



**EMPLOYABILITY SKILLS CURRICULUM FRAMEWORK**

**Office of Adult Education**

**Technical College System of Georgia**



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| **APPLIED KNOWLEDGE > *Applied Academic Skills*** | | |
| **Discrete Skill Indicators: Knowledge Benchmarks: Application Sample Activity Sample Assessment Resources**  ***The learner should know… The learner will be able to…*** | | |
| **Reading Skills**  **Student applies/demonstrates 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.** | How to use basic reading Interpret various  skills. informational texts, asking questions when necessary. |  |
| **Writing Skills**  **Student relies on writing skills to construct lab reports, posters, and presentation materials, take notes, and compose responses to essay questions.** | How to use basic writing Employ writing skills to. skills create informative pieces. |  |
| **Math Strategies/Procedures**  **Student uses computational skills appropriately and makes logical choices when analyzing and differentiating among available procedures. Outside of math class, this includes creating/interpreting tables and graphs and organizing/displaying data.** | How to effectively utilize Logically analyze, interpret, basic mathematical skills. and use data. |  |
| **Scientific Principles/Procedures**  **Student follows 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).** | How to apply the scientific Use the scientific method  method. to solve a problem or  complete a task. |  |

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| **APPLIED KNOWLEDGE > Critical Thinking Skills** | | | |
| **Discrete Skill Indicators: Knowledge Benchmarks: Application Sample Activity Sample Assessment Resources**  ***The learner should know… The learner will be able to…*** | | | |
| **Thinks Creatively**  **Student creates innovative and novel ideas/solutions and displays divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.** | How to think differently to Think outside the box address a problem. when completing academic  work. |  | |
| **Thinks Critically**  **Student displays 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).** | How to analyze and Examine a problem or issue strategize. from all sides. |  | |
| **Makes Sound Decisions**  **Student differentiates between multiple approaches and assesses options (could be linked to thinking critically).** | How to be confidently Apply different approaches decisive. to making a decision, such  as pros/cons list, reverse thinking, etc. |  | |
| **Solves Problems**  **Student assesses problems involving the use of available resources (personnel and materials) and reviews multiple strategies for resolving problems (could be linked to thinking creatively).** | How to choose the Apply different approaches situationally-appropriate to thinking about/solving a  problem-solving problem.  strategies. |  | |
| **Reasons**  **Student negotiates pros/cons of ideas, approaches, and solutions and analyzes options using "if-then" rationale.** | How to apply inductive vs. Fluently utilize deductive reasoning. inductive/deductive  reasoning. | |  |
| **Plans/Organizes**  **Student plans 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.** | How to create a plan. Create and implement a plan to solve a problem or accomplish a task (i.e., state the problem, gather materials, apply reasoning, summarize). | | |

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| **EFFECTIVE RELATIONSHIPS > Interpersonal Skills** | | |
| **Discrete Skill Indicators: Knowledge Benchmarks: Application Sample Activity Sample Assessment Resources**  ***The learner should know… The learner will be able to…*** | | |
| **Understands Teamwork and Works with Others**  **Student participates in cooperative groups or with a partner, contributes fairly to the task, and shows respect to others.** | How teams work. Participate in a team by effective contribution, respecting others, giving/receiving feedback, and working toward a common goal. | |
| **Responds to Customer Needs**  **Student helps fellow students understand tasks, finds resources, and fulfills assigned roles (thinks of fellow students as customers).** | How to identify and Assist peers in typical address the needs of classroom situations.  others. |  | |
| **Exercises Leadership**  **Student participates as team leader or effective team member in project assignments and organizes work to meet project goals and team roles.** | How to lead effectively. Lead classmates in working toward a common goal, using identified qualities of a leader. | |
| **Negotiates to Resolve Conflict**  **Student keeps team members on track, suggests alternatives, and discusses options (can be as much about agreement as conflict).** | How to employ strategies Resolve conflicts through a  effectively of conflict variety of approaches  resolution. (i.e., focus on the issue,  attempt to reach win-  win, etc.). |  | |
| **Respects Individual Differences**  **Student listens to and considers all team members' ideas, responds supportively to ideas given in class or in teams, and works well with all teammates.** | How to react Listen and respond appropriately to peers. respectfully in various class settings. | |

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| **EFFECTIVE RELATIONSHIPS> Personal Qualities** | | | |
| **Discrete Skill Indicators: Knowledge Benchmarks: Application Sample Activity Sample Assessment Resources**  ***The learner should know… The learner will be able to…*** | | | |
| **Demonstrates Responsibility and Self-Discipline**  **Student actively participates in class, asks questions, volunteers answers, completes/submits assignments, and works well in groups.** | How to identify Perform professionally in a appropriate variety of classroom classroom/workplace settings.  behavior. |  | |
| **Adapts and Shows Flexibility**  **Student adapts easily to different modes of instruction and different types of assignments.** | How to adapt effectively. Be flexible in his approach to learning and demonstration of knowledge. | | |
| **Works Independently**  **Student commits to time- on-task during class and begins work without fanfare.** | How to accomplish tasks Effectively complete tasks without prodding. alone. |  | |
| **Demonstrates a Willingness to Learn**  **Student is cooperative and noticeably engaged.** | How to stay engaged. Take responsibility for her learning by utilizing multiple avenues (i.e., independent study, open computer lab, tutoring) when appropriate. | | |
| **Demonstrates Integrity**  **Student treats work assignments with respect in that work is either original or credited correctly.** | The importance of good Describe and practice character. principled approaches to  work and peers. | | |
| **Demonstrates Professionalism**  **Student treats others and work assignments with respect. Ensures all ideas and work are either original or credited correctly.** | How to define Describe professional professionalism. behavior in himself/herself  and in others and  demonstrate professional behavior in various classroom settings. | |  |
| **Takes Initiative**  **Student commits to time- on-task during class and begins work without fanfare. This is also evident during teamwork.** | How to accomplish tasks Effectively complete tasks without prodding. alone and within a group,  taking responsibility for the  assignment. | |  |
| **Displays a Positive Attitude and Sense of Self-Worth**  **Student contributes positively to the class.** | The elements of self- Contribute positivity in the worth. classroom through  confidence in himself/herself and others. | |  |
| **Takes Responsibility for Professional Growth**  **Student is active listener, seeking clarification and understanding when needed.** | How to develop a growth Demonstrate appropriate mindset. growth as a student and  peer over the course of the class. | |  |

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| **WORKPLACE SKILLS> Resource Management** | | |
| **Discrete Skill Indicators: Knowledge Benchmarks: Application Sample Activity Sample Assessment Resources**  ***The learner should know… The learner will be able to…*** | | |
| **Manages Time**  **Student demonstrates 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.** | How to manage time Identify and employ effectively. multiple approaches to  time management (i.e., effective scheduling, managed breaks, etc.). |  |
| **Manages Money**  **Student manages money in group projects requiring allocation of limited finances and resources (i.e. designing/marketing a toy, flipping a house, or planning a trip).** | How to identify and apply Use scenarios and practice effective money to effectively manage a management strategies. budget. |  |
| **Manages Resources**  **Student manages resources in projects requiring allocation of limited finances, resources (materials), and personnel.** | How to identify and apply Demonstrate sensible effective resource resource allocation in the management strategies. classroom via time and  materials use. |  |
| **Manages Personnel**  **Student gains experience managing personnel (i.e. each other) in group projects requiring allocation of limited finances, resources (materials), and role assignments. Student also manages his/her own behavior and participation.** | How to lead a group Demonstrate and apply effectively. agreed-upon leadership  qualities to manage a project with peers. |  |

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| **WORKPLACE SKILLS > Information Use** | | | |
| **Discrete Skill Indicators: Knowledge Benchmarks: Application Sample Activity Sample Assessment Resources**  ***The learner should know… The learner will be able to…*** | | |
| **Locates**  **Student uses analytical strategies to determine the best medium for finding necessary information.** | How to find information. Use appropriate strategies and media for finding information. | |
| **Uses**  **Student uses classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.** | How to use information Sort and classify effectively. information to complete a  task. |  |
| **Analyzes**  **Student assesses information to determine which is relevant (does not have to be a mathematical analysis).** | How to analyze Analyze the information. validity/relevance of  information to solve or address a problem. |  |
| **Communicates**  **Student summarizes information to compose written or oral presentations, posters, reports, slides, etc. This can also be as simple as explaining a problem in front of the class.** | How to summarize Review and summarize information. information for peers. |  |

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| **WORKPLACE SKILLS > Communication Skills** | | |
| **Discrete Skill Indicators: Knowledge Benchmarks: Application Sample Activity Sample Assessment Resources**  ***The learner should know… The learner will be able to…*** | | |
| **Communicates Verbally**  **Student provides oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.** | How to articulate verbal Use appropriate responses effectively. language/communicative  practices to respond verbally. |  |
| **Listens Actively**  **Student is noticeably engaged through notetaking, questioning, and responding.** | How to apply elements of Listen actively as evidenced active listening. by appropriate questioning  and response techniques. |  |
| **Comprehends Written Material**  **Student uses/demonstrates reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.** | How to apply reading Demonstrate appropriate skills to remember what responses to written  they have read. instructions and resources; ask appropriate questions to increase understanding. |  |
| **Conveys Information in Writing**  **Student relies on writing skills to organize lab reports, posters, presentation materials and to take notes and reply to essay questions.** | How to write clearly. Utilize various forms of written communication (reports, posters, etc.) to answer questions. | |
| **Observes Carefully**  **Student interprets verbal and nonverbal communication efforts of others.** | How to pay attention to Describe and interpret others’ communication. verbal and nonverbal  communication (i.e., body  language) in peers. |  |

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| **WORKPLACE SKILLS > Systems Thinking** | | |
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| **Understands and Uses Systems**  **Student understands their roles and assignments when collaborating as a team (system) and contributes to the organizational structure and function of the team.** | How to identify system Describe structural structures. connections among  different parts. |  |
| **Monitors Systems**  **Student devises methods to assess team (system) progress.** | How to assess progress. Create and use tools for assessment of systematic effectiveness. | |
| **Improves Systems**  **Student negotiates mid- course corrections, adaptations to team (system) tasks if necessary.** | How to make Adapt a current method to improvements. better fit the need at hand. |  |

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| **WORKPLACE SKILLS> Technology Use** | | |
| **Discrete Skill Indicators: Knowledge Benchmarks: Application Sample Activity Sample Assessment Resources**  ***The learner should know… The learner will be able to…*** | | |
| **Understands and Uses Technology**  **Student often relies on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.** | How to use appropriate Demonstrate proficiency in classroom technology. classroom technology (i.e.,  word processing, presentation). software, e- mail). |  |