Integrating Employability Skills
With Classroom Instruction to Support English Learners

PROFESSIONAL LEARNING MODULE

About This Booklet

This *Integrating Employability Skills With Classroom Instruction to Support English Learners Facilitator's Guide* is intended for use with the following additional resources:

- *Integrating Employability Skills With Classroom Instruction to Support English Learners handouts*

- *Integrating Employability Skills With Classroom Instruction to Support English Learners sample agenda*

- *Integrating Employability Skills With Classroom Instruction to Support English Learners slide presentatio*n

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 requests that the following disclaimer be included in the revised materials:

This booklet was modified in whole or in part with permission from the College and Career Readiness and Success Center.

Integrating Employability Skills With Classroom Instruction to Support English Learners

Facilitator's Guide

November 2016

College and Career Readiness and Success Center

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

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Contents

Module Overview

The Professional Learning Module (PLM) Supplement of *Integrating Employability Skills With Classroom Instruction to Support English Learners* was developed by the College and Career Readiness and Success Center (CCRS Center). This PLM Supplement focuses on English learners and builds on the [Employability Skills PLM available on the CCRS Center website](). This PLM Supplement contains materials designed to implement a work session that builds the knowledge and capacity of leaders and staff members from regional comprehensive centers (RCCs), state education agencies (SEAs), and within-state regional centers to integrate employability skills into existing initiatives to support English learners.

Staff members from these agencies may wish to modify and adapt the work session from this PLM Supplement (or the Employability Skills PLM or both) for use with SEA staff, career and technical education staff, business and industry leaders, district leadership teams, educators, or people in other roles. The duration, scope, and sequence of the work session also may be customized to accommodate local needs and conditions. The entire work session is designed to take place during a three-hour period but can easily be broken into smaller portions and accomplished during multiple sessions to accommodate participant time and availability.

Materials

The following materials are part of this module:

- *Integrating Employability Skills With Classroom Instruction to Support English Learners* Facilitator's Guide

- *Integrating Employability Skills With Classroom Instruction to Support English Learners* handouts

- *Integrating Employability Skills With Classroom Instruction to Support English Learners* sample agenda

- *Integrating Employability Skills With Classroom Instruction to Support English Learners* slide presentation

All materials are available on the College and Career Readiness and Success Implementation Tools webpage at http://www.ccrscenter.org/implementation-tools. These materials may be used and adapted to fit the needs of the state context. To cite the content, please use the following statement: *These materials have been adapted in whole or in part with permission from the College and Career Readiness and Success Center.*

Work Session Goals

The work session has the following goals for participants:

- Understand what employability skills are and why they are specifically important for English learners

- Explore connections between the Employability Skills Framework and other current work

- Understand special considerations in helping English learners develop employability skills

- Learn where to access free implementation resources to support English learners in developing employability skills

Intended Audiences

Participants: Stakeholders who will benefit from using this PLM Supplement include staff from multiple departments within an SEA; other state agencies, such as staff from the offices of English Language Development, Career and Technical Education, Educator Effectiveness, and School Improvement; and key stakeholders such as district and school administrators, community leaders, and parents. District and school leaders, especially those involved in professional development planning and structures for instructional improvement, also will benefit from participating. Stakeholders focused on Grades K–12 education can craft strategic action plans for integrating and prioritizing employability skills from their participation in a work session based on this module.

Other key stakeholders to consider are state and local business and industry leaders and members of local chambers of commerce. These stakeholders, focused on the workforce needs of local, regional, and global businesses and industries, can help to prioritize employability skills in Grades K–12 education and make explicit connections for students, parents, and educators between these skills and career opportunities.

Facilitators: Facilitators for a work session based on this PLM Supplement can be staff from the CCRS Center, RCC staff, regional service agency staff, or other technical assistance providers. Staff from the CCRS Center can help regional and state agencies consider how to use this module in locally led working sessions.

Using This Facilitator's Guide

This facilitator's guide provides suggestions for structuring the work session, notes on how to implement the suggested activities, and offers talking points to accompany the slide presentation.

Materials

The following materials are recommended for the work session and associated activities:

- Computer, projector, and screen for the Integrating Employability Skills to Support English Learners slide presentation
- Internet access for participants for the Employability Skills Framework site resources (optional)
- Participant name tags or name table tents (optional)
- Poster paper (preferably the kind with adhesive backing; if these are not available, bring masking tape to post the papers on the wall)
- Colored markers
- Sticky notes
- Highlighters (one for each participant)
- Adequate reserved space, time, and materials
- Tables arranged to support small-group discussions
- Necessary materials printed out:
  - Sample agenda
  - Employability Skills Framework definitions handout
  - Medical Spanish Minor at Valley View
  - Standards of Practice for Culturally Competent Nursing Care

Preparation for Work Session Activities

Prior to the start of the work session, become familiar with the facilitator's guide and the handouts.

Prepare the following materials:

- Sticky notes and markers at each table for all participants
- A sheet of poster paper for each group
- Preview the video on slide 17 ahead of your presentation to make sure everything works smoothly. If there is any trouble, the video can be accessed from
  https://www.youtube.com/watch?v=vYt7qPDnEyw

Agenda Outline

Table 1 provides a detailed outline of the agenda for the work session. It includes timing, slide numbers, activities, and materials. It provides facilitators with a holistic view of this workshop and the corresponding activities. You may need to allot additional time for the activities for an audience less familiar with the content.

Table 1. Detailed Outline of the Agenda Items

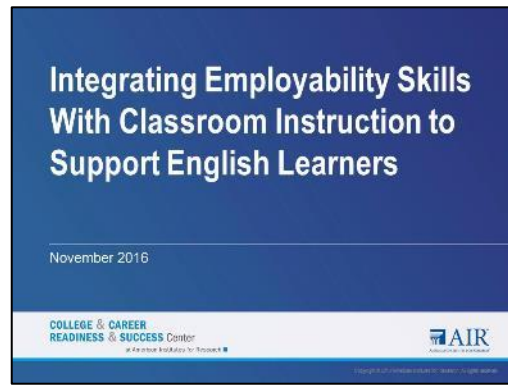| Agenda Item	Time	Slides	Activities	Materials Needed
Welcome, Introductions, and Agenda	10 minutes	1–5	▪ Whip-around introductions	Agenda
Define English Learner Students	5 minutes	6–9		
Review the Employability Skills Framework	60 minutes	10–21	▪ Activity 1: Identifying Employability Skills ▪ Activity 2: Categorizing Employability Skills	▪ Chart paper, sticky notes, and markers for each table ▪ Handout 1. Employability Skills Framework definitions
Why Do Employability Skills Matter to English Learners?	15 minutes	22–27		
Developing Employability Skills in the Classroom	30 minutes	28–36		
Examine High-Demand, Multilingual Occupations	45 minutes	37–50	Activity 3: Tapping Into Bilingual and Bicultural skills	▪ Activity 3 directions from Handout 2 ▪ Handout 1. Employability Skills Framework: Definitions ▪ Handout 3. Medical Spanish Minor at Valley View ▪ Handout 4. Standards of Practice for Culturally Competent Nursing Care ▪ A highlighter for each participant
Review Available Resources	10 minutes	51–55	Review of Web links	Internet (if available)
Closing Remarks	5 minutes	56–61		
Total Time	3 hours			

Script

The following section is a slide-by-slide script that provides guidance to facilitators as they present the content and learning activities in a work session based on this PLM Supplement. Reviewing the entire guide prior to facilitating the work session is highly recommended.

Integrating Employability Skills to Support English Learners
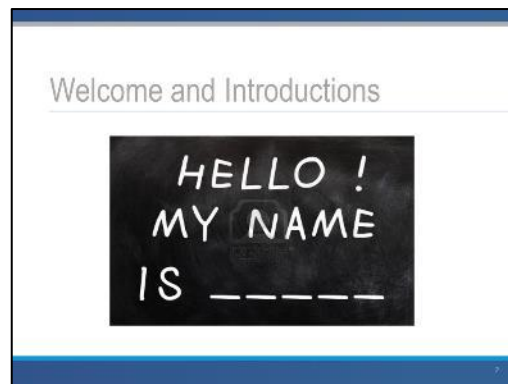
Section 1— Welcome and Introductions (10 minutes)

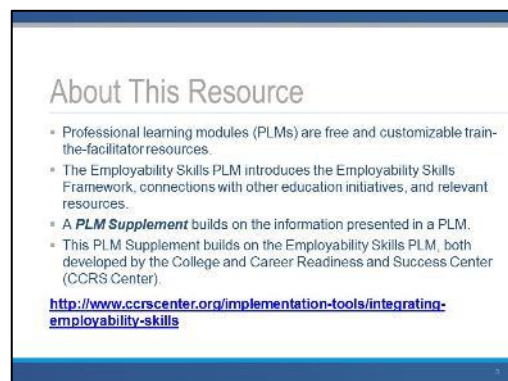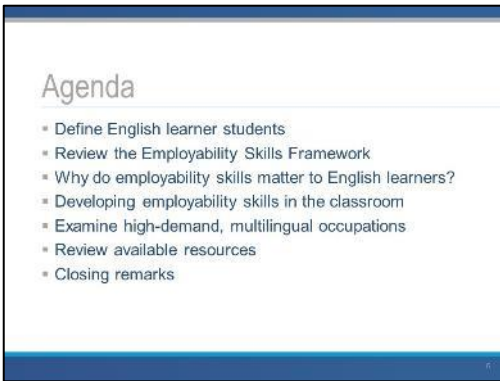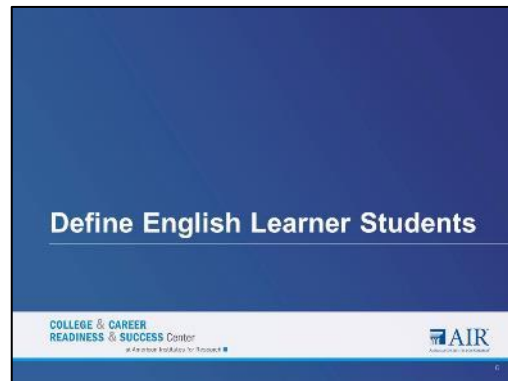|	
Facilitator Note: Officially welcome the participants. Introduce yourself and fellow facilitators. Discuss your relevant background experiences to build participant confidence in your skills as facilitators.	**Integrating Employability Skills With Classroom Instruction to Support English Learners** November 2016 COLLEGE & CAREER READINESS & SUCCESS Center *at American Institutes for Research* ■AIR Slide 1
Facilitator Note: Ask participants to introduce themselves by sharing their names and roles. Let participants know that you will start with some background information and a review of the agenda.	Welcome and Introductions HELLO ! MY NAME IS _____ Slide 2
Explain: "Professional learning modules, or PLMs, are intended to serve as a train-the-facilitator resource that regional comprehensive centers (RCCs), state education agencies (SEAs), and local education agencies can use for their own individualized sessions. The College and Career Readiness and Success Center (CCRS Center) provides a series of PLMs focused on various topics. Each PLM is intended to build a common language on the topic it addresses as well as to create a common understanding of the key elements, perspectives, and policies related to the topic. "A PLM Supplement is a smaller, more focused resource that builds on a general PLM. This PLM Supplement focuses on English learners, specifically building on the Employability Skills PLM available on the CCRS website. The Employability Skills PLM introduces the	About This Resource • Professional learning modules (PLMs) are free and customizable train-the-facilitator resources. • The Employability Skills PLM introduces the Employability Skills Framework, connections with other education initiatives, and relevant resources. • A *PLM Supplement* builds on the information presented in a PLM. • This PLM Supplement builds on the Employability Skills PLM, both developed by the College and Career Readiness and Success Center (CCRS Center). http://www.ccrscenter.org/implementation-tools/integrating-employability-skills Slide 3

Employability Skills Framework and provides various tools and resources to integrate employability skills into existing initiatives and to help prioritize the skills at the state and local levels. This supplement resource is intended to highlight the connections between the framework and special considerations to support English learners' development of employability skills. "All modules and module supplements are free to use and can be customized to meet the individual needs of the state or local agency."	
Facilitator Note: If there is Internet access, presenters may display the Employability Skills Framework website after showing this slide. **Explain:** "Today's session draws on content from the Employability Skills Framework, an online resource from the U.S. Department of Education designed to support the instruction and assessment of employability skills. It is based on a crosswalk of existing employability skills standards and assessments. "The Employability Skills Framework was originally developed by researchers and technical assistance providers by a contractor for the Office of Career, Technical, and Adult Education at the U.S. Department of Education. "To do this work, researchers reviewed various employability skill initiatives and found that existing skills overlapped on many dimensions, despite differences in terminology. Therefore, they were able to group the skills into an organizing structure, which is depicted in the Employability Skills Framework."	 Slide 4
Explain: **"**In this session, we will develop an understanding of who English learners are, review the Employability Skills Framework, gain an understanding of why these skills matter for English learners, explore ways in which these skills are or could be integrated in the classroom, examine careers for bilingual professions where these skills are used, and review some existing tools and resources to support this work."	 Slide 5

Section 2—Define English Learner Students (5 minutes)

|	
Explain: "Before we explore the Employability Skills Framework and begin to explore the links between the Framework and work to support and prepare English learners, let's take a few minutes to review: ▪ Who are English learners? ▪ How do these students fare in terms of academic success? ▪ What are their prospects for college and career readiness and success?"	 Slide 6

Explain:
 	
"The new Every Student Succeeds Act, 2015 (ESSA), changed the previous term *limited English proficient* to *English learner* and defines an English learner as an individual
 	
▪ Who is 3 through 21 years old
▪ Who is enrolled or preparing to enroll in an elementary school or secondary school
▪ Who was not born in the United States *or* whose native language is a language other than English
  • Native American or Alaska Native, or a native resident of the outlying areas
  • **And** comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency
  • **Or** is migratory and comes from an environment where a language other than English is dominant
▪ **And** whose difficulties in speaking, reading, writing, or understanding the English language deny the individual
  • The ability to meet challenging state academic standards
  • Achievement in classrooms with English instruction
  • The opportunity to fully participate in society"
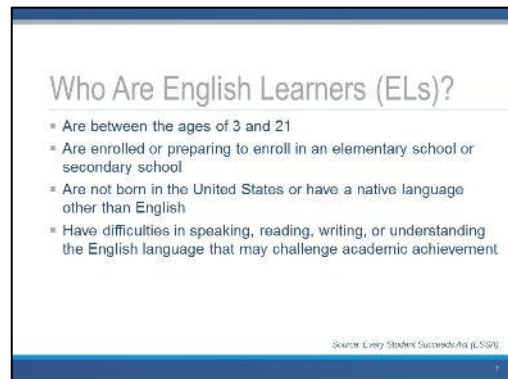	
	Slide 7

Explain:

"English learners, or ELs for short, are a very diverse group of students. They speak more than 300 languages, with the majority speaking Spanish (71%), followed by Chinese (4%), Vietnamese (3%), French or Haitian Creole (2%), and Arabic (2%). Though many ELs were born in the United States, they represent ethnicities and cultures from all over the world. They also differ in educational background and socioeconomic status."

Sources: American Youth Policy Forum (2009) and Ruiz Soto, Hooker, and Batalova (2015)

Slide 8

Explain:

"ELs are the fastest growing student population in the country, with a slow but steady incline. In 2015, 10 percent of public school students in the United States were ELs, notably higher than the 8.7 percent in 2002–03.

"Although ELs are more heavily concentrated in the western part of the nation—in states like Alaska, California, Colorado, Nevada, New Mexico, and Texas—the fastest growth of ELs is taking place in states that have not previously had much experience with this student population. For example: in South Carolina, the EL population grew by more than 450 percent* between 2002–03 and 2015; the EL population more than doubled in Mississippi, North Dakota, Arkansas, Kansas, Maine, and Maryland.

"Later we'll discuss why employability skills matter for ELs, but first let's review what employability skills are so we are using common language and a common frame of reference."

***Facilitator Note:** The states with the highest concentration and the biggest growth of EL student enrollment may change over time. Make sure to check the latest data before delivering this presentation.*

If working with a particular state or small group of states, it may help to display state-specific data on the growth of English learner enrollment in that state. State-specific data can be found at http://nces.ed.gov/programs/digest/d14/tables/dt14_204.20.asp.
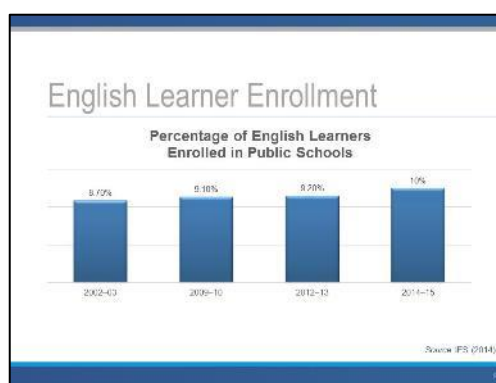
Slide 9

Section 3—Review the Employability Skills Framework (60 minutes)

Explain: "Now we're going to take some time to talk a little more about what employability skills are."	**Review the Employability Skills Framework** COLLEGE & CAREER READINESS & SUCCESS Center at American Institutes for Research ■ AIR Slide 10
Explain: "You may have heard *employability skills* referred to by other names, such as soft skills, workplace readiness skills, noncognitive skills, or 21st century skills, but they all point to this same set of general, crosscutting skills. "Our working definition is that employability skills are the general skills and knowledge that are necessary for success in the labor market at all employment levels and in all sectors. "What's important to note about employability skills is that they are not career- or industry-specific skills. No matter what jobs your students ultimately pursue, they will need employability skills to be successful."	**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. Slide 11
Explain: "Now we will begin to explore the employability skills framework. First, on your own, generate a list of your top five most important employability skills. Record each skill on a separate sticky note." *Facilitator Note: After five minutes, go on to Step 3 in the directions.* **Explain:** "Now that each person at your table has five employability skills, discuss your list with your table. As you go through the list, remove any duplicate skills." *Facilitator Note: Allow 5–10 minutes for this part of the activity.*	**Activity 1: Identifying Employability Skills** Brainstorm activity: 1. On your own, generate a list of your **top five** most important employability skills. 2. Record each skill on a sticky note. 3. Discuss your list with your table. 4. Remove duplicate skills. Slide 12
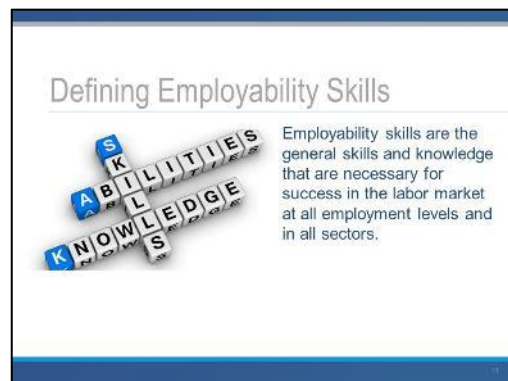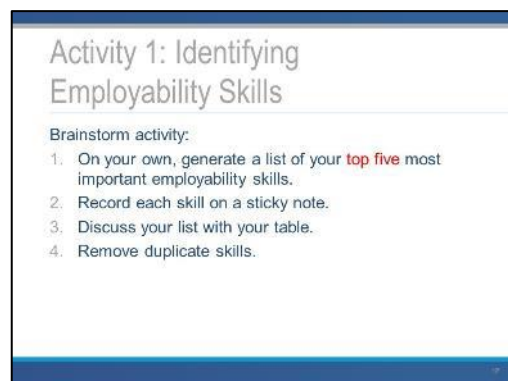
Explain: "Now we'll turn to the Employability Skills Framework to provide context for our discussion and to see how the skills you've brainstormed match the skills in the framework. "When we talk about effective relationships, we're referring to the skills that enable individuals to interact effectively with clients, coworkers, and supervisors. "Workplace skills are the skills employees need to successfully perform work tasks. "And applied knowledge refers to the thoughtful integration of academic knowledge and technical skills put to practical use in the workplace."	 Slide 13
Facilitator Note: While describing the activity or in advance, provide each table or group with a sheet of chart paper divided into thirds. **Explain:** "Let's take a couple of minutes to sort the skills you've identified at your table into these three categories: Effective Relationships, Workplace Skills, and Applied Knowledge. Each table has a piece of chart paper with three sections. Start by labeling each section with a category. Then, as a group, place each of your skills into one of the three categories (eliminating any duplicates). Discuss why you think the skill belongs in a particular category. "As we begin to dig into these categories and the skills that fold into these categories, review where you placed the employability skills in your chart paper. Decide whether there are any that should be moved into a different category or stay where they were originally placed." *Facilitator Note: While small groups sort their sticky notes into the three categories on the chart paper, pass out Handout 1, "Employability Skills Framework: Definitions."* **Explain:** "Now I am sharing the skills and definitions that make up the employability skills. Please feel free to read along as we discuss the skills in more detail."	 Slide 14

Facilitator Note: This slide is animated and starts with the whole framework and then zooms into the current category. Be prepared to ask participants to provide examples of what these skills look like in practice and be prepared to share your own examples.

Explain:

"Now we're going to look at the categories that make up the framework in more detail.

"The first category we will discuss is Effective Relationships. Looking at your handout, you can see that we are specifically referring to interpersonal skills *[CLICK FOR ANIMATION TO SHOW LIST OF INTERPERSONAL SKILLS],* which are skills that enable employees to collaborate with members of a team or work independently, as appropriate, and contribute to the overarching goals of the workplace. For personal qualities *[CLICK FOR ANIMATION TO SHOW LIST OF PERSONAL QUALITIES],* we mean a set of behaviors and skills that enable employees to establish effective relationships and function appropriately in the workplace."

Facilitator Note: Direct participants to the Effective Relationships section of the handout and give them two to three minutes to read it. Continue with the activity once they are done reading.

Explain:

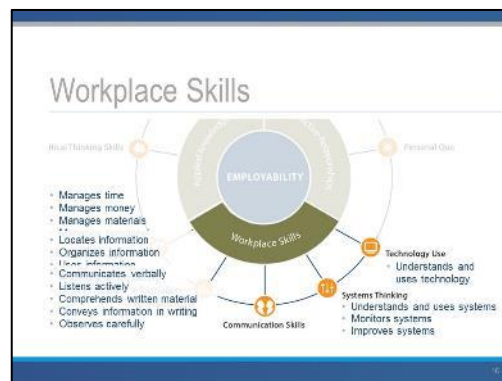"Take a couple of minutes to review the skills that you placed into Effective Relationships at your table. In light of the definition we've just read, think about whether there are any skills that you placed into this category that do not belong. You can move them off the chart paper and just set them aside for now. Then look to see whether there any skills that you placed into other categories that should be moved into Effective Relationships."

Facilitator Note: Participants work in small groups to complete the task and discuss implications for ELs.

Facilitator Note: Before moving to the next section, make the connection to cultural sensitivity by making the following statement.

Explain:

"As you read through these criteria, you may have some ideas or examples of specific implications for ELs. Skills such as exercising leadership, the process of negotiating and resolving conflict, independent work versus teamwork, and taking initiative all may be influenced by

Slide 15

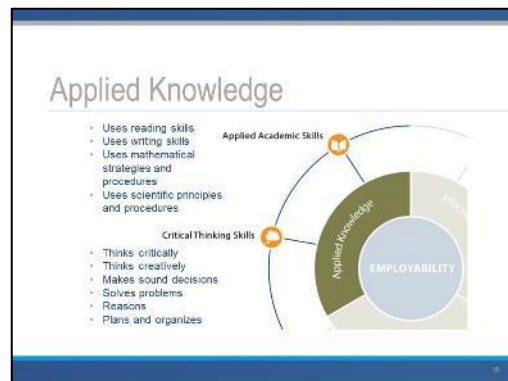|	
an individual's cultural background. This will have implications for how we introduce these concepts in the classroom and help students develop an understanding of what will be expected of them in higher education and the workplace. "For example, if you look at the skill 'understands teamwork and works with others,' in the classroom this may mean students are assigned to a group project and provided guidance on assigning roles and responsibilities so that everyone contributes in a meaningful way to the overall project. Some cultures place a stronger emphasis on community and team effort than we sometimes do in U.S. schools, and these students may have prior knowledge, exposure, or skills that they can easily tap into and build upon to develop that skill."	
Explain: "The next category is Workplace Skills. We are talking about resource management *[CLICK],* information use *[CLICK],* communication skills *[CLICK],* systems thinking *[CLICK],* and technology use *[CLICK].* Take a couple of minutes to review these skills on your handout." *Facilitator Note: Direct participants to the Workplace Skills section of the handout and provide them with two to three minutes to read it. Continue with the activity once they are done reading.* **Explain:** "Look at the skills you've grouped into Workplace Skills at your table. After reviewing the definition of this category, what skills do you need to move out of Workplace Skills? What skills should be moved into the category? Take a couple of minutes to discuss with your table and move any skills accordingly."	 Slide 16
Explain: "Many of the skills under Workplace Skills are strongly influenced by cultural background. For example, culture strongly influences communication norms, particularly interactions between men and women, young people and their elders, and students and persons of authority (for example, teachers, administrators). "The concept of time and time management also is strongly influenced by cultural background. Let's take a few minutes to look at this short video that attempts to illustrate differences in cultural norms of time management."	 Slide 17

Facilitator Notes: *Make sure to preview the video ahead of your presentation to make sure everything works smoothly. If there is any trouble, the video can be accessed from* https://www.youtube.com/watch?v=vYt7qPDnEyw **Explain:** "Cultural differences such as these may need to be addressed in instruction to best equip ELs with the knowledge and skills they will need to succeed in higher education and workplaces in the United States, and at the same time, sensitivity to them contributes to understanding and being respectful of students' cultural heritage."	
Explain: "The third category is Applied Knowledge and includes both applied academic *[CLICK FOR ANIMATION]* and critical thinking skills *[CLICK FOR ANIMATION]*. Take a couple of minutes to review these skills on your handout." **Facilitator Note:** *Direct participants to the Applied Knowledge section of the handout and give them two to three minutes to read it. Continue with the activity once they are done reading.* **Explain:** "Once again, review the skills you've placed into Applied Knowledge at your table and make any final changes to move skills into or out of this category." **Facilitator Note:** *Participants work in small groups to review the Applied Knowledge category and move any skills into or out of it.* **Facilitator Note:** *Before moving to the next section, make the connection to cultural sensitivity by making the following statement.* **Explain:** "For ELs, the needed scaffolding (or instructional techniques used to help students move progressively toward greater understanding) and the ways in which students demonstrate their academic skills will differ according to each student's English proficiency level. Examples of these scaffolding strategies and the ways by which students demonstrate their knowledge and skills are found in English language proficiency standards, such as the WIDA standards. We will explore this later in the module."	 Slide 18

Explain: "Now that we've discussed each of the individual categories of the Employability Skills Framework, we thought it would be helpful to see how all these pieces fit together. Again, you see the three categories—Effective Relationships, Workplace Skills, and Applied Knowledge—along the inner green ring and the nine sets of skills along the outer rim."	 Slide 19
Explain: "Take a couple of minutes to review the skills that you had identified and the skills outlined in the Employability Skills Framework. ▪ How did your group's list compare with those in the framework? ▪ Were you surprised by any of the skills included in the framework?" *Facilitator Note: Participants work in small groups to review and discuss the questions as a group. Then ask for a couple of volunteers to share highlights of their conversation. Allow 10 minutes for this part of the activity.*	 Slide 20
Explain: "Now take a few minutes to discuss with your group the implications for ELs: ▪ Are these the same skills ELs will need to succeed in higher education and in their careers? ▪ What are the instructional implications of helping ELs develop these skills?" *Facilitator Note: Participants work in small groups to review and discuss the questions as a group. Then ask for a couple of volunteers to share highlights of their conversation. Allow 10 minutes for this part of the activity.*	 Slide 21

Section 4—Why Do Employability Skills Matter to English Learners? (15 minutes)

Slide 22

Explain:

"The fact that ELs are one of the fastest growing subgroups in the country highlights the importance of ensuring that they attain high academic achievement so that they may be better equipped to contribute in a meaningful way in the communities in which they live and have economically secure and fulfilling lives themselves.

"But, historically, ELs tend to struggle academically. The National Assessment of Educational Progress, also known as NAEP, has collected data on ELs in reading since 1998 and in mathematics since 1996. In all years, non-EL fourth- and eighth-grade students have outperformed ELs in reading and in mathematics. In fact, in 2015, the reading achievement gap between non-EL and EL students was 37 points at the fourth-grade level and 48 points at the eighth-grade level. The same year, the mathematics achievement gap was 25 points at the fourth-grade level and 38 points at the eighth-grade level."

Slide 23

Explain:

"Faced with these challenges, it is not surprising that ELs have some of the lowest high school graduation rates in the country, with only 59 percent completing high school in four years in 2012. This was 20 percentage points lower than the U.S. average for that year."

Source: National Center for Education Statistics (2014)

"Furthermore, an NAEP High School Transcript study in 2009 revealed that of those ELs who graduate from high school, 63 percent received a below-standards curriculum and graduated with lower GPAs than their non-EL counterparts. In the study, a student was classified as

Slide 24

completing a standard curriculum if he or she earned four credits in English and three credits each in social studies, mathematics, and science."

Source: National Center for Education Statistics (2011)

Facilitator Note: *If participants want to know more about the second statement and time allows, you may provide this additional information from the same study.*

"32 percent of EL graduates were missing only the required English credits (while ELs take English as a second language classes, these credits count as foreign language, not English credits); 29 percent lacked the science requirements; and 35 percent were missing more than 1 requirement."

Source: National Center on Education Statistics (2011)

Facilitator Note: *This slide is animated and will require you to click twice to highlight the relevant information to make the point.*

Explain:

"Failure to provide ELs a fair opportunity to achieve academic success may have a negative impact on the communities in which these students reside because academic achievement has a direct correlation with employment and income. As outlined in this chart from the U.S. Bureau of Labor Statistics in 2016, higher educational attainment tends to generally correlate with lower rates of unemployment and higher income.

"Knowing that only 59 percent of ELs completed high school in four years in 2012, these data suggest that many ELs will likely fall in the lowest end of median weekly earnings *[CLICK FOR ANIMATION]* and the higher end of unemployment rates *[CLICK FOR ANIMATION]*."
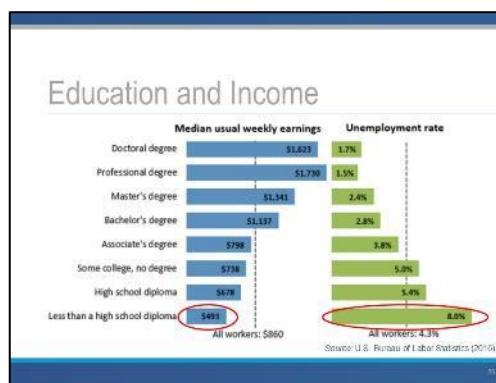
Slide 25

Explain:

"The development of employability skills can increase the likelihood of success for ELs. A report released in 2015 summarized the outcomes of an extensive literature review (172 articles) and drew the following conclusions: (1) just as academic achievement can predict employment and income, the development of soft skills can predict employment and earnings, (2) youth who have had fewer educational opportunities can develop soft skills to enhance their employment opportunities and success in the workforce, and (3) soft skills have greater influence on earnings among workers who earn less money. In fact, when looking at those whose earnings are below the tenth percentile, soft skills had a two and a half

Slide 26

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to four times as large an influence on earnings as traditional academic skills." *Facilitator Note: In this literature review, "soft skills" referred to higher order thinking, communication, positive self-concept, self-control, and social skills.*	
Explain: "Furthermore, employers cite employability skills as among the most important skills, and a lack of employability skills may contribute to a 'talent shortage. "In the following section, we explore some leading education initiatives to illustrate ways in which you may already be addressing employability skills and tools you can use to identify gaps in instruction."	**Importance of Employability Skills** - Employability skills are cited by employers as among the most important skills (Hart Research Associates, 2015). - A lack of employability skills may contribute to a talent shortage (ManpowerGroup, 2012). Slide 27

Section 5—Developing Employability Skills in the Classroom (30 minutes)

Explain: "We recognize that the list of employability skills may seem overwhelming and, in the next few slides, we hope to illustrate how you may already be embedding employability skills in various ways."	**Developing Employability Skills in the Classroom** COLLEGE & CAREER READINESS & SUCCESS Center AIR Slide 28

Explain:
 	
 "There are many education initiatives under way with opportunities to think about employability skills. Nearly all states have some college and career readiness definitions that explain what it means to be ready for college or a career, and all states have some kind of college and career readiness learning standards. All states also have English language development standards. ELs participate in appropriate programs of language assistance, such as English as a second language or English language development, high-intensity language training, and dual-language education, to help ensure that they attain English proficiency and meet the same
	How Can This Connect to Existing Work?
	
	 - Part of other college and career readiness initiatives:
	  - Postsecondary preparedness expectations and definitions
	  - College and career readiness standards
	  - Development of English proficiency
	 - Materials focus on two relevant policy initiatives:
	  - State college and career readiness standards
	  - WIDA Standards
	
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academic content and academic achievement standards that all students are expected to meet. "Some examples of English language proficiency standards include the WIDA Standards, the New English Language Proficiency (ELP) Standards developed by the Council of Chief State School Officers, and the Teaching English as a Second Language (TESOL)–ELP Standards Framework, and some states (e.g., California, Texas) have their own state-developed set of standards. "For the purposes of our discussion today and within this module, we will briefly review the results of a crosswalk between employability skills and college and career readiness standards. Then we will look at how employability skills are embedded into the WIDA English language proficiency standards. Although there are many different English language proficiency standards, we chose the WIDA standards for this activity because WIDA standards are used in 34 states." *Facilitator Note: The WIDA standards are used in 34 states. If you know who your audience members will be, check ahead of your presentation whether the WIDA standards apply to them. If possible, adjust the presentation to reflect the language proficiency standards used by most of your audience members.* *Facilitator Note: This information is not necessary, but in case someone asks what WIDA stands for, be ready to provide this information: In 2002, an EAG grant provided initial funding for the organization that would become WIDA. Three states were involved in the grant: Wisconsin (WI), Delaware (D), and Arkansas (A), and so the acronym WIDA was chosen for the name. At the last minute, however, Arkansas dropped out, and the name World-class Instructional Design and Assessment was created to fit the acronym. As WIDA grew, however, the original name no longer adequately described its mission. Recently WIDA decided to stop defining the acronym. Now WIDA just means WIDA.*	

Explain:

"College and career readiness standards, such as the *[INSERT STATE'S STANDARDS NAME],* represent what students must know and be able to do at each level to be ready for college and careers by the time they graduate from high school. These standards are specific to English language arts and mathematics and are often tailored to each state's context.

"This table shows a crosswalk between the Employability Skills Framework and state college- and career-ready standards. The Xs indicate that an employability skill is embedded in the standards. (This was done with the Common Core.) As you can see, many employability skills are integrated into the state college and career readiness standards, though there is no explicit integration of skills such as personal qualities, resource management, and systems thinking. It is important to note that this matrix provides a high-level overview; it may be possible to find more connections by examining elements of college and career readiness standards at a more detailed level."
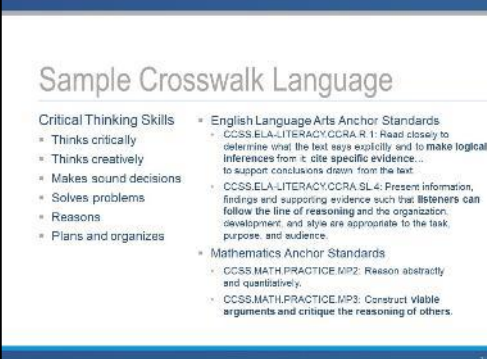
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Explain:

"Let's look at an example of what this alignment looks like between the Employability Skills Framework and the College Readiness Standards (for this example we used the Common Core). The Employability Skills Framework describes critical thinking skills as enabling 'employees to think critically and creatively in the context of their work, solve work-based problems, and make sound decisions at work.' An individual who uses critical thinking skills thinks critically, thinks creatively, makes sound decisions, solves problems, reasons, and plans and organizes. Although there are many connections to critical thinking embedded in the College Readiness Standards, one example can be found in the ELA Standards for Science and Technical Subjects for Grades 6–12. These types of text analysis require critical thinking, reasoning, and organization of information and ideas."

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Explain:

"In our review of WIDA, we found that WIDA touches on various employability skills. Because the standards' purpose is to develop English language proficiency, the skills that represent reading, writing, listening, and speaking (oral communication) are very obvious in the WIDA standards. Employability skills not addressed by the WIDA standards are personal qualities, resource management, and systems thinking. *[CLICK TO HIGHLIGHT]*

"Although the WIDA standards do not address specific content knowledge or skills, it is their clear intention to provide guidance on how ELs of all English proficiency levels use the English language to develop content knowledge, particularly in mathematics, science, and even the use of technology. For this reason, we determined that these academic and technology skills are addressed by the WIDA standards, even if only indirectly." *[CLICK TO HIGHLIGHT]*

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Explain:

"The WIDA standards are intended to help us understand how the development of English helps ELs attain the content that is represented in college and career readiness standards. The WIDA standards are specifically designed to address the development of reading, writing, listening, and speaking skills with examples of scaffolding modifications that the teacher must make to ensure understanding and production as students progress in English. Critical thinking skills also are found throughout the WIDA standards; these skills are referred to as cognitive functions. This slide shows one example. The academic content here, which again is only meant to serve as an example, is social studies.

"The critical thinking skill is the students' ability to *create* model governments. *[CLICK TO HIGHLIGHT THIS SKILL IN THE SLIDE]*

"The five levels *[CLINK AGAIN TO HIGHLIGHT THE UNDERLINING IN LEVELS 1 AND 5]* illustrate how students develop speaking (oral communication) skills and the scaffolding modifications the teacher can use to meet the students at their language proficiency levels to ensure that students develop the content knowledge while also developing English speaking skills.

"At level one of English proficiency, a student is asked to 'suggest features of model governments using illustrated templates in either his first or second language.' At level

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five of English proficiency, a student is asked to engage in a 'debate about his selection of features of model government.' In both cases, regardless of the student's level of English proficiency, the student is developing content knowledge, critical thinking, and speaking skills."	
Explain: "One thing to note in crosswalking the employability skills with WIDA is that references to content in the WIDA standards are to provide examples of how language is used to attain content. In order to better and more fully understand how employability skills are embedded in schoolwork already in place for ELs, it is important to make a connection between the English language proficiency standards and the college- and career-ready standards of the state in which the EL attends school. "In this case, we found that, even when looking across the two sets of standards, employability skills addressing personal qualities, resource management, and systems thinking were absent from both sets of standards. Of course, standards are only one piece of the puzzle; teachers can address the skills missing from the standards through modeling and other instructional practices."	 Slide 34
Explain: "Now, we begin to introduce you to existing implementation resources to help ensure that employability skills are integrated into classroom instruction. "As mentioned earlier, this module builds on the work of the original Employability Skills Module, available on the CCRS website. The Employability Skills Module includes this Formative Lesson Planning Tool designed to help teachers reflect on lesson planning over time. It can be used to help teachers identify how they are embedding employability skills into their lessons. Teachers can use the tool to describe connections with employability skills in three ways: connections with standards or outcomes, ways in which teachers model or teach employability skills, and ways in which students practice or demonstrate employability skills." *Facilitator Note: This tool and the Self-Reflection Tool on the following slide provide an opportunity to customize the presentation to better address your audience. If the presentation is being delivered to teachers, other school level personnel, district curriculum leaders, or others who may have particular interest in instruction, you may want to adapt the*	 Slide 35

presentation to include the activities corresponding to these tools from the original Employability Skills Module available at http://www.ccrscenter.org/implementation-tools/integrating-employability-skills.	
Explain: "The Employability Skills Module also includes the Summative Lesson Planning Self-Reflection Tool designed to help teachers reflect on how employability skills are embedded in their instruction within a unit or semester or during a full year. The tool is designed to be used collaboratively so that teachers can reflect and learn together. Teachers can use the tool to reflect on the number of lesson plans that include employability skills over time, as seen on this slide. Teachers also can use the tool to reflect on the depth of employability skills embedded in lessons. "In this section, we have explored ways in which you may already be addressing employability skills in your work with ELs through your state's college- and career-ready standards and your state's English proficiency standards. And we introduced you to existing tools to help ensure that employability skills are integrated into instruction. "In the following section, we explore possibilities of career pathways that may help prioritize the development of employability skills while at the same time tap into ELs' multicultural and multilingual knowledge and skills to begin to think of ways in which this prior knowledge may to help ELs further develop employability skills."	 Slide 36

Section 6—Examine High-Demand, Multilingual Occupations (45 minutes)

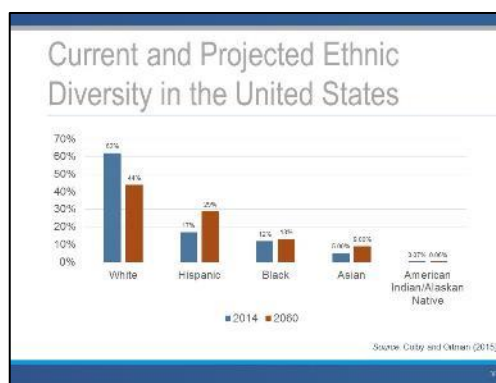|	
Explain: "As mentioned in the beginning of this module, ELs are not a homogeneous group. Although the majority of ELs were born in the United States, 43 percent were born abroad and the majority of those born in the United States grow up in multilingual and multicultural households, representing almost 300 languages. In this activity, we will explore the opportunity presented by the multilingual and multicultural knowledge and skills ELs bring to the table and consider ways to capitalize on them to help students develop employability skills and be better prepared for employment success so that they may be better equipped to contribute to the economic sustainability of the communities in which they live."	 Slide 37

CCRS Center   Integrating Employability Skills: With Classroom Instruction to Support English Learners

Facilitator's Guide—23

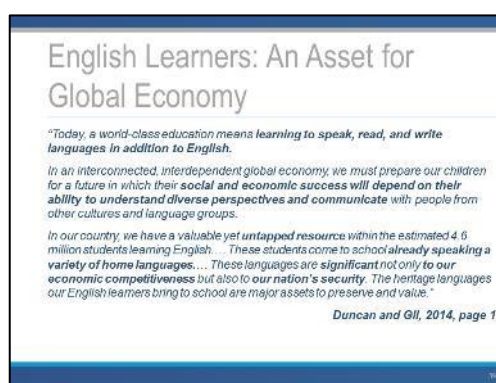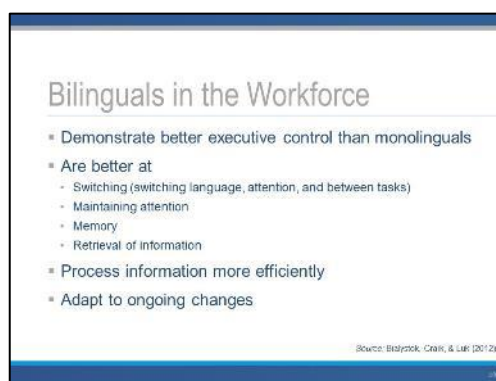|	
Explain: **"**The United States is projected to become a majority-minority nation for the first time in 2043. The non-Hispanic white population will remain the largest single group, but no group will make up a majority. All in all, minorities, now 38 percent of the U.S. population, are projected to constitute 56 percent of the population in 2060. "It's important for maintaining respectable, inclusive, positive, and productive work and learning environments to acknowledge the fact that different cultures often have different understandings of concepts such as teamwork, leadership, negotiation and conflict resolution, professionalism, time management, and people management. Verbal and body language vary significantly across cultures and missing or misinterpreting cues can lead to people feeling offended, excluded, and not valued or appreciated, leading to their disengagement."	 Slide 38
Explain: "In an article published in 2014, former secretary of education Arne Duncan and Libia S. Gil, assistant deputy secretary of the Office of English Language Acquisition in the Department of Education, made this statement highlighting the value of learning to speak, read, and write languages in addition to English and the need to prepare our children for a future in which social and economic success will depend on the ability to understand diverse perspectives and communicate with people from different cultures and language groups. Furthermore, they identify the various languages spoken by ELs as a significant untapped resource to fortify our economic competitiveness and our nation's security."	 Slide 39
Explain: **"**I want to take a minute here to highlight the fact that ELs have some advantages in terms of developing the employability skills in the framework as they bring the inherent benefits of bilingualism. People who are bilingual demonstrate better executive control than monolinguals. "Executive control refers to cognitive skills such as switching attention and working memory that support activities such as high-level thought, multitasking, and sustained attention. "People who are bilingual also have an advantage in retrieval of information, which makes them more able to adapt to ongoing changes and process information more efficiently."	 Slide 40

Explain:

"Furthermore, bilingualism and biliteracy have benefits for employment. For example, in 2012, the state of California implemented the State Seal of Biliteracy for graduating high school seniors who demonstrate their ability to speak, read, and write in one or more languages in addition to English. To understand the possible implications of the State Seal in the job market, research professor and codirector of the Civil Rights Project at UCLA Patricia Gandara and her team conducted a survey and a series of interviews with employers throughout the state.

"They asked employers, 'With two similarly qualified applicants, would you be more likely to hire the bilingual applicant?' Employers overwhelmingly replied that they would likely hire the bilingual candidate. When asked whether holders of the State Seal would have any benefit in employment, the yes/maybe responses increased by about 10 percentage points among most industries."

Source: Gandara (2014)

"California was the first to implementing a State Seal of Biliteracy and was later joined by New York, Illinois, Washington, and Texas. Because of the growing interest in this recognition of biliteracy, four national organizations (American Council on the Teaching of Foreign Languages, National Council of State Supervisors for Languages, National Association for Bilingual Education, and TESOL International Association) jointly developed the *Guidelines for Implementing the Seal of Biliteracy,* a tool for districts and states interested in implementing similar seals of recognition for high school graduates."

Source: ACTFL, NCSSFL, NABE & TESOL (2015) and Maxwell (2014)
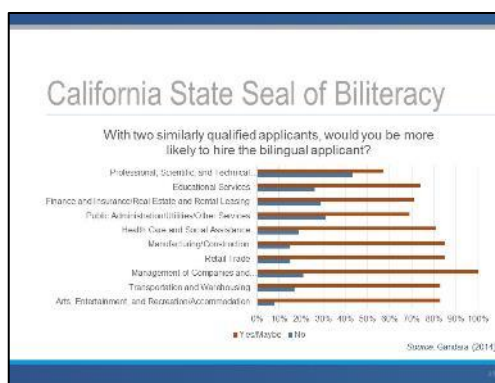
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Explain:

"Take a couple of minutes to turn to a neighbor and discuss the following questions:

'What are the opportunities offered by the diverse cultural and linguistic backgrounds of bilingual and multicultural students?'

'Are there particularly social and economic needs in your state that could benefit from bilingual and multicultural professionals?'

"After a few minutes, I will ask for a couple of volunteers to share the highlights of your discussion."

Facilitator Note: *Allow 2–3 minutes for discussion and then take 2–3 minutes to have a couple of volunteers share the*

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highlights of their discussion. Close the discussion with a statement to transition to the professional field that will be explored in the next section.
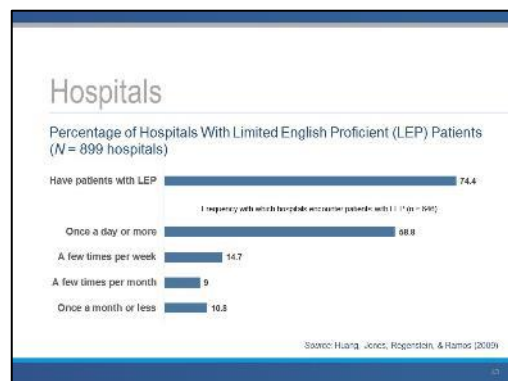
Explain:

"Let's look at the healthcare industry and its high demand for workers. The changing ethnic composition of the nation coupled with recent healthcare reform leads to growing interest in meeting the needs of patients with limited English proficiency. The next few slides show the results of a survey of hospital human resource directors by George Washington University in 2009, to learn more about the individuals in a hospital setting who interact with patients who speak a language other than English."

Facilitator Note: Where possible, the highlighted profession should be updated to reflect the industry(ies) in the state to which the information is being presented.

Explain:

"Of almost 900 participants, close to 75 percent reported that their hospitals served patients with limited English proficiency, and about 59 percent reported that their hospitals serve such patients once a day or more."

Hospitals

Percentage of Hospitals With Limited English Proficient (LEP) Patients (*N* = 899 hospitals)

Have patients with LEP	74.4

Frequency with which hospitals encounter patients with LEP (n = 696)

Once a day or more	58.8
A few times per week	14.7
A few times per month	9
Once a month or less	10.3

Source: Huang, Jones, Regenstein, & Ramos (2009)

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Explain:

"Although approximately 88 percent of participants reported that their hospitals employ bilingual doctors and nurses, these paid staff members do not fill the hospital's need of bilingual staff members who can provide translation services for patients with limited English proficiency. Consequently, more than half of participants reported that their hospitals rely on volunteer translators to meet this need. But, as this graph displays, requirements or qualifications are less rigorous for volunteer interpreters than for staff interpreters. Volunteer translators are less likely to be required to

- Have prior experience providing medical translation support
- Pass a language assessment
- Have prior formal training in medical translation

"As we can all understand, translation errors in medicine can result in serious harm to the patient."

Qualifications of Paid Staff Versus Volunteer Hospital Translators

Staff interpreter (n=244 hospitals)
Volunteer interpreter (n=468 hospitals)

	Require experience	Require language assessment	Require training
Staff interpreter	67.1	79.5	53.7
Volunteer interpreter	28.8	48.5	20.4

Source: Huang, Jones, Regenstein, & Ramos (2009)
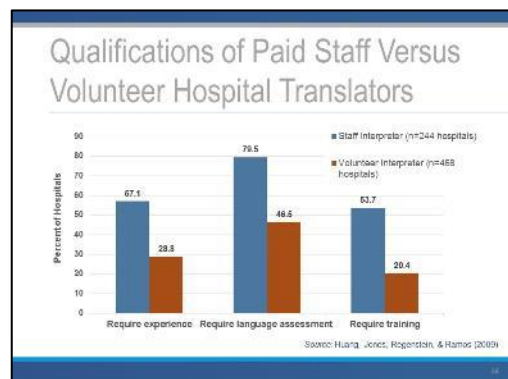
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Explain:

"But language is not the only issue in play here. The growing recognition of the value of multicultural competency in various branches of the medical field have led to the development of cultural competence standards for nurses, physicians, and mental health providers. As a result, training in cultural competency has become part of the preparation of medical students.

"Anita Hold, a registered nurse, explains that understanding a patient's cultural values is an integral part of quality patient care. For example, she explains, it is important for a Hispanic hospital patient to have not only his wife and children at his bedside, but also his *compadres*, *comadres*, *tios,* and *tias* (extended family). If the nurse, laboratory technician, or doctor does not understand the concept of *familia*, the integrity of the patient's care could be compromised."

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"Cultural differences also have implications for how students are introduced to the various employability skills in the framework and how students develop an understanding of what these terms mean in the U.S. workplace. At the same time, students should not be treated as if their biculturalism and bilingualism were a deficit. As a nation, we may benefit most from not only respecting but nurturing students' ability to flow between multiple cultures and languages.

"In the next activity, we will see how one district is tapping into students' bilingual and bicultural skills to address a local need and help students develop some of the employability skills outlined in the framework."

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Facilitator Notes: Ask participants to work in small groups of 4–6. While they assemble into small groups, distribute Handouts 2 and 3, so that half of each group has Handout 2 and half has Handout 3. Each group also will need a printout of the Activity 3 directions. Also direct participants back to Handout 1 with its definitions for the Employability Skills Framework.

Explain:

"I am distributing two handouts and a sheet with directions. One team member should read the Activity 3 directions aloud to the group. Please make sure that half the members of your group have Handout 2 and the other half have Handout 3. You will each read one handout and then have an opportunity to share what you just read with your group members. As you read, refer back to the Employability Skills Framework definitions and

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highlight any connections to employability skills in your reading."	
Facilitator Note: Allow participants 10 minutes to complete this task.	
Explain:	
"Now you will have 10 minutes to share with your group what you just read and the connections to employability skills you found in the readings. As a group, think about the two readings to discuss the last item on this list, 'How does the Medical Spanish Minor program tap into students' bilingual and bicultural backgrounds to address the bilingual and bicultural need in the medical field while at the same time help students develop employability skills?	**Discussion** In your group, discuss the following: - Share information about what you just read. - What employability skills were you able to identify in the reading? - How does the Medical Spanish Minor program tap into students' bilingual and bicultural backgrounds to address the bilingual and bicultural need in the medical field while at the same time help students develop employability skills?
"After 10 minutes, I will ask for a couple of volunteers to share highlights of your conversations."	Slide 48
Facilitator Note: Allow participants to talk in their groups for 10 minutes. Then invite a couple of groups to share highlights of their conversation.	
Some example of employability skills found in the readings are these:	
Medical Spanish Minor	
▪ *The Medical Spanish Minor clearly has a strong emphasis on communication skills.*	
▪ *The program addresses effective relationship skills such as "responds to customer needs and respects individual differences."*	
▪ *In the program, students also learn to gather and use information by collecting information from a patient and communicating it to a doctor and vice versa.*	
▪ *Completing a minor degree while still in high school would likely require that students exercise initiative, responsibility, self-discipline, and a willingness to learn.*	
Standard 9 of the Standards of Practice for Culturally Competent Nursing Care	
▪ *The standard clearly has a strong emphasis on communication skills such as speaking, listening, and observing carefully.*	
▪ *The standard addresses effective relationship skills such as responding to customer needs and respecting individual differences.*	
Keep an open mind; participants may identify additional skills in the readings not listed here.	

Help participants understand that the Medical Spanish Minor program treats students' bilingual and bicultural skills as an asset and builds on those skills to help students develop employability skills.

Before moving to the next slide, close this section with the following statement.

Explain:

"Before we continue, I want to point out the fact that we present the Medial Spanish Minor program as only one example to illustrate the point that ELs have knowledge and skills that we as educators can build on to help them develop the employability skills they will need to be productive contributing members of the communities in which they live. Similar medical translation challenges are faced by all immigrant communities: Chinese, Vietnamese, Haitian, Arabian, and others. Programs like the Medical Spanish Minor can be developed to address other language needs. And partnerships like the one between the Medical Spanish Minor program and its local colleges can be established to develop career pathways that address other local needs while helping students develop the skills they will need to have successful professional careers."

Explain:

"Education is another industry in need of bilingual professionals, both as teachers of ELs and as foreign language teachers.

"As stated earlier, ELs are the fastest growing student population in the country. This student population growth also yields a greater need for teachers who can provide specialized instruction for these students. A study by the Council of Great City Schools, a policy and advocacy group that represents most of the nation's largest school systems, found that of large school districts that participated in a 2013 survey, more than 40 percent reported that they had an EL teacher shortage, and almost 52 percent reported that they anticipated an EL teacher shortage over the next five years."

Source: Uro & Barrio (2013) and USDE (2015)

"Furthermore, with growing interest in bilingualism, dual language programs are on the rise, and finding highly qualified bilingual educators is cited as the greatest challenge for implementing these programs."

Source: Liebtag & Haugen (2015)
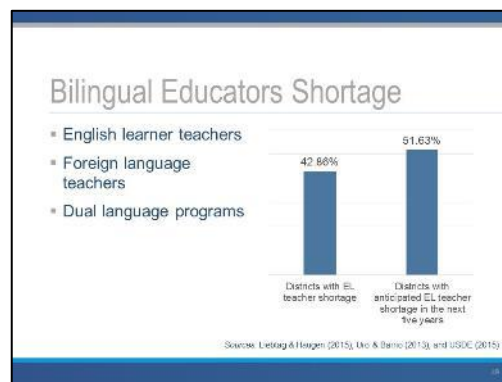
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Explain:

"The quick answer to addressing the EL teacher shortage has been to recruit abroad, primarily in Puerto Rico, Spain, and Mexico. Although these international hires meet the academic qualifications, they do not always have the sociocultural understanding of the students they serve in the United States.

"In 2015, many states also identified foreign language teachers as a shortage area in their teaching force. More specifically, states listed French, Italian, German, Chinese, Japanese, Russian, Latin, and Spanish as areas of shortage among foreign language teachers. The report stated that foreign language teachers are greatly in need, particularly in schools that serve low-income students.

"We present this as another example of a need for bilingual professionals that can be explored and possibly addressed by establishing programs that tap into the special knowledge and skills ELs bring to the table while also helping these students develop the critical employability skills they will need to be successful."

Facilitator Note: Your audiences may bring to your attention the fact that one does not necessarily have to be bilingual to be an EL teacher, but it helps tremendously to be able to use the students' first language in instruction and to understand their needs from a cultural perspective.

Source: Camera (2015) and U.S. Department of Education (2015)

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Section 7—   Available Resources (10 minutes)

Explain:

"In this final section, we will review a few key resources to aid in your efforts to help ELs develop employability skills in order to increase the likelihood of their academic and professional success after high school."

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Explain:	
"The first resource is the Employability Skills Framework website, which is a one-stop resource for information on employability skills for instructors, administrators, employers, and students. The website also provides an interactive experience with the skills framework, houses an assessment comparison worksheet that educators can use to see whether their assessments evaluate the employability skills, and includes a lesson planning checklist.	
"The website also provides audience-specific landing pages so that teachers, administrators, and employers can find information most specific to them."	Slide 52
Facilitator Note: Highlight the PLM and its ability to be adapted for different contexts, including ELs.	
Explain:	
"This is the professional learning module that today's session is built on. It is intended to serve as a train-the-facilitator resource that regional comprehensive centers, state education agencies, and local education agencies can use for their own custom-made sessions. This module includes resources that can be used to customize and complement this module, including its Formative Lesson Planning Tool and Summative Lesson Planning Self-Reflection Tool that teachers can use to identify how they are embedding employability skills into each lesson and into their instruction over time.	Slide 53
"The module is free to use and can be customized to meet the individual needs of the state or local agency. This PLM is just one in a larger series of PLMs focused on various topics. Each PLM is intended to build a common language on the topic it addresses as well as to create a common understanding of the key elements, perspectives, and policies related to the topic."	
Explain:	
"The Employability Skills PLM includes a workbook with guidance on conducting a crosswalk. The workbook can be used to conduct a crosswalk of the Employability Skills Crosswalk and your state-adopted college- and career-ready standards, as well as your state-adopted or state-specific English language proficiency standards.	
"As explained earlier, the Employability Skills Module includes a Formative Lesson Planning Tool designed to help teachers reflect on lesson planning over time.	Slide 54
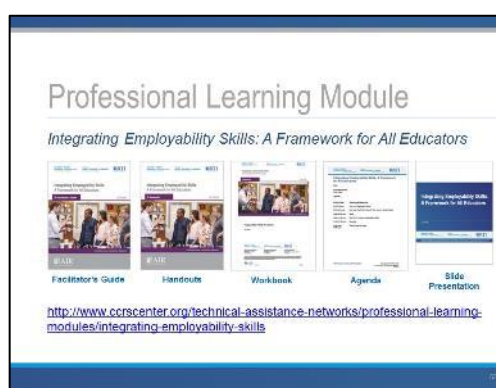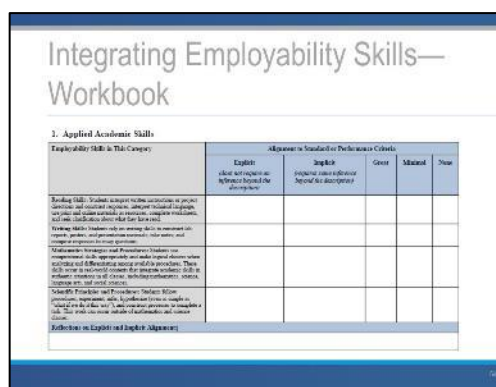
"Also as explained earlier, the Employability Skills Module includes the Summative Lesson Planning Self-Reflection Tool designed to help teachers reflect on how employability skills are embedded in their instruction within a unit, or semester, or during a full year."	
Facilitator Note: Highlight the PLM and its ability to be adapted for use in different context, including efforts to support ELs. "In this module we talked about two possible career pathways for ELs. Strategic steps must be taken to design and implement a system that best meets the needs of the students you serve. The CCRS Center developed a Career Pathways Module that presents a framework for state education agencies to design a career pathways system. The CCRS Center presents the system as a coordinated system of programs and services supporting students in the transition from school to the workforce. "The CCRS Center's resource is a four-chapter module intended to help state education agency staff design, implement, and evaluate a career pathways system. Each chapter includes a facilitator's guide, slide presentation, and activity handouts. The four chapters include 1. Engaging Key Stakeholders and Defining Goals 2. Mapping Policies, Programs, and Industries 3. Designing a Framework 4. Implementation and Continuous Improvement "This resource can be used to develop and implement career pathways that best address the needs of the students you serve."	 Slide 55
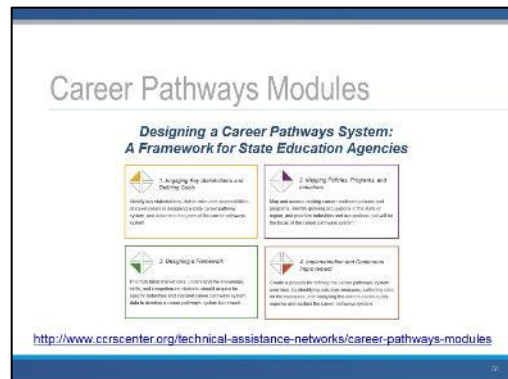
Section 8—Closing Remarks (5 minutes)

Explain: "Thank you for participating in this workshop. We hope to have achieved our goals to help you ▪ Understand what employability skills are and why they are important for English learners ▪ Explore connections between the Employability Skills Framework and other current work in the classroom, such as academic content standards and English proficiency standards ▪ Understand special considerations in helping English learners develop these skills ▪ Provided some resources to support English learners in developing employability skills"	 Slide 56
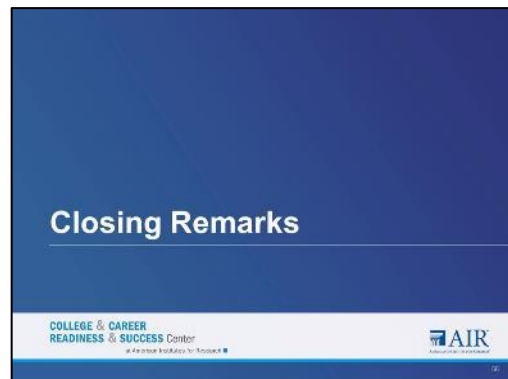
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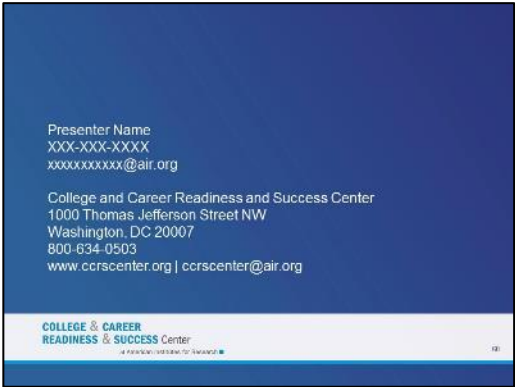
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