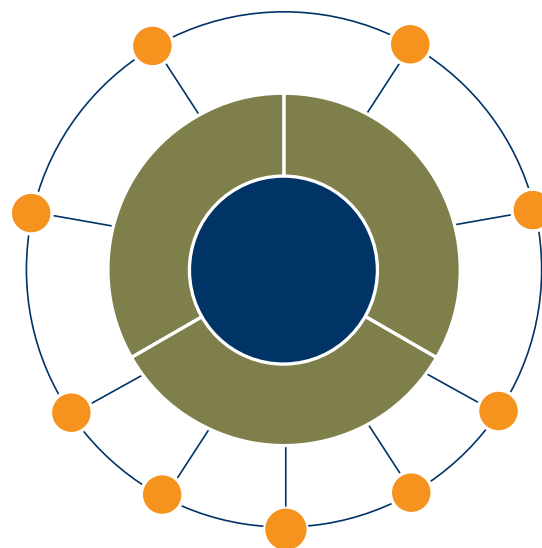


EMPLOYABILITY SKILLS FRAMEWORK

Instruction Planning Tool

September 2020

Employability skills, along with academic and technical skills, are a critical component of college and career readiness for all learners. Opportunities exist for educators to integrate employability skills in curriculum and instruction, at every level and in every content area.



Introduction

ABOUT THIS TOOL

The Employability Skills Framework’s Instruction Planning Tool was adapted using content on the Employability Skills Framework website, developed for the Office of Career, Technical, and Adult Education, U.S. Department of Education.

WHO USES THIS TOOL?

The Employability Skills Framework’s Instruction Planning Tool helps instructors and administrators reflect on which employability skills are currently being addressed and to identify opportunities to further emphasize skills where there are gaps. For example, an instructor may use the tool to plan for an upcoming instructional unit by documenting which skills are currently included in the planned activities and identifying ways to include other skills. Or an administrator may use the tool to observe classroom instruction to assess the level of focus on employability skills. Other users could adapt the tool for their own needs.

GETTING STARTED

Review the employability skills described in each row and indicate the extent to which the skills are being integrated into the instructional program: yes, somewhat, or no. Use the overall results to consider which skills are being addressed and how and to make note of any support or training that may be needed to further embed employability skills into instruction.

Rating scale:

Yes	Yes, this skill is embedded in most activities in this lesson, unit, course, or program. Students have opportunities to learn about, practice, or demonstrate this skill during most of the instructional time.
Somewhat	Yes, this skill is embedded in some of the activities in this lesson, unit, course, or program. Students have opportunities to learn about, practice, or demonstrate this skill during some of the instructional time.
No	No, this skill is not embedded in activities during this lesson, unit, course, or program.

Please note: [Acrobat Reader](#) or Adobe Acrobat is required to complete this form electronically and save any data entered by users.



Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.

SKILLS	RATING	NOTES
A. Reading skills Students apply/demonstrate reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	
B. Writing skills Students rely on writing skills to construct lab reports, posters, and presentation materials; take notes; and compose responses to essay questions.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	
C. Math strategies/procedures Students use computational skills appropriately and make logical choices when analyzing and differentiating between available procedures. Outside of math class, this includes creating/interpreting tables and graphs and organizing/displaying data.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	
D. Scientific principles/procedures Students follow procedures, experiment, infer, hypothesize (even as simple as “what if we do it this way”), and construct processes to complete a task (can occur outside of math/science classes).	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	



Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.

SKILLS	RATING	NOTES
<p>A. Thinks creatively Students create innovative and novel ideas/solutions and display divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>B. Thinks critically Students display analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil’s advocate).</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>C. Makes sound decisions Students differentiate between multiple approaches and assess options (could be linked to thinking critically).</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>D. Solves problems Students assess problems involving the use of available resources (personnel and materials) and review multiple strategies for resolving problems (could be linked to thinking creatively).</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>E. Reasons Students negotiate pros/cons of ideas, approaches, and solutions and analyze options using “if-then” rationale.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>F. Plans/organizes Students plan steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	



Interpersonal skills are almost always displayed when students work in pairs or teams to complete short-term or long-term tasks.

SKILLS	RATING	NOTES
A. Understands teamwork and works with others Students participate in cooperative groups or with a partner, contribute fairly to the task, and show respect to others.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	
B. Responds to customer needs Students help fellow students understand tasks, find resources, and fulfill assigned roles (think of fellow students as customers).	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	
C. Exercises leadership Students participate as team leaders or effective team members in project assignments and organize work to meet project goals and team roles.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	
D. Negotiates to resolve conflict Students keep team members on track, suggest alternatives, and discuss options (can be as much about agreement as conflict).	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	
E. Respects individual differences Students listen to and consider all team members' ideas, respond supportively to ideas given in class or in teams, and work well with all teammates.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	



Personal qualities are routinely displayed in students' everyday actions in the classroom—how they participate in lessons, communicate, contribute to the learning environment, treat their fellow students, and govern themselves.

SKILLS	RATING	NOTES
A. Demonstrates responsibility and self-discipline Students actively participate in class, asking questions, volunteering answers, completing/submitting assignments, and working well in groups.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	
B. Adapts and shows flexibility Students adapt easily to different modes of instruction and different types of assignments.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	
C. Works independently Students commit to time-on-task during class and begin work without fanfare.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	
D. Demonstrates a willingness to learn Students are cooperative and noticeably engaged.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	
E. Demonstrates integrity Students treat work assignments with respect in that work is either original or credited correctly.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	



Personal qualities are routinely displayed in students' everyday actions in the classroom—how they participate in lessons, communicate, contribute to the learning environment, treat their fellow students, and govern themselves.

SKILLS	RATING	NOTES
F. Demonstrates professionalism Students treat others and work assignments with respect. All ideas are considered and work is either original or credited correctly.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	
G. Takes initiative Students commit to time-on-task during class and begin work without fanfare. This is also evident during teamwork.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	
H. Displays a positive attitude and sense of self-worth Students contribute positively to the class.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	
I. Takes responsibility for professional growth Students are active listeners, seeking clarification and understanding when needed.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	



Resource management is often a component of project-based learning and collaborative group work but can also apply to how an individual student manages class time.

SKILLS	RATING	NOTES
<p>A. Manages time Students demonstrate time management when organizing and planning project activities with a team or when organizing and managing themselves and individual class assignments and homework. Time management is inherent in almost all assignments.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>B. Manages money Students manage money in group projects requiring allocation of limited finances and resources (i.e. designing/marketing a toy, flipping a house, or planning a trip).</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>C. Manages resources Students manage resources in projects requiring allocation of limited finances, resources (materials), and personnel.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>D. Manages personnel Students gain experience managing personnel (i.e., each other) in group projects requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	



Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a term paper or preparing an oral presentation.

SKILLS	RATING	NOTES
<p>A. Locates Students use analytical strategies to determine the best medium for finding necessary information.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>B. Organizes Students use any graphic organizer—outline, concept map, organization chart, tables, and so on—to sort information/data.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>C. Uses Students use classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>D. Analyzes Students assess information to determine which is relevant (does not have to be a mathematical analysis).</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>E. Communicates Students summarize information to compose written or oral presentations, posters, reports, slides, and so on. This can also be as simple as a student explaining a problem in front of the class.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	



Routinely displayed in students' everyday actions in the classroom—how they participate in lessons, contribute to the learning environment, treat their fellow students, and govern themselves.

SKILLS	RATING	NOTES
<p>A. Communicates verbally Students provide oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>B. Listens actively Students are noticeably engaged through notetaking, questioning, and responding.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>C. Comprehends written material Students use/demonstrate reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>D. Conveys information in writing Students rely on writing skills to organize lab reports, posters, and presentation materials and to take notes and reply to essay questions.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>E. Observes carefully Students interpret verbal and nonverbal communication efforts of others.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	



A team working in sync to accomplish an assignment can be thought of as a system.

SKILLS	RATING	NOTES
<p>A. Understands and uses systems Students understand their roles and assignments when collaborating as a team (system) and contribute to the organizational structure and function of the team.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>B. Monitors systems Students devise methods to assess team (system) progress.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	
<p>C. Improves systems Students negotiate midcourse corrections, adaptations to team (system) tasks if necessary.</p>	<p><input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No</p>	



In the classroom and workplace, technology skills typically refer to the use of digital electronics.

SKILLS	RATING	NOTES
A. Understands and uses technology Students often rely on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.	<input type="radio"/> Yes <input type="radio"/> Somewhat <input type="radio"/> No	

REFLECTION NOTES

Use this space to reflect on the following discussion questions:

Which of the above employability skills are currently being addressed? Which are not being addressed? How will you further integrate employability skills into instruction? What support or training may be needed to further embed employability skills?