial inputs. Have each group share their product.
Presentations to clients and real work products	Practice elevator speeches for different concepts
Communication tools used in other cultures	Have students take one message and brainstorm how different cultures could interpret the message. Given them examples of a multicultural communication campaign.
Clips of marketing / communication plans	Give students different parts of a communication plan to have them think about the importance of each area to the marketing/communication plan. Then let students examine a full plan to see how all the components work together.
Design plans, renderings, artwork, current projects	Take renderings and artwork and have students put them together like a jigsaw puzzle
Schedule flow	Have students look at the schedule for an event and identify errors. Have a group discussion on the consequences such errors can have on the event itself.
Business, Marketing, Information Technology	
Artifacts:	Suggested Activities:
Employee handbook and organizational chart	Have students discuss: How does the handbook tell you what it feels like to work in the

	company? What does the organizational chart tell you?
Website for your company and industry websites as resources	Have students dissect different aspects of the user experience through site entrances and exits. How should the site be changed or optimized to improve user experience?
Agendas	Allow students to analyze several agendas to discover strategies that make them effective, how to be clear and timely, and to learn about different organizational methods.
On-line management platform demonstration	Break students into groups and using iPads or tablets demonstrate the online management platform
Type of jobs in company / industry one pager	Have students brainstorm what different jobs in the industry could be from entry level to executive level. What does career progression look like? What should the expectation be?
Project management tools/Status Reports	Have students think about the project management process: Initiating, Planning, Executing, Monitoring and Control, and Closing

Suggested Student Questions

1. What skills are needed to do your job?
2. How did your education help prepare you for your job?
3. Did your company do any additional training for you to perform this job?
4. How did you get your job? What process was involved (testing, interview, writing samples, etc.)?
5. How are people promoted in the company?
6. What personality traits and attitudes are important in your role?
7. What related jobs did you have before this job?
8. What is your work schedule (flexible, nights, specific hours, holidays, etc.)?

Add questions suggested by students.

Job Shadow Observation Form

(This form can be graded by any person on the Academy Team.)

Student Name: _____ Position Shadowed: _____

Signature of Person Shadowed: _____

Company Name and Mailing Address: _____

E-mail Address: _____

Complete the following:

What do you expect the job shadow experience to be like? (complete prior to the event)

What was the job shadow experience like?

Would you recommend this person and/or this organization as a future job shadowing event for future students? Why or why not?

Was there anything you observed that was different from what you expected? Please identify and explain.

Write a summary of the tasks you observed and the conversations that you had during the event.

While participating in your job shadow, what evidence of the professionalism rubric did you observe?

Thank You Letter Format/Criteria

- Write a thank you letter the day after your shadowing experience.
- Use Mr. Mrs. or Ms. and last name of the person you shadowed.
- Begin your letter with a sentence that specifically thanks the employer for allowing you to spend time with them and for taking time to answer your questions.
- State something specific that you learned or enjoyed during the job shadow.
- Below is an example. It should not be copied.

Date

Name

Title

Company

Street Address

City/State/Zip

Dear _____:

Thank you for giving me the opportunity to shadow you yesterday. I realize that this took time away from your regular responsibilities and I appreciate the information you were able to provide regarding your job at _____.

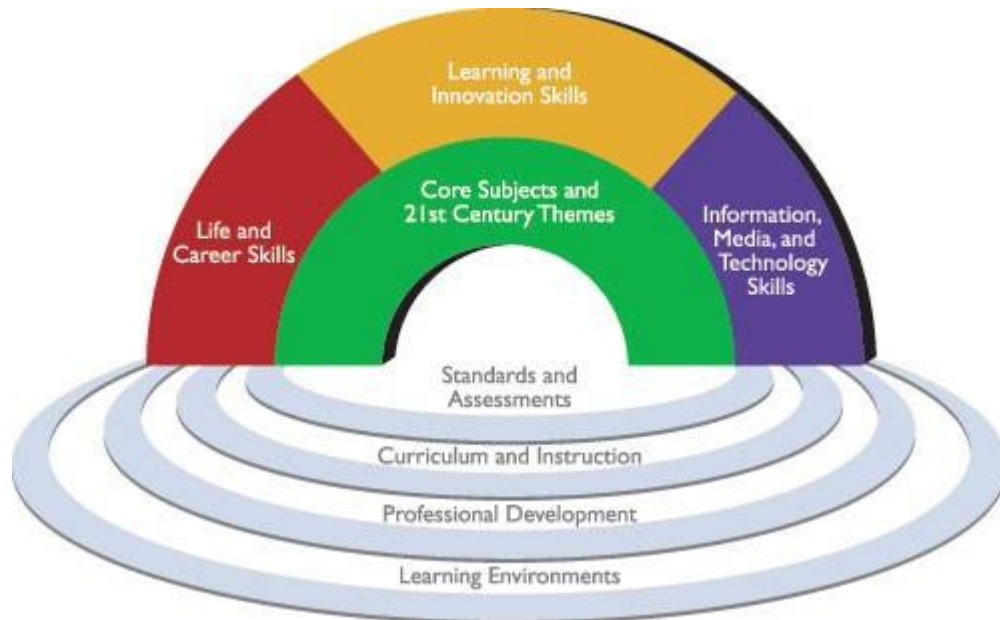
I am more convinced that the field of _____ is correct for me. It was fun to hear more about the work in your industry and I appreciate you answering my questions. I really look forward to continuing my career aspirations.

Sincerely,

Your Name

Appendix

Appendix A: 21st Century Skills



Below is a list of workplace skills/competencies and personal qualities often referred to as 21st Century Skills. The following skills are emphasized in each of our work-based learning opportunities for students in the Academies of Nashville. Any time you can draw attention to the use of these skills in your workplace is appreciated!

Basic Skills:

- Reading
- Writing
- Mathematics
- Listening
- Speaking

Thinking Skills:

- Creative Thinking
- Decision-making
- Problem-solving
- Thinking Imaginatively
- Knowing how to Learn
- Reasoning

Allocating Resources:

- Time
- Money
- Materials
- Space
- Staff

Understanding and

Monitoring Systems:

- Social
- Organizational
- Technological
- Designing and Improving Systems

Interpersonal Skills:

- Working on Teams
- Teaching Others
- Serving Customers
- Leading
- Negotiating
- Working with Diverse Populations

Personal Qualities:

- Individual
- Responsibility
- Sociability
- Self-management
- Integrity

Technology:

- Selecting Equipment and Tools
- Applying Technology to Specific Tasks
- Maintaining and Troubleshooting

Information:

- Acquiring and Evaluating Data
- Maintaining Files
- Interpreting
- Communication

Appendix B: The Academies of Nashville Professionalism Skills Indicators

Name: _____ Date: _____ School: _____ Business: _____

Professional skills are visible in all phases of life and are value-added skills essential to any career. As you spend time in this organization, look for evidence of professional behaviors and be ready to discuss with your teacher and class.

Indicator	Evidence in Schools	Evidence in Business Organizations
Attendance and Punctuality Showing up on time and being prepared	<ul style="list-style-type: none"> Attends classes and completes assignments on time. Arrives at class on time and ready for class. When absent, student makes up work in a prompt and respectful manner. 	<ul style="list-style-type: none"> Ability to complete tasks on time and meet deadlines; anticipate what might arise and plan accordingly; plan for meetings/guests. Show up for work on time; plan for absent days (task management) and flexibility (work from home). <u>Consequences</u>: Firing, bad recommendations, fewer chances for advancement.
Personal Presentation How one dresses and presents oneself to others	<ul style="list-style-type: none"> Dress and language is appropriate for the setting. Exhibits courteous behavior towards others. Presents self with firm handshake and introduction. 	<ul style="list-style-type: none"> Maintain eye contact, greet others professionally and conclude interactions. Exhibit respectful body language and gestures. Appropriately dressed as required by company standard. Dress for position you want. Show self-confidence and transparency—let people know what you need <u>Consequences</u>: Could be sent home and fewer chances for advancement.
Communication How information is exchanged between two or more people	<ul style="list-style-type: none"> Receives, understands, and interprets information accurately. Presents information in clear, organized, and engaging manner. 	<ul style="list-style-type: none"> Communicate appropriately for context (text, email, speaking, or presenting) Be aware of emotions and accept/adjust as needed when speaking to communicate clearly and with humanity. Engage stakeholders and clarify expectations as needed. Non-verbal communications: eye contact, firm handshake, etc. Take instruction and process the action (verbal or written)—repeat back to ensure understanding and ask questions. <u>Consequences</u>: People don't respond, negative impression, underestimate competence, limit opportunities.
Interpersonal Effectiveness How one interacts with others to get work completed	<ul style="list-style-type: none"> Works effectively with others. Shows a positive attitude towards others Contributes productively as a member of a group—works toward achieving individual and group goals. 	<ul style="list-style-type: none"> Ask for help or advice. Speak with others and interact with humanity. Collaborate without being competitive. Understand your role within a team. Be accepting of growth feedback and open to constructive criticism. <u>Consequences</u>: Firing, bad recommendations, and limited opportunities
Quality and Commitment Offers best effort and is proud of one's work	<ul style="list-style-type: none"> Gives best effort and remains on task until work is completed. Evaluates work, and completes work to quality standards. 	<ul style="list-style-type: none"> Gives best effort and asks questions as needed. Be prepared for work tasks and interactions. Remain focused on task and multi-task to standard. Have a positive attitude. <u>Consequences</u>: Bad recommendations and fewer chances for advancement.
Ethics Being honest and doing the right thing	<ul style="list-style-type: none"> Adheres to ethical behavior in regards to property, privacy, and technology. Relies on honesty and making good decisions. 	<ul style="list-style-type: none"> Respect the time and experience of team members. Show honesty in your actions and exercise well-informed decisions. Knowledge of policies of company standards/code of conduct. <u>Consequences</u>: Firing, bad recommendations, and fewer chances for advancement.
Initiative Ability to be resourceful and initiate things independently.	<ul style="list-style-type: none"> Identifies alternative ways to complete a task. Self-directed Completes tasks without supervision. 	<ul style="list-style-type: none"> Looks for new ways to complete task without being directed. Takes risks to use new ideas to solve problems. Follows thorough to completion with a project. <u>Consequences</u>: Fewer chances for advancement

Appendix C: The Academies of Nashville Professionalism Skills Rubric

Professional Skills:	4 Advanced (Above Standard)	3 Proficient (Meets Standard)	2 Basic (Approaching Standard)	1 Below Basic (Below Standard)
Attendance and Punctuality: Keeping appointments on time, and completes assignments on time.	Absences and tardiness do not limit opportunity to contribute in program and do not affect performance. Student is regularly responsible in seeking out and making up missed work.	Absences seldom impact opportunity to contribute in program and rarely impact performance. Student is usually responsible but might need occasional reminders before missed work is made up. Tardiness is held to a minimum and does not cause a concern.	Absences limit opportunities to contribute in program and consistently impact performance. Student makes up missed work only after frequent reminders. Instances of tardiness indicate improvement but may become a concern.	Excessive absences make it difficult to contribute in class/program and are a serious obstacle to successful performance. Student refuses to accept responsibility of making up missed work. Pattern of tardiness indicates lack of self-discipline related to punctuality.
Personal Presentation: Exhibits professionalism in the areas of courtesy, appropriate language, and dress.	Consistently exhibits courteous behavior towards others. Language and dress is regularly appropriate for the setting.	Exhibits courteous behavior towards others. Language and dress is appropriate for the setting.	Sometimes exhibits courteous behavior towards others. Language and dress is appropriate for the setting.	Rarely exhibits courteous behavior towards others. Language and dress is rarely appropriate for the setting.
Communication: Reads with understanding, writes with skill, and communicates effectively and responsibly in a variety of ways and settings.	Always receives, understands, and interprets information accurately. Regularly presents information in a clear, organized, and engaging manner using a variety of methods and resources.	Receives, understands, and interprets information accurately. Presents information in a clear and organized manner using appropriate methods and resources.	Sometimes receives, understands, and interprets information accurately. Demonstrates a limited ability to present information in an organized manner. Inconsistently accesses appropriate resources.	Understands and interprets information incorrectly. Presents information in a vague and unorganized manner. Refuses to access or use appropriate resources.
Interpersonal Effectiveness: Works effectively with others and contributes productively as a member of a group—works toward achieving individual and group goals.	Regularly facilitates positive group dynamics and respectful environment. Demonstrates leadership that plays a significant role in the success of group efforts. Regularly demonstrates self-controls.	Works well with others and is respectful. Contributes significantly to group efforts. Usually demonstrates self-control.	Uses a limited number of positive group behaviors. Sometimes respectful of others. Contributes to group efforts in an inconsistent manner. Sometimes demonstrates self-controls.	Demonstrates inappropriate group behaviors. Improvement needed in treating others with respect. Rarely contributes to group efforts. Rarely demonstrates self-control.
Quality and Commitment: Gives best effort, evaluates work, and completes work to quality standards.	Regularly gives best effort. Regularly evaluates work and fully uses feedback to improve product quality. Regularly completes work according to the highest quality standards. Regularly begins and remains on task until the work is completed. Maximizes time available. Regularly responds to changing situations in a successful manner.	Gives best effort. Evaluates work and uses feedback. Completes work; usually meets quality standards. Begins and remains on task without prompting until the work is completed. Generally uses time effectively. Adjusts well to new situations.	Sometimes gives best effort. Sometimes evaluates work and uses feedback. Completes work, but does not regularly meet quality standards. Sometimes begins and remains on task. Needs occasional prompting. Sometimes uses time effectively. Adjusts to new situations in an inconsistent manner.	Rarely gives best effort. Rarely evaluates work and uses feedback. Does not regularly complete work Reluctant to begin tasks without significant staff intervention. Needs frequent reminders to use available time. Has difficulty adjusting to new situations.
Ethics: Adheres to ethical behavior in regards to property, privacy, and technology.	Regularly adheres to ethical behavior in regards to property, privacy, and technology.	Usually adheres to ethical behavior in regards to property, privacy, and appropriateness.	Sometimes adheres to ethical behavior in regards to property, privacy, and technology.	Rarely adheres to ethical behavior in regards to property, privacy, and technology.
Initiative: The ability to be resourceful and initiate things independently.	Regularly identifies alternate ways to complete a task. Regularly self-directed and completes assignments without supervision.	Usually identifies alternate ways to complete a task. Often self-directed and completes assignments without supervision.	Sometimes identifies alternate ways to complete a task. Sometimes self-directed and completes assignments without supervision.	Rarely identifies alternate ways to complete a task. Rarely self-directed and completes assignments without supervision.