

COLLEGE & CAREER READINESS & SUCCESS Center

at American Institutes for Research ■

Integrating Employability Skills A Framework for All Educators

■ **Workbook**

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PROFESSIONAL LEARNING MODULE

Employability Skills Crosswalk and Planning Workbook

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**COLLEGE & CAREER
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Contents

Page

| | |
|---|----|
| Instructions for Using This Workbook | 1 |
| Part One: Identify Standards and Conduct Crosswalk..... | 2 |
| Part Two: Alignment Findings Summary | 12 |
| Part Three: Putting It All Together | 14 |

Instructions for Using This Workbook

This workbook guides state and district teams in the alignment of existing standards, such as college and career readiness standards or social and emotional learning competencies—with the Employability Skills Framework. After teams have identified areas of alignment, team members can use the workbook to discuss how to strengthen connections across these standards, communicate connections across initiatives, and identify professional learning opportunities.

To prepare to do the crosswalk:

- Gather copies of your state or district’s standards and the Employability Skills Framework in print or electronic form for each member of your team.
- Assign sets of standards to specific team members to review and a team lead (if applicable).

To complete the crosswalk:

- **Part One:** Review selected standards for evidence of explicit or implicit alignment with each of the skills and skill components in the Employability Skills Framework.
- **Part Two:** Summarize alignment findings across all standards.
- **Part Three:** Identify immediate next steps and long-term goals.

Part One: Identify Standards and Conduct Crosswalk

Part One of the Employability Skills Crosswalk can be completed by multiple team members if needed, depending on the number of standards or performance criteria to be aligned with the Employability Skills Framework. Team members can use the following process to complete this alignment:

- 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.
- 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.
- 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.
- Note any reflections on the explicit and implicit connections to the specific employability skill components overall.

1. Applied Academic Skills

| Employability Skills in This Category | Alignment to Standard or Performance Criteria | | | | |
|--|---|---|-------|---------|------|
| | Explicit <i>(does not require an inference beyond the description)</i> | Implicit <i>(requires some inference beyond the description)</i> | Great | Minimal | None |
| Reading Skills: Students interpret written instructions or project directions and construct responses, interpret technical language, use print and online materials as resources, complete worksheets, and seek clarification about what they have read. | | | | | |
| Writing Skills: Students rely on writing skills to construct lab reports, posters, and presentation materials; take notes; and compose responses to essay questions. | | | | | |
| Mathematics Strategies and Procedures: Students use computational skills appropriately and make logical choices when analyzing and differentiating among available procedures. These skills occur in real-world contexts that integrate academic skills in authentic situations in all classes, including mathematics, science, language arts, and social sciences. | | | | | |
| Scientific Principles and Procedures: Students follow procedures, experiment, infer, hypothesize (even as simple as “what if we do it this way”), and construct processes to complete a task. This work can occur outside of mathematics and science classes. | | | | | |
| Reflections on Explicit and Implicit Alignment: | | | | | |
| | | | | | |

2. Critical Thinking Skills

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

3. Interpersonal Skills

| Employability Skills in This Category | Alignment to Standard or Performance Criteria | | | | |
|--|---|---|-------|---------|------|
| | Explicit <i>(does not require an inference beyond the description)</i> | Implicit <i>(requires some inference beyond the description)</i> | Great | Minimal | None |
| Understands Teamwork and Works With Others: Students participate in cooperative groups or with a partner, contribute fairly to the task, and show respect for others. | | | | | |
| Responds to Customer Needs: Students help fellow students understand tasks, find resources, and fulfill assigned roles (e.g., by thinking of fellow students as customers). | | | | | |
| Exercises Leadership: Students participate as team leaders or effective team members in project assignments, and organize work and utilize team roles to meet project goals. | | | | | |
| Negotiates to Resolve Conflict: Students keep team members on track, suggest alternatives, and discuss options. This work can be as much about agreement as conflict. | | | | | |
| Respects Individual Differences: Students listen to and consider all team members' ideas, respond supportively to ideas given in class or in teams, use proactive approaches to prevent conflict or misunderstanding, and work well with all teammates. | | | | | |
| Reflections on Explicit and Implicit Alignment: | | | | | |
| | | | | | |

4. Personal Qualities

| Employability Skills in This Category | Alignment to Standard or Performance Criteria | | | | |
|--|---|---|-------|---------|------|
| | Explicit <i>(does not require an inference beyond the description)</i> | Implicit <i>(requires some inference beyond the description)</i> | Great | Minimal | None |
| Demonstrates Responsibility and Self-Discipline: Students actively participate in class, asking questions, volunteering answers, completing and submitting assignments, and working well in groups. | | | | | |
| Adapts and Shows Flexibility: Students adapt easily to different modes of instruction and different types of assignments. | | | | | |
| Works Independently: Students commit to time-on-task during class and begin work without hesitation. | | | | | |
| Demonstrates a Willingness to Learn: Students are cooperative and noticeably engaged. They communicate with peers and superiors with respect and confidence, sharing information and feedback clearly and accurately. | | | | | |
| Demonstrates Integrity: Students treat work assignments with respect in that work is either original or credited correctly | | | | | |
| Demonstrates Professionalism: Students treat others with respect and consider all ideas. | | | | | |
| Takes Initiative: Students seek out and take the opportunity to take on a leadership role on tasks and projects. | | | | | |
| Displays a Positive Attitude and Sense of Self-Worth: Students contribute new ideas or thinking to class tasks, projects, or discussions. | | | | | |
| Takes Responsibility for Professional Growth: Students are active listeners, seeking clarification and understanding when needed. | | | | | |
| Reflections on Explicit and Implicit Alignment: | | | | | |
| | | | | | |

5. Resource Management

| Employability Skills in This Category | Alignment to Standard or Performance Criteria | | | | |
|---|---|---|-------|---------|------|
| | Explicit <i>(does not require an inference beyond the description)</i> | Implicit <i>(requires some inference beyond the description)</i> | Great | Minimal | None |
| Manages Time: Students demonstrate time management when organizing and planning project activities with a team or when organizing and managing themselves and individual class assignments and homework. Time management is apparent in almost all assignments, which are completed on time and with high quality. | | | | | |
| Manages Money: Students manage money in group projects requiring allocation of limited finances and resources (e.g., designing or marketing a toy, flipping a house, or planning a trip). | | | | | |
| Manages Resources: Students manage resources in projects requiring allocation of limited finances, resources (e.g., materials), and personnel. | | | | | |
| Manages Personnel: Students gain experience managing personnel (i.e., each other) in group projects requiring allocation of limited finances, resources (e.g., materials), and role assignments. They also manage their own behavior and participation. | | | | | |
| Reflections on Explicit and Implicit Alignment: | | | | | |
| | | | | | |

6. Information Use

| Employability Skills in This Category | Alignment to Standard or Performance Criteria | | | | |
|---|---|---|-------|---------|------|
| | Explicit <i>(does not require an inference beyond the description)</i> | Implicit <i>(requires some inference beyond the description)</i> | Great | Minimal | None |
| Locates: Students use analytical strategies to determine the best medium for finding necessary information. | | | | | |
| Organizes: Students use any graphic organizer (e.g., outline, concept map, organization charts or tables) to sort information or data. | | | | | |
| Uses: Students use classification and analytic skills to determine the necessary information to complete tasks. | | | | | |
| Analyzes: Students assess information to determine which is relevant (does not have to be a mathematical analysis). | | | | | |
| Communicates: Students summarize information to compose written or oral presentations, posters, reports, or slides. This work also can be as simple as a student explaining a problem in front of the class. | | | | | |
| Reflections on Explicit and Implicit Alignment: | | | | | |
| | | | | | |

7. Communication Skills

| Employability Skills in This Category | Alignment to Standard or Performance Criteria | | | | |
|--|---|---|-------|---------|------|
| | Explicit <i>(does not require an inference beyond the description)</i> | Implicit <i>(requires some inference beyond the description)</i> | Great | Minimal | None |
| Communicates Verbally: Students provide oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation. | | | | | |
| Listens Actively: Students are noticeably engaged through note taking, questioning, and responding. They respond well to constructive feedback and are able to adapt accordingly. | | | | | |
| Comprehends Written Material: Students use or demonstrate reading skills by following written instructions or project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read. | | | | | |
| Conveys Information in Writing: Students rely on writing skills to organize lab reports, posters, and presentation materials and to take notes and reply to essay questions. | | | | | |
| Observes Carefully: Students interpret the verbal and nonverbal communication efforts of others and follow and take directions from teachers or peers. | | | | | |
| Reflections on Explicit and Implicit Alignment: | | | | | |
| | | | | | |

8. Technology Use

| Employability Skills in This Category | Alignment to Standard or Performance Criteria | | | | |
|---|---|---|-------|---------|------|
| | Explicit <i>(does not require an inference beyond the description)</i> | Implicit <i>(requires some inference beyond the description)</i> | Great | Minimal | None |
| Understands and Uses Technology: Students often rely on various digital technologies for calculating, collecting, and displaying data; conducting research; creating presentations; and writing reports. | | | | | |
| Reflections on Explicit and Implicit Alignment: | | | | | |
| | | | | | |

9. Systems Thinking

| Employability Skills in This Category | Alignment to Standard or Performance Criteria | | | | |
|---|---|---|-------|---------|------|
| | Explicit <i>(does not require an inference beyond the description)</i> | Implicit <i>(requires some inference beyond the description)</i> | Great | Minimal | None |
| Understands and Uses Systems: Students understand their roles and assignments when collaborating as a team (e.g., system) and contribute to the organizational structure and function of the team. | | | | | |
| Monitors Systems: Students devise methods to assess team (e.g., system) progress. | | | | | |
| Improves Systems: Students negotiate midcourse corrections and adaptations to team (e.g., system) tasks if necessary. | | | | | |
| Reflections on Explicit and Implicit Alignment: | | | | | |
| | | | | | |

Part Two: Alignment Findings Summary

The information for Part Two can be completed by a single person, but may be most meaningful to complete as a team representing stakeholders from different agencies. To complete Part Two:

- Review the degree of alignment and reflective comments for each of the standards and employability skills.
- Analyze the degree of alignment for each standard and employability skill.
- Identify supports or professional learning activities for educators teaching employability skills.
- Discuss opportunities for strengthening the connections between the standards and employability skills.

Standard Name (Repeat for Each Standard Reviewed)

| Employability Skill | Comments/Notes | Degree of Alignment (Great, Minimal, None) |
|--------------------------|----------------|---|
| Interpersonal Skills | | |
| Personal Qualities | | |
| Resource Management | | |
| Information Use | | |
| Communication Skills | | |
| Systems Thinking | | |
| Technology Use | | |
| Applied Academic Skills | | |
| Critical Thinking Skills | | |

| Standard Name | Overall Alignment to Employability Skills | | |
|---------------|---|-------------------|--------------|
| | Great Alignment | Minimal Alignment | No Alignment |
| | | | |
| | | | |
| | | | |

Part Three: Putting It All Together

Discuss With Your Team: Thinking about your results throughout, how well are the standards aligned with the Employability Skills Framework?

Discuss With Your Team: Thinking about your results in the summary, what types of learning environments or supports do students have access to now? What key learning environments or supports do students need to gain these skills that are not widely available or high quality?

Recommended Next Steps

Based on our findings from this systems review, identify next steps for creating coherence between the selected standards and the Employability Skills Framework. These recommendations may include immediate next steps, a key point person, and a general timeline.

Next Steps

| Immediate Next Steps |
|----------------------|
| Action Step 1 |
| Action Step 2 |
| Action Step 3 |
| Action Step 4 |
| Action Step 5 |

Long-Term Goals or Additional Comments

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