

Integrating Employability Skills A Framework for All Educators

■ **Facilitator's Guide**

SEPTEMBER 2019



PROFESSIONAL LEARNING MODULE

About This Booklet

This *Integrating Employability Skills: A Framework for All Educators Facilitator's Guide* is intended for use with the following additional resources:

- *Integrating Employability Skills: A Framework for All Educators* handouts
- *Integrating Employability Skills: A Framework for All Educators* sample agenda
- *Integrating Employability Skills: A Framework for All Educators* slide presentation
- *Integrating Employability Skills: A Framework for All Educators* workbook

Modifying This Booklet

This booklet is designed so that facilitators can adopt it as written or modify the content to reflect state and local contexts, needs, and priorities. If modifications to content are made, the CCRS Center requests that the following disclaimer be included in the revised materials:

These materials have been modified in whole or in part with permission from the College and Career Readiness and Success Center.

Integrating Employability Skills: A Framework for All Educators Facilitator's Guide

July 2015 (Updated September 2019)

College and Career Readiness and Success Center

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Module Overview

The professional learning module on *Integrating Employability Skills: A Framework for All Educators* was developed by the College and Career Readiness and Success Center (CCRS Center). This module contains the materials designed to implement a work session that builds the knowledge and capacity of leaders and staff members from regional comprehensive centers (RCCs), state education agencies (SEAs), and within-state regional centers on integrating employability skills into existing initiatives and prioritizing employability skills at the state and local levels.

Staff members from these agencies may wish to modify and turnkey the work session based on this module for use with SEA staff, career and technical education staff, business and industry leaders, district leadership teams, educators, or other roles. The duration, scope, and sequence of the work session may be customized to accommodate local needs and conditions. The entire work session is designed to take place during a 3- to 4-hour period but can easily be broken into smaller portions and accomplished during multiple sessions to accommodate participant time and availability.

Materials

The following materials are part of this module:

- *Integrating Employability Skills: A Framework for All Educators Facilitator's Guide*
- *Integrating Employability Skills: A Framework for All Educators* handouts
- *Integrating Employability Skills: A Framework for All Educators* sample agenda
- *Integrating Employability Skills: A Framework for All Educators* slide presentation
- *Integrating Employability Skills: A Framework for All Educators* workbook

All materials are available on the CCRS Center's Implementation Tools webpage at <https://ccrscenter.org/technical-assistance-networks/professional-learning-modules/integrating-employability-skills>. These materials may be used and adapted to fit the needs of the state context. To cite the content, please use the following statement: *These materials have been modified in whole or in part with permission from the College and Career Readiness and Success Center.*

Work Session Goals

The work session based on the Integrating Employability Skills module has the following goals for participants:

- Understand what employability skills are and why they are important.
- Learn strategies to prioritize and integrate employability skills in college and career ready standards, classroom instruction, work-based learning, and professional learning.

Intended Audiences

Participants: Stakeholders who would benefit from participating in a work session using this module include staff from multiple departments within an SEA or other state agencies, such as staff from state departments of labor. District and school leaders, especially those involved in professional development planning and structures for instructional improvement, also would benefit from participating. These stakeholders focused on Grades K–12 education can craft strategic action plans for integrating and prioritizing employability skills based on participation in a work session based on this module.

Other key stakeholders to consider include state and local business and industry leaders as well as members of local chambers of commerce. These stakeholders focused on the workforce needs of local, regional, and global businesses and industries can help to prioritize employability skills in Grades K–12 education and make explicit connections for students, parents, and educators between these skills and career opportunities.

Facilitators: Facilitators for a work session based on this module can include staff from the CCRS Center, RCC staff, regional service agency staff, or other technical assistance providers. Staff from the CCRS Center also can help regional and state agencies consider how to use this module in locally led working sessions.

Using This Facilitator's Guide

This facilitator's guide provides suggestions for structuring the work session, notes on how to implement the suggested activities, and talking points to be used with the slide presentation.

Materials

The following materials are recommended for the work session and associated activities:

- A computer, projector, and screen for the Integrating Employability Skills slide presentation
- Internet access for participants for the Employability Skills Framework site resources (optional)
- Name table tents (optional)
- Poster paper (preferably the kind with adhesive backing; if this is not available, bring masking tape to post the papers on the wall)
- Colored markers
- Sticky notes
- Adequate reserved space, time, and materials
- Tables arranged to support small-group discussions
- Necessary materials printed:
 - Sample agenda
 - Employability Skills Workbook
 - Handout A. What Are Employability Skills?
 - Handout B. Employability Skills Framework: Definitions
 - Handout C. Curriculum Planning Tool to Integrate Employability Skills
 - Handout D. Employability Skills and Instruction Matching Activity
 - Handout E. Formative Lesson Planning Tool: Integrating Employability Skills Into Instruction
 - Handout F. Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (Career and Technical Education [CTE] Sample)
 - Handout G. Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (English Language Arts [ELA] Activity Template)
 - Handout H. Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (English Language Arts [ELA] Sample)
 - Handout I. Summative Lesson Planning Self-Reflection Tool
 - Handout J. Scenarios for Business Activity—Employability Skills Preparation for Work Session Activities

Prior to the start of the work session, prepare the following materials:

- Sticky notes and markers at each table for all participants
- Chart paper
- A sheet of chart paper for each group with lines dividing the sheet into thirds vertically to create three columns
- A sheet of chart paper divided into three sections, labeled “Day 1,” “Days 2–3,” and “Extended Learning”

Also, become familiar with the facilitator’s guide and handouts.

Agenda Outline

Table 1 provides a detailed outline of the agenda for the work session. It includes timing, slide numbers, activities, and materials. This outline provides facilitators with a big-picture view of this workshop and the corresponding activities. You may need to allot additional time for the activities depending on the audience’s familiarity with the content.

Table 1. Detailed Outline of the Agenda

Agenda Item	Time	Slides	Activities	Materials Needed
Welcome, Introductions, and Agenda	15 minutes	1–8	<ul style="list-style-type: none"> ▪ Whip-around introductions 	<ul style="list-style-type: none"> ▪ Agenda
What Are Employability Skills?	45 minutes	9–21	<ul style="list-style-type: none"> ▪ Activity 1: What Are Employability Skills? ▪ Activity 2: Identifying Employability Skills ▪ Activity 3: Categorizing Employability Skills 	<ul style="list-style-type: none"> ▪ Chart paper, sticky notes, and markers for each table ▪ One piece of chart paper divided into thirds for each table ▪ Handout A. What Are Employability Skills? ▪ Handout B. Employability Skills Framework: Definitions
How to Integrate Employability Skills: Standards	60 minutes	22–32	<ul style="list-style-type: none"> ▪ Activity 4: Employability Skills Crosswalk and Planning Workbook 	<ul style="list-style-type: none"> ▪ Employability Skills Workbook
<i>Break</i>	15 minutes			
How to Integrate Employability Skills: Curriculum	45 minutes	33–36	<ul style="list-style-type: none"> ▪ Activity 5: Curriculum Planning Tool 	<ul style="list-style-type: none"> ▪ Handout C. Curriculum Planning Tool to Integrate Employability Skills

Agenda Item	Time	Slides	Activities	Materials Needed
How to Integrate Employability Skills: Classroom Instruction	60 minutes	37–46	<ul style="list-style-type: none"> Activity 6: Employability Skills and Instruction Matching Activity Activity 7: Lesson Planning 	<ul style="list-style-type: none"> Chart paper and markers for each table One piece of chart paper divided into thirds and labeled “Day 1,” “Days 2–3,” and “Extended Learning” for each table Handout D. Employability Skills and Instruction Matching Activity Handout E. Formative Lesson Planning Tool: Integrating Employability Skills Into Instruction Handout F. Career and Technical Education Example Lesson Plan: Culinary Arts Handout G. Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (English Language Arts (ELA) Activity Template) Handout H. Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (ELA Sample) Handout I. Summative Lesson Planning Self-Reflection Tool
How to Integrate Employability Skills: Work-Based Learning	45 minutes	47–52	<ul style="list-style-type: none"> Activity 8: Scenarios for Business: Employability Skills Activity 9: Scenarios for Business: Self-Reflection 	<ul style="list-style-type: none"> Handout J. Scenarios for Business Activity—Employability Skills
Resources	15 minutes	53–60		
Wrap-Up and Next Steps	15 minutes	61–65		Feedback survey

Script

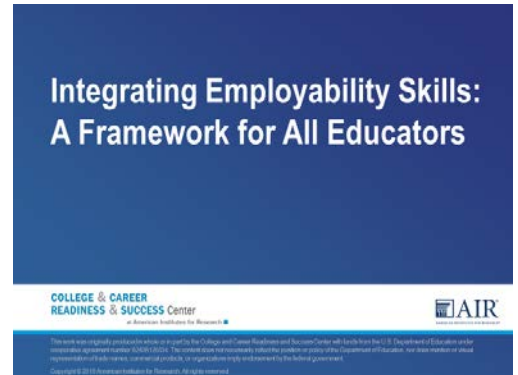
The following section is a slide-by-slide script that provides guidance to facilitators as they present the content and learning activities included in the work session based on this module. Reviewing the entire guide prior to facilitating the work session is highly recommended.

Integrating Employability Skills Work Session

Section 1—Overview (15 minutes)

Purpose: This section provides an overview of the work session, including the introduction of the presenters, introduction to the CCRS Center, review of the agenda, and review of the program outcomes.

Facilitation Note: Officially welcome the participants. Introduce yourself and fellow facilitators. Discuss your relevant background experiences to build participant confidence in your skills as facilitators.



Slide 1

Facilitation Note: Ask participants to introduce themselves by sharing their name and role. Let participants know that you will start with some background information and a review of the agenda.



Slide 2

Explain:

“This implementation tool is intended to serve as a train-the-facilitator resource that regional comprehensive centers (RCCs), state education agencies (SEAs), and local education agencies can use for their own individualized sessions. The module is free to use and can be customized to meet the individual needs of the state or local agency. This implementation tool is just one in a larger series of implementation tools focused on various topics. Each implementation tool is intended to build a common language on the topic it addresses as well as to create a common understanding of the key elements, perspectives, and policies related to the topic.



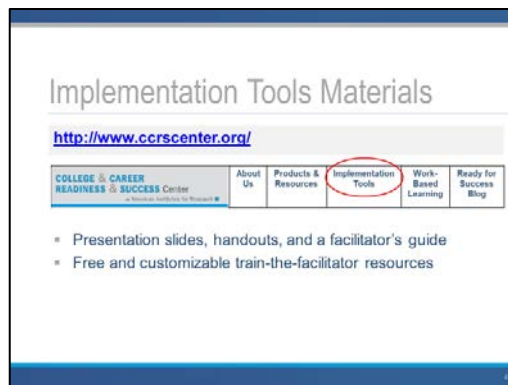
Slide 3

Facilitation Note: These slides have animation.

Explain:

“Materials from today’s session can be found on the College and Career Readiness and Success Center website, which is www.ccrscenter.org.

Specifically, if you look under our Implementation Tools tab, you will access our implementation tool resources. There, you will see the slides, handouts, and a facilitator’s guide that can be downloaded for free. You also can request our modifiable versions of documents so that you can customize the resources to fit your specific context and audience.”



Slide 4

Facilitation Note: If working with a particular RCC, note which one is supporting the session. If working with an SEA, note the RCC it belongs to.

Explain:

“For those of you who are not familiar with the technical assistance network, the CCRS Center is one of seven content centers that support the work of 15 regional comprehensive centers. The CCRS Center is focused on providing technical assistance support to state education agencies on college and career readiness initiatives.”



Slide 5

Facilitation Note: If there is Internet access, presenters may display the Employability Skills Framework website after showing this slide.

Explain:

“Today’s session draws on content from the Employability Skills Framework, an online resource from the U.S. Department of Education’s Office of Career, Technical, and Adult Education designed to support the instruction and assessment of employability skills. It is based on a crosswalk of existing employability skills standards and assessments. Researchers from RTI International reviewed various employability skill initiatives and found that existing skills overlapped on many dimensions, despite differences in terminology. Therefore, they were able to group the skills into an organizing structure, which is depicted in the Employability Skills Framework. Additional content and tools were created to support use of the framework in the classroom, at the workplace, and in other settings. This work was guided by a technical working group with representation from key stakeholders in the career and technical education, adult education, and workforce fields.”



Slide 6

Explain:

“Today’s session will begin with a discussion about what employability skills are. First, we will talk about a definition of employability skills and brainstorm a list of possible skills. Next, we will highlight strategies to integrate employability skills in a standards-based curriculum. Then, we will discuss how to integrate employability skills in instruction. Finally, we will explore how to emphasize employability skills within work-based learning.

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.

Slide 7

Facilitation Note: Read the outcomes or paraphrase them in your own words. Remind participants that they will leave this session with concrete tools and strategies to help meet these objectives.

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.

Slide 8

Section 2—What Are Employability Skills? (45 minutes)

Purpose: This activity is designed to help participants think about current perceptions and understanding of employability skills. We will use this initial exercise as a way to connect participants’ previous knowledge and ideas to the Employability Skills Framework.

Explain:

“Now we’re going to take some time to talk a little more about what employability skills are.”

What Are Employability Skills?

COLLEGE & CAREER
READINESS & SUCCESS Center
Let's develop solutions for tomorrow

Slide 9

Explain:

“Before we get into defining employability skills, let’s review why we should even be talking about them. Although it might be clear to us that this work is important, we also need to be able to point to supporting research to help inform our conversation. Fortunately, there is emerging research that can help further make the case for employability skills. For example, employability skills are cited as among the most important skills by employers, and a lack of employability skills may contribute to a ‘talent shortage.’ Finally, the demonstration of employability skills is correlated with better hiring rates, success on the job, and earnings (Lippman et al., 2015).

But what do we really mean when we talk about 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).

Slide 10

Facilitation Note: While describing this activity or in advance, provide each group with a piece of poster paper to record their ideas.

Explain:

“In this first activity, we want to get a general brainstorm discussion going about your current perceptions and understanding of employability skills. So, go ahead and share out loud with the group some of the terms, considerations, and contexts that come to mind when you hear the term *employability skills*.”

Activity 1: What Are Employability Skills?

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

Slide 11

Explain:

“You may have heard *employability skills* referred to by other names, such as soft skills, workplace readiness skills, noncognitive skills, or 21st century skills, but they all point to this same set of general, crosscutting skills.

Our working definition is that 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.

What’s important to note about employability skills is that they are not career- or industry-specific skills. No matter what jobs your students ultimately pursue, they will need employability skills to be successful.”

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.

Slide 12

Facilitation Note: There are two options for this activity. Option 1 starts on Slide 13 and Option 2 starts on Slide 15. Select the option that best fits your needs based on group size and time available. Delete unnecessary slide(s).

Option 1: Slides 14, 15, 17, 18, 19, 20, 22

Facilitation Note: While describing the activity or in advance, provide each table or group with a sheet of chart paper divided into thirds.

Slide 14:

Explain:

“We now have some time for our second activity. First, on your own, generate a list of your top five most important employability skills. Record each skill on a separate sticky note.”

Facilitation Note: After 5 minutes, go on to Step 3 in the directions.

Explain:

“Now that each person at your table has five employability skills, discuss your list with your table. As you go through the list, remove any duplicate skills.”

Facilitation Note: Allow 5–10 minutes for this part of the activity.

Explain:

“Let’s take a couple of minutes to sort the skills you’ve identified as a table into the three categories: Effective Relationships, Workplace Skills, and Applied Knowledge. Each table has a piece of chart paper with three sections. Start by labeling each section with a category. Then, as a group, place each of your skills into one of the three categories (eliminating any duplicates). Discuss why you think the skill belongs in a particular category.”

Facilitation Note: Provide all participants with Handout A. What Are Employability Skills?

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.

Slide 13

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.

Slide 14

Option 2: Slide 15, 16, 17, 18, 19, 20, 21

Explain:

“We now have some time for our second activity. First, on your own, generate a list of your top 5–10 most important employability skills. Record each skill in Part 1 of your handout titled “What Are Employability Skills?”

Facilitation Note: After 5 minutes, go on to Step 3 in the directions.

Explain:

“Now that each person has brainstormed 5–10 important employability skills, try to categorize these skills in Part 2 of the ‘What Are Employability Skills?’ handout. It’s okay if you are not certain where these skills belong. You will have a chance to make revisions in a few minutes.”

Facilitation Note: Allow 3–5 minutes for this part of the activity.

Facilitation Note: Provide all participants with Handout A. What Are Employability Skills?

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		

Slide 15

Explain:

“Now, we’ll turn to the Employability Skills Framework to provide context for our discussion and to see how the skills you’ve brainstormed match the skills in the framework.

When we talk about Effective Relationships, we’re talking about the skills that enable individuals to interact effectively with clients, coworkers, and supervisors.

Workplace Skills are the skills employees need to successfully perform work tasks.

And Applied Knowledge refers to the thoughtful integration of academic knowledge and technical skills, put to practical use in the workplace.

As we begin to dig into these categories and the skills that fold into these categories, review where you placed the employability skills in your handout. Decide whether each one should be moved into a different category or stay where it was originally placed.”

Facilitation Note: Pass out Handout B. Employability Skills Framework: Definitions.

“Now I am sharing the skills and definitions that make up the employability skills. Please feel free to read along as we discuss the skills in more detail.”



Slide 16

Facilitation Note: This slide is animated. It starts with the whole framework and then zooms into the current category. Be prepared to ask participants to provide examples of what these skills look like in practice and share your own examples.

Explain:

“Now we’re going to look at the categories that compose the framework in more detail.

The first category we will discuss is Effective Relationships. Looking at your handout, you can see that we are specifically referencing interpersonal skills [CLICK FOR ANIMATION TO SHOW LIST OF INTERPERSONAL SKILLS], which are skills that enable employees to collaborate with members of a team or work independently, as appropriate, and contribute to the overarching goals of the workplace. For personal qualities [CLICK FOR ANIMATION TO SHOW LIST OF PERSONAL QUALITIES], we mean a set of behaviors and skills that enable employees to establish effective relationships and function appropriately in the workplace.

As you read through these criteria, you may have some ideas or examples of what these skills look like in practice. For example, if you look at the skill *exercises leadership* in the classroom, this may mean students taking on the team leader role in a classroom project, and assigning tasks and deadlines to fellow team members”

Facilitation Note: Direct participants to the Effective Relationships section of the handout and provide them with 2–3 minutes to read it. Continue with the activity once they are done reading.

Explain:

“Take a couple of minutes to review the skills that you placed into Effective Relationships at your table. Given the definition we’ve just read, think about whether there are any skills that you placed into this category that do not belong. You can move them off the chart paper and just set them aside for now. Then, look to see if there are any skills that you placed into other categories that should be moved into Effective Relationships.”

Facilitation Note: Participants work in small groups to review the Effective Relationships category and move any skills into or out of it.



Slide 17

Explain:

“The next category is Workplace Skills. We are talking about resource management [CLICK], information use [CLICK], communication skills [CLICK], systems thinking [CLICK], and technology use [CLICK]. One skill we want to call attention to is systems thinking. Understanding and utilizing systems thinking can help students and employees feel more engaged in their work because they see how they are part of a larger system that incorporates various parts or individual job responsibilities into a larger whole or the overall corporate mission. Students can demonstrate this skill in several ways, such as by describing how different economic or historical factors led to specific events, or by deciding on individual or team roles to complete a specific project.”

Facilitation Note: Direct participants to the Workplace Skills section of the handout and provide them with 2–3 minutes to read it. Continue with the activity once they are done reading.

Explain:

“Look at the skills you’ve grouped into Workplace Skills at your table. Given the definition of this category, what skills do you need to move out of Workplace Skills? What skills should be moved into the category? Take a couple of minutes to discuss with your table and move any skills accordingly.”

Facilitation Note: Participants work in small groups to review the Workplace Skills category and move any skills into or out of it.





Slide 18

Explain:

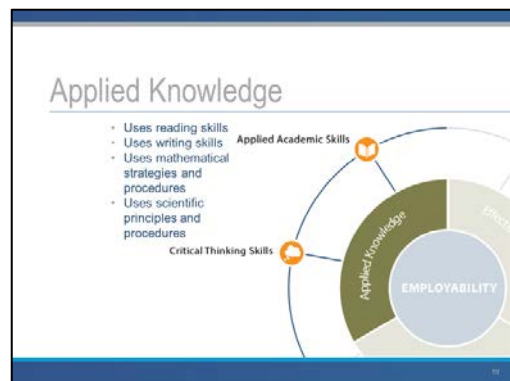
“The third category is Applied Knowledge. It includes both applied academic [CLICK FOR ANIMATION] and critical thinking skills [CLICK FOR ANIMATION]. You can find these skills in your handout. When referring to critical thinking, it is important to connect to the many facets involved. Thinking critically allows an individual to determine how they arrived at a decision by closely examining their own thought processes. Crucial to this process is using reason to make decisions. When thinking about students, one classroom activity that might reinforce critical thinking is peer review of student work and responding to that peer feedback.”

Facilitation Note: Direct participants to the Applied Knowledge section of the handout and provide them with 2–3 minutes to read it. Continue with the activity once they are done reading.

Explain:

“Once again, review the skills you’ve placed into Applied Knowledge with your table and make any final changes to move skills into or out of this category.”

Facilitation Note: Participants work in small groups to review the Applied Knowledge category and move any skills into or out of it.

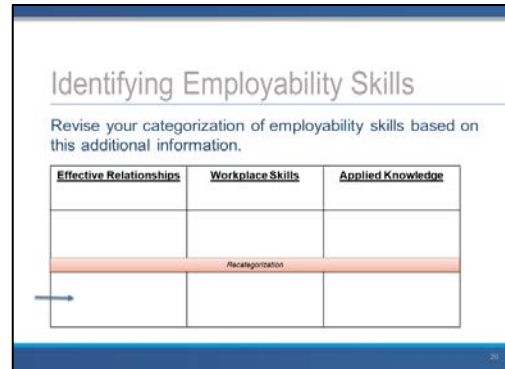


Slide 19

Facilitation Note: If you chose Option 1, delete this slide.

Explain:

“Now that we have reviewed the entire Employability Skills Framework, take a few minutes to recategorize any skills that you feel belong in a different category after reviewing the framework.”



Slide 20

Explain:

“Now that we’ve discussed each of the individual categories of the Employability Skills Framework, we thought it would be helpful to see how all of these pieces fit together. Again, you see the three categories—Effective Relationships, Workplace Skills, and Applied Knowledge—along the inner green ring and the nine sets of skills along the outer rim.”

Facilitation Note: Depending on time, the facilitator may want to debrief this series of activities with the goals of (1) highlighting the broad range of skills that are considered employability skills and (2) understanding the extent to which participants were able to identify employability skills on their own. Some sample discussion questions include the following:

- Did your tables’ initial lists of skills include skills that fit within each of the three framework categories?
- Which skills, if any, were missing from your lists?
- Were you surprised about any of the skills that are included in the framework?

After this discussion, you will transition to the next section. Ask if participants have any questions about the framework before moving on.

Explain:

“As you can see, and as you probably already discussed, there is a lot to think about when it comes to incorporating employability skills in a meaningful way in your current instruction. Hopefully you’ve discovered that you are already teaching some, if not many, of these skills. For those that you are not currently teaching, it may seem like some skills are easy to incorporate and that others might require deeper consideration about how they can be integrated into your work.

In our next sections, we are going to help you think about how to integrate and prioritize these skills in your work.”



Slide 21

Section 3—How to Integrate Employability Skills: Standards (60 minutes)

Purpose: This presentation helps participants make connections between employability skills and the college and career readiness standards already in use in their context.

Explain:

“As I just mentioned, in this next section we want to discuss how employability skills are already embedded in some of your instructional activities. The changing nature of work is such that all teachers have a responsibility to prepare students for the future workplace, starting at an early age. The future workplace requires employees to be versatile and flexible, especially when it comes to adopting new technologies. Employability skills aren’t necessarily new skills; nor are they skills that you need to teach in addition to what you’re already doing. But they are skills that can and should be taught throughout the education system—not just in CTE programs.”



Slide 22

Explain:

“We recognize that the list of employability skills may seem overwhelming, and hope to explore in this next set of activities how you may already be embedding employability skills in different ways. There are many education initiatives underway right now where there might be opportunities to think about employability skills. Nearly all states have some college and career readiness definitions that explain what it means to be ready for a college or career. All states have some kind of college and career readiness learning standards, and many states have additional standards or initiatives related to social-emotional learning. For the purposes of our discussion today and within this module, we’re going to focus on how employability skills may be embedded into state college and career readiness standards, curriculum, classroom instruction, and work-based learning.”



Slide 23

Facilitation Note: It is important to be familiar with the college and career readiness standards for the state that you are working with. It may be helpful to show the state's college and career readiness standards website or the Common Career Technical Core (<http://www.careertech.org/CCTC>) on an Internet browser during the presentation.

Explain:

“As mentioned previously, we want to specifically look at the connections between college and career readiness standards and professional practice frameworks. Let's start with college and career readiness standards. A student who is college and career ready is prepared to enroll and succeed in credit-bearing courses—and prepared to complete the course sequence—at the postsecondary level, including two- and four-year academic, military, trade, or technical degree programs. College and career readiness standards, such as the [INSERT STATE'S STANDARDS NAME], represent what students must know and be able to do at each level to be college and career ready by the time they graduate from high school. These standards are specific to ELA and mathematics, and are often tailored to each state's context. For the purposes of this presentation, we will look at the [INSERT STATE'S STANDARDS NAME] as a 'generic' representation of college and career readiness standards across the country.

As we mentioned previously, the field has primarily focused on college readiness in the past few years. One set of standards that focuses specifically on career readiness is the Common Career Technical Core (CCTC), which includes a set of standards for each of the 16 Career Clusters® and outlines common national benchmarks for the skills and knowledge necessary to complete CTE programs of study. The Career Ready Practices, which are a component of the CCTC, outline 12 general workforce readiness skills common to all career areas that are to be taught in conjunction with technical skills.

Another set of competencies that may be essential to ensure students are college and career ready is social-emotional learning (SEL). According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL is the process through which students 'understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions' (CASEL, n.d.). Competencies such as self-awareness and self-management have direct connections to employability skills.”



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

Slide 24

Explain:

“What does it look like to integrate employability skills into college and career readiness standards? Here is an example from Indiana of standards designed specifically to align with employability skills. This state created employability skills standards for grades K–12. However, you do not need to create new employability skill standards. You can explore ways in which employability skills are already aligned to your existing standards.”

Learning Strategies (LS) Processes	LS Outcomes	LS Outcomes	LS Outcomes
10. Effective Communication Applies skills to identify, interpret, and communicate information in a variety of contexts (e.g., large and small group presentations, formal communication, informal communication, etc.).	10.A.1 Communicate information to audiences in a variety of formats (e.g., large and small group presentations, formal communication, informal communication, etc.).	10.A.2 Look to and have conversations with peers and adults to express ideas while respecting differing opinions.	10.A.3 Identify people, events, and high school course outcomes using self-assessment (including an appraisal of strengths, interests, and values).
11. Creative Thinking Identify and communicate individual interests and skills that align related career work and experience to potential career paths and to related occupations.	11.A.1 Identify people, events, and high school course outcomes using self-assessment (including an appraisal of strengths, interests, and values).	11.A.2 Understand how effective work habits and personal characteristics demonstrated in school transfer to workplace settings.	11.A.3 Develop career plans by identifying a program of study which will lead to further education, training, and/or employment.
12. Decision Making Use critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.	12.A.1 Use critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.	12.A.2 Evaluate decisions and actions with minimal to no instruction from teachers, parents, or supervisors.	12.A.3 Take an active participation in the learning process.
13. Problem Solving Apply self-motivation and self-direction to work and learning.	13.A.1 Complete assignments, projects, and activities with minimal to no instruction from teachers, parents, or supervisors.	13.A.2 Take an active participation in the learning process.	13.A.3 Complete assignments and activities thoroughly and correctly.
14. Attention to Detail Follow directions and accuracy when accomplishing a task.	14.A.1 Complete assignments and activities thoroughly and correctly.	14.A.2 Use problem-solving and evaluation skills to develop personal solutions.	14.A.3 Use problem-solving and evaluation skills to develop personal solutions.

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

Slide 25

Facilitation Note: Prior to the workshop, the facilitator should identify appropriate language from the state’s standard language and highlight the alignment. The facilitator does not need to complete a crosswalk but should have sample language available.

Explain:

“Here’s an example of what this alignment looks like between the Employability Skills Framework and the Common Core State Standards. The Employability Skills Framework describes critical thinking skills as enabling ‘employees to think critically and creatively in the context of their work, solve work-based problems, and make sound decisions at work.’ An individual who uses critical thinking skills thinks creatively, makes sound decisions, solves problems, reasons, and plans and organizes. Although there are many connections to critical thinking embedded in the Common Core State Standards, one example can be found in the ELA Standards for Science and Technical Subjects for Grades 6–12. These types of text analysis require critical thinking, reasoning, and organization of information and ideas.”

Critical Thinking Skills	Common Core
• Thinks critically	• ELA Anchor Standards
• Thinks creatively	• 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.
• Makes sound decisions	• 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.
• Solves problems	• Mathematics Anchor Standards
• Reasons	• CCSS.MATH.PRACTICE.MP2: Reason abstractly and quantitatively.
• Plans and organizes	• CCSS.MATH.PRACTICE.MP3: Construct viable arguments and critique the reasoning of others.

Slide 26

Explain:

“Here’s an example of what this alignment looks like between the Employability Skills Framework and the CCTC. Career Ready Practice 8 clearly connects to the critical thinking skills outlined in the Employability Skills Framework, especially perseverance in problem solving.”

Critical Thinking Skills	CCTC
• Thinks critically	• Career Ready Practice 8.
• Thinks creatively	Utilize critical thinking to make sense of problems and persevere in solving them.
• Makes sound decisions	
• Solves problems	
• Reasons	
• Plans and organizes	

Slide 27

Explain:

“Here is an example of what this alignment looks like between the Employability Skills Framework and CASEL’s SEL competencies. The ‘responsible decision-making’ competencies connect to the critical thinking skills outlined in the Employability Skills Framework, particularly the skill ‘makes sound decisions.’”

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.

Slide 28

Facilitation Note: Prior to the workshop, the facilitator may benefit from conducting a high-level crosswalk with the state’s standards and employability skills. If time does not permit, the facilitator can use this slide. Use a pointer or physically gesture to the sections of the matrix as you describe them to help participants understand the information. If you prefer, you may navigate to an Internet browser page to view this resource online rather than using a screenshot of the page.

Explain:

“This table shows a crosswalk between the Employability Skills Framework, state college and career readiness standards, the Career Ready Practices of the CCTC, and CASEL’s SEL competencies. The Xs indicate that a particular employability skill is embedded in the standards. (This was done with the state standards.) As you might expect, employability skills are well integrated with the CCTC Career Ready Practices: All but Resource Management are included. Employability skills are slightly less integrated with state college and career readiness standards, which don’t explicitly include skills such as Personal Qualities, Resource Management, and Systems Thinking. It is also slightly less integrated with SEL competencies, which don’t explicitly include skills such as Applied Academic Skills, Resource Management, and Technology Use. It is important to note that this matrix provides a high-level overview; it may be possible to find more connections by examining elements of college and career readiness standards at a more detailed level.”

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	

Slide 29

Facilitation Note: Complete this table with information specific to the state receiving the workshop.

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	

Slide 30

Facilitation Note: When describing this activity, provide each participant with the *Employability Skills Crosswalk and Planning Workbook*.

Please note that this activity may take more or less time depending on the audience. Facilitators may choose to make more time for this activity so that participants have adequate time to complete the workbook activity or use the time to focus on select standards.

Explain:

“We’ve developed an Employability Skills Crosswalk and Planning Workbook for you to evaluate your own college and career readiness standards against the Employability Skills Framework in much the same way as we just described.

We’ve organized the workbook to take you through the crosswalk and planning process in three steps. The first step is to review the standards you’ve selected to crosswalk with the Employability Skills Framework, looking for explicit and implicit connections with the employability skills. You can have several team members work on different parts of this alignment task if needed. Next, use the summary tables to summarize how well each of the employability skills is represented in the standards. You also can use this section to reflect on the structures, supports, and learning environments that help students attain these skills. Finally, the workbook includes a template for summarizing the overall results, next steps, and policy priorities.

Through this activity, you can consider how well employability skills are already integrated into the standards. This can help you determine next steps for improving how well employability skills are embedded into teaching and learning through policy, professional development, or assessment.”

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.

Slide 31

Explain:

“Here is a screenshot of the Employability Skills Workbook that teams came to complete. The workbook asks users to review the selected standards for evidence of each component of a specific employability skill. For example, a team member might review the state high school civics standards for alignment with the “improves systems” component. Then, the team will determine whether the alignment is explicit or implicit.

- Explicit alignment does not require any explanation or rationale beyond the verbatim description in the standards.
- Implicit alignment may require some explanation or rationale to describe the connection between the standard and the employability skill component.

Once the level of alignment is identified, the team will determine whether the alignment is great, minimal, or not present for each of the employability skill components.

- Great alignment may indicate explicit alignment between the employability skill component and more than one standard, or implicit alignment between the employability skill component and a significant number of standards.
- Minimal alignment may indicate a few instances of implicit alignment. Mark “none” for the employability skill components for which there is no alignment present.

The final step is to note any reflections on the explicit and implicit connections to the specific employability skill components overall.”

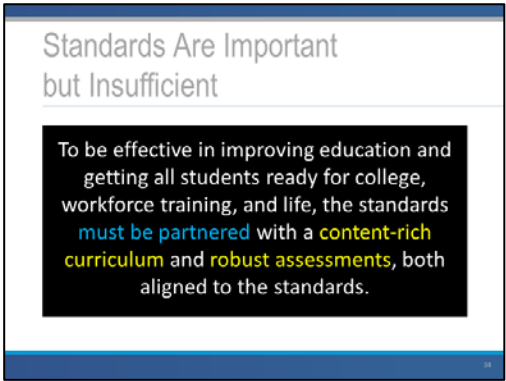
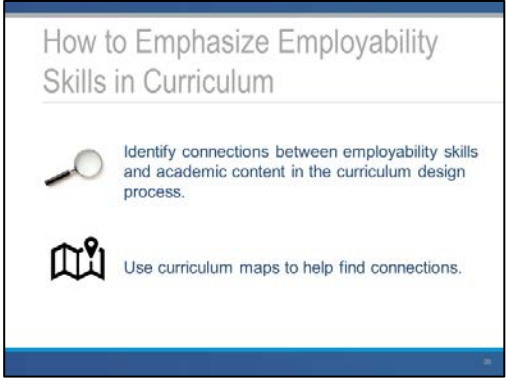
2. Critical Thinking Skills

Employability Skill is This Category	Alignment to Standard or Performance Criteria			
	Explicit (does not require an explanation beyond the description)	Implicit (requires some explanation beyond the description)	Great	Minimal
Thinking Creatively Students generate creative and novel ideas, solutions, and display divergent thinking. This thinking can be verbal or pictorial, creative writing, computer, story-board, comic, and project design.				
Thinking Critically Students display analysis of and strategic thinking. This thinking can be verbal or written, including an analysis, interpretation, correlation, a problem, and planning (e.g., planning and a strategy).				
Thinking Soundly Students differentiate between multiple approaches and select a plan.				
Solving Problems Students solve problems involving the use of available resources (e.g., personal and materials) and create multiple strategies for solving problems.				
Reasoning Students generate, give and test of ideas, approaches, and solutions, and analyze options using an "if/then" scenario.				
Plan and Organize Students plan steps, procedures, or approaches for achieving goals. 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:				

Slide 32

Section 4—How to Integrate Employability Skills: Curriculum (45 minutes)

Purpose: This section is designed to help participants think about how to embed employability skills into a standards-based curriculum.

<p>Explain:</p> <p>“Now that we’ve discussed how employability skills are embedded into standards, we’ll discuss strategies for integrating employability skills within a standards-based curriculum. We’ll also share a tool that you can use to help with curriculum planning and integrating employability skills into the curriculum.”</p>	 <p>Slide 33</p>
<p>Explain:</p> <p>“It is important to consider integrating employability skills not just in the standards but in the curriculum as well. In order for students to be college and career ready, standards must be partnered with content-rich curriculum and robust assessments that are both aligned to the standards. We’ll explore some strategies and a tool to help embed employability skills in a standards-based curriculum.”</p>	 <p>Slide 34</p>
<p>Explain:</p> <p>“There are two key strategies to help integrate employability skills into the curriculum. The first is to identify connections between the skills and academic content in the curriculum design process. One way to do this is to unpack what knowledge and skills are needed for kids to successfully reach each standard. When designing curriculum, consider what actions, habits, or practices students need to demonstrate in order to be proficient in this standard. Another strategy to help emphasize employability skills in a curriculum is to develop curriculum maps. Curriculum maps can help you identify connections between the skills and content in the curriculum.</p>	 <p>Slide 35</p>

Facilitation Note: Prior to the workshop, the facilitator may provide a sample curriculum or ask that participants bring a curriculum that is currently used in the classroom to analyze for possible areas to integrate employability skills.

Explain:

“For this next activity, use Handout C. Curriculum Planning Tool to Integrate Employability Skills. This tool allows users to note what actions, habits, or practices students need to demonstrate in order to be proficient in the standards for the unit. Next, participants will note which employability skills could be explicitly or implicitly connected to the standard(s) for the unit. Finally, users will then discuss strategies to assess these skills. This tool can be used when planning a curriculum or to help see opportunities to integrate employability skills within your existing curriculum.

Activity 5: Curriculum Planning Tool

Units	Content-Specific Knowledge, Skills, and Practices <i>What actions, habits, or practices do students need to demonstrate in order to be proficient in the standard(s) for the unit?</i>	Opportunities to Align to Employability Skills		Strategies to Assess
		Explicit	Implicit	

Next Steps: What Are One or Two Concrete Next Steps to Make Sure That Content-Grade Levels Are Aligned to the Employability Skills to Ensure That Students Are College and Career Ready?

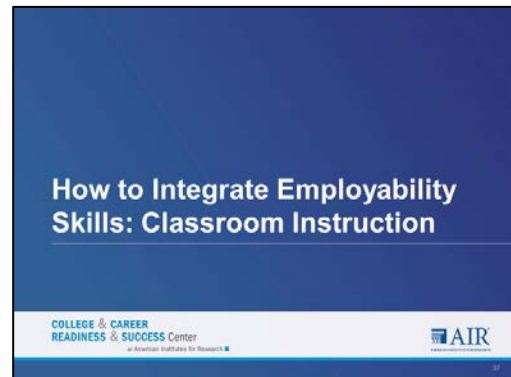
Slide 36

Section 5—How to Integrate Employability Skills: Classroom Instruction (60 minutes)

Purpose: This section is designed to help participants think about how to prioritize employability skills in everyday classroom instruction in all grades and subject areas.

Explain:

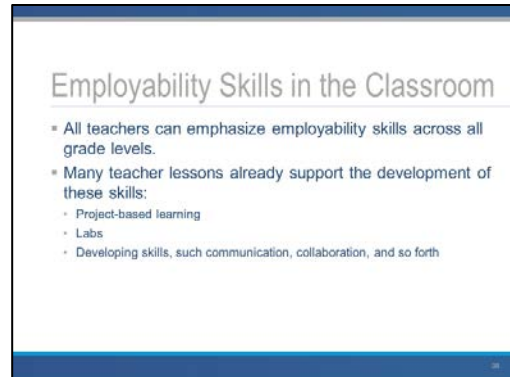
“Now that we’ve talked about how employability skills are embedded into a curriculum, we’ll consider strategies for integrating employability skills in classroom instruction and explore a tool to help teachers reflect on their own practice.”



Slide 37

Explain:

“When it comes to prioritizing employability skills, it is important to note that it is not the responsibility of one teacher—or even one grade level—to teach all of the framework skills. Instead, you’ll want to think about how *all* teachers can integrate employability skills into their everyday classroom practices as well as long-term planning processes. Many of your lessons and activities, such as project-based learning or laboratory experiences, may emphasize many of these skills already. We’ll explore how you can more explicitly integrate these skills in the classroom and provide some lesson planning tools to do so.”



Employability Skills in the Classroom

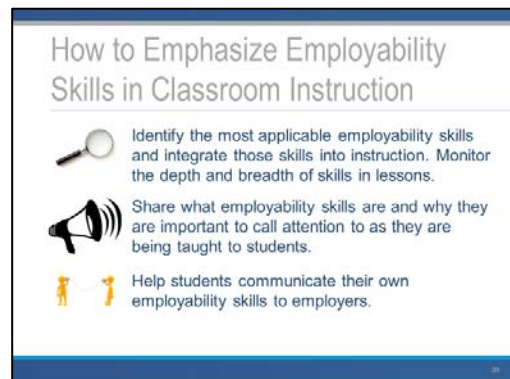
- All teachers can emphasize employability skills across all grade levels.
- Many teacher lessons already support the development of these skills:
 - Project-based learning
 - Labs
 - Developing skills, such communication, collaboration, and so forth

Slide 38




Explain:

“Again, a single teacher isn’t responsible for teaching every employability skill in every course or every lesson. But all teachers, across all grade levels, can play a role in reinforcing employability skills. When employability skills are integrated into instruction across all grades and content areas, students will be exposed to all employability skills in sustained and meaningful ways. Teachers can work to identify and prioritize skills that are most relevant to their courses and students. They can then plan and reflect on lessons that incorporate these skills (using a tool that we’ll introduce next). Teachers also can reinforce students’ understanding of employability skills by highlighting which skills are being taught and why they are important. By clearly communicating about the expectations that students are likely to face in college and their careers, teachers can help students assess and communicate about their own readiness around these skills.”

Facilitation Note: Ask participants to suggest other ways that teachers might prioritize employability skills and what support they might need to do so. The next section focuses on the lesson planning self-assessment tool.



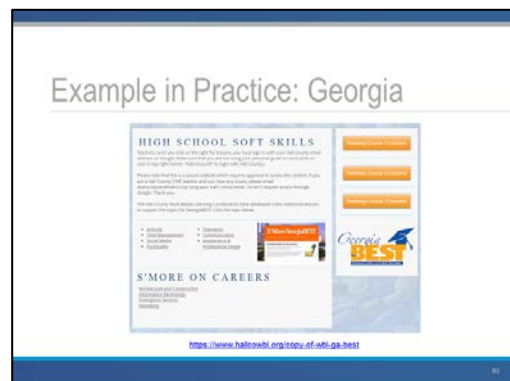
How to Emphasize Employability Skills in Classroom Instruction

-  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.

Slide 39

Explain:

“Here is an example of specific lessons focused on employability skills from Georgia. On this website, there are several lessons focusing on skills including communication and teamwork. The lessons include videos and guiding questions for students to reflect on how to apply the skills. Teachers do not need to create lessons specific to employability skills, but this can give you some ideas on how to teach these skills in the classroom. Next, we’ll highlight some additional tools to help you integrate these skills into your lessons.”



Example in Practice: Georgia

High School Soft Skills

S'MORE ON CAREERS

<https://www.haltowaki.org/copy-of/wbi-ga-best>

Slide 40

Facilitation Note: Distribute Handout D. *Employability Skill and Instruction Matching Activity*.

Explain:

“One of the key concerns of many teachers is how to teach these skills in the classroom. One of the best ways to teach employability skills is to design lessons that allow teachers to model these skills and allow students to practice these skills.

Our next activity will help you start to think about the types of instructional techniques and models that can help emphasize specific employability skills. To start, read through the sample instructional techniques and models in Handout 4. Next, discuss which employability skills or skill components teachers have opportunities to model or students have opportunities to practice in each of these techniques or models, and why. Then, match the instructional techniques or models to the employability skills they support. Finally, brainstorm about other instructional techniques or models that may support other specific employability skills.”

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.

Slide 41

Facilitation Note: Distribute Handout E. *Formative Lesson Planning Tool: Integrating Employability Skills Into Instruction*; Handout F. *Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (Career and Technical Education Sample)*; and Handout G. *Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (English Language Arts Activity Template)*.

Explain:

“One way teachers can ensure that they are using instructional techniques and models that support employability skills is to reflect on lesson planning over time. This Formative Lesson Planning Tool can be used to help teachers identify how they are embedding employability skills into their lessons. Teachers can use the tool to describe connections with employability skills in three ways: connections with standards or outcomes, ways in which teachers model or teach these skills, and ways in which students practice or demonstrate these skills.”

Formative Lesson Planning Tool

Outcomes or Standards What do you want students to learn or demonstrate in the course?	Teacher Lesson Elements What do you do during class to guide student learning?	Student Lesson 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 (Career and Technical Education Sample) • 8.2 Demonstrate food safety and sanitation practices. • 8.2.8 Demonstrate proper purchasing, storing, and handling of both raw and prepared foods. • 8.3.7 Demonstrate safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods, improve use and safety of food, and increase interest and food resources and other food products. • 8.3.11 Demonstrate ability to maintain necessary records to document time and temperature controls, HACCP (Hazard Analysis and Critical Control Point), equipment 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 activities for student lab. • Encourage and assist one student. • Create student work and provide feedback. • Manage class group.	• Manage team resources when determining team roles for vocabulary presentations. • Work together as a team. • Share resources in group presentations. • Develop, create, and deliver presentations, and think critically in how to grow lab. • Work independently and responsibly on extended learning project. • Manage and reflect multiple plans in extended learning project.
Identify Employability Skills (Check all that apply.) <input type="checkbox"/> Interpersonal Skills (vocabulary presentations) <input type="checkbox"/> Personal Qualities (all lesson components) <input type="checkbox"/> Resource Management (vocabulary presentations, extended learning)	<input type="checkbox"/> Information Use (vocabulary presentations) <input type="checkbox"/> Communication Skills (vocabulary presentations) <input type="checkbox"/> Systems Thinking (extended learning)	<input type="checkbox"/> Technology Use (vocabulary presentations) <input type="checkbox"/> Applied Academic Skills (vocabulary presentations) <input type="checkbox"/> Critical Thinking Skills (extended learning)

Slide 42

Explain:

“In this activity, we will practice using the Formative Lesson Planning Tool to identify ways in which employability skills can be embedded into instruction. First, review the sample Formative Lesson Planning Tool for Culinary Arts, noting how the standards, instruction, and student activities connect to specific employability skills. Discuss with your group.”

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.

Slide 43

Facilitation Note: Please note that the slide is animated.

Explain:

“Next, read through the introduction to the Formative Lesson Planning Tool for ELA. As you can see, we have identified the standards for this lesson and some of the employability skills connected to these standards. In your group, discuss the teacher-led and student-led activities you would expect to see for this lesson. Then, discuss what employability skills the teacher might model and that students might practice.”

After about 10 minutes of work time, share Handout H with participants.

Explain:

“We are passing around a completed example of what this formative lesson plan might look like. In your groups, compare your work to this completed example. Are there connections noted here that you did not consider? Did you identify additional connections not included in this example? Discuss with your group.”

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.

Slide 44

Facilitation Note: Pass out *Handout I. Summative Lesson Planning Self-Reflection Tool*.

Explain:

“It can be very valuable for teachers to reflect on how they embed employability skills in their instruction over time. The Formative Lesson Planning Tool allows teachers to focus on how employability skills are embedded in one lesson. The Summative Lesson Planning Self-Reflection Tool is designed to help teachers reflect on how employability skills are embedded in their instruction over the course of a unit, semester, or full year. This tool is designed to be used collaboratively so that teachers can reflect and learn together. Teachers can use this tool to reflect on the number of lesson plans that include employability skills over time, as seen on this slide. Teachers also can use this tool to reflect on the depth of employability skills embedded in lessons. Take a few moments to review this tool.”

Summative Lesson Planning Self-Reflection Tool

Critical Thinking Skills

Skill Component	Number of Lessons Including This Skill (From Part I)	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			

Slide 45

Explain:

“Through these activities, we can see how employability skills can be embedded in common activities and projects at the classroom level. In fact, many teachers already ask students to demonstrate many of these skills to ensure that they are engaged in the content and can access learning in a multitude of ways. For teachers, using the Formative Lesson Planning Tool and the Summative Lesson Planning Self-Reflection Tool can be a good way to begin to make connections between the employability skills and their current practice. Using these tools, teachers can reflect on the depth and breadth to which employability skills are already embedded in their practice, how they can strategically embed these skills in instruction across their grade level or content area, and how they can ensure that employability skills are consistently reinforced in their classrooms.”

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?

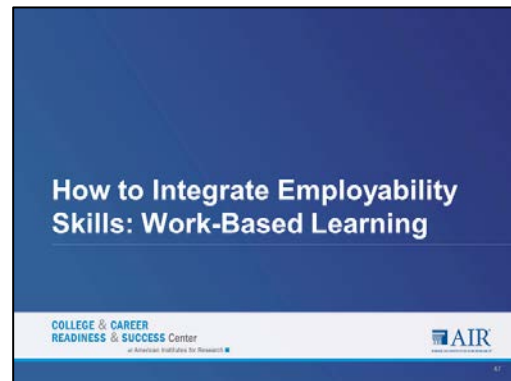
Slide 46

Section 6—How to Integrate Employability Skills: Work-Based Learning (60 minutes)

Purpose: This section is designed to help participants think about how to emphasize employability skills in work-based learning experiences.

Explain:

“Now that we’ve discussed how teachers can integrate employability skills in the classroom, we’ll explore how you can emphasize employability skills within work-based learning. Work-based learning experiences offers students opportunities to demonstrate and practice employability skills within real work-place settings.”

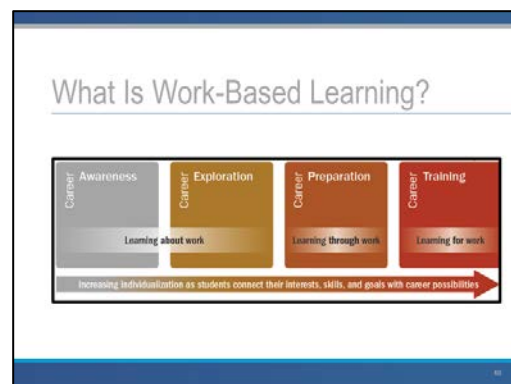


Slide 47

Facilitation Note: You might want to update this slide to include your state or local definition of work-based learning.

Explain:

“Work-based learning is a continuum of activities—both inside and outside the classroom—that affords students opportunities to connect what they are learning in the classroom to the world of work. It can include activities such as job shadows, apprenticeships, internships, service learning, and simulations. Work-based learning activities fall along a continuum of career awareness, exploration, preparation, and training. The continuum indicates that as students progress through school, their work-based learning experience becomes increasingly rigorous and more individualized to the students’ interests.”



Slide 48

Explain:

“There are some key areas around implementing work-based learning that states and districts can focus on to emphasize employability skills. One way is to measure the employability skills that students learn and develop from their work-based learning experiences. Some instruments commonly used to measure student learning from work-based learning includes rubrics, portfolios, employer evaluations, and student self-assessments. States and districts can develop these measurement instruments and align them to the Employability Skills Framework. This can provide evidence or a grade for the student, highlighting which employability skills the student developed over the course of the work-based learning experience.

Another strategy to emphasize employability skills is to develop a training plan with students. Before each work-based learning experience, students typically create a training plan that describes the work-based learning experiences, the types of activities or instructional support provided during the experience, and any other key information for the work-based learning experience. Districts and schools can include space on the training plan to discuss which employability skills the student may need prior to entering the work-based learning experience and which skills the student may have the opportunity to develop over the course of the experience. A training plan that includes these elements can align with any work-based learning measures.”

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

Slide 49

Explain:

“Here is an example of a work-based learning rubric from the Kansas State Department of Education. This rubric is aligned to the Employability Skills Framework and the state’s SEL standards. Students and educators use this rubric to analyze work samples from a work-based learning experience to measure student learning within a portfolio.”

Example in Practice: Kansas

LEVEL	LEVEL 1 NO EXPERIENCE	LEVEL 2 BASIC	LEVEL 3 INTERMEDIATE	LEVEL 4 ADVANCED	LEVEL 5 PROFICIENT
WORK-BASED LEARNING	No response	• In a work-based learning experience, the student has completed a work-based learning experience.	• In a work-based learning experience, the student has completed a work-based learning experience.	• In a work-based learning experience, the student has completed a work-based learning experience.	• In a work-based learning experience, the student has completed a work-based learning experience.
WORK-BASED LEARNING	No response	• In a work-based learning experience, the student has completed a work-based learning experience.	• In a work-based learning experience, the student has completed a work-based learning experience.	• In a work-based learning experience, the student has completed a work-based learning experience.	• In a work-based learning experience, the student has completed a work-based learning experience.
WORK-BASED LEARNING	No response	• In a work-based learning experience, the student has completed a work-based learning experience.	• In a work-based learning experience, the student has completed a work-based learning experience.	• In a work-based learning experience, the student has completed a work-based learning experience.	• In a work-based learning experience, the student has completed a work-based learning experience.
WORK-BASED LEARNING	No response	• In a work-based learning experience, the student has completed a work-based learning experience.	• In a work-based learning experience, the student has completed a work-based learning experience.	• In a work-based learning experience, the student has completed a work-based learning experience.	• In a work-based learning experience, the student has completed a work-based learning experience.

Source: Kansas State Department of Education (2019), p. 14

Slide 50

Facilitation Note: *It is recommended that this activity be conducted with representatives from local business and industry. They may provide additional insights and strategies on how to emphasize employability skills for work-based learning. Pass out Handout J. Scenarios for Business Activity—Employability Skills Learning.*

Explain:

“In the handout titled ‘Scenarios for Business Activity—Employability Skills Learning,’ there are scenarios that focus on various types of career exploration and work-based learning opportunities offered by employers across different industries. Please do the following:

Take a few minutes to individually read the assigned scenario.

Then, in your breakout groups and based on the assigned scenario, use the attached template to answer the following questions:

- What are potential goals for youth/students? What would you want students to learn or experience through this activity?
- If you were an employee in this scenario, what would you be doing during this activity to guide student learning? What would your role be throughout?
- What are students doing during this activity? What roles would they take on? How will they interact with each other?
- Given what you know about employability skills, what employability skills would be highlighted during this activity?
- How will you communicate and engage with the school or youth program to reinforce the skills being reflected in the above scenario?

Be sure to write your responses on chart paper and assign a reporter to share out your responses to the whole group.”

Facilitation Note: *Have the groups reconvene and report out.*

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.

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Explain:

“Now, you’ll have an opportunity to self-reflect with the same questions from the previous activity, using a program or activity that occurs in your school, district, or state. Using the template in your handout titled ‘Integrating Employability Skills in Practice: Employers’ Self-Reflection,’ do the following:

Within your breakout groups, identify an activity or program initiative that either your business or industry conducts that engages students. If you’re not a business or industry-sector representative, identify an activity, education, or program initiative that’s part of a partnership or collaboration with business or industry.

Using the table, answer the following questions to determine where there is an alignment or reflection of employability skills within your activity or program:

- What are potential goals for youth/students? What would you want students to learn or experience through this activity?
- If you were an employee in this scenario, what would you be doing during this activity to guide student learning? What would your role be throughout?
- What are students doing during this activity? What roles would they take on? How would they interact with each other?
- Given what you know about employability skills, what employability skills would be highlighted during this activity?
- How would you communicate and engage with the school or youth program to reinforce the skills being reflected in the above scenario?

Be sure to write your responses on chart paper and assign a reporter to share out your responses to the whole group.”

Facilitation Note: Have the groups reconvene and report out.

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

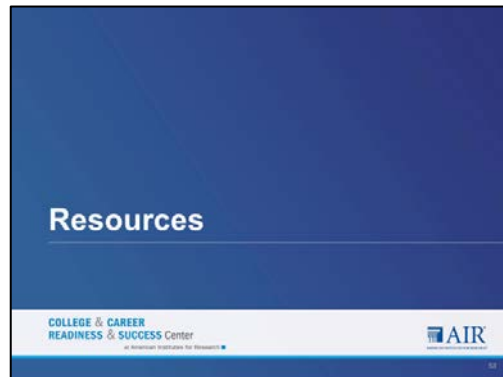
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Section 7—Resources (15 minutes)

Purpose: This section discusses resources, such as the Employability Skills Framework website, that participants can use in the future.

Explain:

“As we’re closing out the day, we just want to highlight some resources that are available to you as you begin this exciting work related to employability skills.”

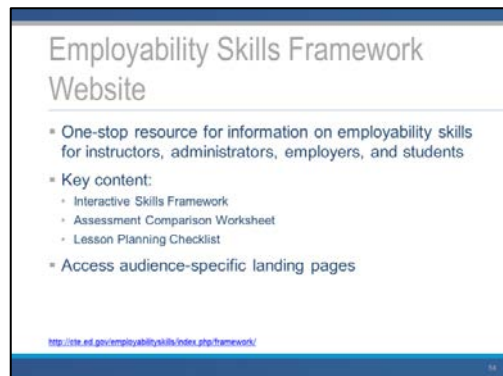


Slide 53

Explain:

“The first resource is the Employability Skills Framework website, which is a one-stop resource for information on employability skills for instructors, administrators, employers, and students. The website also provides an interactive experience with the skills framework, houses an assessment comparison worksheet that educators can use to see if their assessments evaluate the employability skills, and includes a lesson planning checklist.

The website also provides audience-specific landing pages so that teachers, administrators, and employers can find the information most specific to them.”

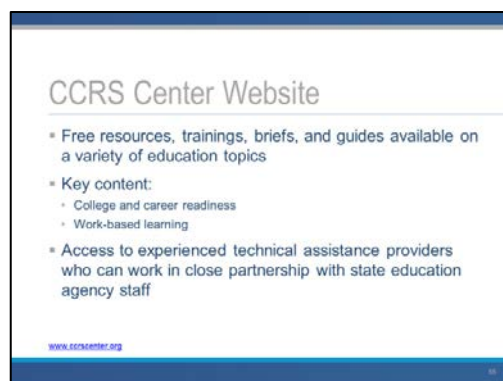


Slide 54

Explain:

“The CCRS Center also provide access to free resources, implementation tools, briefs, and guides related to college and career readiness.

The center also offers access to experienced technical assistance providers who can work in close partnership with state education agency staff.”



Slide 55

Explain:

“This implementation tool is a supplement to this resource. It provides additional resources and guidance on how to integrate employability skills specifically for English learners. This interactive module includes slides, handouts, and a facilitator’s guide, and discusses how to differentiate the instruction of employability skills for English learners.”

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.ccscenter.org/technical-assistance-networks/professional-learning/modules/employability-skills-english-learners>

Slide 56

Explain:

“Intermediaries facilitate partnerships between educators and employers to support students’ career exploration, and can be a key resource in supporting the implementation of work-based learning programs. This self-assessment can help states and districts assess their intermediary strategies on five elements for quality intermediaries and across three stages of implementation.”

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.ccscenter.org/sites/default/files/WorkBasedLearning_Intermediaries_Self-Assessment.pdf

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Explain:

“This five-part module series helps states and districts select and develop an appropriate measure for work-based learning. If you are considering using the Employability Skills Framework as the basis to measure student learning from work-based learning experiences, this module series can help you develop an appropriate measurement instrument aligned with the framework. Each module outlines the key decisions in developing work-based learning portfolios, rubrics, employer evaluations, and student self-assessments.”

Work-Based Learning Measures Series

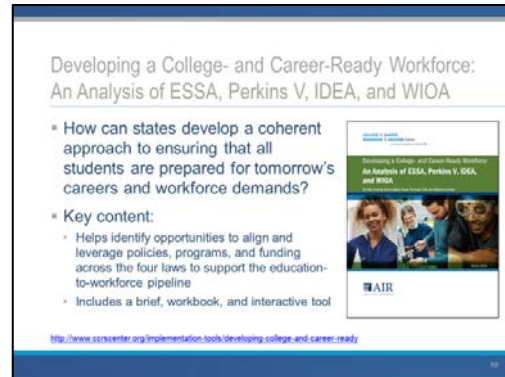
- How do you measure what students learn from their work-based learning experiences?
- Key content:
 - Five-part module series helps you select an appropriate work-based learning measure
 - Additional modules outline the key steps to developing portfolios, rubrics, employer evaluations, and student self-assessments for work-based learning

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

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Explain:

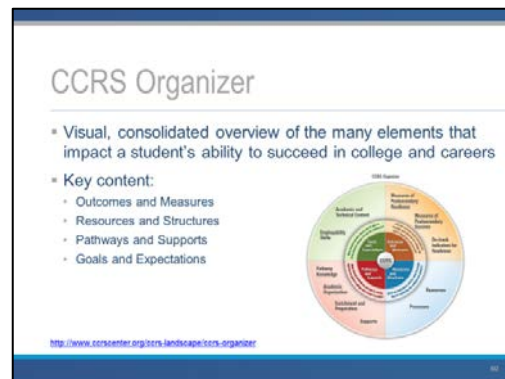
“This brief, workbook, and interactive tool can help states develop a coherent approach to the education-to-workforce pipeline. It helps identify opportunities to align and leverage policies, programs, and funding across ESSA, Perkins V, IDEA, and WIOA.”



Slide 59

Explain:

“The CCRS Organizer is a graphic that displays a consolidated overview of the many elements that impact a student's ability to succeed in college and careers at both the institutional and individual levels. It is intended to be a comprehensive and visual representation of the complexities of college and career readiness and success. The Organizer can be used to facilitate discussions and inform collaboration within and across various stakeholder communities; to contribute to strategic planning, conceptualization, and decision making; and to guide the alignment of strategies and initiatives to ensure that all students achieve college and career readiness and success.”



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Section 8—Wrap-Up and Next Steps (15 minutes)

Purpose: This section discusses next steps and brings the session to an end.

Explain:

“As we end the day, we have just one more thing with which we're hoping you can assist us.”



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Explain:

“We have a survey that we are hoping you will complete to provide us some concrete feedback as we finalize the module. We will collect the data today and work to incorporate the feedback into future iterations of the module. Thank you.”

Facilitation Note: *The CCRS Center developed a survey for feedback; however, RCCs and SEAs should use their own surveys to collect the necessary feedback for your continued improvement.*

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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Facilitation Note: *Show this slide as participants fill out the survey and leave.*

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