

Employability Skills Framework - Lesson Planning Checklist

Instructor: _____

Lesson Topic: _____

Activities that Reinforce Employability Skills:

| Employability Skills Lesson Components | | Included in Lesson? | | Notes |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----|-------|
| | | Yes | No | |
| APPLIED KNOWLEDGE | | | | |
| Applied Academic Skills | 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. | | | |
| | Writing skills Students rely on writing skills to construct lab reports, posters, and presentation materials, take notes, and compose responses to essay questions. | | | |
| | Math strategies/procedures Students use computational skills appropriately and make logical choices when analyzing and differentiating among available procedures. Outside of math class, this includes creating/interpreting tables and graphs and organizing/displaying data. | | | |
| | 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). | | | |
| Critical Thinking Skills | 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. | | | |
| | 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). | | | |
| | Makes sound decisions Students differentiate between multiple approaches and assess options (could be linked to thinking critically). | | | |
| | 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). | | | |
| | Reasons Students negotiate pros/cons of ideas, approaches, and solutions and analyze options using "if-then" rationale. | | | |
| | 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. | | | |
| EFFECTIVE RELATIONSHIPS | | | | |

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| Interpersonal Skills | 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. | | | |
| | Responds to customer needs Students help fellow students understand tasks, find resources, and fulfill assigned roles (think of fellow students as customers). | | | |
| | Exercises leadership Students participate as team leaders or effective team members in project assignments and organize work to meet project goals and team roles. | | | |
| | Negotiates to resolve conflict Students keep team members on track, suggest alternatives, and discuss options (can be as much about agreement as conflict). | | | |
| | 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. | | | |
| Personal Qualities | Demonstrates responsibility and self-discipline Students actively participate in class, asking questions, volunteering answers, completing/submitted assignments, and working well in groups. | | | |
| | Adapts and shows flexibility Students adapt easily to different modes of instruction and different types of assignments. | | | |
| | Works independently Students commit to time-on-task during class and begin work without fanfare. | | | |
| | Demonstrates a willingness to learn Students are cooperative and noticeably engaged. | | | |
| | Demonstrates integrity Students treat work assignments with respect in that work is either original or credited correctly. | | | |
| | Demonstrates professionalism Students treat others and work assignments with respect. All ideas are considered and work is either original or credited correctly. | | | |
| | Takes initiative Students commit to time-on-task during class and begin work without fanfare. This is also evident during teamwork. | | | |
| | Displays a positive attitude and sense of self-worth Students contribute positively to the class. | | | |
| | Takes responsibility for professional growth Students are active listeners, seeking clarification and understanding when needed. | | | |
| WORKPLACE SKILLS | | | | |
| Resource Management | 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. | | | |
| | 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). | | | |
| | Manages resources Students manage resources in projects requiring allocation of limited finances, resources (materials), and personnel. | | | |
| | 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. | | | |
| Information Use | Locates Students use analytical strategies to determine the best medium for finding necessary information. | | | |
| | Organizes Students use any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data. | | | |

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| | <p>Uses Students use classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.</p> | | | |
| | <p>Analyzes Students assess information to determine which is relevant (does not have to be a mathematical analysis).</p> | | | |
| | <p>Communicates Students summarize information to compose written or oral presentations, posters, reports, slides, etc. This can also be as simple as a student explaining a problem in front of the class.</p> | | | |
| Communication Skills | <p>Communicates verbally Students provide oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.</p> | | | |
| | <p>Listens actively Students are noticeably engaged through notetaking, questioning, and responding.</p> | | | |
| | <p>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>Conveys information in writing Students rely on writing skills to organize lab reports, posters, presentation materials and to take notes and reply to essay questions.</p> | | | |
| | <p>Observes carefully Students interpret verbal and nonverbal communication efforts of others.</p> | | | |
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| Systems Thinking | <p>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>Monitors systems Students devise methods to assess team (system) progress.</p> | | | |
| | <p>Improves systems Students negotiate mid-course corrections, adaptations to team (system) tasks if necessary.</p> | | | |
| Technology Use | <p>Understands and uses technology Students often rely on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.</p> | | | |