Integrating Employability Skills: A Framework for All Educators

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Welcome and Introductions

Implementation Tools

- Implementation tools are free and customizable train-the-facilitator resources.

- Implementation tools help build a common language and understanding.
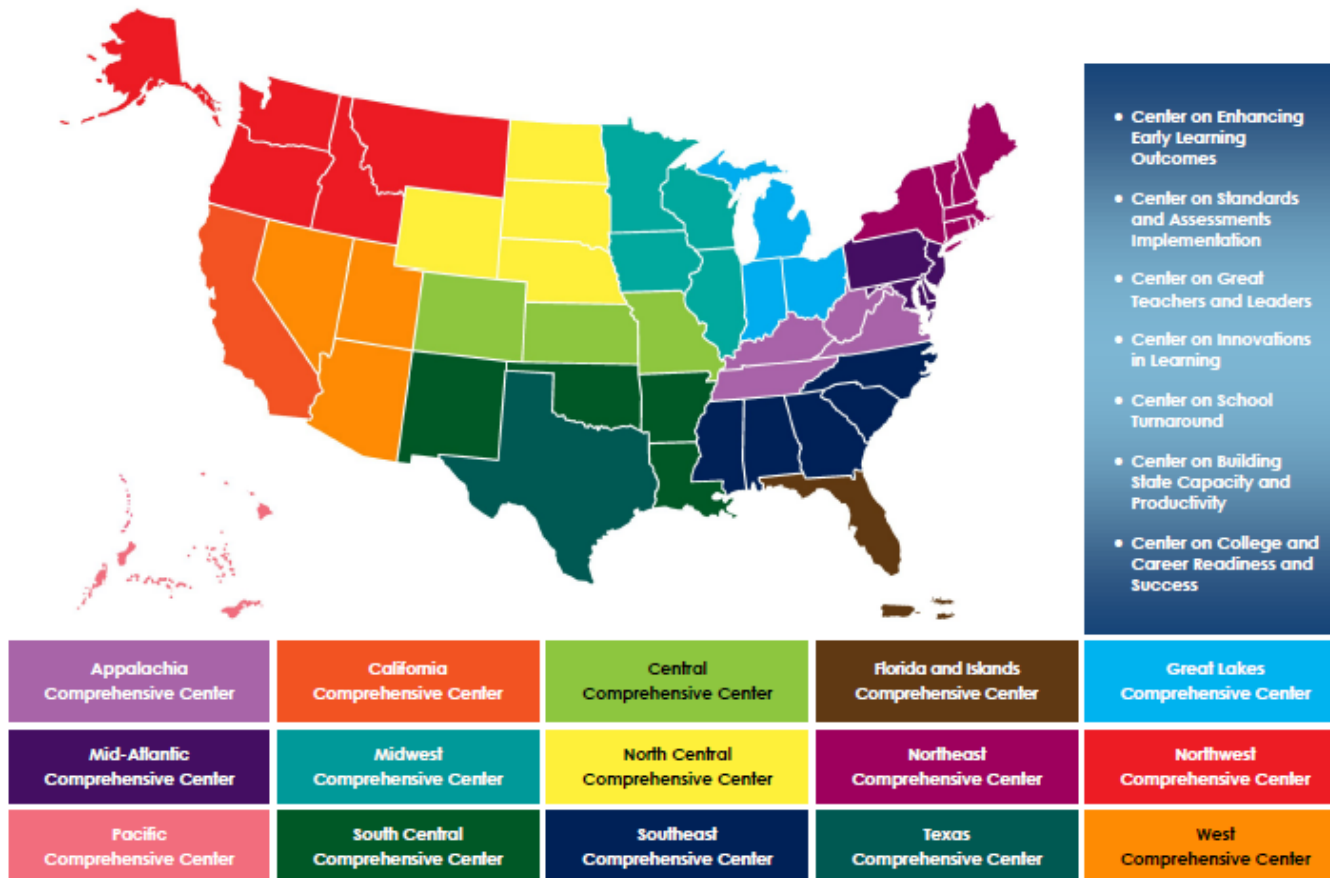
Implementation Tools Materials

http://www.ccrscenter.org/

COLLEGE & CAREER READINESS & SUCCESS Center at American Institutes for Research	About Us	Products & Resources	Implementation Tools	Work-Based Learning	Ready for Success Blog

- Presentation slides, handouts, and a facilitator's guide
- Free and customizable train-the-facilitator resources

Comprehensive Centers Program
2012–19 Award Cycle

- Center on Enhancing Early Learning Outcomes
- Center on Standards and Assessments Implementation
- Center on Great Teachers and Leaders
- Center on Innovations in Learning
- Center on School Turnaround
- Center on Building State Capacity and Productivity
- Center on College and Career Readiness and Success

Appalachia Comprehensive Center	California Comprehensive Center	Central Comprehensive Center	Florida and Islands Comprehensive Center	Great Lakes Comprehensive Center
Mid-Atlantic Comprehensive Center	Midwest Comprehensive Center	North Central Comprehensive Center	Northeast Comprehensive Center	Northwest Comprehensive Center
Pacific Comprehensive Center	South Central Comprehensive Center	Southeast Comprehensive Center	Texas Comprehensive Center	West Comprehensive Center

Employability Skills Framework

https://cte.ed.gov/initiatives/employability-skills-framework

Agenda

- Review the Employability Skills Framework.

- Crosswalk state college and career readiness standards with the Employability Skills Framework.

- Discover how to integrate employability skills within curriculum.

- Review the lesson planning tool for embedding employability skills into classroom activities.

- Connect employability skills and work-based learning.

Objectives

Participants will do the following:

- Understand what employability skills are and why they are important.

- Learn strategies to prioritize and integrate employability skills in college and career readiness standards, classroom instruction, work-based learning, and professional learning.

What Are Employability Skills?

Importance of Employability Skills

- Employability skills are cited as among the most important skills by employers (Hart Research Associates, 2015).

- A lack of employability skills may contribute to a "talent shortage" (ManpowerGroup, 2012).

- The demonstration of employability skills is correlated with better hiring rates, success on the job, and earnings (Lippman et al., 2015).

Activity 1: What Are Employability Skills?

- When you hear the term *employability skills,* what are some of the terms that come to mind?

Defining Employability Skills

Employability skills are the general skills and knowledge that are necessary for success in the labor market at all employment levels and in all sectors.

Activity 2: Identifying Employability Skills

Brainstorm activity:

1. On your own, generate a list of your top five most important employability skills.

2. Record each skill on a sticky note.

3. Discuss your list with your table.

4. Remove duplicate skills.

Activity 3: Categorizing Employability Skills

1. Referencing your table's sticky notes, where would you place your employability skills?

    - Effective relationships

    - Workplace skills

    - Applied knowledge

2. Discuss with your table.

3. Place your sticky notes on the appropriate chart paper.

Activity 2: Identifying Employability Skills

1. On your own, generate a list of your top 5–10 most important employability skills.

2. Record each skill on the top of Handout A.

3. Referencing your list, place each skill into one of the three categories of employability skills.

Effective Relationships	Workplace Skills	Applied Knowledge
Recategorized Skills		

Employability Skills Framework

The thoughtful integration of academic knowledge and technical skills, put to practical use in the workplace

The skills that enable individuals to interact effectively with clients, coworkers, and supervisors

The skills employees need to successfully perform work tasks

Effective Relationships

Interpersonal Skills

- Understands teamwork and works with others
- Responds to customer needs
- Exercises leadership
- Negotiates to resolve conflicts
- Respects individual differences

Personal Qualities

EMPLOYABILITY

Effective Relationships

Effective Relationships
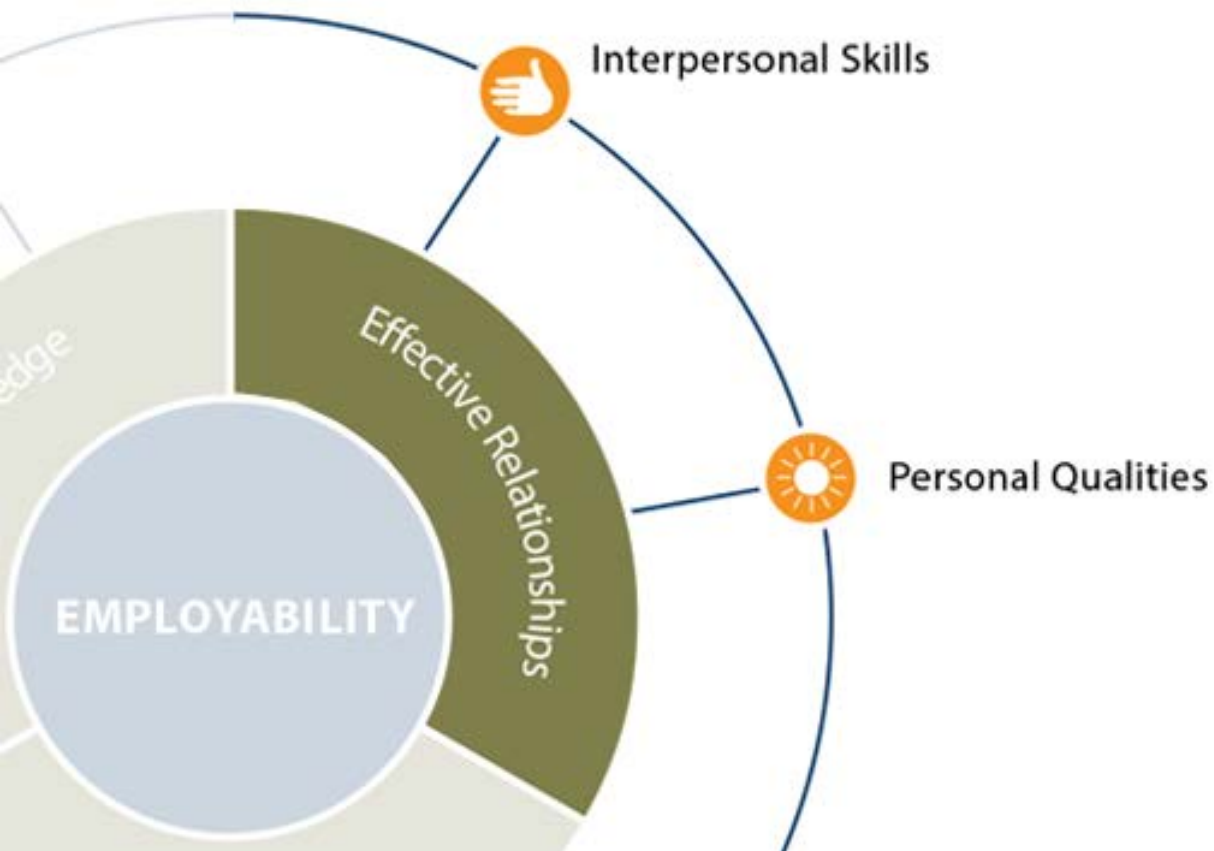
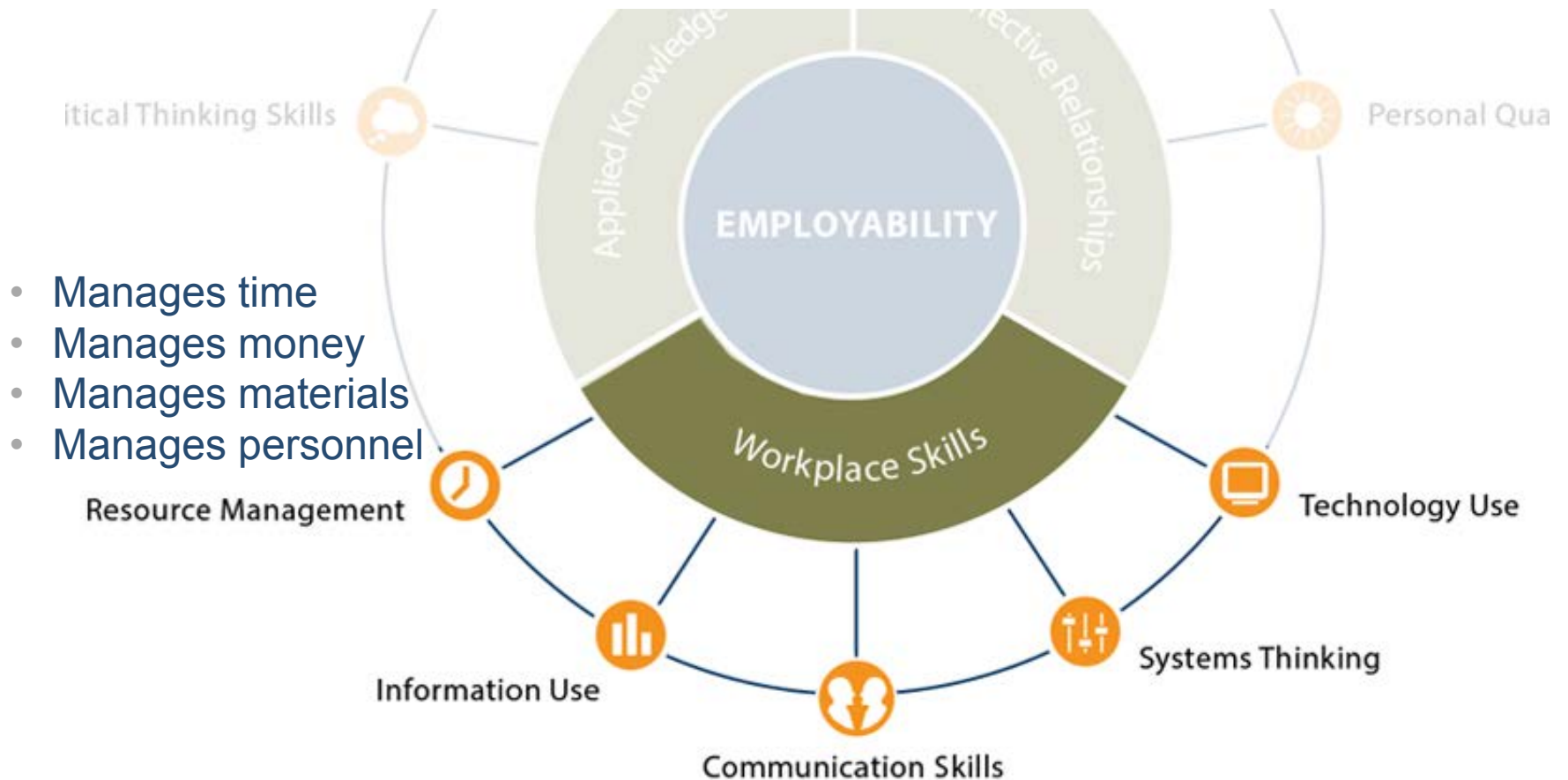- Demonstrates responsibility and self-discipline
- Adapts and shows flexibility
- Works independently
- Demonstrates a willingness to learn
- Demonstrates integrity
- Demonstrates professionalism
- Takes initiative
- Displays positive attitude and sense of self-worth
- Takes responsibility for professional growth

Workplace Skills

- Manages time
- Manages money
- Manages materials
- Manages personnel

Workplace Skills

- Locates information
- Organizes information
- Uses information
- Analyzes information
- Communicates information

Workplace Skills

- Communicates verbally
- Listens actively
- Comprehends written material
- Conveys information in writing
- Observes carefully

Workplace Skills

EMPLOYABILITY

Workplace Skills

Applied Knowledge

Effective Relationships

itical Thinking Skills

Personal Qua

Resource Management

Technology Use

Information Use

Systems Thinking
- Understands and uses systems
- Monitors systems
- Improves systems

Communication Skills

Workplace Skills

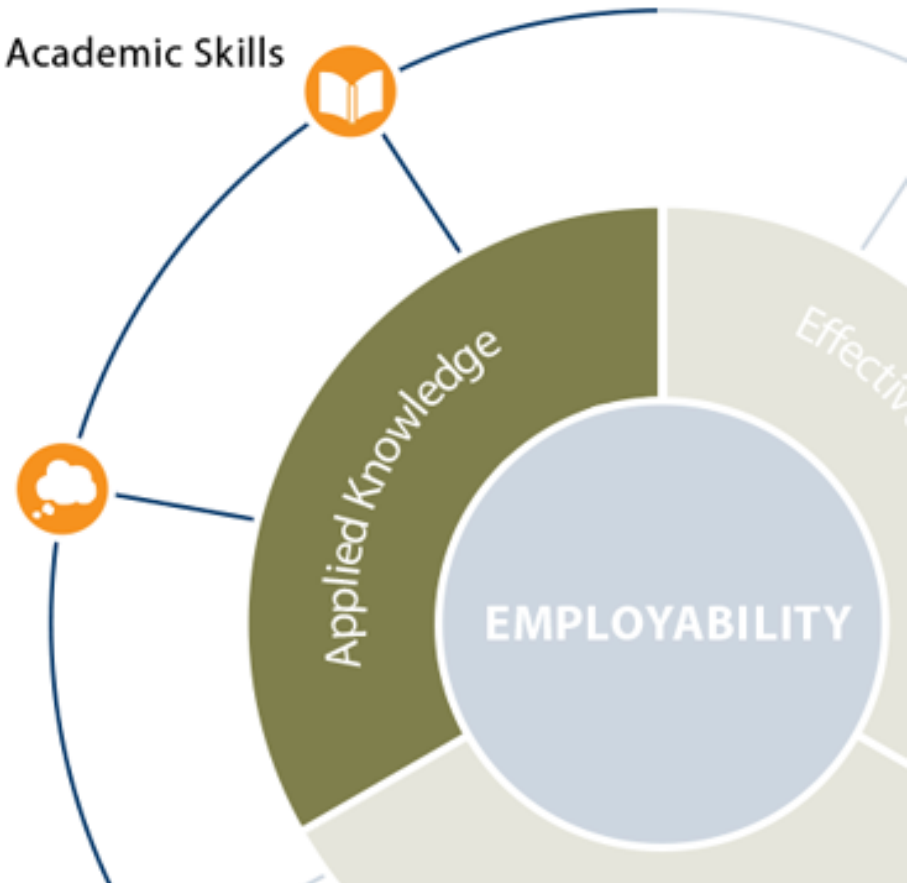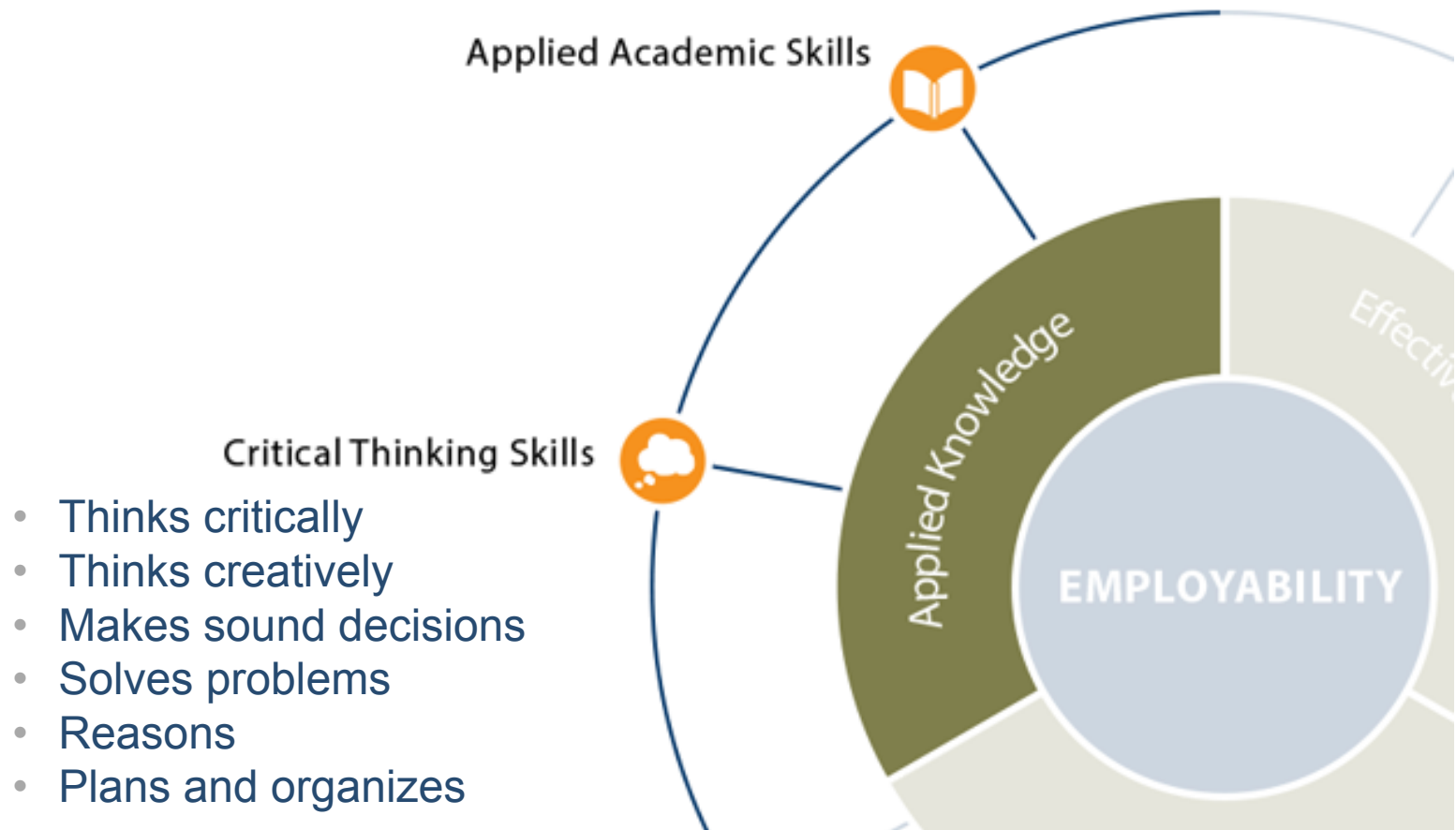- Understands and uses technology
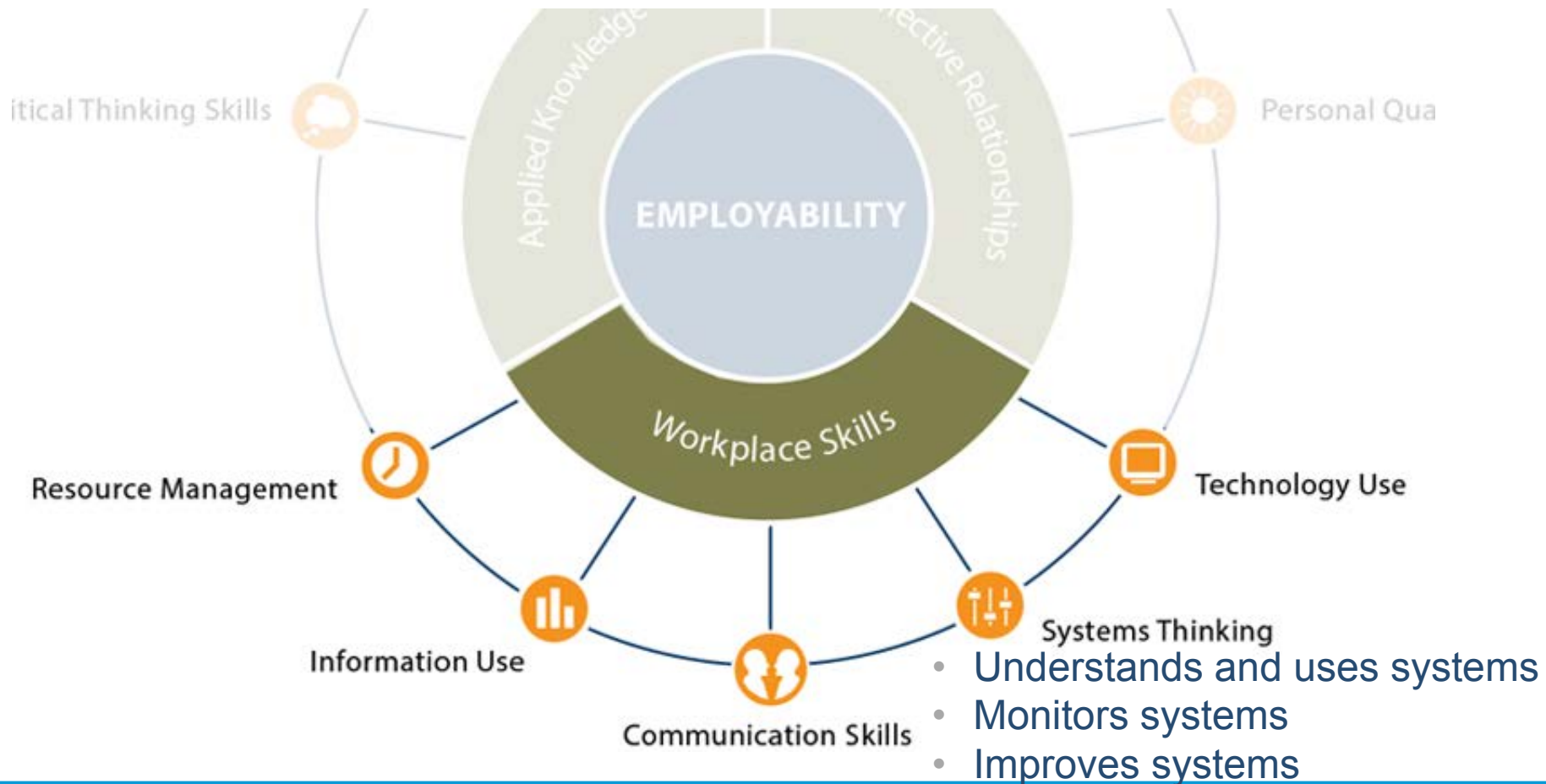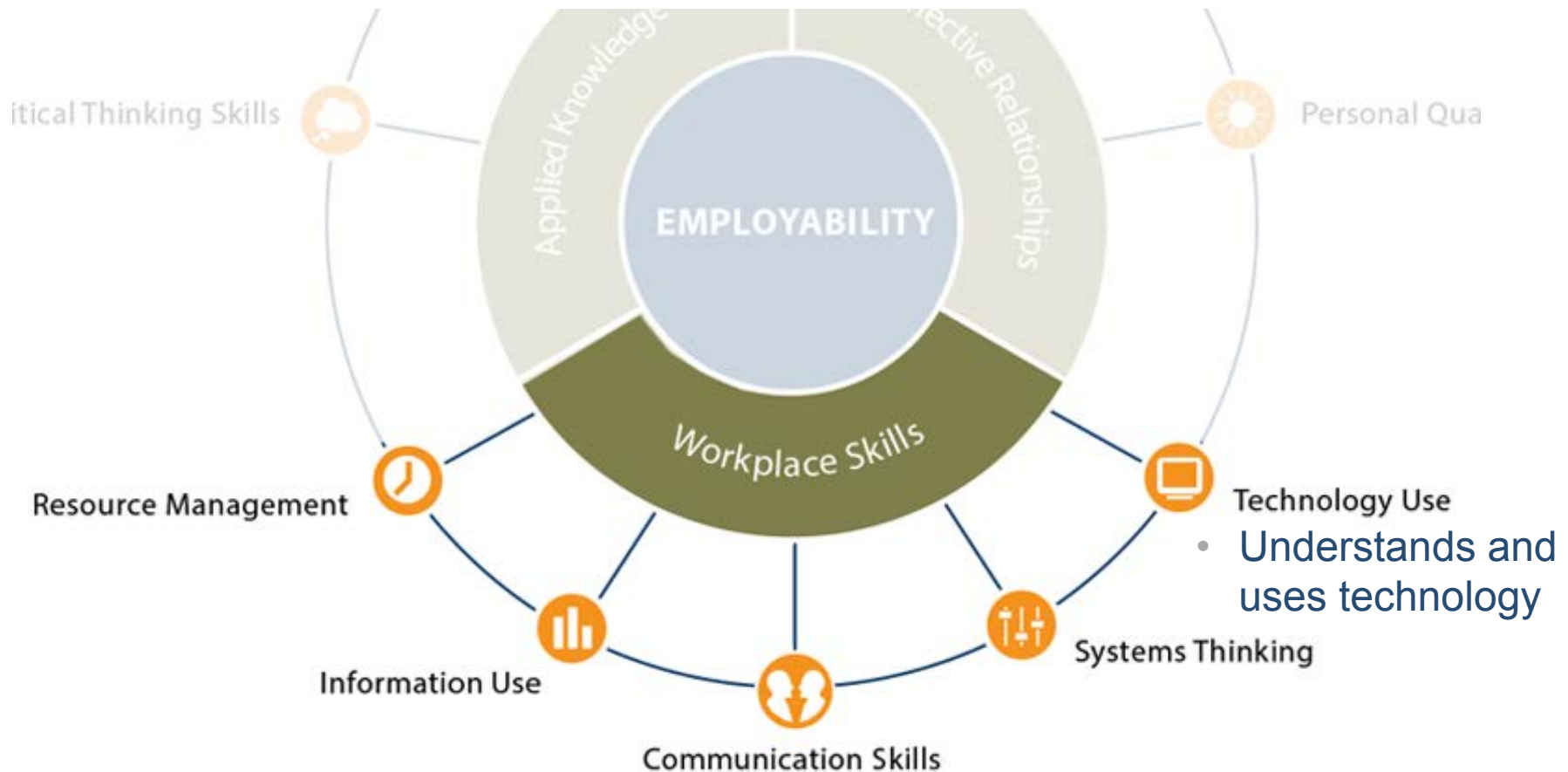
Applied Knowledge

- Uses reading skills
- Uses writing skills
- Uses mathematical strategies and procedures
- Uses scientific principles and procedures

Applied Academic Skills

Critical Thinking Skills

Applied Knowledge

Effectiv

EMPLOYABILITY

Applied Knowledge

Applied Academic Skills

Critical Thinking Skills

- Thinks critically
- Thinks creatively
- Makes sound decisions
- Solves problems
- Reasons
- Plans and organizes

Applied Knowledge

EMPLOYABILITY
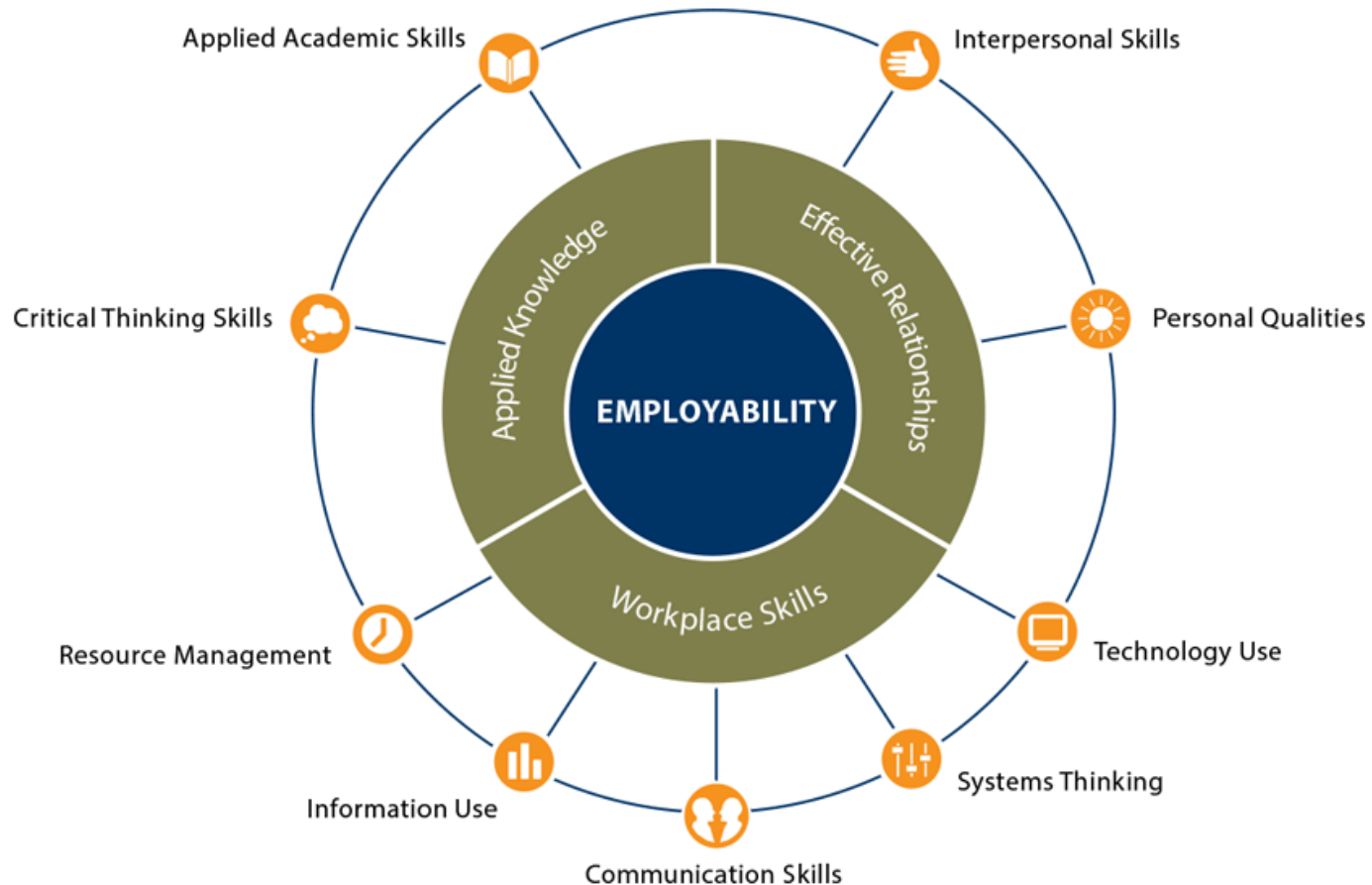
Identifying Employability Skills

Revise your categorization of employability skills based on this additional information.

Effective Relationships	Workplace Skills	Applied Knowledge
Recategorized Skills		

Employability Skills Framework

How to Integrate Employability Skills: Standards

Integrating Employability Skills

- Integrate employability skills purposefully and strategically

- Opportunities to integrate employability skills in:
  - Standards
  - Curriculum
  - Classroom instruction
  - Work-based learning

College and Career Readiness Standards

- ## State college and career readiness standards
  - Represent what students must know and be able to do at each grade level to be college and career ready
  - Standards for mathematics and English language arts (ELA)
  - Tailored to state context

- ## Common Career Technical Core (CCTC) developed by Advance CTE
  - Includes a set of technical skill standards for 16 career clusters as well as career readiness practices common to all clusters

- ## Social and Emotional Learning (SEL)
  - Competencies that describe the process through which people understand and manage emotions and maintain positive relationships

Example in Practice: Indiana

Learning Strategies (LS) *Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.*	
10. Effective Communication Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment.	**6-8.LS.1** Communicate information to audiences in a variety of formats (i.e., large and small group presentations, e-mail communication, interview setting, etc.).
	6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.
11. Aptitude Awareness Identify and communicate individual interests and skills that align related coursework and experiences to potential career paths and to in-demand occupations.	**6-8.LS.4** Identify possible career choices and high school course selection using self-assessment (including an appraisal of strengths, interests, and values).
	6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.
	6-8.LS.6 Develop a career plan by identifying a program of study which will lead to further education, training, and/or employment.
12. Decision-Making Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.	**6-8.LS.7** Evaluate decisions and discuss the use of alternatives in decision-making situations.
13. Initiative Apply self-motivation and self-direction to work and learning.	**6-8.LS.9** Complete assignments, projects, and activities with minimal to no redirection from teachers, mentors, or supervisors.
	6-8.LS.10 Take an active participation in the learning process.
14. Attention to Detail Achieve thoroughness and accuracy when accomplishing a task.	**6-8.LS.11** Complete activities and assignments thoroughly and accurately.
15. Problem Solving Apply critical and creative thinking skills to resolve problems.	**6-8.LS.12** Use prediction and evaluation skills to develop potential solutions.

Source: Indiana Department of Education (2019), p. 2

Sample Crosswalk Language

Critical Thinking Skills

- Thinks critically
- Thinks creatively
- Makes sound decisions
- Solves problems
- Reasons
- Plans and organizes

Common Core

- ELA Anchor Standards
  - CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to **make logical inferences** from it; **cite specific evidence**… to support conclusions drawn from the text.
  - CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings, and supporting evidence such that **listeners can follow the line of reasoning** and the organization, development and style are appropriate to the task, purpose and audience.

- Mathematics Anchor Standards
  - CCSS.MATH.PRACTICE.MP2: Reason abstractly and quantitatively.
  - CCSS.MATH.PRACTICE.MP3: Construct **viable arguments and critique the reasoning of others**.

Sample Crosswalk Language

Critical Thinking Skills

- Thinks critically
- Thinks creatively
- Makes sound decisions
- Solves problems
- Reasons
- Plans and organizes

CCTC

- Career Ready Practice 8. Utilize critical thinking to make sense of problems and persevere in solving them.

Sample Crosswalk Language

Critical Thinking Skills

- Thinks critically
- Thinks creatively
- Makes sound decisions
- Solves problems
- Reasons
- Plans and organizes

SEL

- Responsible decision making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

Crosswalk With College and Career Readiness Standards

Employability Skills		State CCR Standards	CCTC	SEL
Applied Knowledge	Applied Academic Skills	X	X	
	Critical Thinking Skills	X	X	X
Effective Relationships	Interpersonal Skills	X	X	X
	Personal Qualities		X	X
Workplace Skills	Resource Management			
	Information Use	X	X	
	Communication Skills	X	X	X
	Systems Thinking		X	X
	Technology Use	X	X	

Crosswalk With College and Career Readiness Standards

Employability Skills		State CCR Standards
Applied Knowledge	Applied Academic Skills	
	Critical Thinking Skills	
Effective Relationships	Interpersonal Skills	
	Personal Qualities	
Workplace Skills	Resource Management	
	Information Use	
	Communication Skills	
	Systems Thinking	
	Technology Use	

Activity 4: Employability Skills Crosswalk and Planning Workbook

1. Review your college and career readiness standards.

2. Complete the workbook:

   - Review selected standards or performance criteria for evidence of explicit or implicit alignment with each of the skills and skill components in the Employability Skills Framework.

   - Summarize alignment findings across all standards.

   - Identify immediate next steps and long-term goals.

3. Plan for next steps and complete action planning.

2. Critical Thinking Skills

Employability Skills in This Category	Alignment to Standard or Performance Criteria				
	Explicit *(does not require an inference beyond the description)*	**Implicit** *(requires some inference beyond the description)*	**Great**	**Minimal**	**None**
Thinks Creatively: Students create innovative and novel ideas or solutions and display divergent thinking. This thinking can be seen in oral presentations, creative-writing assignments, open-ended tasks, and project design.					
Thinks Critically: Students display analytical and strategic thinking. This thinking can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (e.g., playing devil's advocate).					
Makes Sound Decisions: Students differentiate between multiple approaches and assess options.					
Solves Problems: Students assess problems involving the use of available resources (i.e., personnel and materials) and review multiple strategies for resolving problems.					
Reasons: Students negotiate pros and cons of ideas, approaches, and solutions and analyze options using an "if-then" rationale.					
Plans and Organizes: Students plan steps, procedures, or approaches for addressing tasks. This planning occurs naturally in most assignments, ranging from solving one problem to completing long-term projects in mathematics and science classes.					
Reflections on Explicit and Implicit Alignment:					

How to Integrate Employability Skills: Curriculum

Standards Are Important but Insufficient

To be effective in improving education and getting all students ready for college, workforce training, and life, the standards must be partnered with a content-rich curriculum and robust assessments, both aligned to the standards.

How to Emphasize Employability Skills in Curriculum

Identify connections between employability skills and academic content in the curriculum design process.

Use curriculum maps to help find connections.

Activity 5: Curriculum Planning Tool

Units	Content-Specific Knowledge, Skills, and Practices	Opportunities to Align to Employability Skills		Strategies to Assess
	What actions, habits, or practices do students need to demonstrate in order to be proficient in this standard(s) for the unit?	*Which employability skills could explicitly and implicitly connect to the standards for this unit?*		*What are some possible strategies or ways to assess these skills?*
		Explicit	Implicit	
Next Steps: What Are One or Two Concrete Next Steps to Make Sure That Courses/Grade-Levels Are Aligned to the Employability Skills to Ensure That Students Are College *and* Career Ready?			

How to Integrate Employability Skills: Classroom Instruction

Employability Skills in the Classroom

- All teachers can emphasize employability skills across all grade levels.

- Many teacher lessons already support the development of these skills:

  - Project-based learning

  - Labs

  - Developing skills, such communication, collaboration, and so forth

How to Emphasize Employability Skills in Classroom Instruction

Identify the most applicable employability skills and integrate those skills into instruction. Monitor the depth and breadth of skills in lessons.

Share what employability skills are and why they are important to call attention to as they are being taught to students.

Help students communicate their own employability skills to employers.

Example in Practice: Georgia

Activity 6: Employability Skill and Instruction Matching Activity

- Read through the instructional techniques or models on Handout D.

- Match the instructional techniques or models to the employability skills they support.

- Discuss with your group.

Formative Lesson Planning Tool

Outcomes or Standards *What do you want students to learn or experience in the course?*	Teacher-Led Elements *What do you do during class to guide student learning?*	Student-Led Elements *What do students do? How will they interact with each other?*
General Objectives ■ Students will work independently and take responsibility for their own learning. National Standards for Family and Consumer Sciences (www.nasafacs.org): ■ 8.2 Demonstrate food safety and sanitation procedures. ■ 8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods. ■ 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products. ■ 8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, HACCP [Hazard Analysis and Critical Control Point], employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.	■ Pose open-ended and closed questions. ■ Explain and share key information to the group. ■ Observe student work and listen to students to assess understanding. ■ Provide feedback. ■ Prepare materials for student lab. ■ Encourage and motivate students. ■ Grade student work and provide feedback. ■ Manage class pacing.	■ Manage team resources when determining team roles for vocabulary presentations. ■ Work together as a team. ■ Show seriousness in group presentations. ■ Be observant, make informed decisions, and think critically in bacterial growth lab. ■ Work independently and responsibly on extended learning project. ■ Manage and refine multiple plans in extended learning project.
Identify Employability Skills *(Check all that apply.)*		
☐ Interpersonal Skills (vocabulary presentations) ☐ Personal Qualities (all lesson components) ☐ Resource Management (vocabulary presentations, extended learning)	☐ Information Use (vocabulary presentations) ☐ Communication Skills (vocabulary presentations) ☐ Systems Thinking (extended learning)	☐ Technology Use (vocabulary presentations) ☐ Applied Academic Skills (vocabulary presentations) ☐ Critical Thinking Skills (bacterial growth lab)

Activity 7: Lesson Planning

- Review Handout F: Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (Career Technical Education [CTE] Sample).

- Identify connections between the standards, teacher-led activities, student-led activities, and employability skills.

- Discuss these connections with your colleagues.

Activity 7: Lesson Planning

- Read through the introduction to Handout G: Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (English Language Arts [ELA] Activity Template).

- Identify at least three teacher-led activities in which the teacher can model or teach specific employability skills.

- Identify at least three student-led activities in which students can practice or demonstrate specific employability skills.

- Write down the specific employability skills in the second row of the handout.

Summative Lesson Planning Self-Reflection Tool

Critical Thinking Skills

Skill Components	Number of Lessons Including This Skill (From Part 1)	Number of Lessons Including This Employability Skill Component	How Is the Employability Skill Component Incorporated Into Lessons?
Thinks creatively			
Thinks critically			
Makes sound decisions			
Solves problems			
Reasons			
Plans and organizes			

Action Planning and Next Steps

- What is the breadth and depth of the employability skills that are embedded in your instructional practice?

- In what ways can you strategically embed these skills across your grade level or content area?

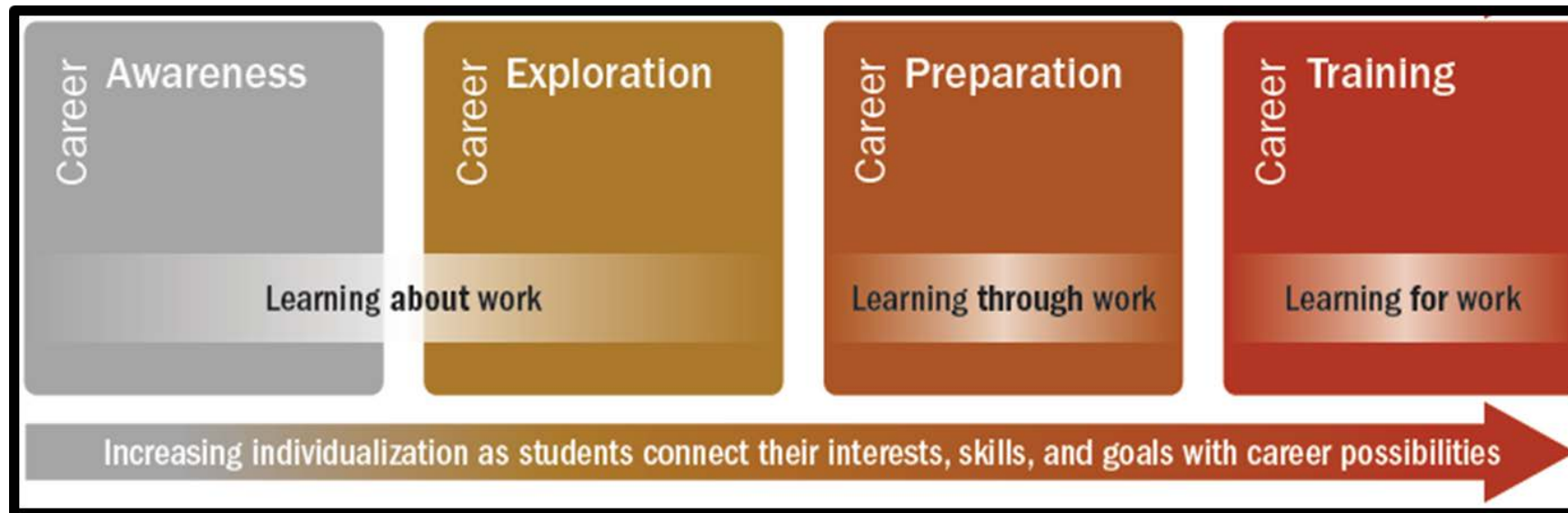- What can you do to ensure that employability skills are being reinforced in the classroom?

How to Integrate Employability Skills: Work-Based Learning

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What Is Work-Based Learning?

Career Awareness	Career Exploration	Career Preparation	Career Training
Learning **about** work		Learning **through** work	Learning **for** work

Increasing individualization as students connect their interests, skills, and goals with career possibilities

Where to Emphasize Employability Skills Development

- Measuring student learning from work-based learning experiences:
  - Rubrics
  - Portfolios
  - Employer evaluation forms
  - Student self-assessments

- Training plans with students:
  - Students plan with employers and educators which skills to develop during a work-based learning experience

Example in Practice: Kansas

SKILL	CRITERIA	LEVEL 0: NO EXPOSURE	LEVEL 1: EMERGING	LEVEL 2: DEVELOPING	LEVEL 3: PROFICIENT	LEVEL 4: EXEMPLARY
Workplace Skills						
RESOURCE MANAGEMENT	*Manages time, money, resources and personnel*	No exposure	• Is on time. • Identifies resources needed to complete projects or tasks.	… and • Understands staff roles and value of their time.	… and • Manages own time appropriately. • Assigns staff roles or tasks based on strengths.	… and • Understands project timelines. • Demonstrates financial literacy. • Procures additional resources as needed within budget.
INFORMATION USE	*Locates, organizes, analyzes, uses and communicates information*	No exposure	• Uses reliable sources to identify information. • Identifies which information is relevant and important to tasks.	… and • Organizes information based on clear patterns. • Applies information to complete tasks.	… and • Prioritizes information. • Communicates information to colleagues or clients.	… and • Transfers and applies information. • Understands the connection of information to other tasks or parts of the project.
COMMUNICATION	*Verbal communication*	No exposure	• Speaks clearly and audibly.	… and • Uses appropriate and professional workplace language.	… and • Uses technical terminology accurately.	… and • Asks clarifying questions. • Checks for understanding and rephrases.
	Listening	No exposure	• Maintains appropriate eye contact and appropriate body language when speaking with others. • Applies what was heard to work.	… and • Responds to verbal and nonverbal cues from others.	… and • Responds and asks clarifying questions.	… and • Summarizes key points discussed.

Source: Kansas State Department of Education (2018), p. 14.

Activity 8: Scenarios for Business: Employability Skills

1. Individually read the assigned scenario.

2. Discuss the scenario in your breakout groups and answer the questions in the template:

   - Outcomes and standards (students)

   - Staff- and employer-led elements

   - Student-led elements

   - Employability skills

   - Communication and engagement with school or youth program

3. Place responses on chart paper.

4. Select a reporter and share out with the larger group.

Activity 9: Scenarios for Business: Self-Reflection

1. Identify an activity or program initiative conducted by business or industry that engages students.

2. Discuss the activity or initiative in your breakout groups and answer the questions in the template:

   - Outcomes and standards (students)

   - Staff- and employer-led elements

   - Student-led elements

   - Employability skills

   - Communication and engagement with school or youth program

3. Place responses on chart paper.

4. Select a reporter and share out with the larger group

Resources

Employability Skills Framework Website

- One-stop resource for information on employability skills for instructors, administrators, employers, and students

- Key content:
  - Interactive Skills Framework
  - Assessment Comparison Worksheet
  - Lesson Planning Checklist

- Access audience-specific landing pages

http://cte.ed.gov/employabilityskills/index.php/framework/

CCRS Center Website

- Free resources, trainings, briefs, and guides available on a variety of education topics

- Key content:
  - College and career readiness
  - Work-based learning

- Access to experienced technical assistance providers who can work in close partnership with state education agency staff

www.ccrscenter.org

Integrating Employability Skills With Classroom Instruction to Support English Learners

- How do you attend to the specific needs and cultural nuances to develop employability skills for English learners?

- Key content:
  - Interactive module that includes slides, handouts, and facilitator's guide
  - Discusses how to differentiate instruction of employability skills to English learners

http://www.ccrscenter.org/technical-assistance-networks/professional-learning-modules/employability-skills-English-learners
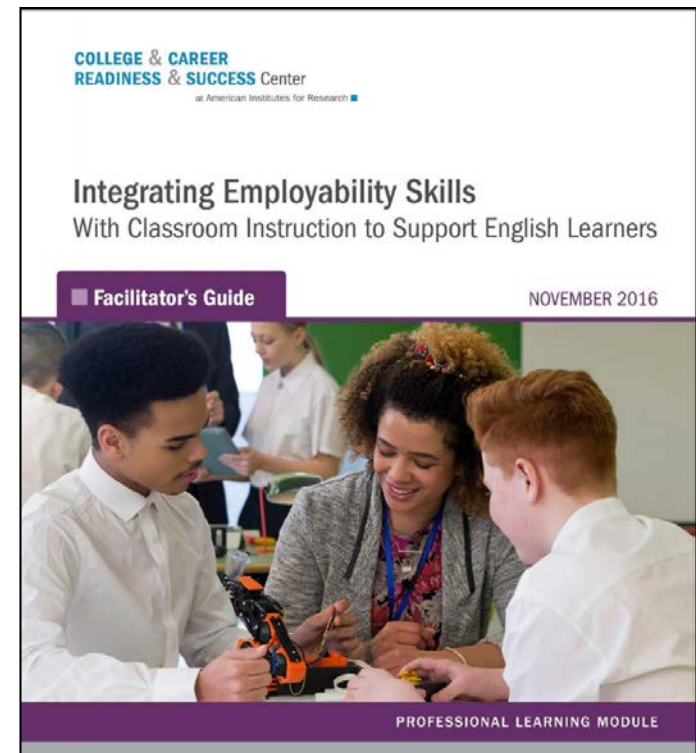
Supporting Work-Based Learning Implementation Self-Assessment of Intermediary Practices
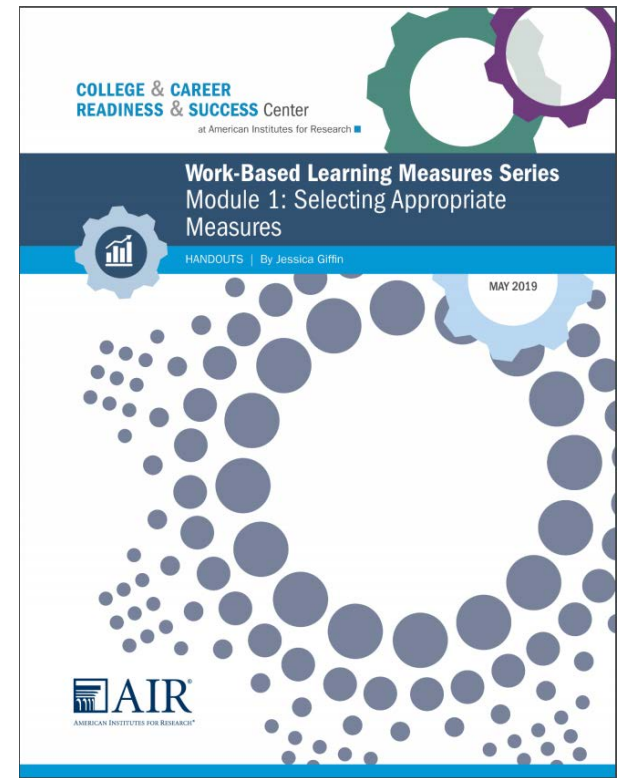
- How do you ensure that states have robust intermediary strategies that can support work-based learning?

- Key content:
  - Self-assessment organized in five core elements crucial for quality intermediaries
  - States and districts can self-assess their progress across three stages of implementation
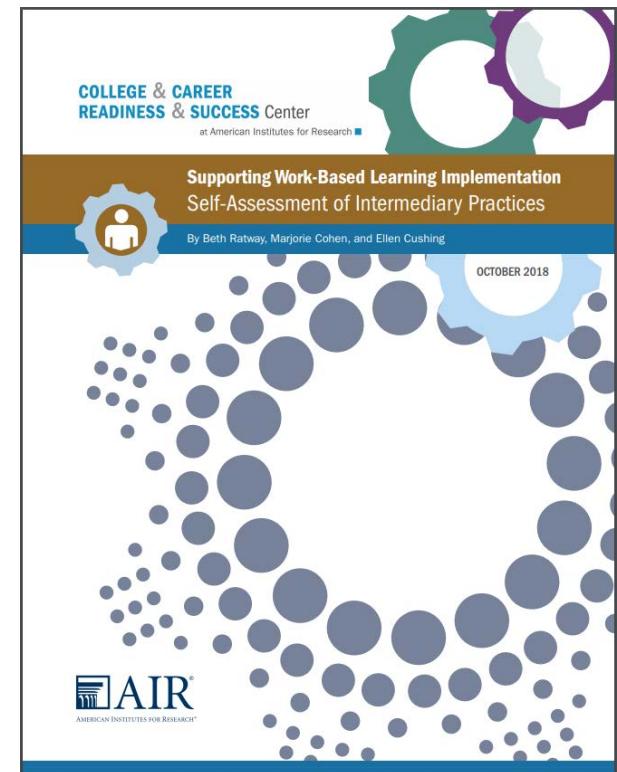
http://www.ccrscenter.org/sites/default/files/WorkBasedLearning_Intermediaries_Self-Assessment.pdf

Work-Based Learning Measures Series

- How do you measure what students learn from their work-based learning experiences?

- Key content:
  - Five-part module series helps you select an appropriate work-based learning measure
  - Additional modules outline the key steps to developing portfolios, rubrics, employer evaluations, and student self-assessments for work-based learning

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Work-Based Learning Measures Series
Module 1: Selecting Appropriate Measures

HANDOUTS | By Jessica Giffin

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http://www.ccrscenter.org/technical-assistance-networks/professional-learning-modules/work-based-learning-measures-series

Developing a College- and Career-Ready Workforce: An Analysis of ESSA, Perkins V, IDEA, and WIOA

- How can states develop a coherent approach to ensuring that all students are prepared for tomorrow's careers and workforce demands?

- Key content:

  - Helps identify opportunities to align and leverage policies, programs, and funding across the four laws to support the education-to-workforce pipeline

  - Includes a brief, workbook, and interactive tool

http://www.ccrscenter.org/implementation-tools/developing-college-and-career-ready
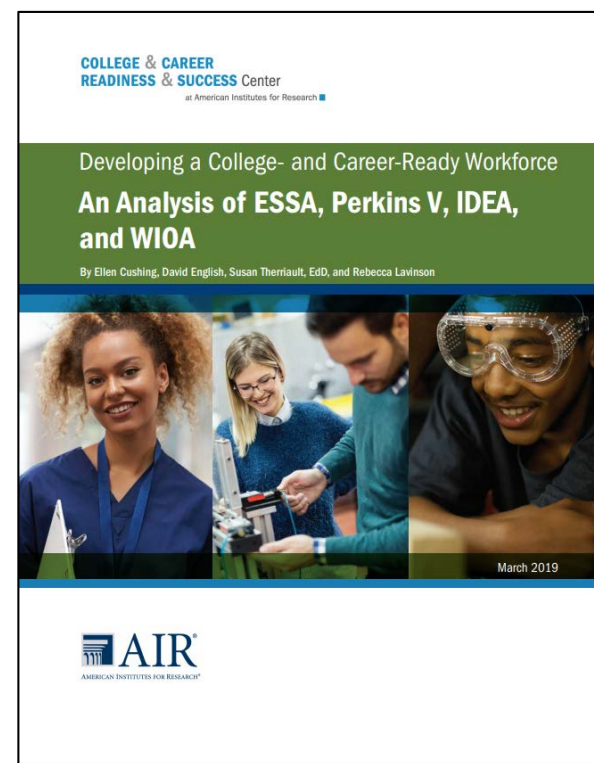
CCRS Organizer

- Visual, consolidated overview of the many elements that impact a student's ability to succeed in college and careers

- Key content:
  - Outcomes and Measures
  - Resources and Structures
  - Pathways and Supports
  - Goals and Expectations
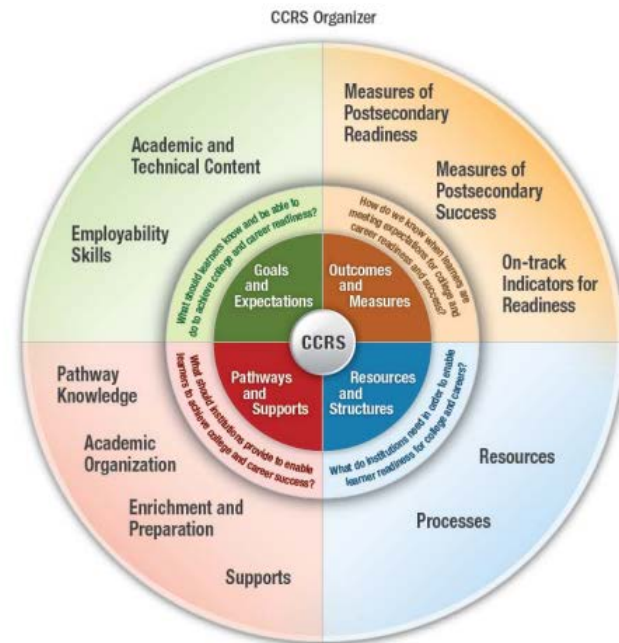
http://www.ccrscenter.org/ccrs-landscape/ccrs-organizer

Wrap-Up and Next Steps

Feedback and Thank You

- Complete the postevent survey to provide valuable insight into revisions and finalization of the module.
- Feel free to write any additional feedback to help improve the module.

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