

# Integrating Employability Skills A Framework for All Educators

■ **Facilitator's Guide**

APRIL 2016



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

### **Adapting This Booklet**

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

***This booklet was modified in whole or in part with permission from the College and Career Readiness and Success Center, the Center on Great Teachers and Leaders, and RTI International.***

# **Integrating Employability Skills: A Framework for All Educators Facilitator’s Guide**

**July 2015 (Updated April 2016)**

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## Module Overview

The professional learning module on *Integrating Employability Skills: A Framework for All Educators* was developed collaboratively by the College and Career Readiness and Success Center (CCRS Center), the Center on Great Teachers and Leaders (GTL Center), and RTI International. 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 three- to four-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

All materials are available on the GTL Center’s Professional Learning Modules webpage at <http://www.gtlcenter.org/technical-assistance/professional-learning-modules>. 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 adapted in whole or in part with permission from the College and Career Readiness and Success Center, the Center on Great Teachers and Leaders, and RTI International.*

### 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.
- Understand connections between the Employability Skills Framework and other instructional initiatives.
- Learn strategies to prioritize employability skills at the state and district levels.

## Intended Audiences

**Participants:** Stakeholders that 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 the offices of career and technical education, educator effectiveness, early childhood, and school improvement. 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 or the GTL Center, RCC staff, regional service agency staff, or other technical assistance providers. Staff from the CCRS Center or the GTL 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 1: What Are Employability Skills?
  - Handout 2: Employability Skills Framework: Definitions
  - Handout 3: Employability Skills Framework: Source Matrix
  - Handout 4: Employability Skills and Instruction Matching Activity
  - Handout 5: Formative Lesson Planning Tool: Integrating Employability Skills Into Instruction
  - Handout 6: Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (Career and Technical Education [CTE] Sample)
  - Handout 7: Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (English Language Arts [ELA] Activity Template)
  - Handout 8: Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (English Language Arts [ELA] Sample)
  - Handout 9: Summative Lesson Planning Self-Reflection Tool
  - Handout 10: Scenarios for Business Activity—Employability Skills Professional Learning Module



## 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
- Poster paper
- A sheet of poster paper for each group with lines dividing the sheet into thirds
- A sheet of poster 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	1–9	<ul style="list-style-type: none"> <li>▪ Whip-around introductions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Agenda</li> </ul>
What Are Employability Skills?	45 minutes	10–22	<ul style="list-style-type: none"> <li>▪ Activity 1: What Are Employability Skills?</li> <li>▪ Activity 2: Identifying Employability Skills</li> <li>▪ Activity 3: Categorizing Employability Skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chart paper, sticky notes, and markers for each table</li> <li>▪ One piece of chart paper divided into thirds for each table</li> <li>▪ Handout 1: What Are Employability Skills?</li> <li>▪ Handout 2: Employability Skills Framework: Definitions</li> </ul>
How Does This Work Connect to What You Are Already Doing?	60 minutes	23–37	<ul style="list-style-type: none"> <li>▪ Activity 4: Employability Skills Planning Workbook</li> </ul>	<ul style="list-style-type: none"> <li>▪ Handout 3: Employability Skills Framework: Source Matrix</li> <li>▪ Employability Skills Workbook</li> </ul>
<i>Break</i>	15 minutes			

<b>Agenda Item</b>	<b>Time</b>	<b>Slides</b>	<b>Activities</b>	<b>Materials Needed</b>
How Do We Prioritize Employability Skills?	45 minutes	38–52	<ul style="list-style-type: none"> <li>▪ Activity 5: Employability Skills and Instruction Matching Activity</li> <li>▪ Activity 6: Lesson Planning</li> <li>▪ Activity 7: Lesson Planning</li> <li>▪ Activity 8: Scenarios for Business: Employability Skills</li> <li>▪ Activity 9: Scenarios for Business: Self-Reflection</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chart paper and markers for each table</li> <li>▪ One piece of chart paper divided into thirds and labeled “Day 1,” “Days 2–3,” and “Extended Learning” for each table</li> <li>▪ Handout 4: Employability Skills and Instruction Matching Activity</li> <li>▪ Handout 5: Formative Lesson Planning Tool: Integrating Employability Skills Into Instruction</li> <li>▪ Handout 6: Career and Technical Education Example Lesson Plan: Culinary Arts</li> <li>▪ Handout 7: Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (English Language Arts Activity Template)</li> <li>▪ Handout 8: Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (ELA Sample)</li> <li>▪ Handout 9: Summative Lesson Planning Self-Reflection Tool</li> <li>▪ Handout 10: Scenarios for Business Activity—Employability Skills Professional Learning Module</li> </ul>
Resources	15 minutes	53–59		
Wrap-Up and Next Steps	15 minutes	60–62		

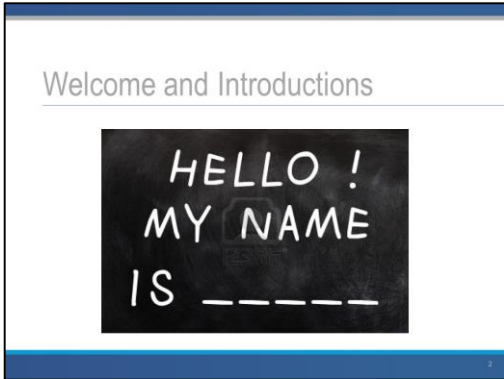
## Script

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 GTL Center, review of the agenda, and review of the program outcomes.

<p><i><b>Facilitation Note:</b> Officially welcome the participants. Introduce yourself and fellow facilitators. Discuss your relevant background experiences to build participant confidence in your skills as facilitators.</i></p>	 <p style="text-align: right;">Slide 1</p>
<p><i><b>Facilitation Note:</b> 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.</i></p>	 <p style="text-align: right;">Slide 2</p>
<p><b>Explain:</b></p> <p>“This professional learning module, or PLM, 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 PLM is just one in a larger series of PLMs focused on various topics. Each PLM 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.</p>	 <p style="text-align: right;">Slide 3</p>

This module was developed in collaboration with College and Career Readiness and Success Center (CCRS Center), the Center on Great Teachers and Leaders (GTL Center), and RTI International. We'll talk a little more about who we are in the next set of slides."

**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](http://www.ccrscenter.org)

Specifically, if you look under our Technical Assistance tab, you will access our professional learning module 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:**

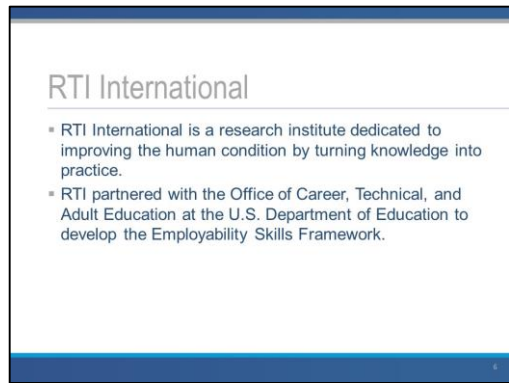
"For those of you who are not familiar with the technical assistance network, the CCRS Center and GTL Center are two of seven content centers that support the work of 15 regional comprehensive centers. The CCRS Center is focused on providing technical assistance support to state education agencies on college and career readiness initiatives, and the GTL Center is dedicated to supporting state education leaders in their efforts to grow, respect, and retain great teachers and leaders for all students."



Slide 5

**Explain:**

"RTI International conducts qualitative and quantitative research and analysis and provides technical assistance across several disciplines, including education and workforce development. RTI created the Employability Skills Framework for the Office of Career, Technical, and Adult Education at the U.S. Department of Education. They partnered with GTL and CCRS to create this module."

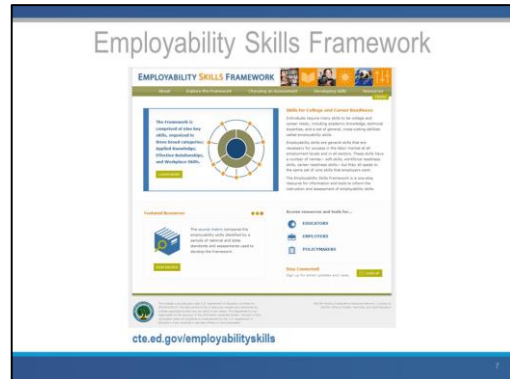


Slide 6

**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 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 7

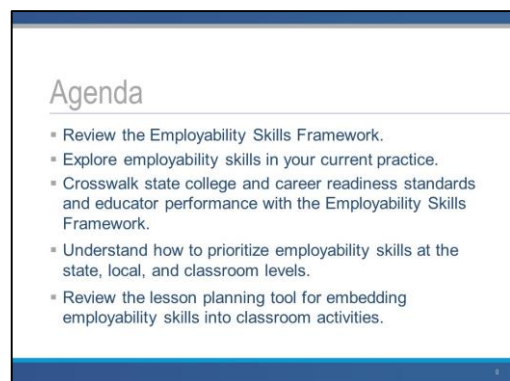
**Explain:**

“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. We will then explore how these skills are categorized in the Employability Skills Framework.

Next, we will highlight connections between the framework and other instructional strategies to see how you may already be addressing these skills. We will explore how state college- and career-ready standards and performance rubrics address employability skills in general and participate in an activity to identify connections specific to your state(s).

After we explore your current practice, we will discuss strategies for prioritizing employability skills at different levels and by different stakeholders, including state and district administrators, teachers, and employers.

Finally, we will introduce a tool for teachers to reflect on how they are teaching employability skills and identify skills to incorporate into classroom activities.”



Slide 8

**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.
- Understand connections between the Employability Skills Framework and other instructional initiatives.
- Learn strategies to prioritize employability skills at the state and district levels.

Slide 9

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

**Purpose:** This activity is designed to help participants begin to 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  
AN INDEPENDENT CENTER OF EXCELLENCE

CENTER FOR  
GREAT TEACHERS & LEADERS  
AN INDEPENDENT CENTER OF EXCELLENCE

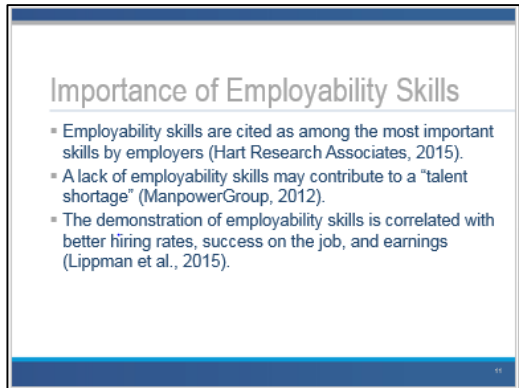
RTI  
INTERNATIONAL

Slide 10

**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?”

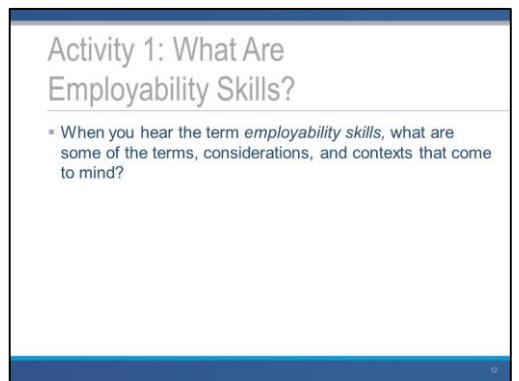


Slide 11

**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 of 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*.”



Slide 12

**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.”



Slide 13

**Facilitation Note:** There are two options for this activity. Option 1 starts on Slide 14 and Option 2 starts on Slide 16. 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 one skill on a sticky note.”

**Facilitation Note:** After five 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 1: 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 14

## Activity 2: 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 15



**Option 2: Slide 16, 17, 18, 19, 20, 21, 22**

**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 5–10 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 10 minutes for this part of the activity.

**Facilitation Note:** Provide all participants with Handout 1: 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 your handout.
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 16

**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 if there are any that should be moved into a different category or stay where they were originally placed.”

**Facilitation Note:** Pass out Handout 2: 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.”

Employability Skills Framework

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

EMPLOYABILITY

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

The skills employees need to successfully perform work tasks

Slide 17

**Facilitation Note:** This slide is animated and 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 be prepared to share your own examples.

**Explain:**

“Now we’re going to look at the categories that comprise 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 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, *responds to customers’ needs*, in the classroom, this may mean students understand the reasoning behind a project or assignment, asking questions and clarifying as needed. Teacher can model this skill by describing how specific tasks and assignments will help students learn.”

**Facilitation Note:** Direct participants to the Effective Relationships section of the handout and provide them with two to three 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 18

**Explain:**

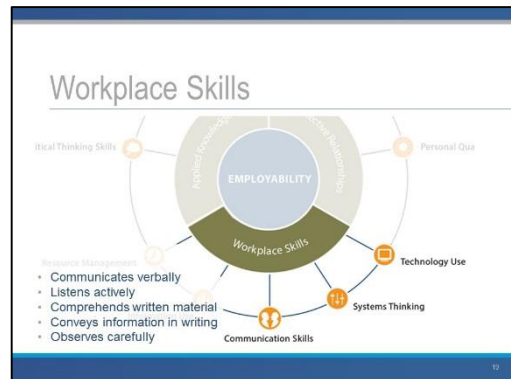
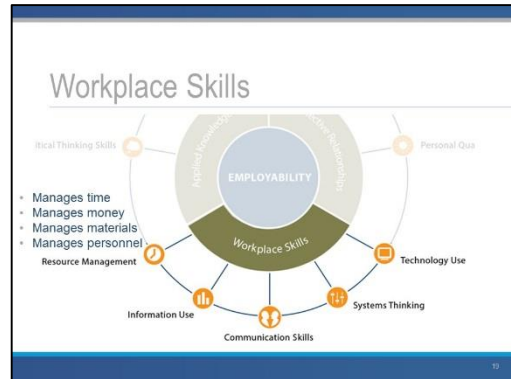
“The next category is Workplace Skills. We are talking about resource management [CLICK], information use [CLICK], communication skills [CLICK], systems thinking [CLICK], and technology use [CLICK]. One skill we want to call attention to is systems thinking. Understanding and utilizing systems thinking 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 describing how different economic or historical factors led to specific events, or deciding on team roles to complete a specific project.”

**Facilitation Note:** Direct participants to the Workplace Skills section of the handout and provide them with two to three 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 19

**Explain:**

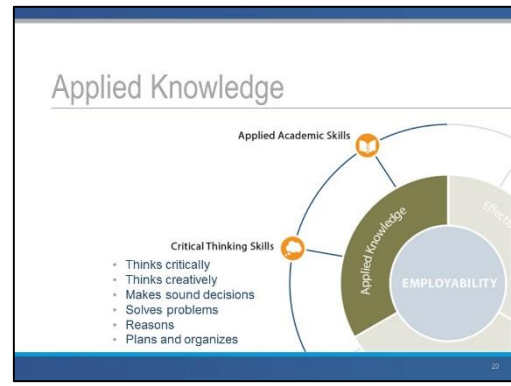
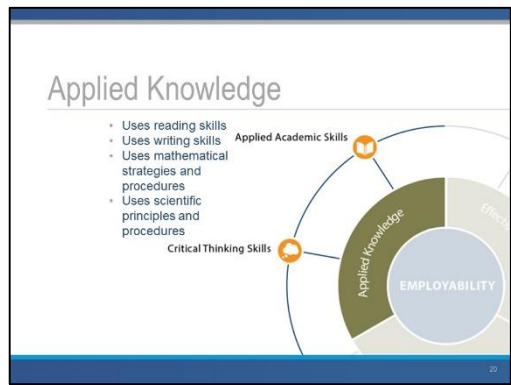
“The third category is Applied Knowledge and includes both applied academic [CLICK FOR ANIMATION] and critical thinking skills [CLICK FOR ANIMATION]. You can find these skills in your handout. When referring to critical thinking, it is important to connect to the many facets involved. Thinking critically 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 two to three 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 20

**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.”

Identifying Employability Skills

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

Effective Relationships	Workplace Skills	Applied Knowledge

Recategorization

21

Slide 21

**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.



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In our next sections, we are going to help you think about how to incorporate these skills in two ways. First, we want to identify existing opportunities in your work where these skills are already prioritized by looking at connections to other instructional initiatives. Second, we want to identify strategies for educators at all levels—the state, district, and classroom—and employers to prioritize the skills.”

### Section 3—How Does This Work Connect to What You Are Already Doing? (60 minutes)

**Purpose:** This presentation helps participants make connections between employability skills and the teaching and learning 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.”

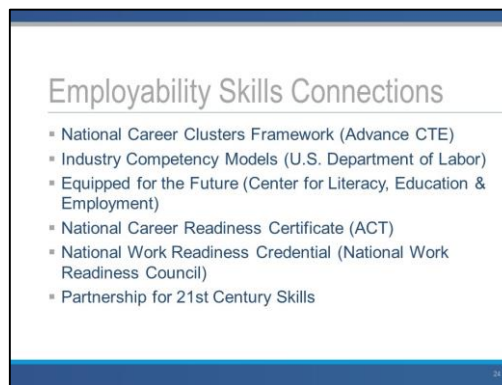


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**Explain:**

“The Employability Skills Framework is based on an inventory of national, state, and local resources related to employability skill standards and assessments. You may be familiar with many of the sources used to develop the framework, such as the Partnership for 21st Century Skills, the National Career Clusters Framework, and the National Work Readiness Credential.

Other related initiatives that weren’t part of the framework inventory but still have important connections include Linked Learning, Pathways to Prosperity, and social-emotional learning.”



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**Facilitation Note:** Use a pointer or physically gesture to the sections of the matrix as you describe them below 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. Provide all participants with *Handout 4: Employability Skills Framework: Source Matrix*.

**Explain:**

“This slide is a screenshot from the Office of Career, Technical, and Adult Education’s *Employability Skills* website. On the left hand side of this table, you can see the different sources used to develop the framework, including the examples we shared in the previous slide. Here, you can see the National Career Clusters Framework document we mentioned previously.

Looking at the columns to the right of the source documents, you can see the three categories included in the framework: Applied Knowledge, Effective Relationships, and Workplace Skills. You also can see the specific skills included in each of these categories that we discussed previously. Each of the Xs shows that this specific employability skill was found in the corresponding source document. For instance, we can see here that all the employability skills can be found in the National Career Clusters Framework, whereas only Information Use and Communication Skills can be found in the U.S. Citizenship and Immigration Services’ Citizenship Foundation Skills and Knowledge Clusters document. Looking across all source documents, we can see that there are some skills with broad representation and other skills that are not included across all documents. For example, the majority of the sources include Communication Skills, but fewer of the source documents include Systems Thinking.

This matrix may be helpful in two ways. First, this matrix can help practitioners and policymakers alike to make connections between frameworks and standards that are already being used in your context and the Employability Skills Framework. Second, this matrix can help to highlight how specific employability skills may be prominent or underemphasized in your context. For instance, a CTE program that has been using the SkillsUSA Employability Skills Blueprint may find that although relationships and communication skills are well integrated into instruction, information use

The screenshot shows a table titled "Employability Skills Connections" with the subtitle "Employability Skills Framework - Source Matrix". The table lists various source documents on the left and maps them to specific employability skills across three main categories: Applied Knowledge, Effective Relationships, and Workplace Skills. Each skill is further broken down into sub-skills. 'X' marks indicate which source documents include which skills.

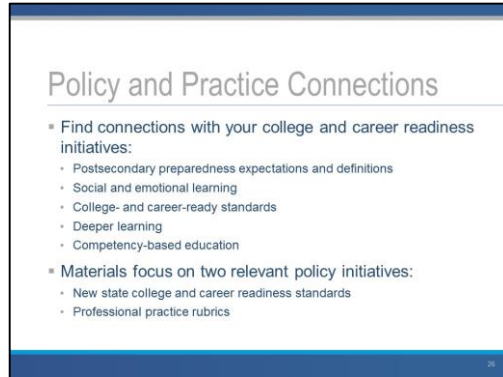
Source	Applied Knowledge			Effective Relationships			Workplace Skills		
	Information Use	Communication Skills	Systems Thinking	Teamwork	Conflict Resolution	Customer Service	Information Use	Communication Skills	Systems Thinking
U.S. Citizenship Skills for Workplace Success, NCCCO	X	X	X	X	X	X	X	X	X
Assessing New Workplace Skills, Illinois Department of Employment	X	X	X	X	X	X	X	X	X
Assessing CTE Career Skills, Based on Testing and Assessment by National Assessment Council	X	X	X	X	X	X	X	X	X
Assessment and Testing of CTE Career Skills, Ohio, Ohio and National	X	X	X	X	X	X	X	X	X
Career Cluster Framework, National Association of State Directors of Career Technical Education Consortium	X	X	X	X	X	X	X	X	X
Citizenship Foundation Skills and Knowledge Clusters, U.S. Citizenship and Immigration Services	X	X	X	X	X	X	X	X	X
Common Employability Skills, National Network of Community and Industry Organizations	X	X	X	X	X	X	X	X	X
Comparative Analysis of CTE Skills: What is Missing? by the Department of U.S. Department of Agriculture	X	X	X	X	X	X	X	X	X
Employability Assessment Matrix, Chicago Public Schools	X	X	X	X	X	X	X	X	X

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(which is not included in the blueprint) may represent an area for improvement.”

**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 under way 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-ready learning standards, and many states have additional standards or initiatives related to social-emotional learning or deeper learning competencies. Nearly all states also use educator effectiveness systems to define the teaching practices needed to support student learning and development. 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 and professional practice rubrics. In this, we will discuss how employability skills connect to standards for both students and educators.”

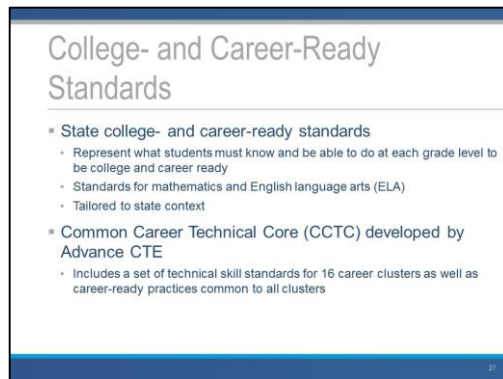


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**Facilitation Note:** *It is important to be familiar with the college- and career-ready standards for the state that you are working with. It may be helpful to show the state’s college and career readiness standards website or the Common Career Technical 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-ready standards and professional practice frameworks. Let’s start with college- and career-ready 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, trade, or technical degree programs. College- and career-ready 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



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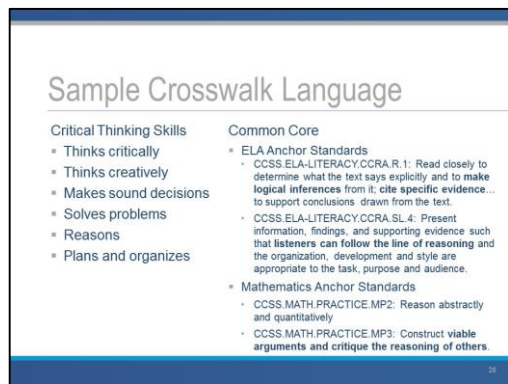
purposes of this presentation, we will look at the [INSERT STATE’S STANDARDS NAME] as a “generic” representation of college- and career-ready standards across the country.

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.”

**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 critically, 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, 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.”



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**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.”

**Sample Crosswalk Language**

<b>Critical Thinking Skills</b>	<b>CCTC</b>
<ul style="list-style-type: none"><li>• Thinks critically</li><li>• Thinks creatively</li><li>• Makes sound decisions</li><li>• Solves problems</li><li>• Reasons</li><li>• Plans and organizes</li></ul>	<ul style="list-style-type: none"><li>• Career-Ready Practice 8. Utilize critical thinking to make sense of problems and persevere in solving them</li></ul>

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**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-ready standards, and the career-ready practices of the CCTC. The Xs indicate that a particular employability skill is embedded in the standards. (This was done with the Common Core.) 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-ready standards, which don’t explicitly include skills such as Personal Qualities, Resource Management, and Systems Thinking. 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-ready standards at a more detailed level.”

**Crosswalk With College- and Career-Ready Standards**

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

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

Crosswalk With College- and Career-Ready 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	

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**Explain:**

“In addition to considering how the Employability Skills Framework aligns with college- and career-ready standards, we also should think about how teacher professional practice aligns with and supports the development of employability skills in students.

It’s important to keep in mind that although the curriculum or particular standards being taught may vary, teacher professional practice is anchored by what is known to be best practice across subjects. In this case, reviewing the Employability Skills Framework against professional practice rubrics can yield insight into the degree to which employability skills are being taught, modeled, and reinforced in the classroom.

Teacher professional practice rubrics include criteria that define teacher behaviors that communicate expectations for, as well as model and reinforce, the underlying skills students should be acquiring throughout the learning process. Although it won’t necessarily provide a one-to-one connection with each of the employability skills we’ve presented, a crosswalk of a common teacher professional practice rubric— for example, the Framework for Teaching (FFT) by Charlotte Danielson—with the Employability Skills Framework illustrates how teacher professional practice can be intentionally aligned with the Framework to support the development of employability skills for all students.”

Crosswalk With Professional Practice Rubric

- Reviewed a common professional practice rubric against the Employability Skills Framework.
- Crosswalk translates teacher expectations to student actions.
- Not a one-to-one connection for each of the skills in the three categories.

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**Explain:**

“We can see that, within the professional practice rubric—in this case FFT—there are specific guidelines and teacher actions that align with and support the skills outlined in the Employability Skills Framework.

For example, communication skills—which include effective written and verbal communication, active listening, and comprehension—are supported by components 3a: ‘Communicating with Students’ and 3b: ‘Using Questioning and Discussion Techniques’ of the FFT professional practice rubric.

These components require that students understand classroom content and instructions, make effective use of academic vocabulary, and explain and justify their reasoning to the teacher and other classmates, while the teacher challenges them to carefully examine their own premises as well as evaluate and respond to the teacher’s and other students’ ideas.”

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**Explain:**

“Turning to another employability skill, ‘Interpersonal Skills,’ which includes teamwork, responding to client needs, leadership, negotiation, and respect, we can see that the teacher professional practice rubric provides supports for this at multiple levels. Specifically, components 2a–2d of the FFT professional practice rubric outline teacher behaviors and student expectations that support the development of interpersonal skills.

The guidelines call for the teacher to demonstrate knowledge and caring about students beyond the classroom, encourage and validate student efforts, create an environment where students participate without the fear of put-downs, and challenge students to take an active role in building and sustaining that environment by engaging with and assisting classmates with work as well as maintaining order and attending to the efficient management of classroom procedures.”

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**Explain:**

“You can see here that the criteria for teacher professional practice align with nearly all of the skills outlined in the Employability Skills Framework. With the exception of Technology Use, the foundational skills for employment are directly supported by the overarching teacher professional practice guidelines, which are a constant across subjects.”

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

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**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-ready standards, professional practice rubrics, and professional development opportunities 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 or performance criteria 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 or performance criteria. 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 and performance criteria that teachers and students must meet. This can help you determine next

1. Review your college- and career-ready standards or professional practice framework.
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.

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steps for improving how well employability skills are embedded into teaching and learning through policy, professional development, or assessment.

Let’s take a look at a completed example to get started.”

**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.”

The screenshot shows a table titled "2. Critical Thinking Skill:" with the following structure:

Employability Skill in This Category	Alignment to Standard or Performance Criteria				
	Explicit <small>(does not require an explanation beyond the description)</small>	Implicit <small>(requires some rationale beyond the description)</small>	Great	Minimal	None
<b>Think Creatively:</b> Includes create innovative and novel ideas or solutions and display divergent thinking. This thinking can be used in and presented, create written documents, conceptual skills, and project design.					
<b>Think Critically:</b> Includes apply analytical and strategic thinking. This thinking can be used to identify an issue, concentrate on its underlying, underlying problem, and generating a solution (e.g., solving a problem's sub-problem).					
<b>Make Sound Decisions:</b> Includes differentiate between multiple approaches and assess options.					
<b>Solve Problems:</b> Includes assess problems involving the use of available resources (i.e., personnel and materials) and/or use multiple strategies for resolving problems.					
<b>Execute:</b> Includes anticipate pros and cons of ideas, approaches, and solutions and analyze options using an "if-then" rationale.					
<b>Plan and Organize:</b> Includes plan steps, procedures, or approaches for achieving goals. This criterion covers generally to some extent, ranging from solving one problem to completing a long-term project in increments and release dates.					
<b>Reflections on Explicit and Implicit Alignment:</b>					

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## Section 4—How Do We Prioritize Employability Skills? (45 minutes)

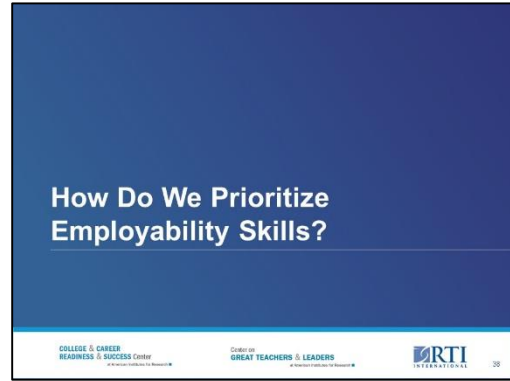
**Purpose:** This section is designed to help participants think about how to prioritize employability skills in both state and local initiatives as well as in everyday classroom instruction in all grades and subject areas.

**Facilitation Note:** For this section, consider your audience and choose which slides to include as appropriate.

**Explain:**

“Now that we’ve talked about how employability skills are embedded into current practices, we’ll consider strategies for prioritizing employability skills at the state and district levels and explore a tool to help teachers reflect on their own practice.

Given the different educational priorities that states have and the roles that various stakeholders have in addressing them, it can be easy for employability skills to get lost even when they align or are interconnected with other initiatives and educational priorities. We’ll look at some approaches to strategically support these connections across stakeholder groups.”



Slide 38

**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. Education leaders at all levels can help to ensure this integration by looking across district curricula, state programs and initiatives, common professional development opportunities, and messaging around student expectations to ensure that all of the skills are prioritized where appropriate.

Keep some key points in mind when communicating about employability skills with various stakeholders statewide.”

**Facilitation Note:** Either read or paraphrase the slide bullets.

**Explain:**

“We will now explore initial ideas about how employability skills can be prioritized by state and district administrators, teachers, and employers. You may have other suggestions that we can add to our lists.”



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**Explain:**

“At the state level, employability skills can be prioritized through partnerships with key stakeholders, including state policymakers and employers. States also can provide clear and engaging messaging and communication around employability skills to facilitate understanding and help districts communicate with local stakeholders. You also will want to look at how these skills can be incorporated into curriculum and instruction, as well as into teacher professional development, hiring, and evaluation activities. It’s useful to identify connections to key state initiatives, such as career pathways and content standards, which may offer an existing way to prioritize these skills. Finally, states can prioritize opportunities to help students attain these skills in a practical way, such as through work-based learning that includes personalized learning, performance-based assessments, and a capstone project.”

***Facilitation Note:** Ask participants to suggest other ways that state administrators might prioritize employability skills.*

**State Role in Prioritization**

- Create collaboration opportunities and partnerships and communicate the importance.
- Highlight connections to key instructional initiatives, such as career pathways.
- Embed employability skills in professional development, preparation accreditation requirements, and evaluation activities.

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**Explain:**

“Employers also play an important role in prioritizing these skills and you’ll want to look for opportunities to develop and strengthen partnerships with employers at the state and local levels. Employers can help to identify the skills that are most important to their workplaces and work with their education partners to ensure these skills are emphasized in curriculum and instruction and to offer work-based learning opportunities, such as internships.”

***Facilitation Note:** Ask participants to suggest other ways that employers can prioritize employability skills. You may want to ask participants to share how they are currently partnering with employers.*

**Employer Role in Prioritization**

- Identify needed employability skills and share them to inform curriculum or program development.
- Partner with schools, community colleges, and adult education and training programs.
- Provide work-based learning opportunities for students to develop employability skills.

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**Explain:**

“Districts can prioritize employability skills by building in a review of how teachers incorporate these skills into teacher performance evaluation systems and provide professional learning opportunities and support for further embedding employability skills into curriculum across content areas and grade levels. Districts also can use structures such as teacher collaboration, evaluation, coaching, and professional development to build and facilitate conversations about how to integrate employability skills into classroom instruction. At the district level, partnerships between CTE and general education teachers are important to understand how employability skills can be taught in different ways and different settings—for example, to identify opportunities for contextualizing instruction so that students can see real-world application of these skills.”

**Facilitation Note:** Ask participants to suggest other ways that districts might prioritize employability skills.

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**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. In courses for older students, this includes planning lessons that focus on resume writing and practice interviews and that incorporate work-based learning opportunities.”

**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. Before moving on, see if participants have any questions about state, employer, district, and teacher roles.

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**Facilitation Note:** Distribute Handout 4: Employability Skills 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 to start to think about the types of instructional techniques and models that can help to 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 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.”

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**Facilitation Note:** Distribute Handout 5. Formative Lesson Planning Tool: Integrating Employability Skills Into Instruction, Handout 6. Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (Career and Technical Education Sample), and Handout 7. Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (English Language Arts Activity Template).

**Explain:**

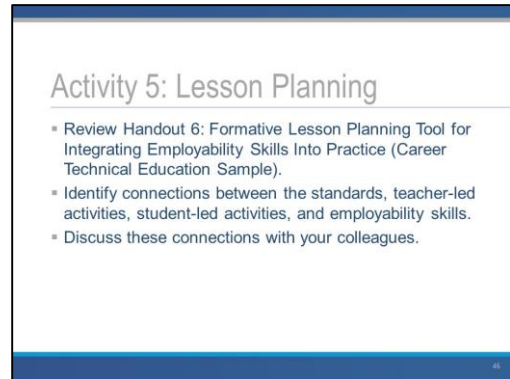
“One way teachers can ensure that they are using instructional techniques and models that support employability skills is to reflect on lesson planning over time. This Formative Lesson Planning Tool can be used to help teachers identify how they are embedding employability skills into their lessons. 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.”

Outcomes or Standards What do you want them to learn or experience in the course?	Teacher-led elements What do you do during class to guide student learning?	Student-led elements What do students do? How will they interact with each other?
<p><b>General Objective</b></p> <ul style="list-style-type: none"> <li>Students will work independently and take responsibility for their own learning</li> </ul> <p><b>National Standards for Family and Consumer Sciences (www.nacsa.org)</b></p> <ul style="list-style-type: none"> <li>8.2 Demonstrate food safety and sanitation procedures</li> <li>8.2.A Demonstrate proper purchasing, receiving, storage, and handling of fresh and prepared foods</li> <li>8.2.B Demonstrate safe food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products</li> <li>8.2.C Demonstrate ability to maintain necessary records to document time and temperature control (TACCP), employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation</li> </ul>	<ul style="list-style-type: none"> <li>Determine team roles for vocabulary presentation</li> <li>Work together as a team</li> <li>Show excitement in group presentation</li> <li>Be observant, make informed decisions, and think critically in lesson growth lab</li> <li>Work independently and responsibly for extended learning project</li> </ul>	<ul style="list-style-type: none"> <li>Post open-ended and closed questions</li> <li>Ignite and share key information to the group</li> <li>Observe student work and listen to students to assess understanding</li> <li>Provide feedback</li> <li>Prepare materials for student lab</li> <li>Encourage and motivate students</li> <li>Grade student work and provide feedback</li> <li>Manage class pacing</li> </ul>

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**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.”



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*Facilitation Note: Please note that the slide is animated.*

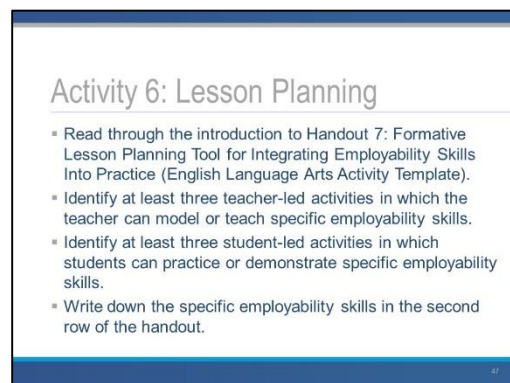
**Explain:**

“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 8 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.”



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**Facilitation Note:** Pass out Handout 9. 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 both 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.”

The slide displays a table titled "Summative Lesson Planning Self-Reflection Tool" with a sub-header "Critical Thinking Skills". The table has four columns: "Skill Components", "Number of Lessons Including This Skill (Over Past 1)", "Number of Lessons Including this Employability Skill Component", and "How is the Employability Skill Component Incorporated in Lessons?". The rows list skills: "Thinks creatively", "Thinks critically", "Makes sound decisions", "Solves problems", "Reasons", and "Plans and organizes".

Skill Components	Number of Lessons Including This Skill (Over Past 1)	Number of Lessons Including this Employability Skill Component	How is the Employability Skill Component Incorporated in Lessons?
Thinks creatively			
Thinks critically			
Makes sound decisions			
Solves problems			
Reasons			
Plans and organizes			

Slide 48

**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 this skills in instruction across their grade level or content area, and how they can ensure that employability skills are consistently reinforced in their classrooms.”

- 
- The slide is titled "Action Planning and Next Steps" and contains three bullet points:
- 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 49

**Facilitation Note:** This activity is optional and should be used when the audience includes representation from the business community or stakeholders who work with the business community directly.

**Explain:**

“In the handout titled ‘Scenarios for Business Activity-Employability Skills Professional Learning Module,’ 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 flipchart paper and assign a reporter to share out your responses to the whole group.”

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

## Activity 7: 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 report and share out with the larger group.

Slide 50

**Facilitation Note:** This activity is optional and should be used when the audience includes representation from the business community or stakeholders who work with the business community directly.

**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 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 flipchart 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: 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 report and share out with the larger group

Slide 51

**Explain:**

“This professional learning module is designed to provide you with a framework for understanding and prioritizing employability skills at the state and local levels. The work you’ve done today can help spark conversations about how policy and practice can support students in attaining these skills and make a measurable impact on student outcomes. As we close out this session, take a few minutes and discuss as a team, table, or individually and think about each of the questions posed on this slide.

What are the priorities your team has identified for next steps or future work around employability skills? Depending on your needs, you may consider completing the policy crosswalk activity using the Employability Skills Workbook or examining existing teaching and learning policies to assess the alignment between current standards and policies with employability skills. Likewise, you may consider doing an inventory of current student outcome and practice measures to assess the extent to which current measures capture employability skills. You also may consider how you might use the formative and summative lesson planning tools in professional learning and goal-setting opportunities for educators.

In thinking about the concrete next steps you would like to take as a team, you also may want to consider the following questions:

- What are some decisions your team needs to make?
- What are the challenges your team needs to consider?
- Where do you need more support to do this work well?”


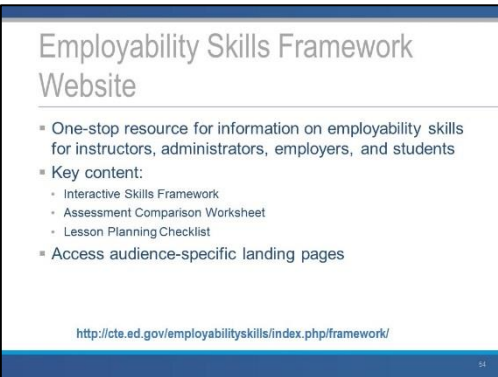

Whole Team Action Planning and Next Steps

- What are the priorities your team has identified for next steps or future work concerning employability skills?
- What are some decisions your team needs to make?
- What are the challenges your team needs to consider?
- Where do you need more support to do this work well?

Slide 52

## Section 5—Resources (15 minutes)

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

<p><b>Explain:</b></p> <p>“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.”</p>	 <p>Slide 53</p>
<p><b>Explain:</b></p> <p>“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.</p> <p>The website also provides audience-specific landing pages so that teachers, administrators, and employers can find information most specific to them.”</p>	 <p>Slide 54</p>
<p><b>Explain:</b></p> <p>“The CCRS Center and GTL Center also provide access to free resources, professional learning modules, briefs, and guides available on a variety of education topics.</p> <p>The websites offer resources related to college and career readiness, educator quality, and professional learning.</p> <p>The centers also offer access to experienced technical assistance providers who can work in close partnership with state education agency staff.”</p>	 <p>Slide 55</p>



**Explain:**

“Ask the CCRS Center briefs summarize key research findings, examples, and strategies from the field on how to incorporate college and career readiness standards and practices into state and local policies. Each easy-to-read brief is based on a question from the field and has been modified to be applicable to a wider audience. This brief on competency-based education (CBE) provides an overview of the core elements of CBE and discusses how states can support the development of CBE through policies, guidance, and expanding assessment mastery. This brief also highlights examples of CBE in practice in New Hampshire, Maine, Iowa, Oregon, Michigan, Florida, and Georgia.”

Competency-Based Education  
*Ask the CCRS Team Brief*

- How can we help ensure that college and career readiness is a realistic and attainable goal for all students?
- Key content:
  - Overview of the core elements of competency-based education (CBE)
  - State strategies for supporting the development of CBE through policies, guidance, and expanding assessment mastery

<http://www.ccrscenter.org/products/resources/ask-the-ccrs-center/state-approaches-competency-based-education-support-college>

Slide 56

**Explain:**

“This Ask the CCRS Center brief describes the range of college and career readiness measures that states are currently reporting publicly. This brief identifies metrics for states that may correlate to or predict college and career readiness in the areas of academic content, pathway knowledge, lifelong learning skills, and postsecondary outcomes. This brief also provides recommendations on how states can improve their college and career readiness measures.”

Accountability Measures  
*Ask the CCRS Team Brief*

- How are states tracking and reporting progress on college and career readiness?
- Key content:
  - Scan of college and career readiness measures across states
  - Overview of metrics associated with college and career readiness in the areas of academic content, pathway knowledge, lifelong learning skills, and postsecondary outcomes

<http://www.ccrscenter.org/products/resources/ask-the-ccrs-center/how-are-states-reporting-college-and-career-readiness>

Slide 57

**Explain:**

“The CCRS Interactive State Map—including all 50 states and Washington, D.C.—presents the broad landscape of key college and career readiness policies across the country. The map’s interactive feature enables users to identify and compare state trends in defining, measuring, and supporting students’ college and career readiness. Links to additional information and resources for each state related to college and career readiness also are included. The profiles for each state were developed from a variety of sources, including publicly available information from the websites of state education agencies, the U.S. Department of Education, and private organizations. The profiles also were developed from work by the Regional Educational Laboratory (REL) Midwest on early warning systems. The map is updated on a regular basis to ensure that the state profiles reflect accurate, up-to-date information.”

CCRS Interactive State Map

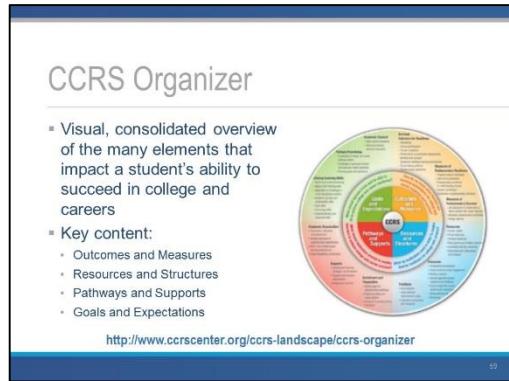
- Broad landscape of key college and career readiness policies across the country
- Key content:
  - College- and Career-Ready Definitions
  - College- and Career-Ready Metrics
  - Programs and Structures

<http://www.ccrscenter.org/ccrs-landscape/state-profile>

Slide 58

**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 and to contribute to strategic planning, conceptualization, and decision making, as well as alignment of strategies and initiatives to ensure that all students achieve college and career readiness and success. Adapted from a similar tool created by the National High School Center, the Organizer incorporates feedback and insights provided by content-area experts representing diverse stakeholder communities, including workforce, early childhood education, career and technical education, community colleges, education nonprofits, and out-of-school time.”



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**Section 6—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.”



Slide 60

**Explain:**

“We have a survey that we are hoping you can 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 and the GTL Center have 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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Slide 62

### **About the Center on Great Teachers and Leaders**

The Center on Great Teachers and Leaders (GTL Center) was created to help states leverage their strengths to improve the educational attainment of all students by ensuring an effective teacher in every classroom and an effective leader in every school. Funded by the U.S. Department of Education, the GTL Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes seven content centers that focus on specific areas of expertise and 15 regional centers that provide services primarily to state education agencies to enable them to assist districts and schools.

In its role as a content center, the GTL Center is responsible for providing in-depth knowledge, expertise, and analyses to regional centers and the states they serve. The GTL Center disseminates information about scientifically based research on effective practice, creates research-based products, and provides expertise that regional centers can use in delivering technical assistance to states.

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