

Integrating Employability Skills A Framework for All Educators

■ **Handouts**

APRIL 2016



PROFESSIONAL LEARNING MODULE

Handout 1. What Are Employability Skills?

Part I

Write out the top 5–10 employability skills you consider to be most important:

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Part II

Place the employability skills listed above into the following three categories of skills:

Effective Relationships	Workplace Skills	Applied Knowledge
Recategorized Skills		

Handout 2. Employability Skills Framework: Definitions










Note: The content of this handout is adapted from the *Employability Skills Framework* website (<http://cte.ed.gov/employabilityskills>).

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

These skills, which may be taught through the education and workforce development systems, fall into three broad **categories**:

- **Effective Relationships**—The interpersonal skills and personal qualities that enable individuals to interact effectively with clients, coworkers, and supervisors
- **Workplace Skills**—The analytical and organizational skills and understandings that employees need to successfully perform work tasks
- **Applied Knowledge**—The thoughtful integration of academic knowledge and technical skills, put to practical use in the workplace

Within each of these three categories, there are nine **sets of skills**, detailed on the following pages.

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

Effective Relationships



Interpersonal Skills

Interpersonal skills enable employees to collaborate as a member of a team or work independently, as appropriate, and contribute to the overarching goals of the workplace. They include the following:

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



Personal Qualities

Personal qualities include a set of behaviors and skills that enable employees to establish effective relationships and function appropriately in the workplace. They include the following:

- 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



Resource Management

Resource management skills enable employees to perform work tasks successfully by managing time and other resources. They include the following:

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



Information Use

Information use skills enable employees to perform work tasks successfully by understanding, evaluating, and using a variety of information. They include the following:

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



Communication Skills

Communication skills enable employees to perform work tasks successfully by communicating effectively with others in multiple formats. They include the following:

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



Systems Thinking

Systems thinking skills enable employees to perform work tasks successfully by understanding relationships among the components of a system. They include the following:

- Understands and uses systems
- Monitors systems
- Improves systems



Technology Use

Technology use skills enable employees to perform work tasks successfully by applying information technology appropriately and effectively. They include the following:

- Understands and uses technology

Applied Knowledge



Applied Academic Skills

Applied academic skills enable employees to put skills based on academic disciplines and learning—such as reading, writing, mathematical strategies and procedures, and scientific principles and procedures—to practical use in the workplace. They include the following:

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



Critical Thinking Skills

Critical thinking skills enable employees to think critically and creatively in the context of their work, solve work-based problems, and make sound decisions at work. They include the following:

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

Handout 3. Employability Skill and Instruction Matching Activity

1. Read the employability skills, skill components, and accompanying attributes in the tables below.
2. Review the sample instructional techniques at the end of this document.
3. Identify up to three sample instructional techniques that support each employability skill component. (Note: Each instructional technique may support more than one employability skill.)
4. Brainstorm additional instructional techniques that support the development of specific employability skills on your own or with your colleagues.
5. Write the instructional techniques in the tables below next to the employability skill components they support.
6. Discuss your list with your colleagues, considering the following questions:
 - Are these instructional techniques commonly used in school(s) or classroom(s) in your state or district?
 - Are there notable similarities or differences among these instructional techniques (e.g. student-led, long-term, discussion-based)?
 - Are the resources, materials, or staff needed to implement these instructional techniques available and accessible?
 - Are teachers generally knowledgeable and able to implement these instructional techniques?
 - Are students generally prepared and able to engage in these types of learning activities? Do students need additional social-emotional or academic support to engage in these types of learning activities?



Applied Academic Skills

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Reading skills	<ul style="list-style-type: none"> ▪ Interpret written instructions or project directions ▪ Interpret technical language ▪ Use print and online materials as resources ▪ Seek clarification about what they have read 	1. _____ 2. _____ 3. _____
Writing skills	<ul style="list-style-type: none"> ▪ Construct lab reports, posters, and presentation materials ▪ Take notes ▪ Compose essay responses 	1. _____ 2. _____ 3. _____
Mathematics strategies and procedures	<ul style="list-style-type: none"> ▪ Use computational skills appropriately in real-world contexts ▪ Make logical choices when analyzing and differentiating among available procedures 	1. _____ 2. _____ 3. _____
Scientific principles and procedures	<ul style="list-style-type: none"> ▪ Follow procedures ▪ Experiment ▪ Infer and hypothesize (even as simple as “what if we do it this way?”) ▪ Construct processes to complete a task 	1. _____ 2. _____ 3. _____



Critical Thinking Skills

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Thinks creatively	<ul style="list-style-type: none">▪ Create and share innovative and novel ideas in writing-based or project-based learning▪ Create and share innovative and novel solutions to problems▪ Display divergent thinking in project design and planning	1. _____ 2. _____ 3. _____
Thinks critically	<ul style="list-style-type: none">▪ Display analytical and strategic thinking▪ Debate an issue▪ Converge on an understanding▪ Assess a problem▪ Question (e.g., play devil’s advocate)	1. _____ 2. _____ 3. _____
Makes sound decisions	<ul style="list-style-type: none">▪ Differentiate among multiple approaches▪ Assess options	1. _____ 2. _____ 3. _____
Solves problems	<ul style="list-style-type: none">▪ Assess problems involving the use of available resources (i.e., personnel and materials)▪ Review multiple strategies for resolving problems	1. _____ 2. _____ 3. _____
Reasons	<ul style="list-style-type: none">▪ Negotiate pros and cons of ideas, approaches, and solutions▪ Analyze options using “if-then” rationale	1. _____ 2. _____ 3. _____
Plans and organizes	<ul style="list-style-type: none">• Identify approaches for addressing tasks• Plan steps and procedures• Solve discrete problems• Complete a long-term or multistep project	1. _____ 2. _____ 3. _____



Interpersonal Skills

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Understands teamwork and works with others	<ul style="list-style-type: none">Participate in cooperative groupsWork with a partnerContribute fairly to the taskShow respect to others	1. _____ 2. _____ 3. _____
Responds to customer needs	<ul style="list-style-type: none">Help fellow students understand tasksFind resourcesFulfill assigned roles (e.g., by thinking of fellow students as customers)	1. _____ 2. _____ 3. _____
Exercises leadership	<ul style="list-style-type: none">Participate as team leaders or effective team members in project assignmentsOrganize work and utilize team roles to meet project goals	1. _____ 2. _____ 3. _____
Negotiates to resolve conflict	<ul style="list-style-type: none">Keep fellow team members on trackSuggest alternative approaches or solutionsDiscuss optionsPromote or seek agreement	1. _____ 2. _____ 3. _____
Respects individual differences	<ul style="list-style-type: none">Listen to and consider all team members' ideasRespond supportively to ideas given in class or in teamsUse proactive approaches to prevent conflict or misunderstandingWork well with all teammates	1. _____ 2. _____ 3. _____



Personal Qualities

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Demonstrates responsibility and self-discipline	<ul style="list-style-type: none"> ▪ Actively participate in class ▪ Ask questions ▪ Volunteer answers ▪ Complete and submit assignments ▪ Work well in groups 	1. _____ 2. _____ 3. _____
Adapts and shows flexibility	<ul style="list-style-type: none"> ▪ Adapt easily to different modes of instruction and different types of assignments ▪ Compromise with others ▪ Accept changes or modifications 	1. _____ 2. _____ 3. _____
Works independently	<ul style="list-style-type: none"> ▪ Commit to time-on-task during class ▪ Begin work without hesitation ▪ Plan and pace work schedule 	1. _____ 2. _____ 3. _____
Demonstrates a willingness to learn	<ul style="list-style-type: none"> ▪ Cooperate and be noticeably engaged ▪ Communicate with peers and superiors with respect and confidence ▪ Share information and feedback clearly and accurately 	1. _____ 2. _____ 3. _____
Demonstrates integrity	<ul style="list-style-type: none"> ▪ Treat work assignments with respect in that work is either original or credited correctly ▪ Acknowledge team members' work or contributions 	1. _____ 2. _____ 3. _____
Demonstrates professionalism	<ul style="list-style-type: none"> ▪ Treat others with respect ▪ Consider all ideas ▪ Use appropriate dress, tone, and manners 	1. _____ 2. _____ 3. _____

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Takes initiative	<ul style="list-style-type: none"> ▪ Seek out and seize the opportunity to take on a leadership role on tasks and projects 	1. _____ 2. _____ 3. _____
Displays a positive attitude and sense of self-worth	<ul style="list-style-type: none"> ▪ Contribute new ideas or thinking to class tasks, projects, or discussions ▪ Show pride in work and strive for quality 	1. _____ 2. _____ 3. _____
Takes responsibility for professional growth	<ul style="list-style-type: none"> ▪ Be active listeners ▪ Seek clarification and understanding when needed ▪ Accept and use feedback for improvement 	1. _____ 2. _____ 3. _____



Resource Management

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Manages time	<ul style="list-style-type: none">▪ Demonstrate time management when organizing and planning project activities with a team▪ Demonstrate time management when organizing and managing individual class assignments and homework	1. _____ 2. _____ 3. _____
Manages money	<ul style="list-style-type: none">▪ Manage money in group projects requiring allocation of limited finances and resources	1. _____ 2. _____ 3. _____
Manages resources	<ul style="list-style-type: none">▪ Manage resources in projects requiring allocation of limited resources and personnel	1. _____ 2. _____ 3. _____
Manages personnel	<ul style="list-style-type: none">▪ Gain experience managing personnel (i.e., each other) in group projects requiring role assignments▪ Manage their own behavior and participation	1. _____ 2. _____ 3. _____



Information Use

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Locates	<ul style="list-style-type: none">▪ Use analytical strategies to determine the best medium for finding necessary information▪ Differentiate among data sources	1. _____ 2. _____ 3. _____
Organizes	<ul style="list-style-type: none">▪ Use any graphic organizer (e.g., outline, concept map, organizational chart, or table) to sort information or data	1. _____ 2. _____ 3. _____
Uses	<ul style="list-style-type: none">▪ Use classification and analytic skills to determine the necessary information to complete a task	1. _____ 2. _____ 3. _____
Analyzes	<ul style="list-style-type: none">▪ Assess information to determine which is relevant▪ Understand the relationship between different pieces of information	1. _____ 2. _____ 3. _____
Communicates	<ul style="list-style-type: none">▪ Summarize information in oral or written form▪ Explain information, reasoning, or process	1. _____ 2. _____ 3. _____



Communication Skills

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Communicates verbally	<ul style="list-style-type: none">▪ Provide oral responses to impromptu short questions▪ Share ideas or feedback with peers or teachers▪ Complete a formal oral presentation	1. _____ 2. _____ 3. _____
Listens actively	<ul style="list-style-type: none">▪ Be noticeably engaged through note-taking, questioning, and responding▪ Respond well to constructive feedback▪ Adapt accordingly	1. _____ 2. _____ 3. _____
Comprehends written material	<ul style="list-style-type: none">▪ Follow written instructions or project directions▪ Review print and digital resources▪ Ask questions about what they have read	1. _____ 2. _____ 3. _____
Conveys information in writing	<ul style="list-style-type: none">▪ Organize lab reports, posters, and presentation materials▪ Take notes	1. _____ 2. _____ 3. _____
Observes carefully	<ul style="list-style-type: none">▪ Interpret the verbal and nonverbal communication efforts of others▪ Follow and take directions from teachers or peers	1. _____ 2. _____ 3. _____



Systems Thinking

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Understands and uses systems	<ul style="list-style-type: none"> ▪ Understand their roles and assignments when collaborating as a team (e.g., system) ▪ Contribute to the organizational structure and function of the team ▪ Identify resources (people or information) that can further project aims 	1. _____ 2. _____ 3. _____
Monitors systems	<ul style="list-style-type: none"> ▪ Devise methods to assess team (e.g., system) progress 	1. _____ 2. _____ 3. _____
Improves systems	<ul style="list-style-type: none"> ▪ Negotiate midcourse corrections and adaptations to team (e.g., system) tasks if necessary 	1. _____ 2. _____ 3. _____



Technology Use

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Understands and uses technology	<ul style="list-style-type: none"> ▪ Use appropriate digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports ▪ Identify attributes and uses of common digital technologies 	1. _____ 2. _____ 3. _____

Handout 4. Formative Lesson Planning Tool: Integrating Employability Skills Into Instruction

Course Type

Lesson Title

Lesson Duration

Description of Lesson Activities

Outcomes or Standards <i>What do you want students to learn or experience in the course?</i>	Teacher-Led Elements <i>What do you do during class to guide student learning?</i>	Student-Led Elements <i>What do students do? How will they interact with each other?</i>
Identify Employability Skills and Provide Detail (<i>Check all that apply.</i>)		
<input type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Personal Qualities <input type="checkbox"/> Resource Management	<input type="checkbox"/> Information Use <input type="checkbox"/> Communication Skills <input type="checkbox"/> Systems Thinking	<input type="checkbox"/> Technology Use <input type="checkbox"/> Applied Academic Skills <input type="checkbox"/> Critical Thinking Skills

Handout 5. Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (Career and Technical Education [CTE] Sample)

10th-Grade Culinary Arts Course

Lesson: Food Preservation

Three Days or Class Periods Plus Extended Learning Projects

Objectives

- Students will learn about the role of safely managing bacteria in food, including common preservation techniques and sanitation practices.
- Students will analyze and synthesize multiple data points to describe how to maximize food safety over time with and without refrigeration.
- Students will work independently and take responsibility for their own learning.

Lesson Progression

Day 1

- Assess students' prior knowledge
- Lecture on bacterial growth
- Collaborative student work: Students create presentations on assigned vocabulary terms.

Days 2–3

- Student presentations of vocabulary terms
- Bacterial growth lab: Students log observations and work in teams to determine food safety.

Extended Student-Led Projects (Three Weeks)

- Student choice lab: Students choose a food preservation method to try outside of class time, write a summary report on their experience, and present results to the class.

Materials

- Vocabulary definition lists
- Growth range and growth rate lists for common bacteria
- Protective materials
- Various preserved and raw foods
- Extended Learning Recipe Lab handout

Extended Lesson Description

Day 1

Assess Student Prior Knowledge

- What are the signs that you have noticed when food has gone bad? Are these caused by bacterial or fungal growth?
- What do you already know about safe food storage? How cold is your refrigerator or freezer typically? How long does food stay safe to eat in the refrigerator versus the freezer?
- What internal temperatures do different kinds of foods need to be cooked at to be safe to eat? Is this related to the safe temperatures for storing food?

Lecture on Bacterial Growth

- Lead slide presentation on bacteria, bacterial growth conditions, and multiplication rates as well as prevention strategies, including refrigeration/freezer temperatures, internal cooking temperatures, and food safety zone. *Include handout on bacteria growth and prevention.*

Collaborative Student Work

- Assign student groups four vocabulary terms to research and present (e.g., smoking, drying, pickling, salting, and canning).
- Student groups research their assigned terms and preservation methodologies using the National Restaurant Association ServSafe resources.
- Student groups create 5- to 10-minute group presentations on their assigned terms using slide presentation software.
- Review student work for content, respect, and professionalism in the presentations.

Days 2–3

Student Presentations

- Student groups present their slide presentations from the previous class.
- Students are able to ask questions of each group to clarify terms and processes.

Hands-On Matching Activity

- Arrange foods stored in various conditions for specific time ranges on lab tables in gallon-size bags with labels (i.e., refrigerated for 72 hours at 55 degrees Fahrenheit or smoked at 200 degrees Fahrenheit for four hours).
- Students use the Bacterial Growth Conditions and Rates handout and information from the presentations to assess whether the food is safe to eat. Students log observations about the food specimens. (NOTE: It is important that no tasting is permitted.)
- Students compare observation results on safe and unsafe foods in small groups, then groups share with the larger class. The teacher leads a consensus discussion among students on which foods are safe to eat, borderline safe to eat, and unsafe to eat. Students provide reasoning and evidence for these claims and critique each other's thinking.

Extended Student-Led Projects (Three Weeks)

Student Choice Lab

- Students choose and complete a food preservation method, then write a summary report on their experience and present results to the class.

Recipe Lab

- Student groups design food management plans for an event using multiple food preservation types.

Outcomes or Standards <i>What do you want students to learn or experience in the course?</i>	Teacher-Led Elements <i>What do you do during class to guide student learning?</i>	Student-Led Elements <i>What do students do? How will they interact with each other?</i>
<p>General Objectives</p> <ul style="list-style-type: none"> ▪ Students will work independently and take responsibility for their own learning. <p>National Standards for Family and Consumer Sciences (www.nasafacs.org):</p> <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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 (<i>Check all that apply.</i>)		
<ul style="list-style-type: none"> <input type="checkbox"/> Interpersonal Skills (vocabulary presentations) <input type="checkbox"/> Personal Qualities (all lesson components) <input type="checkbox"/> Resource Management (vocabulary presentations, extended learning) 	<ul style="list-style-type: none"> <input type="checkbox"/> Information Use (vocabulary presentations) <input type="checkbox"/> Communication Skills (vocabulary presentations) <input type="checkbox"/> Systems Thinking (extended learning) 	<ul style="list-style-type: none"> <input type="checkbox"/> Technology Use (vocabulary presentations) <input type="checkbox"/> Applied Academic Skills (vocabulary presentations) <input type="checkbox"/> Critical Thinking Skills (bacterial growth lab)

Outcomes or Standards <i>What do you want students to learn or experience in the course?</i>	Teacher-Led Elements <i>What do you do during class to guide student learning?</i>	Student-Led Elements <i>What do students do? How will they interact with each other?</i>
<ul style="list-style-type: none"> ▪ <u>CCSS.ELA-LITERACY.W.9-10.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ▪ <u>CCSS.ELA-LITERACY.W.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ▪ <u>CCSS.ELA-LITERACY.W.9-10.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ▪ <u>CCSS.ELA-LITERACY.W.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <p>© Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
Identify Employability Skills (Check all that apply.)		
<input type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Personal Qualities <input type="checkbox"/> Resource Management	<input type="checkbox"/> Information Use <input type="checkbox"/> Communication Skills <input type="checkbox"/> Systems Thinking	<input type="checkbox"/> Technology Use <input type="checkbox"/> Applied Academic Skills <input type="checkbox"/> Critical Thinking Skills

Part 3: Summative Self-Reflection and Action Planning

Reflect on the information collected in Parts 1 and 2. This self-reflection can be done individually or collaboratively. As you review, consider the following reflection questions:

Self-Reflection Questions	Self-Reflection Notes and Observations
Which employability skills are most often embedded in your lessons? Is there a reason why these skills are often reflected?	
Which employability skills are less often embedded in your lessons? Is there a reason why these skills are often omitted?	
Are the employability skills integrated to an appropriate depth or is the integration more surface level? How can you build in additional opportunities to go deeper with the skills?	
What instructional strategies do you employ to reinforce different employability skills? What strategies do your colleagues use for similar skills?	
What support, training, or resources do you need to further embed employability skills into your instruction?	
In what other ways can you and your colleagues work to embed these skills across your grade level or content area?	

Handshake



**Small Talk
Engagement**



Small Talk Initiation



Asking Questions



Integrating Employability Skills: A Framework for All Educators

Michigan ESL Conference

March 6, 2020

Susan Roberts, LINCS Career Pathways Trainer,
SCR Consulting LLC

LINCS

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Professional Learning Modules

- This training was created as a collaborative partnership among:
 - College and Career Readiness and Success Center (CCRS Center)
 - LINCS/OCTAE
 - Center on Great Teachers and Leaders (GTL Center)
 - RTI International
 - SCR Consulting LLC

**Note that additions/updates have been made to the original workshop by the presenter in accordance with audience needs.*

2

2

Employability Skills Framework

EMPLOYABILITY SKILLS FRAMEWORK

The Framework is comprised of nine key skills, organized in three broad categories: Digital Knowledge, Critical Thinking, and Communication Skills.

Skills for College and Career Readiness: Individuals require many skills to be college and career ready, including content knowledge, technical expertise, and a set of general, cross-cutting abilities called employability skills. Employability skills are general skills that are necessary for success in the labor market or all professions levels and 21st century. These skills have a range of names: soft skills, transferable skills, career readiness skills, and 21st century skills. These skills are the foundation of skills that employers seek.

Why Employability? Employability skills are essential for success in the workforce and are a critical component of workforce development. They are the foundation of skills that employers seek.

Who Uses It? Educators, employers, and workforce development professionals use the framework to assess and improve employability skills.

Resources and Tools: EDUCATORS, EMPLOYERS, POLICYMAKERS.

cte.ed.gov/employabilityskills

3

Objectives

Participants will:

- Identify what employability skills are and why they are important.
- Discuss connections between the Employability Skills Framework and other instructional initiatives.
- Describe strategies to prioritize employability skills at the state and district levels.
- Explore soft skills activities in ESL settings

4

What *are* Employability Skills?

LINCS

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Activity 1: What Are Employability Skills *to you*?

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



6

Defining Employability Skills

General skills that are necessary for success in the labor market at **all employment levels** and **in all sectors**.



7

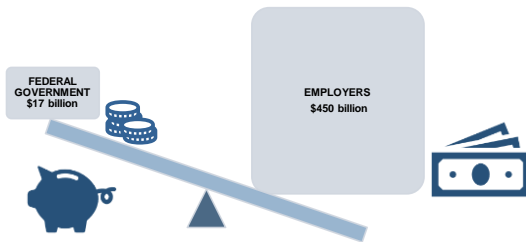
The Case for Soft Skills

- 92% of executives say job candidate lack soft skills
- 60% of employers say that college-graduate job applicants lack communication and interpersonal skills
- Only 12% of employers feel that academics are more important than soft skills



8

The Case for Soft Skills



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"...she had conflicts with her supervisors and lasted just over a year in the job before quitting."

The Retraining Paradox

Many Americans need jobs, or want better jobs, while employers have good jobs they can't fill. Matching them up is the tricky part.

The New York Times
February 23, 2017
By Ruth Graham



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Employable Adults Can...



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Activity 2: Identifying Employability Skills

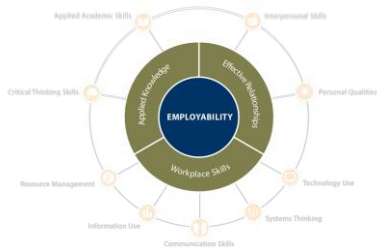
Brainstorm activity:

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 duplicated skills.



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Employability Skills Framework



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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.

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Effective Relationships



15

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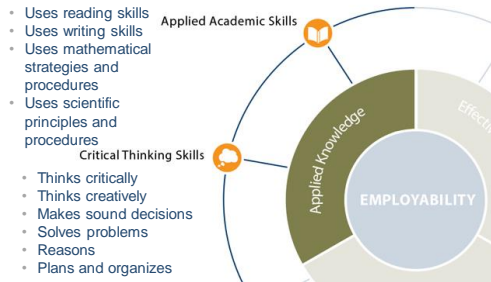
Workplace Skills



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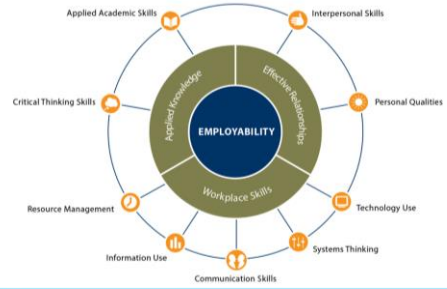
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Applied Knowledge



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Employability Skills Framework



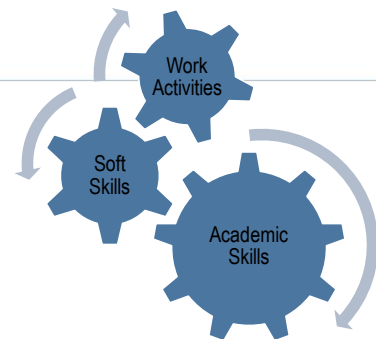
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Making Connections

What are we already doing?

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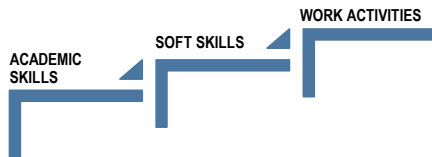
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Contextualized Instruction Is...

Education (academic skills) offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.



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Employability Framework Connections

Career Clusters Framework (National Association of State Directors of Career Technical Education Consortium)

Industry Competency Models (U.S. Department of Labor)

Equipped for the Future

National Career Readiness Certificate (NCRC)

National Work Readiness Credential

Partnership for 21st Century Skills

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Employability Skills Connections

Resource	Applied Knowledge		Effective Relationships		Workplace Skills				
	Applied Academic Skills	Critical Thinking Skills	Interpersonal Skills	Personal Qualities	Business Management	Customer/Client	Communication Skills	Business Training	Technology Use
21st Century Skills for Workplace Success, NCTE	X	X	X	X			X	X	X
Arkansas New Workplace Skills, Arkansas Department of Education		X	X	X	X		X	X	
Assessing 21st Century Skills, Research, Training and Assessment, the National Research Council		X	X	X	X		X		
Assessment and Teaching of 21st Century Skills, Case, Hoxby, and Kurland		X	X	X	X				X
Career Clusters Framework, National Association of State Directors of Career Technical Education Consortium	X	X	X	X	X	X	X	X	X
Citizenship Foundation Skills and Knowledge Clusters, U.S. Citizenship and Immigration Services						X	X		
Common Employability Skills, National Network of Business and Industry Associations	X	X	X	X	X	X	X	X	X
Common Core Standards of 21st Century Skills, What is Important for New Graduates? U.S. Department of Education		X	X	X	X		X	X	X
Employability Assessment Rubric, Chicago Public Schools		X	X	X		X	X		X

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College- and Career-Ready Standards

- State college- and career-ready 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 the National Association for State Directors of Career Technical Education Consortium
 - Includes a set of technical skill standards for 16 career clusters as well as career-ready practices common to all clusters

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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.

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Crosswalk With College- and Career-Ready Standards

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

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Crosswalk With CCRS

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

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Sample Crosswalk Language

Communication Skills

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

3b. Discussion techniques. Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others.... Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.

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Sample Crosswalk Language

Interpersonal Skills

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

2a. Student interactions with other students, including both words and actions. As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

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Employability Skills Planning Workbook

1. Review your college- and career-ready standards or professional practice framework.
 - Identify **explicit or implicit connections**.
2. Complete the workbook.
 - Discuss the actions, habits, or practices needed to demonstrate proficiency in the specific employability skill.
 - Identify the professional learning opportunities teachers need to effectively implementing these actions, habits, or practices into their instruction.
3. Plan for next steps and complete action planning.

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2. Critical Thinking Skills		
Employability Skills in This Category	Alignment to State College and Career Readiness Standards or District Professional Practice Framework	Question for Consideration
<p>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.</p> <p>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").</p> <p>Makes Sound Decisions: Students differentiate between multiple approaches and assess options.</p> <p>Solves Problems: Students assess problems involving the use of available resources (i.e., personnel and materials) and review multiple strategies for resolving problems.</p> <p>Reasons: Students negotiate pros and cons of ideas, approaches, and solutions and analyze options using an "if-then" rationale.</p> <p>Plan and Organize: Students plan steps, procedures, or approaches for addressing tasks. This planning occurs naturally in most assignments, ranging from solving one problem to completing a long-term project, mathematics and science classes.</p>	<p>1. What are the explicit or implicit connections to the employability skills for this category (at the left)? CCSS.ELA-LITERACY.CCR.1 & EL-4; CCSS.MATH.PRACTICE.MP2 & MP3</p>	<p>To what extent is this employability skill explicitly included in the student standards or professional practice framework? (Circle one.)</p> <p>a. To a great extent b. To some extent c. Not at all</p>
	<p>Instructional Skills and Supports</p> <p>2. What actions, habits or practices do teachers and students need to demonstrate in order to be proficient in this Employability Skill? Teachers and students can benefit from explicit models and strategies to facilitate critical thinking (e.g., Socratic discussions, "fishbowl" classroom configurations). The district and schools can direct teachers to collections of curated, online resources that they can use with their students. Other school-wide materials such as daily planners and regular student work planning sessions with teachers could help with organization and decision skills on long-term projects.</p>	<p>In your view, how often do teachers and students demonstrate proficiency for those actions, habits or practices? (Circle one.)</p> <p>a. All or nearly all of the time b. Most of the time c. Only some of the time</p>
	<p>Professional Learning Opportunities (Initiatives, Offerings, Structures, Programs, or Supports)</p> <p>3. What professional learning opportunities teachers need to effectively implementing these actions, habits or practices into their instruction? PLCs that train teachers in facilitating Socratic discussions (1 BIG & 16, GTE, REAP) Encourage PLCs and free, online resources.</p>	<p>To what extent do your state and district professional learning opportunities align to the identified professional learning needs? (Circle one.)</p> <p>a. To a great extent b. To some extent c. Not at all</p>
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications, Funding Streams.</p> <p>In order to make the most effective use of free, online resources, it may be helpful to design a webpage that serves as a repository for these resources. This could be piloted at first, with the intention that teachers increasingly take ownership of the site and contribute their own successes.</p>		

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How Do We Prioritize Employability Skills?

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at Southern Institute of Research

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at Southern Institute of Research

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Prioritizing Employability Skills



- Employability skills are crucial for all students.
- With competing initiatives, prioritizing the use of employability skills is imperative.
- Different roles exist for state, district, and teacher stakeholders and employers.

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Employer Role in Prioritization



Identify needed employability skills and share to inform curriculum or program development.



Partner with schools, community colleges, and adult education and training programs.

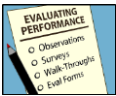


Provide work-based learning opportunities for students to develop employability skills.

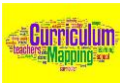
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Program Role in Prioritization



Assess employability skills in educator evaluation systems.



Integrate employability skills across content areas and grades.



Facilitate opportunities for CTE and general educator collaboration.

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Teacher Role in Prioritization



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 with students.



Help students communicate their own employability skills to employers.

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How Do We Infuse Employability Skills?

The 4 C's



Communication



Collaboration



Critical Thinking



Creativity

Communication



Verbal and non-verbal communication with recognition of the importance in ensuring the message sent is the message that is received.



Listen actively and critically, including inferring meaning and identifying fallibility of information when necessary



Recognize audience-specific needs and make adjustments



Utilize media to enhance communicative ability



Collaboration



Communicate clearly and effectively



Appreciate and value the ideas and work of others



Give and receive critical feedback in working toward a common goal



Demonstrate flexibility—to take one for the team at the expense of self-interest




Assume a role in a team and to provide valuable contribution



Critical Thinking

- Analyze data, void of emotion or opinion (uses reasoning)
- Appreciate other viewpoints' validity and to recognize alternate ideas
- Systematically solve problems
- Delineate parts from the whole



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Creativity and Innovation

- "Think outside the box" to solve a problem or meet a need (critical thinking)
- Face a challenge as an opportunity (critical thinking)
- Contribute in new ways (critical thinking)



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Communication

- Role-play and scenarios
- Multiple platforms for communication
- Democratic establishment of classroom procedures
- Instructor modeling



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Collaboration

- Partnered activities
- Group debates
- Assigned roles in group settings
- Project-based learning activities




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Critical Thinking

- Deductive reasoning
- Point of view analysis
- Think-aloud modeling in problem-solving sets
- Evidential vs. emotional response
- "How and why" questioning



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Creativity and Innovation

- Mathematic manipulatives
- Brainstorming activities
- Projects with multiple outcomes



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Soft Skill Assessments

- Informal rubrics and checklists
- Instructor observation
- Self-assessment
- Soft skill software

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Authentic Materials

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Soft Skills Integration

- OCTAE Framework
- Rubrics and checklists
- Authentic materials

Lesson Plan Self-Assessment

Applied Academic Skills

Skills	Sample Classroom Application	Yes, Exceeded in Most Activities	Yes, Exceeded in Some Activities	No, Not Exceeded in Any Activities	Description of Activity
Reading skills	Students apply or demonstrate key skills by analyzing various documents or print materials and understanding why they are used and what materials are written, compiled, read, shared, and why they are written that way.	2	1	0	
Writing skills	Students use writing skills to construct letters, reports, proposals, memos, notes, agendas, and other organizational documents.	2	1	0	
Mathematics, science, and social studies	Students use mathematical skills to compare and contrast data and use mathematical skills to analyze and evaluate situations of science, including mathematics, science, language arts, and social studies.	2	1	0	
Science, language arts, and social studies	Students follow procedures, experiments, and reports in science, language arts, and social studies to complete a task. They make and defend their conclusions.	2	1	0	
TOTAL POINTS					

- Teachers reflect on the extent to which employability skills are embedded in instruction and identify gaps in practice.
- The self-assessment provides an opportunity to share strategies for teaching skills.

How to Use the Lesson Planning Checklist for Self-Assessment

- Part 1: Use the Lesson Planning Checklist to self-assess the extent to which employability skills are embedded into instruction.
- Part 2: Reflect on self-ratings and make plans to address any skills that are not being embedded.
- Part 3: Discuss strategies for teaching employability skills with colleagues.

Activity 5: Using the Self-Assessment in Lesson Planning

- Review sample lesson plans for a CTE course (Culinary Arts) and a non-CTE course (ELA).
- Use the self-assessment tool and standards section of the lesson plans to identify the extent to which employability skills are embedded in the lesson.
 - What skills are strongly emphasized?
 - What skills are included but need to be reinforced or better integrated?
 - What skills are missing that should be included?

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Example Self-Assessment: Culinary Arts Lesson Plan

- Small-group work developing vocabulary presentations
 - Uses reading and writing skills
 - Works with others
 - Demonstrates professionalism
- Implementing preservation method
 - Works independently
 - Plans and organizes
- Creating catering plan
 - Organizes, uses, and analyzes data
 - Thinks creatively
 - Solves problems



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Example Self-Assessment: ELA Lesson Plan

- Small-group work creating brochure
 - Uses reading and writing skills
 - Thinks creatively
 - Understands teamwork, exercises leadership, and respects individual differences
 - Locates, organizes, uses, analyzes, and communicates information



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Action Planning and Next Steps

- What is the breadth and depth the employability skills 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?

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Whole Team Action Planning and Next Steps

- What are the priorities your team has identified for next steps or future work concerning employability skills?
 - Complete the policy crosswalk activity using the Employability Skills Workbook.
 - Examine teaching and learning policies.
 - Inventory current student outcome and practice measures.
 - Inventory professional learning opportunities for all educators.
- What are some decisions your team needs to make?
- What are the challenges your team needs to consider?
- Where do you need more support to do this work well?

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ESL Activities

Four Starting Points

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Starting Skills



Handshake



Small Talk Engagement



Small Talk Initiation



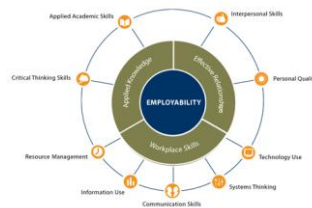
Asking Questions

<https://iles.eric.ed.gov/fulltext/EJ1191140.pdf>

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Handshake

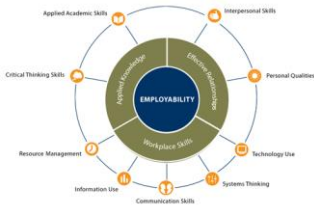


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Small Talk Engagement

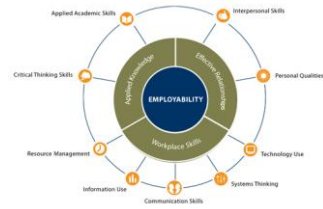


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Small Talk Initiation



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Asking Questions

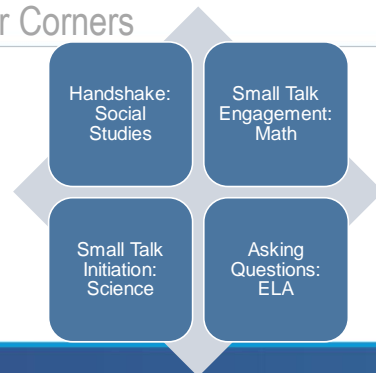


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Four Corners



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Resources

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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/>

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CCRS Center and GTL Center Websites

- Free resources, trainings, briefs, and guides available on a variety of education topics.
- Key content:
 - College and career readiness
 - Educator quality
 - Professional learning
- Access to experienced technical assistance providers who can work in close partnership with state education agency staff.

www.ccrscenter.org
<http://www.gtlcenter.org/technical-assistance/professional-learning-modules>

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FACE Resources Page



<https://www.face.edu/Page/815>

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SCR Consulting Resources



<http://scr.consulting>

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What is LINC*S*?

[HTTPS://LINC*S*.ED.GOV](https://lincs.ed.gov)

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What is LINC*S*?

WHAT IS LINC*S*?

LINC*S*, the Literacy Information and Communications System, is an initiative of the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE). LINC*S* aims to expand evidence-based practice in the field of adult education. The LINC*S* website provides high-quality, on-demand educational opportunities to practitioners of adult education, so those practitioners can help adult learners successfully transition to postsecondary education and 21st century jobs.



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How Can LINC*S* Help You?






- + A **Resource Collection** containing high-quality, evidence-based materials in 16 topic areas critical to the field
- + A **Learner Center** that connects adult learners to free online resources to reach life goals
- + An online **Community of Practice** where you can share and collaborate with your peers
- + A **Learning Portal** where you can engage in self-paced and facilitated professional development courses
- + A **Professional Development Center** that provides evidenced-based professional development activities

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New LINCS Quick Reference Guide

Where do I Start?

LINCS COMPONENT	 INSTRUCTORS	 PROGRAM ADMINISTRATORS	 PROFESSIONAL DEVELOPERS	 STATE STAFF	 ADULT LEARNERS
Community	✓	✓	✓		
Learning Portal	✓	✓	✓	✓	
Resource Collection	✓	✓	✓	✓	
State Resources				✓	
Learner Center					✓

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Don't Miss a Beat: Connect with LINCS

+ Join the **Community**: <https://community.lincs.ed.gov>

+ Access the **Learning Portal**: <http://lincs.ed.gov/courses>

+ Search the **Resource Collection**:
<http://lincs.ed.gov/collections>


+ Explore the **Learner Center**: <https://learner.lincs.ed.gov/>

+ Follow the latest updates: @LINCS_ED



+ Join our professional group: LINCS_ED



+ Watch webinar archives and more: **LincsEd**  **Tube**

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LINCS Survey



Please complete the LINCS survey form.

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Evaluation and Contact Information

Please complete the LINCS Survey.

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Division of Adult Education and Literacy Customer Satisfaction Survey

Instructions: Please complete this 10 question survey to help us improve the trainings we offer. Your survey is anonymous and confidential. We do not use any technical or non-technical means of tracking responses.

Submit your completed survey to the presenter.

Training Code: CP13FF

Title: Integrating Employability Skills a Framework for All Educators

Date: March 6, 2020

Presenter(s) and Code(s): Susan Roberts (102016)

Current professional role (select one):

- Teacher
- Local Program Staff
- Professional Development/Trainer
- State Director
- State Staff (e.g., data/fiscal/administrative/program)
- Researcher
- Contractor
- Other

Participant 5-digit zip code (either home or work): _____

Please indicate the extent to which you agree or disagree with the following statements.

(Select **ONE** in each row.)

A. Quality of Materials and Delivery	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The format was an effective method for delivering this content.				
2. The training materials and resources were relevant to the topic.				
3. The training content covered the stated learning objectives in the time allotted.				
B. Presenter Expertise	Strongly Agree	Agree	Disagree	Strongly Disagree
4. The presenter was very knowledgeable about the topic.				
5. The presenter provided opportunities to ask questions and gave quality responses.				

C. Relevance	Strongly Agree	Agree	Disagree	Strongly Disagree
6. The training content was relevant to my practice.				
7. I feel more prepared to incorporate what I have learned into my practice.				
D. Overall Satisfaction	Strongly Agree	Agree	Disagree	Strongly Disagree
8. I know more about this topic than I did before.				
9. I would recommend this training to a colleague.				
10. Based on my experience in this training, I plan to enroll in another LINCS training in the future.				

Open Comment: What suggestions do you have for improving this training?

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