COLLEGE & CAREER READINESS & SUCCESS Center
at American Institutes for Research

Center on GREAT TEACHERS & LEADERS
at American Institutes for Research

RTI INTERNATIONAL

Integrating Employability Skills
A Framework for All Educators

Handouts

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PROFESSIONAL LEARNING MODULE

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About This Booklet

This *Integrating Employability Skills: A Framework for All Educators Handouts* booklet is intended for use with the following additional resources:

- *Integrating Employability Skills: A Framework for All Educators Facilitator's Guide*
- *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 requests that the following disclaimer be included in the revised materials:

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Integrating Employability Skills: A Framework for All Educators

Handouts

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Contents

Handout 1. What Are Employability Skills?

Part I

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

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

Part II

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

Effective Relationships	Workplace Skills	Applied Knowledge
Recategorized Skills		

Handout 2. Employability Skills Framework: Definitions

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

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

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

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

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

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

Effective Relationships

Interpersonal Skills

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

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

Personal Qualities

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

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

Workplace Skills

Resource Management

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

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

Information Use

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

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

Communication Skills

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

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

Systems Thinking

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

- Understands and uses systems
- Monitors systems
- Improves systems

Technology Use

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

- Understands and uses technology

Applied Knowledge

Applied Academic Skills

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

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

Critical Thinking Skills

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

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

Handout 3. Employability Skills Framework: Source Matrix

Resource	Applied Knowledge		Effective Relationships		Workplace Skills				
	Applied Academic Skills	Critical Thinking Skills	Interpersonal Skills	Personal Qualities	Resource Management	Information Use	Communications Skills	Systems Thinking	Technology Use
21st Century Skills for Workplace Success, NOCTI	X	X	X	X			X	X	X
Arizona's New Workplace Skills, Arizona Department of Education		X	X	X	X		X	X	X
Assessing 21st Century Skills, Board on Testing and Assessment, the National Research Council		X	X	X	X		X		
Assessment and Teaching of 21st Century Skills, Cisco, Intel, and Microsoft		X	X	X	X				X
Career Clusters Framework, National Association of State Directors of Career Technical Education Consortium	X	X	X	X	X	X	X	X	X
Citizenship Foundation Skills and Knowledge Clusters, U.S. Citizenship and Immigration Services						X	X		
Common Employability Skills, National Network of Business and Industry Associations	X	X	X	X	X	X	X	X	X

Resource	Applied Knowledge		Effective Relationships		Workplace Skills				
	Applied Academic Skills	Critical Thinking Skills	Interpersonal Skills	Personal Qualities	Resource Management	Information Use	Communications Skills	Systems Thinking	Technology Use
Comparative Analysis of Soft Skills: What Is Important for New Graduates? U.S. Department of Agriculture		X	X	X	X		X	X	X
Employability Assessment Rubric, Chicago Public Schools		X	X	X		X	X		X
Employability Skills 2000+, Conference Board of Canada	X	X	X	X		X	X		
Employability Skills Blueprint, SkillsUSA			X	X	X		X		X
Equipped for the Future, Center for Literacy Studies, University of Tennessee	X	X	X	X		X	X		X
Industry Competency Models, Employment and Training Administration, U.S. Department of Labor	X	X	X	X	X	X	X	X	X
Maryland Skills for Success, Maryland State Department of Education		X	X	X	X		X		X
National Career Readiness Certificate, ACT	X	X	X	X		X			
National Work Readiness Credential		X	X	X			X	X	X
O*NET, Employment and Training Administration, U.S. Department of Labor	X	X	X	X	X		X	X	X
Partnership for 21st Century Skills	X	X	X	X		X	X	X	X

Resource	Applied Knowledge		Effective Relationships		Workplace Skills				
	Applied Academic Skills	**Critical Thinking Skills**	**Interpersonal Skills**	**Personal Qualities**	**Resource Management**	**Information Use**	**Communications Skills**	**Systems Thinking**	**Technology Use**
Secretary's Commission on Achieving Necessary Skills (SCANS), U.S. Department of Labor	X	X	X	X	X	X	X	X	X
Workforce Skills Certification System, CASAS and Learning Resources, Inc.	X	X	X	X					

Source: Office of Career, Technical, and Adult Education. (2012). *Employability Skills Framework: Source Matrix*. Retrieved from http://cte.ed.gov/employabilityskills/index.php/framework/source_matrix

Handout 4. Employability Skill and Instruction Matching Activity

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

Applied Academic Skills

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Reading skills	▪ Interpret written instructions or project directions ▪ Interpret technical language ▪ Use print and online materials as resources ▪ Seek clarification about what they have read	1. 2. 3.
Writing skills	▪ Construct lab reports, posters, and presentation materials ▪ Take notes ▪ Compose essay responses	1. 2. 3.
Mathematics strategies and procedures	▪ Use computational skills appropriately in real-world contexts ▪ Make logical choices when analyzing and differentiating among available procedures	1. 2. 3.
Scientific principles and procedures	▪ Follow procedures ▪ Experiment ▪ Infer and hypothesize (even as simple as "what if we do it this way?") ▪ Construct processes to complete a task	1. 2. 3.

Critical Thinking Skills

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Thinks creatively	▪ Create and share innovative and novel ideas in writing-based or project-based learning ▪ Create and share innovative and novel solutions to problems ▪ Display divergent thinking in project design and planning	1. 2. 3.
Thinks critically	▪ Display analytical and strategic thinking ▪ Debate an issue ▪ Converge on an understanding ▪ Assess a problem ▪ Question (e.g., play devil's advocate)	1. 2. 3.
Makes sound decisions	▪ Differentiate among multiple approaches ▪ Assess options	1. 2. 3.
Solves problems	▪ Assess problems involving the use of available resources (i.e., personnel and materials) ▪ Review multiple strategies for resolving problems	1. 2. 3.
Reasons	▪ Negotiate pros and cons of ideas, approaches, and solutions ▪ Analyze options using "if-then" rationale	1. 2. 3.
Plans and organizes	• Identify approaches for addressing tasks • Plan steps and procedures • Solve discrete problems • Complete a long-term or multistep project	1. 2. 3.

Interpersonal Skills

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Understands teamwork and works with others	▪ Participate in cooperative groups ▪ Work with a partner ▪ Contribute fairly to the task ▪ Show respect to others	1. 2. 3.
Responds to customer needs	▪ Help fellow students understand tasks ▪ Find resources ▪ Fulfill assigned roles (e.g., by thinking of fellow students as customers)	1. 2. 3.
Exercises leadership	▪ Participate as team leaders or effective team members in project assignments ▪ Organize work and utilize team roles to meet project goals	1. 2. 3.
Negotiates to resolve conflict	▪ Keep fellow team members on track ▪ Suggest alternative approaches or solutions ▪ Discuss options ▪ Promote or seek agreement	1. 2. 3.
Respects individual differences	▪ 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 ▪ Work well with all teammates	1. 2. 3.

Personal Qualities

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Demonstrates responsibility and self-discipline	▪ Actively participate in class ▪ Ask questions ▪ Volunteer answers ▪ Complete and submit assignments ▪ Work well in groups	1. 2. 3.
Adapts and shows flexibility	▪ Adapt easily to different modes of instruction and different types of assignments ▪ Compromise with others ▪ Accept changes or modifications	1. 2. 3.
Works independently	▪ Commit to time-on-task during class ▪ Begin work without hesitation ▪ Plan and pace work schedule	1. 2. 3.
Demonstrates a willingness to learn	▪ Cooperate and be noticeably engaged ▪ Communicate with peers and superiors with respect and confidence ▪ Share information and feedback clearly and accurately	1. 2. 3.
Demonstrates integrity	▪ Treat work assignments with respect in that work is either original or credited correctly ▪ Acknowledge team members' work or contributions	1. 2. 3.
Demonstrates professionalism	▪ Treat others with respect ▪ Consider all ideas ▪ Use appropriate dress, tone, and manners	1. 2. 3.

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Takes initiative	▪ Seek out and seize the opportunity to take on a leadership role on tasks and projects	1. 2. 3.
Displays a positive attitude and sense of self-worth	▪ Contribute new ideas or thinking to class tasks, projects, or discussions ▪ Show pride in work and strive for quality	1. 2. 3.
Takes responsibility for professional growth	▪ Be active listeners ▪ Seek clarification and understanding when needed ▪ Accept and use feedback for improvement	1. 2. 3.

Resource Management

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Manages time	▪ Demonstrate time management when organizing and planning project activities with a team ▪ Demonstrate time management when organizing and managing individual class assignments and homework	1. 2. 3.
Manages money	▪ Manage money in group projects requiring allocation of limited finances and resources	1. 2. 3.
Manages resources	▪ Manage resources in projects requiring allocation of limited resources and personnel	1. 2. 3.
Manages personnel	▪ Gain experience managing personnel (i.e., each other) in group projects requiring role assignments ▪ Manage their own behavior and participation	1. 2. 3.

Information Use

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Locates	▪ Use analytical strategies to determine the best medium for finding necessary information ▪ Differentiate among data sources	1. 2. 3.
Organizes	▪ Use any graphic organizer (e.g., outline, concept map, organizational chart, or table) to sort information or data	1. 2. 3.
Uses	▪ Use classification and analytic skills to determine the necessary information to complete a task	1. 2. 3.
Analyzes	▪ Assess information to determine which is relevant ▪ Understand the relationship between different pieces of information	1. 2. 3.
Communicates	▪ Summarize information in oral or written form ▪ Explain information, reasoning, or process	1. 2. 3.

Communication Skills

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Communicates verbally	▪ Provide oral responses to impromptu short questions ▪ Share ideas or feedback with peers or teachers ▪ Complete a formal oral presentation	1. 2. 3.
Listens actively	▪ Be noticeably engaged through note-taking, questioning, and responding ▪ Respond well to constructive feedback ▪ Adapt accordingly	1. 2. 3.
Comprehends written material	▪ Follow written instructions or project directions ▪ Review print and digital resources ▪ Ask questions about what they have read	1. 2. 3.
Conveys information in writing	▪ Organize lab reports, posters, and presentation materials ▪ Take notes	1. 2. 3.
Observes carefully	▪ Interpret the verbal and nonverbal communication efforts of others ▪ Follow and take directions from teachers or peers	1. 2. 3.

Systems Thinking

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Understands and uses systems	▪ Understand their roles and assignments when collaborating as a team (e.g., system) ▪ Contribute to the organizational structure and function of the team ▪ Identify resources (people or information) that can further project aims	1. 2. 3.
Monitors systems	▪ Devise methods to assess team (e.g., system) progress	1. 2. 3.
Improves systems	▪ Negotiate midcourse corrections and adaptations to team (e.g., system) tasks if necessary	1. 2. 3.

Technology Use

Skill Components	Skill Attributes	Instructional Techniques That Support the Development of These Skill Components
Understands and uses technology	▪ Use appropriate digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports ▪ Identify attributes and uses of common digital technologies	1. 2. 3.

Sample Instructional Techniques

a. Socratic seminar
b. Peer feedback on written work or completed project
c. Group project with online document-sharing software
d. Group projects with group member titles (i.e., treasurer, project manager)
e. Multimedia presentation with video, audio, and presentation software
f. Physical project (i.e., bridge made of popsicle sticks) built outside of class with a limited budget and resources
g. Scenario-based learning where students respond to new challenges or information in real-time while completing a task
h. "Turn and Talk"
i. Written research projects
j. Student polling and discussion of results
k. Student presentations and feedback on project progress
l. Facilitated group discussions with open-ended questions
m. "Notice and Wonder"
n. Student-run store or business venture

Handout 5. Formative Lesson Planning Tool: Integrating Employability Skills Into Instruction

Course Type
Lesson Title
Lesson Duration
Description of Lesson Activities

Outcomes or Standards *What do you want students to learn or experience in the course?*	**Teacher-Led Elements** *What do you do during class to guide student learning?*	**Student-Led Elements** *What do students do? How will they interact with each other?*

Identify Employability Skills and Provide Detail (*Check all that apply.*)		
☐ Interpersonal Skills	☐ Information Use	☐ Technology Use
☐ Personal Qualities	☐ Communication Skills	☐ Applied Academic Skills
☐ Resource Management	☐ Systems Thinking	☐ Critical Thinking Skills

Handout 6. Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (Career and Technical Education [CTE] Sample)

10th-Grade Culinary Arts Course
Lesson: Food Preservation
Three Days or Class Periods Plus Extended Learning Projects

Objectives

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

Lesson Progression

Day 1

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

Days 2–3

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

Extended Student-Led Projects (Three Weeks)

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

Materials

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

Extended Lesson Description

Day 1

Assess Student Prior Knowledge

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

Lecture on Bacterial Growth

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

Collaborative Student Work

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

Days 2–3

Student Presentations

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

Hands-On Matching Activity

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

Extended Student-Led Projects (Three Weeks)

Student Choice Lab

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

Recipe Lab

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

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

Identify Employability Skills *(Check all that apply.)*		
☐ Interpersonal Skills (vocabulary presentations)	☐ Information Use (vocabulary presentations)	☐ Technology Use (vocabulary presentations)
☐ Personal Qualities (all lesson components)	☐ Communication Skills (vocabulary presentations)	☐ Applied Academic Skills (vocabulary presentations)
☐ Resource Management (vocabulary presentations, extended learning)	☐ Systems Thinking (extended learning)	☐ Critical Thinking Skills (bacterial growth lab)

Handout 7. Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (English Language Arts [ELA] Activity Template)

Ninth-Grade ELA Course
Lesson: Create a Brochure for a Fitness Program
Four Days or Class Periods

Objectives

- Students will use technical, clear, and persuasive language; write for a specific purpose; and demonstrate their content learning.
- Students will demonstrate and build employability skills by collaboratively creating a product; specifically, students will demonstrate applied academic skills, interpersonal skills, and information use skills.

Lesson Progression

Day 1:

- Assess students' prior knowledge in writing for a purpose
- Brochure discovery activity: Groups read sample brochures, describe the differences, and discuss as a class

Day 2:

- Students choose groups and content for the brochure
- Student work: Groups create an outline for the brochure, develop a task list, and identify group roles

Day 3:

- Student work time in the classroom
- Students share out project accomplishments

Day 4:

- Student work time in the computer lab: Students finalize their brochure content and design using word-processing and design software

Materials

- Writing samples
- Brochure samples

Extended Lesson Description

Day 1

Assess Students' Prior Knowledge in Writing for a Purpose

- Review writing for a purpose. Brainstorm ways in which different things are written for a purpose (e.g., a website, user's manual, tweet, blog post, newspaper article, interview, advertisement).
- Review writing samples and ask students to describe the similarities and differences in the writing style (e.g., short versus long, informal versus formal, critical versus positive).

Brochure Discovery Activity

- Provide student groups with sample brochures from community center classes.
- Students read the brochures and (1) describe the different purposes of the brochures and (2) pull out examples of how the writing accomplishes those purposes. Groups share out and discuss as a whole class.

Day 2

Begin Brochure Writing Activity

- Review physical education content that can be integrated into the brochures (e.g., knowledge of specific sports, vocabulary used to describe fitness or health benefits).
- Introduce the brochure-writing activity. Have students choose from a list of sample programs to write about (e.g., swimming, tennis, yoga, baseball) and form small groups.
- Students plan work, including a description of the fitness program, target audience and participants, fitness or health benefits, equipment and facilities needed, and possible "selling" language.
- Student groups share out and provide each other with feedback and questions.

Day 3

Student Work Time in the Classroom

- Student groups work together on brochure content and design.

Accomplishment Share-Out

- Student groups share their biggest accomplishment of the day's work (e.g., finding the right "selling" message, refining the important information to include).

Day 4

Student Work Time in the Computer Lab

- Student groups work together to finalize their brochure content and design using word-processing and design software.

Outcomes or Standards *What do you want students to learn or experience in the course?*	**Teacher-Led Elements** *What do you do during class to guide student learning?*	**Student-Led Elements** *What do students do? How will they interact with each other?*
▪ CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ▪ CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ▪ CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ▪ CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. © Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.		

Identify Employability Skills *(Check all that apply.)*		
☐ Interpersonal Skills	☐ Information Use	☐ Technology Use
☐ Personal Qualities	☐ Communication Skills	☐ Applied Academic Skills
☐ Resource Management	☐ Systems Thinking	☐ Critical Thinking Skills

Handout 8. Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (English Language Arts [ELA] Sample)

Ninth-Grade ELA Course
Lesson: Create a Brochure for a Fitness Program
Four Days or Class Periods

Objectives

- Students will use technical, clear, and persuasive language; write for a specific purpose; and demonstrate their content learning.
- Students will demonstrate and build employability skills by collaboratively creating a product; specifically, students will demonstrate applied academic skills, interpersonal skills, and information use skills.

Lesson Progression

Day 1:

- Assess students' prior knowledge in writing for a purpose
- Brochure discovery activity: Groups read sample brochures, describe the differences, and discuss as a class

Day 2:

- Students choose groups and content for the brochure
- Student work: Groups create an outline for the brochure, develop a task list, and identify group roles

Day 3:

- Student work time in the classroom
- Students share out project accomplishments

Day 4:

- Student work time in the computer lab: Students finalize their brochure content and design using word-processing and design software

Materials

- Writing samples
- Brochure samples

Extended Lesson Description

Day 1

Assess Students' Prior Knowledge in Writing for a Purpose

- Review writing for a purpose. Brainstorm ways in which different things are written for a purpose (e.g., a website, user's manual, tweet, blog post, newspaper article, interview, advertisement).
- Review writing samples and ask students to describe the similarities and differences in the writing style (e.g., short versus long, informal versus formal, critical versus positive).

Brochure Discovery Activity

- Provide student groups with sample brochures from community center classes.
- Students read the brochures and (1) describe the different purposes of the brochures and (2) pull out examples of how the writing accomplishes those purposes. Groups share out and discuss as a whole class.

Day 2

Begin Brochure Writing Activity

- Review physical education content that can be integrated into the brochures (e.g., knowledge of specific sports, vocabulary used to describe fitness or health benefits).
- Introduce the brochure-writing activity. Have students choose from a list of sample programs to write about (e.g., swimming, tennis, yoga, baseball) and form small groups.
- Students plan work, including a description of the fitness program, target audience and participants, fitness or health benefits, equipment and facilities needed, and possible "selling" language.
- Student groups share out and provide each other with feedback and questions.

Day 3

Student Work Time in the Classroom

- Student groups work together on brochure content and design.

Accomplishment Share-Out

- Student groups share their biggest accomplishment of the day's work (e.g., finding the right "selling" message, refining the important information to include).

Day 4

Student Work Time in the Computer Lab

- Student groups work together to finalize their brochure content and design using word-processing and design software.

Outcomes or Standards *What do you want students to learn or experience in the course?*	**Teacher-Led Elements** *What do you do during class to guide student learning?*	**Student-Led Elements** *What do students do? How will they interact with each other?*
▪ CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ▪ CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ▪ CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ▪ CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. © Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.	▪ Explain and share key information to the group ▪ Review research and information use techniques ▪ Observe student work and provide feedback ▪ Encourage and motivate students	▪ Determine team roles for project development ▪ Work together as a team ▪ Work independently and responsibly ▪ Exercise choice and show creativity in designing their brochure ▪ Identify and share necessary information ▪ Use compelling language ▪ Use basic word-processing and design software

Identify Employability Skills *(Check all that apply)*.

☐ Interpersonal Skills (group work)	☐ Communication Skills (group work)	☐ Applied Academic Skills (brochure development)
☐ Personal Qualities (group work)	☐ Systems Thinking	☐ Critical Thinking Skills (brochure development)
☐ Resource Management (group work)	☐ Technology Use (brochure development)	
☐ Information Use (brochure development)		

Handout 9. Summative Lesson Planning Self-Reflection Tool

This tool is designed to help educators reflect on the extent to which they embed employability skills into their instruction. Teachers can analyze the depth and breadth of employability skill integration into their lesson plans and reflect on how to further reinforce those skills in future lessons. Note: This tool is intended to be used in collaboration with the Formative Lesson Planning Tool. Teachers can use the information from the completed Formative Lesson Planning Tool to inform this tool.

The Summative Lesson Planning Self-Reflection Tool includes three parts:

- Part 1: Input information from completed Formative Lesson Planning Tool.
- Part 2: Analyze the information to determine the degree of integration of employability skills over time.
- Part 3. Reflect on the depth and breadth of integration and discuss that information with colleagues.

This tool can be used to inform long-term instructional planning, collaboration, and professional development. Consider using this tool in settings such as:

- Grade-level meetings
- Professional learning communities
- Mentoring or coaching conferences
- Midyear or end-of-year goal-setting conferences
- Teacher-led professional learning

Part 1: Employability Skills Self-Reflection

7. Gather all the lessons you analyzed using the Formative Lesson Planning Tool during the course of the unit, semester, or course. This activity is likely to be most effective when conducted collaboratively two to four times per school year.
8. Count the number of lessons you analyzed using the Formative Lesson Planning Tool that include each employability skill. Log this number in the third column of the table below (under the header Number of Lessons Reinforcing This Employability Skill).
9. Log the total number of lessons analyzed during this time period using the Formative Lesson Planning Tool in the far-right column.

Category	**Employability Skill**	**Number of Lessons Reinforcing This Employability Skill**	**Total Number of Lessons Included During This Time Period**
Ex: Workplace Skills	***Systems Thinking***	***27 lessons***	***50 lessons***
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		

Part 2: Employability Skill Criteria Self-Reflection

For each of the employability skills, reflect on the extent to which your lessons incorporate all of the skill's components.

1. Record the number of lessons that include the specific employability skill from the table above.
2. Of these lessons, count the number of lessons that include each skill component and log this number in the third column.
3. Analyze and reflect on where these skills are typically embedded in these lessons. Consider whether you model these skills in your instruction and whether students have opportunities to practice and demonstrate these skills in class.
4. Reflect on the depth of integration of these skills. Consider whether students are able to apply these skills in a variety of different ways or if they consistently practice these skills in the same way.

Example: Systems Thinking

Skill Components	Number of Lessons Including This Skill (From Part 1)	Number of Lessons Including This Employability Skill Component	How Is the Employability Skill Component Incorporated Into Lessons?
Understands and uses systems	27	12	Students typically practice systems thinking by working as a team to set team roles and make a timeline for completing projects. Sometimes, I model systems thinking by explaining how the work in a single lesson fits into the overall course objectives.

Applied Academic Skills

Skill Components	Number of Lessons Including This Skill (From Part 1)	Number of Lessons Including This Employability Skill Component	How Is the Employability Skill Component Incorporated Into Lessons?
Reading skills			
Writing skills			
Mathematics strategies and procedures			
Scientific principles and procedures			

Critical Thinking Skills

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

Interpersonal Skills

Skill Components	Number of Lessons Including This Skill (From Part 1)	Number of Lessons Including This Employability Skill Component	How Is the Employability Skill Component Incorporated Into Lessons?
Understands teamwork and works with others			
Responds to customer needs			
Exercises leadership			
Negotiates to resolve conflict			
Respects individual differences			

Personal Qualities

Skill Components	Number of Lessons Including This Skill (From Part 1)	Number of Lessons Including This Employability Skill Component	How Is the Employability Skill Component Incorporated Into Lessons?
Demonstrates responsibility and self-discipline			
Adapts and shows flexibility			
Works independently			
Demonstrates a willingness to learn			
Demonstrates integrity			
Demonstrates professionalism			
Takes initiative			
Displays a positive attitude and sense of self-worth			
Takes responsibility for professional growth			

Resource Management

Skill Components	Number of Lessons Including This Skill (From Part 1)	Number of Lessons Including This Employability Skill Component	How Is the Employability Skill Component Incorporated Into Lessons?
Manages time			
Manages money			
Manages resources			
Manages personnel			

Information Use

Skill Components	Number of Lessons Including This Skill (From Part 1)	Number of Lessons Including This Employability Skill Component	How Is the Employability Skill Component Incorporated Into Lessons?
Locates			
Organizes			
Uses			
Analyzes			
Communicates			

Communication Skills

Skill Components	Number of Lessons Including This Skill (From Part 1)	Number of Lessons Including This Employability Skill Component	How Is the Employability Skill Component Incorporated Into Lessons?
Communicates verbally			
Listens actively			
Comprehends written material			
Conveys information in writing			
Communicates			

Systems Thinking

Skill Components	Number of Lessons Including This Skill (From Part 1)	Number of Lessons Including This Employability Skill Component	How Is the Employability Skill Component Incorporated Into Lessons?
Understands and uses systems			
Monitors systems			
Improves systems			

Technology Use

Skill Components	Number of Lessons Including This Skill (From Part 1)	Number of Lessons Including This Employability Skill Component	How Is the Employability Skill Component Incorporated Into Lessons?
Understands and uses technology			

Part 3: Summative Self-Reflection and Action Planning

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

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

Handout 10. Scenarios for Business Activity—Employability Skills Professional Learning Module

Scenarios for Business

Collaborations between employers and the education sector help inform educators about what skills to emphasize in curriculum, classroom instruction, and other in-school and out-of-school-time efforts. These partnerships provide employers with the opportunity to expose students to the real-life application of employability skills while building an awareness of and a potential pipeline for their businesses and industries. The following activity provides an illustrative example of an employer's role in the development and implementation of employability skills through a work-based learning experience.

Integrating Employability Skills in Practice: Retail Employers

Twice a year your company, a well-known midrange chain of department stores, sponsors an on-site job-shadow day for students in Grades 7–12. This is done in partnership with each local school district where a store is located. Each job-shadow day is structured into two parts as described below.

Part I: Students arrive at the corporate headquarters and are grouped by middle school and high school designation. Each class meets with members of the operations team who describe their roles with the company, discuss the types of skills and education needed for these roles, and respond to questions from the students. Examples of departments and company positions represented by staff include merchandising, information technology, retail fashion buying, marketing and advertising, and finance. After this session, students are assigned to a particular department where the store employee walks them through the process of day-to-day operations and guides them through a simulation to replicate some of these processes. For example, the retail fashion buyer reviews various product categories with the students, identifying customer demographics, vendor identification, an overview of the planning and budget process from both seasonal and annual levels, and floor design in relation to the store's overall landscape. After this overview, the students are provided the opportunity to simulate the retail buying experience in a mini-project. Working in teams and provided with some predetermined information (e.g., customer demographics, season, budget and item costs per unit), they replicate category identification, conduct product selection using samples provided by the store, and do a mock floor design to highlight their buying decision.

Part II: The day concludes when students are provided "Polaroid" cameras and each student takes a "before" picture. The department representative then advises students in the type of business attire appropriate for their role or job. Students then choose clothes that match the guidelines, provide self-critiques or receive critiques by their classmates, and, with the guidance

of the store representative, make adjustments. Then, students pose for an "after" photo for future use. Each student is then given a $25 gift card to use towards the purchase of attire or accessories that could be used for the workplace.

Based on the information above:

1. What are potential goals for youth and students? What would you want students to learn or experience through this activity?
2. 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?
3. What are students doing during this activity? What roles would they take on? How will they interact with each other?
4. Given what you know about employability skills, what skills would be highlighted during this activity?
5. How will you communicate and engage with the school or youth program to reinforce the skills being reflected in the above scenario?

Integrating Employability Skills in Practice: Retail Employers

Outcomes or Standards *What do you want them to learn or experience through the activity?*	**Staff/Employer-Led Elements** *What do you do during the work-based learning experience to guide student learning?*	**Student-Led Elements** *What do students do? How will they interact with each other?*	**Employability Skills** *What employability skills are being demonstrated? How can you model these skills?*
How will you communicate and engage with the school or youth program to reinforce the skills being reflected in the above scenario?			

Integrating Employability Skills in Practice: Employers' Self-Reflection

- Within your group, identify an activity or program initiative that your business or industry conducts that engages students.
- Using the table below, answer the questions to determine where there is an alignment or reflection of employability skills within your activity or program.

Identified Activity

Outcomes or Standards *What do you want them to learn or experience through the activity?*	**Staff/Employer-Led Elements** *What do you do during the work-based learning experience to guide student learning?*	**Student-Led Elements** *What do students do? How will they interact with each other?*	**Employability Skills** *What employability skills are being demonstrated? How can you model these skills?*
How will you communicate and engage with the school or youth program to reinforce the skills being reflected in the above activity or program?			

Integrating Employability Skills in Practice: Hospitality Employers

Your company, a well-known local restaurant, has agreed to sponsor a job-shadowing opportunity for students from the local middle and high schools. The day starts with an introduction to the various roles and responsibilities within a restaurant and a guided tour of the operation. Students then have the opportunity to participate in one of two hands-on learning experiences. In the first experience, students work in small groups to follow and cook a recipe from the restaurant's menu from beginning to end. The second experience involves students learning about the inventory process and then assisting in calling food vendors to replenish the

inventory. The day concludes with lunch served by the restaurant staff and a question-and-answer session between employees and students.

Based on the information above:

1. What are potential goals for students? What would you want students to learn or experience through this activity?
2. 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 the activity?
3. What are students doing during this activity? What roles would they take on? How will they interact with each other?
4. Given what you know about employability skills, what skills would be highlighted during this activity?
5. How will you communicate and engage with the school or youth program to reinforce the skills being reflected in the above scenario?

Integrating Employability Skills in Practice: Hospitality Employers

Outcomes or Standards *What do you want them to learn or experience through the activity?*	**Staff/Employer-Led Elements** *What do you do during the work-based learning experience to guide student learning?*	**Student-Led Elements** *What do students do? How will they interact with each other?*	**Employability Skills** *What employability skills are being demonstrated? How can you model these skills?*
How will you communicate and engage with the school or youth program to reinforce the skills being reflected in the above scenario?			

Integrating Employability Skills in Practice: Employers' Self-Reflection

- Within your group, identify an activity or program initiative that your business or industry conducts that engages students.
- Using the table below, answer the questions to determine where there is an alignment or reflection of employability skills within your activity or program.

Identified Activity

Outcomes or Standards *What do you want them to learn or experience through the activity?*	**Staff/Employer-Led Elements** *What do you do during the work-based learning experience to guide student learning?*	**Student-Led Elements** *What do students do? How will they interact with each other?*	**Employability Skills** *What employability skills are being demonstrated? How can you model these skills?*
How will you communicate and engage with the school or youth program to reinforce the skills being reflected in the above activity or program?			

Integrating Employability Skills in Practice: Manufacturing (Welder) Employers

Your company is a well-known manufacturing firm. In partnership with the local school district, you provide work-based learning opportunities for middle and high school students. These opportunities include 6-week internships for students enrolled in a career and technical education program and a biannual job-shadowing day. The job-shadowing day starts with an introduction to the various roles and responsibilities of a welder and the industries that rely on welding. Students are then oriented to various processes and procedures that include a focus on safety procedures, precautions, and attire; workspace organization and cleanliness; material types and

identification; equipment types and identification; the role of technology and automated systems; and the difference between and application of cutting versus welding. During the second part of the day, students participate in a hands-on project. Using a welding simulator or real equipment, depending on the student grade level and liability waivers, students plan and produce a welding product (e.g., cutting then welding a metal beam or welding hooks and eyes to a bracket). The day concludes with a question-and-answer session between employees and students.

Based on the information above:

1. What are potential goals for students? What would you want students to learn or experience through this activity?
2. 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 the activity?
3. What are students doing during this activity? What roles would they take on? How will they interact with each other?
4. Given what you know about employability skills, what skills would be highlighted during this activity?
5. How will you communicate and engage with the school or youth program to reinforce the skills being reflected in the above scenario?

Integrating Employability Skills in Practice: Manufacturing (Welding) Employers

Outcomes or Standards *What do you want them to learn or experience through the activity?*	**Staff/Employer-Led Elements** *What do you do during the work-based learning experience to guide student learning?*	**Student-Led Elements** *What do students do? How will they interact with each other?*	**Employability Skills** *What employability skills are being demonstrated? How can you model these skills?*
How will you communicate and engage with the school or youth program to reinforce the skills being reflected in the above scenario?			

Integrating Employability Skills in Practice: Employers' Self-Reflection

- Within your group, identify an activity or program initiative that your business or industry conducts that engages students.
- Using the table below, answer the questions to determine where there is an alignment or reflection of employability skills within your activity or program.

Identified Activity

Outcomes or Standards *What do you want them to learn or experience through the activity?*	**Staff/Employer-Led Elements** *What do you do during the work-based learning experience to guide student learning?*	**Student-Led Elements** *What do students do? How will they interact with each other?*	**Employability Skills** *What employability skills are being demonstrated? How can you model these skills?*
How will you communicate and engage with the school or youth program to reinforce the skills being reflected in the above activity or program?			

Integrating Employability Skills in Practice: Employers' Self-Reflection

- Within your group, identify an activity or program initiative that your business or industry conducts that engages students.
- Using the table below, answer the questions to determine where there is an alignment or reflection of employability skills within your activity or program.

Identified Activity

Outcomes or Standards *What do you want them to learn or experience through the activity?*	**Staff/Employer-Led Elements** *What do you do during the work-based learning experience to guide student learning?*	**Student-Led Elements** *What do students do? How will they interact with each other?*	**Employability Skills** *What employability skills are being demonstrated? How can you model these skills?*
How will you communicate and engage with the school or youth program to reinforce the skills being reflected in the above activity or program?			

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