Integrating Employability Skills: A Framework for All Educators

Welcome and Introductions

- Professional learning modules (PLMs) are free and customizable train-the-facilitator resources.
- PLMs help build a common language and understanding.
- This module is a collaborative partnership among:
  - College and Career Readiness and Success Center (CCRS Center)
  - Center on Great Teachers and Leaders (GTL Center)
  - RTI International
PLM Materials

http://www.ccrscenter.org/

- Professional learning module
- Presentation slides, handouts, and a facilitator’s guide
- Free and customizable train-the-facilitator resources

Comprehensive Centers Program
2012–17 Award Cycle

RTI International

- RTI International is a research institute dedicated to improving the human condition by turning knowledge into practice.
- RTI partnered with the Office of Career, Technical, and Adult Education at the U.S. Department of Education to develop the Employability Skills Framework.
Employability Skills Framework

cite.ed.gov/employabilityskills

Agenda
- Review the Employability Skills Framework.
- Explore employability skills in your current practice.
- Crosswalk state college and career readiness standards and educator performance with the Employability Skills Framework.
- Understand how to prioritize employability skills at the state, local, and classroom levels.
- Review the lesson planning tool for embedding employability skills into classroom activities.

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.
What Are Employability Skills?

Employability skills are cited as among the most important skills by employers (Hart Research Associates, 2015).

A lack of employability skills may contribute to a “talent shortage” (ManpowerGroup, 2012).

The demonstration of employability skills is correlated with better hiring rates, success on the job, and earnings (Lippman et al., 2015).

Importance of Employability Skills

- Employability skills are cited as among the most important skills by employers (Hart Research Associates, 2015).
- A lack of employability skills may contribute to a “talent shortage” (ManpowerGroup, 2012).
- The demonstration of employability skills is correlated with better hiring rates, success on the job, and earnings (Lippman et al., 2015).

Activity 1: What Are Employability Skills?

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

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

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.

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.
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.

<table>
<thead>
<tr>
<th>Effective Relationships</th>
<th>Workplace Skills</th>
<th>Applied Knowledge</th>
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</thead>
<tbody>
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</table>

Employability Skills Framework

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

The skills employees need to successfully perform work tasks

Effective Relationships

- Interpersonal skills
  - Understands teamwork and works with others
  - Responds to challenges and shows flexibility
  - Exercises leadership independently
  - Negotiates to resolve conflicts
  - Respects individual differences
- Personal Qualities
  - Demonstrates integrity
  - Demonstrates professionalism
  - Takes initiative
  - Displays positive attitude and sense of self-worth
  - Takes responsibility for professional growth
Workplace Skills

• Manages time
• Manages money
• Manages materials
• Locates information
• Communicates verbally
• Listens actively
• Comprehends written material
• Conveys information in writing
• Observes carefully
• Communicates
• Uses information
• Analyzes information
• Communicates verbally
• Listens actively
• Comprehends written material
• Conveys information in writing
• Observes carefully
• Understands and uses systems
• Monitors systems
• Improves systems
• Understands and uses technology
• Thinks critically
• Thinks creatively
• Makes sound decisions
• Solves problems
• Reasons
• Plans and organizes

Applied Knowledge

• Uses reading skills
• Uses writing skills
• Uses mathematical strategies and procedures
• Uses scientific principles and procedures
• Thinks critically
• Thinks creatively
• Makes sound decisions
• Solves problems
• Reasons
• Plans and organizes

Identifying Employability Skills

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

<table>
<thead>
<tr>
<th>Effective Relationships</th>
<th>Workplace Skills</th>
<th>Applied Knowledge</th>
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<tbody>
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</tbody>
</table>

Revising categorization
How Does This Work Connect to What You Are Already Doing?

Employability Skills Framework Connections

- National Career Clusters Framework (Advance CTE)
- Industry Competency Models (U.S. Department of Labor)
- Equipped for the Future (Center for Literacy, Education & Employment)
- National Career Readiness Certificate (ACT)
- National Work Readiness Credential (National Work Readiness Council)
- Partnership for 21st Century Skills
### Employability Skills Connections

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Academic</th>
<th>Employment</th>
<th>Social</th>
<th>Soft Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

- Find connections with your college and career readiness initiatives:
  - Postsecondary preparedness expectations and definitions
  - Social and emotional learning
  - College- and career-ready standards
  - Deeper learning
  - Competency-based education

- Materials focus on two relevant policy initiatives:
  - New state college and career readiness standards
  - Professional practice rubrics

### Policy and Practice Connections

- State college- and career-ready standards
  - Represent what students must know and be able to do at each grade level to be college and career ready
  - Standards for mathematics and English language arts (ELA)
  - Tailored to state context

- Common Career Technical Core (CCTC) developed by Advance CTE
  - Includes a set of technical skill standards for 16 career clusters as well as career-ready practices common to all clusters
Critical Thinking Skills
- Thinks critically
- Thinks creatively
- Makes sound decisions
- Solves problems
- Reasons
- Plans and organizes

Common Core
- ELA Anchor Standards
  - CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific evidence to support conclusions drawn from the text.
  - CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to the task, purpose and audience.
- Mathematics Anchor Standards
  - CCSS.MATH.PRACTICE.MP2: Reason abstractly and quantitatively
  - CCSS.MATH.PRACTICE.MP3: Construct viable arguments and critique the reasoning of others.

Sample Crosswalk Language

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

CCTC
- Career-Ready Practice 8. Utilize critical thinking to make sense of problems and persevere in solving them

Crosswalk With College- and Career-Ready Standards

<table>
<thead>
<tr>
<th>Employability Skills</th>
<th>State/CTC Workforce</th>
<th>Career-Ready Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Academic Skills</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Critical Thinking Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Personal Qualities</td>
<td>X</td>
<td></td>
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<tr>
<td>Research &amp; Development</td>
<td>X</td>
<td></td>
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<tr>
<td>Information Technology</td>
<td></td>
<td>X</td>
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<tr>
<td>Communication Skills</td>
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<tr>
<td>Logical Thinking</td>
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<tr>
<td>Technology Fluency</td>
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</tbody>
</table>
Crosswalk With College- and Career-Ready Standards

- 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.

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.

Sample Crosswalk Language

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

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

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

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

Crosswalk With Professional Practice Rubrics

<table>
<thead>
<tr>
<th>Employability Skills</th>
<th>Danielson Framework</th>
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</thead>
<tbody>
<tr>
<td>Applied Knowledge</td>
<td></td>
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<tr>
<td>Applied Academic Skills</td>
<td>X</td>
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<tr>
<td>Critical Thinking Skills</td>
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<tr>
<td>Effective Relationships</td>
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<tr>
<td>Interpersonal Skills</td>
<td>X</td>
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<tr>
<td>Personal Qualities</td>
<td>X</td>
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<tr>
<td>Workplace Skills</td>
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<tr>
<td>Resource Management</td>
<td>X</td>
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<tr>
<td>Information Use</td>
<td>X</td>
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<tr>
<td>Communication Skills</td>
<td>X</td>
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<tr>
<td>Systems Thinking</td>
<td>X</td>
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<td>Technology Use</td>
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</table>

Employability Skills Crosswalk and Planning Workbook

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.
2. Critical Thinking Skills

<table>
<thead>
<tr>
<th>Employability Skills in This Category</th>
<th>Explicit</th>
<th>Implicit</th>
<th>Great</th>
<th>Minimal</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students create innovative and novel ideas or solutions and display divergent thinking. This thinking can be seen in oral presentations, creative-writing assignments, open-ended tasks, and project design.</td>
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<tr>
<td>Students display analytical and strategic thinking. This thinking can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (e.g., playing devil's advocate).</td>
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<tr>
<td>Students differentiate between multiple approaches and assess options.</td>
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<tr>
<td>Students assess problems involving the use of available resources (i.e., personnel and materials) and review multiple strategies for resolving problems.</td>
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<tr>
<td>Students negotiate pros and cons of ideas, approaches, and solutions, and analyze options using an “if-then” rationale.</td>
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<tr>
<td>Students plan steps, procedures, or approaches for addressing tasks. This planning occurs naturally in most assignments, ranging from solving one problem to completing long-term projects in mathematics and science classes.</td>
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Reflection on Explicit and Implicit Alignment:

- **How Do We Prioritize Employability Skills?**

  - Integrate employability skills purposefully and strategically
  - Different opportunities exist for different stakeholders:
    - State
    - District
    - Educators
    - Employers
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.

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.

District Role in Prioritization

Assess employability skills in educator evaluation systems.

Integrate employability skills across content areas and grades.

Facilitate opportunities for career and technical education and general educator collaboration.
Teacher Role in Prioritization

- Identify the most applicable employability skills and integrate those skills into instruction. Monitor the depth and breadth of skills in lessons.
- Share what employability skills are and why they are important to call attention to as they are being taught to students.
- Help students communicate their own employability skills to employers.

Activity 4: Employability Skill and Instruction Matching Activity

- Read through the instructional techniques or models in the handout.
- Match the instructional techniques or models to the employability skills they support.
- Discuss with your group.

Formative Lesson Planning Tool

<table>
<thead>
<tr>
<th>Outcomes or Standards</th>
<th>What are the key learnings?</th>
<th>Employability skills</th>
<th>Instructional strategies</th>
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<tbody>
<tr>
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</table>
Activity 5: Lesson Planning

- Identify connections between the standards, teacher-led activities, student-led activities, and employability skills.
- Discuss these connections with your colleagues.

Activity 6: Lesson Planning

- Read through the introduction to Handout 7: Formative Lesson Planning Tool for Integrating Employability Skills Into Practice (English Language Arts Activity Template).
- Identify at least three teacher-led activities in which the teacher can model or teach specific employability skills.
- Identify at least three student-led activities in which students can practice or demonstrate specific employability skills.
- Write down the specific employability skills in the second row of the handout.

Summative Lesson Planning Self-Reflection Tool

<table>
<thead>
<tr>
<th>Critical Thinking Skills</th>
<th>Number of Lessons Including This Skill (from Part 2)</th>
<th>Number of Lessons Including Skill</th>
<th>How is the Employability Skill Component Incorporated in Lessons?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify creatively</td>
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<tr>
<td>Think critically</td>
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<tr>
<td>Make sound decisions</td>
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<td></td>
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<tr>
<td>Solve problems</td>
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<td></td>
<td></td>
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<tr>
<td>Reason</td>
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<tr>
<td>Prioritize</td>
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</tbody>
</table>
Action Planning and Next Steps

- What is the breadth and depth of the employability skills that are embedded in your instructional practice?
- In what ways can you strategically embed these skills across your grade level or content area?
- What can you do to ensure that employability skills are being reinforced in the classroom?

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.

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.
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?

Resources

- One-stop resource for information on employability skills for instructors, administrators, employers, and students
- Key content:
  - Interactive Skills Framework
  - Assessment Comparison Worksheet
  - Lesson Planning Checklist
- Access audience-specific landing pages

Employability Skills Framework Website

Free resources, trainings, briefs, and guides available on a variety of education topics

- Key content:
  - College and career readiness
  - Educator quality
  - Professional learning

Access to experienced technical assistance providers who can work in close partnership with state education agency staff

[Websites]

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

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

[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

[Ask the CCRS Team Brief]

**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

[Link](http://www.ccrscenter.org/ccrs-landscape/state-profile)

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**CCRS Organizer**

- Visual, consolidated overview of the many elements that impact a student’s ability to succeed in college and careers
- Key content:
  - Outcomes and Measures
  - Resources and Structures
  - Pathways and Supports
  - Goals and Expectations

[Link](http://www.ccrscenter.org/ccrs-landscape/ccrs-organizer)

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**Wrap-Up and Next Steps**
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.

References


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http://lincs.ed.gov/

LINCS Makes a Difference

How can LINCS help you with your work? It offers:

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

Don’t Miss a Beat; Connect with LINCS

- Join the Community: https://community.lincs.ed.gov
- Search the Resource Collection: http://lincs.ed.gov/collections
- Explore the Learner Center: https://learner.lincs.ed.gov/
- Follow the latest updates: @LINCS_ED
- Join our professional group: LINCS_ED
- Watch webinar archives and more: LincsEd
Follow Us for LINCS Updates

@LINCS_ED

Join our group:
LINCS_ED

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