

Professional Development Monthly Advisor and Planner (PD MAP)

Theme: Workplace Readiness – Integrating Employability Skills in Adult Education Instruction

July 2014

[Self-Study](#) [Collaboration](#) [Workshops/Conferences](#) [Courses](#) [Additional PD Resources](#) [Follow-up](#)

Welcome to the July Professional Development MAP!

This PD MAP focuses on a topic that links the efforts of educators and workforce professionals – the teaching of employability skills. According to OCTAE's newly developed Employability Skills Framework website, employability skills are "general skills that are necessary for success in the labor market at all employment levels and in all sectors." These skills have often been called "soft skills" as opposed to academic skills and "hard" (job specific and technical) skills. Surveys and business round tables show that these are the very skills that employers look for when hiring and value when employees are on the job. Those same surveys indicate a general discouragement among employers that employability skills are often poorly developed in the labor pool.

This PD MAP places the resources on employability skills into two categories – resources to develop teachers' knowledge about employability skills and resources teachers can use during instruction to help learners understand and practice the skills. From the wide variety of employability skills covered in the resources, adult education teachers can select a few that can be tucked into or wrapped around the basic literacy, numeracy, and language skills that form the primary content of the adult education curriculum.

The Day 2 training of the CDE/AEFL Regional Assessment Training in 2012 focused on integrating soft skills in adult education instruction. Teachers who attended that training can refer back to the activities practiced together at that time.

The CDE/AEFL Regional Assessment Trainings are coming up in August and September. See the Workshops/Trainings section of this PD MAP for the schedule of dates, sites, and assessments.

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Self-Study:

For Teacher Knowledge:

Employability Skills Framework

Office of Career, Technical and Adult Education (OCTAE), 2012-2014

<http://cte.ed.gov/employabilityskills>

This website is a one-stop resource for information and tools to support the instruction and assessment of employability skills. The site provides an interactive graphic of the framework in which nine key skills are organized into three broad categories – Applied Knowledge, Effective Relationships, and Workplace Skills. From the homepage, teachers can click the "Educators" link for resources.

Development of Soft Skills as an Aid to Job Retention and Advancement

Park, S., Workforce Education and Development, Pennsylvania State University, 2012

http://www.personal.psu.edu/sep219/blogs/steve_park/Text%20-%20The%20Development%20of%20Soft%20Skills%20as%20an%20Aid%20to%20Job%20Retention%20and%20Advancement.pdf

This article begins with definitions of terms – soft skills, hard skills, employability skills. The second section identifies benefits of strong soft skills to the employer and employee. Finally, the author suggests ways that teachers can integrate soft skills training into instruction.

Importance of Soft Skills Development in Education

Jain, V., 2002

<http://schoolofeducators.com/2009/02/importance-of-soft-skills-development-in-education>

This article focuses on seven soft skills that are beneficial in post-secondary education institutions: communication, thinking/problem solving, team workforce, life-long learning and information management, entrepreneurial, ethics, moral and professionalism, and leadership. A chart provides “must have” sub-skills and “good to have” subskills. The article describes models for teaching skills as stand-alone subjects or embedding the skills in coursework across the curriculum.

Meeting the Demand: Teaching “Soft” Skills

Wilhelm, W., Logan, J., Delta Pi Epsilon, 2002

<http://www.eric.ed.gov/PDFS/ED477252.pdf>

This document contains four papers on teaching “soft” skills in adult and business education programs. The first article examines the workforce skills gap, the importance of academic and behavioral skills, and public policy solutions to the workforce skills gap. The second article looks at seven skill groups valued by employers and at the foundational skills and competencies from the SCANS report. The article provides lists of human relations skills, conceptual skills, and technical skills. The next article describes a dozen instructional strategies for developing “soft” skills, including coaching, designing a webpage, career portfolios, job-shadowing experiences, portfolios, videotapes and interviews.

For Use with Adult Learners:***Employability Skills Resource Toolkit***

North Carolina Community College System, 2012

<http://www.nc-net.info/employability.php>

This website is a wealth of information and resources for integrating eight employability competencies across the curriculum. The 521-page toolkit is downloadable in full or by individual module. Modules include: interpersonal skills and teamwork, communications, integrity and professionalism, problem solving and decision making, and initiative and dependability. Each module contains 5-7 step-by-step classroom activities complete with student handouts, discussion questions, and assessment rubrics. Many modules conclude with links to videos demonstrating the soft skill, and weblinks for additional professional development or classroom use. An appendix at the back of the toolkit contains links to additional suggested resources for teaching employability skills.

Exploring Work-Based Foundation Skills in the ABL Classroom

Carman, P., Van Horn, B., Institute for the Study of Adult Literacy, Penn State University, 2004

http://www.portal.state.pa.us/portal/server.pt/document/884233/foundation_skills_in_able_classroom_pdf OR

<http://eric.ed.gov/?id=ED472123>

This guide contains activities and resources to help adult learners develop work-based foundation skills and knowledge. The guide covers four areas: basic employability skills, basic workplace knowledge, basic workplace skills, and lifelong learning skills. The chapter on employability skills contains modules on these skills: effective interpersonal relations, self-management strategies, teamwork, problem solving, and decision making. Each module includes key words/concepts, discussion questions, and activities to help adult learners develop and use skills.

Communicating at Work

Asian American Civic Association

<http://caw.aaca-boston.org/>

This resource is an online self-paced course for ESL adult learners at low-intermediate level. The easy-to-navigate course covers skills for communicating at work and improving job performance. Users click and scroll to read content, read brief workplace scenarios, and take simple quizzes. Some screens have audio narration. The four sections are: Getting Along at Work, Communicating on the Job, Work Culture, and Doing Well at Work.

Establishing Classroom Rules

Mendiola, Emma. San Antonio College.

<http://oncourseworkshop.com/table-contents/establishing-classroom-rules/>

This article provides step-by-step instructions for involving learners in establishing rules to create a positive learning environment based on appropriate college classroom behaviors. The author describes outcomes from using this technique.

2000 Idea Book

Center for Literacy Studies, University of Tennessee, 2000

http://www.cls.utk.edu/2000_idea_book.html

This online resource has four sections: communication skills, decision-making skills, interpersonal skills, and lifelong learning skills in addition to the introduction and appendices. Each section contains a dozen or more step-by-step lesson plans with learning activities that integrate work preparation and basic skills. Lessons do not need to be followed in order.

Problem-Solving Process

Equipped for the Future

http://www.cls.utk.edu/pdf/ls/Week3_Lesson21.pdf

This step-by-step lesson plan walks learners through the Six-Step Problem Solving Process using an example of a conflict within an adult education classroom.

GCF Learn Free

Goodwill Community Foundation

<http://www.GCFLearnFree.org>

<http://www.gcflearnfree.org/educators/curriculum-guides>

The Work & Career section of this free website contains tutorials for learners on career planning, the job search, money basics, and workplace success. The Job Success section contains ten brief, written tutorials that involve employability skills. The second link above contains curriculum guides for five content areas on the GCF site.

Exploring Work-Based Foundation Skills in the ABL Classroom

Carman, P., Hamilton, K.L, Institute for the Study of Adult Literacy, Pennsylvania State University, 2004

http://www.portal.state.pa.us/portal/server.pt/community/resources_documents/9086/workforce_education_resources/523341

This guide contains instructional activities and resources to help adult learners develop work-based foundation skills and knowledge. The Basic Employability Skills area focuses on employability skills. Each module includes key words/concepts, discussion questions, a wide selection of instructional activities. Other areas covered in the guide are Basic Workplace Knowledge, Basic Workplace Skills, and Lifelong Learning Skills.

Employment "Soft Skills"

Fremont Adult and Continuing Education

<http://www.fremont.k12.ca.us/Page/815>

This website is a repository of links to curricula and websites regarding soft skills. It also contains ten

modules on work ethics topics such as attendance, teamwork, appearance, attitude, productivity, cooperation and respect. It also has employability skills interview questions and a self check-list.

Bridging Cultural Gaps in the Workplace

Ward, K., Clover Park Technical College, Washington State

<http://www.fremont.k12.ca.us/cms/lib04/CA01000848/Centricity/Domain/189/Bridging%20Cultural%20Gaps%20in%20the%20Workplace%20Part%201.pdf>

<http://www.fremont.k12.ca.us/cms/lib04/CA01000848/Centricity/Domain/189/Bridging%20Cultural%20Gaps%20Part%202.pdf>

<http://www.fremont.k12.ca.us/cms/lib04/CA01000848/Centricity/Domain/189/Bridging%20Cultural%20Gaps%20Part%203.pdf>

This curriculum (use each weblink above to access the three parts) aims to foster awareness of adult ESL learners' home nation values and behaviors and those commonly displayed in the American workplace. Part One addresses the meaning of culture; Part Two covers communication across cultural boundaries, social and cultural interactions and employee/employer expectations on the job. Step-by-step lesson plans with a variety of activities, worksheets, and handouts are included.

Collaboration with Colleagues:

Locally facilitated staff discussion

To conduct a 60-90 minute staff discussion of any articles in the Self-Study strand, use the following resource:

Guidelines for Facilitating Discussion Groups

<http://www.calpro-online.org/pubs/DiscussionGuidelineforResearchPublications.pdf>

Workshops, Trainings, Conferences:

CDE/AEFL Regional Assessment Trainings. Sign-in is at 8:30, trainings start at 9:00.

For descriptions of training content: http://www.soe.chhs.colostate.edu/research/abe-tlc/files/Info_RATs_FY15.pdf

For registration information: http://www.soe.chhs.colostate.edu/research/abe-tlc/files/RAT_Registration_FY15%206.27.14.pdf

CASAS Registration Link: <http://bit.ly/UbYH2r>

TABE Registration Link: <http://bit.ly/UbYsVc>

BEST Plus Registration Link: <http://bit.ly/SUtK1m>

August 1, 2014 – Metro Denver, Asian Pacific Development Center
1537 Alton Street, Aurora, CO 80010
Assessment Training: BEST Plus Administrator

August 7 – Statewide
Assessment Training: Assessment Policy Webinar (mandatory for all trainees)

August 8 – S. Colorado, Trinidad State Junior College, 600 Prospect, Trinidad, CO 81082
Assessment Training: BEST Plus Administrator

August 15 – Ft. Collins, Front Range Community College, Center for Adult Learning, 1501 Academy Ct.
Fort Collins, CO 80524
Assessment Training: BEST Plus Scoring Refresher, TABE, CASAS IT, CASAS BIT

August 20 – Statewide

Assessment Training: Policy webinar (mandatory for all trainees)

August 21 – Four Corners, Durango Education Center, 701 Camino del Rio, Suite 301, Durango, CO

Assessment Training: BEST Plus Administrator

August 22 – Four Corners, Durango Education Center, 701 Camino del Rio, Suite 301, Durango, CO

Assessment Training: TABE, CASAS IT, Online CASAS BIT

August 29 – Metro Denver, Daniels Fund Building, 101 Monroe St, Denver, CO 80206

Assessment Training: BEST Plus Scoring Refresher, TABE

September 5 – S. Colorado, CSU Pueblo Campus, 2200 Bonforte Blvd, Pueblo, CO 81001

Assessment Training: TABE, CASAS IT

September 12 – Metro Denver, Daniels Fund Building, 101 Monroe St, Denver, CO 80206

Assessment Training: CASAS IT, CASAS BIT

NOTE: CASAS BIT ONLINE This option is for those who have previously been certified in both the CASAS IT the CASAS BIT. To verify that you are eligible for this option, please contact the ABE-TLC: abetlc@colostate.edu to receive a code that you will input when you register. The CASAS Online BIT can be completed anytime between August 10 and September 30, 2014.

Courses for Credit:

EDU 132 Planning, Organizing, and Delivering Adult Education Instruction

Red Rocks Community College, www.rrcc.edu, start date July 26, 2014

EDU 134 Teaching English as a Second Language (ESL) to Adult Learners

Colorado Mountain College, www.coloradomtn.edu, start date July 14, 2014

Additional Professional Development Resources:

Building Blocks for Change: What it Means to be Career Ready

Career Readiness Partner Council, 2012

www.careerreadynow.org or http://www.careerreadynow.org/docs/CRPC_4pager.pdf

This brief shows agreement from a broad range of stakeholders on essential employability knowledge, skills and dispositions: goal setting and planning, managing transitions, effective communication skills, critical thinking and problem solving, working productively in teams and independently, effective use of technology, and ethical decision-making and social responsibility.

Are they Really Ready to Work?: Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce

The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills and SHRM, 2006

http://cte.ed.gov/nationalinitiatives/gandctools_viewfile.cfm?d=600260

This report provides results from a survey of over 400 employers across the U.S. on skill sets that new entrants need to succeed in the workplace. The most important skills identified by employers are: professionalism/work ethic, teamwork/collaboration, critical thinking/problem solving, oral and written communication, and ethics/social responsibility. The results of high school graduates, two-year college graduates and four-year college graduates are compared.

Hard Work on Soft Skills: Creating a “Culture of Work” in Workforce Development

Houghton, T. and Proscio, T., Working Ventures, 2001

http://www.issuelab.org/resource/hard_work_on_soft_skills_creating_a_culture_of_work_in_workforce_development

The best way to read this report is to start with the final section which summarizes seven lessons and principles that educators can use with adult learners to complement academic skills being taught. The body of the report describes approaches used by four workforce development programs to prepare their participants for the cultural demands of the workplace. The report examines ways to teach work ethic, courtesy, teamwork, self-discipline, self-confidence, appropriate dress and language proficiency.

CDE/AEFL Professional Development Hours

All professional development options listed on this PD MAP earn CDE/AEFL PD Hours as described in the *Guide to Professional Development Reporting* at:

<http://www.cde.state.co.us/sites/default/files/GuidetoPDReporting10-13.pdf>

For annual AEFLA reporting, teachers completing Self-Study or Collaboration with Colleagues options simply confer with their program director and record the number of PD Hours earned on their *Teacher’s Annual Professional Development Activity Record*. Teachers completing workshops, training, or courses for credit receive certificates with PD Hours or transcripts.

<http://www.cde.state.co.us/sites/default/files/documents/cdeadult/download/pdf/annualpdactivityrecord-fy09v3.pdf>

The PD options listed under the Self-Study strand are not acceptable for the Portfolio training hours or for renewing an Authorization in Adult Basic Education.

<http://www.cde.state.co.us/cdeadult/LIAIndex.htm>

Follow-up to This Month’s Professional Development

The CDE/AEFL office is hosting two 1-hour discussions on Thursday, July 31st, 9:00 - 10:00am and 3:00 - 4:00pm to follow-up with teachers and directors who complete any of the PD options listed in this month’s PD MAP.

The conference call allows adult educators across the state to connect with each other to ask and answer questions about this month’s theme of *Workplace Readiness - Integrating Employability Skills in Adult Education Instruction*, to share successful strategies and ask for advice regarding challenges. Teachers who participate in the conference call earn 1 additional PD Hour. Please register online by Tuesday, July 29 for one of the two discussions at:

<http://spreadsheets.google.com/viewform?formkey=dFlnem5sQUJaVHU3UTNsajNpWVN6eHc6MA>

PD Advisory Group Mission Statement

To create an integrated, accessible, and flexible system of professional development for adult education teachers in Colorado.

Employability skills are general skills that are necessary for success in the labor market at all employment levels and in all sectors. These skills have a number of names— soft skills, workforce readiness skills, career readiness skills— but they all speak to the same set of core skills that employers want.

Employability Skills Framework
Office of Career
Technical and Adult Education
(OCTAE)

<http://cte.ed.gov/employabilityskills>

August 2014 PD Monthly Advisor & Planner

Theme: Building and Developing Partnerships

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