OCTAE EMPLOYABILITY SKILLS CURRICULUM FRAMEWORK

Office of Adult Education
Technical College System of Georgia

Employability Skills Curriculum Framework Contents

Applied Knowledge Section

Applied Academic Skills: Reading Skills, Writing Skills, Math Strategies/Procedures, Scientific Principles/Procedures

Critical Thinking Skills: Thinks Creatively, Thinks Critically, Makes Sound Decisions, Solves Problems, Reasons, Plans/Organizes Skills

Effective Relationships Section

Interpersonal Skills: Understands Teamwork and Works with Others, Responds to Customer Needs, Exercises Leadership, Negotiates to Resolve Conflict, Respects Individual Differences

Effective Relationships Section (continued)

Personal Qualities: Demonstrates Responsibility and Self-Discipline, Adapts and Shows Flexibility, Works Independently, Demonstrates a Willingness to Learn, Demonstrates Integrity, Demonstrates Professionalism, Takes Initiative, Displays a Positive Attitude and Sense of Self-Worth, Takes Responsibility for Professional Growth

Workplace Skills Section

Resource Management: Manages Time, Manages Money, Manages Resources, Manages Personnel

Information Use: Locates, Uses, Analyzes, Communicates

Communication Skills: Communicates Verbally, Listens Actively, Comprehends Written Material, Conveys Information in Writing, Observes Carefully

Systems Thinking: Understands and Uses Systems, Monitors Systems, Improves Systems

Technology Use: Understands and Uses Technology

Applied Knowledge

	Applied Academic Skills				
OCTAE Discrete Skill	Indicators: Knowledge *The learner should know…*	Benchmarks: Application *The learner will be able to…*	Sample Activity	Sample Assessment	Resources
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 skills	Interpret various 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 skills	Employ writing skills to create informative pieces			
Math Strategies/Procedures Student uses 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.	How to effectively utilize basic mathematical skills	Logically analyze, interpret, 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 method	Use the scientific method to solve a problem or complete a task			
Critical Thinking Skills					
OCTAE Discrete Skill	Indicators: Knowledge *The learner should know…*	Benchmarks: Application *The learner will be able to…*	Sample Activity	Sample Assessment	Resources
Thinks Creatively Student creates 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.	How to think differently to address a problem	Think outside the box 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 strategize	Examine a problem or issue from all sides			
Makes Sound Decisions Student differentiates between multiple approaches and assess options (could be linked to thinking critically).	How to be confidently decisive	Apply different approaches to making a decision, such as pros/cons list, reverse thinking, etc.			
Solves Problems Student assesses problems involving the use of available resources	How to choose the situationally-appropriate problem-solving strategy	Apply different approaches to thinking about/solving a problem			

(personnel and materials) and reviews multiple strategies for resolving problems (could be linked to thinking creatively).					
Reasons Student negotiates pros/cons of ideas, approaches, and solutions and analyzes options using "if-then" rationale.	How to apply inductive vs. deductive reasoning	Fluently utilize 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)			

Effective Relationships

	Interpersonal Skills				
OCTAE Discrete Skill	Indicators: Knowledge *The learner should know…*	Benchmarks: Application *The learner will be able to…*	Sample Activity	Sample Assessment	Resources
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 address the needs of others	Assist peers in typical classroom situations			
Exercises Leadership Student participates as team leaders 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 of conflict resolution	Resolve conflicts effectively through a variety of approaches (i.e., focus on the issue, attempt to reach win-win, etc.)			
Respects Individual Differences Student listens to and	How to react appropriately to peers	Listen and respond respectfully in various class settings			

considers all team members' ideas, responds supportively to ideas given in class or in teams, and works well with all teammates.					
		Personal Qualities			
OCTAE Discrete Skill	Indicators: Knowledge *The learner should know…*	Benchmarks: Application *The learner will be able to…*	Sample Activity	Sample Assessment	Resources
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 appropriate classroom/workplace behavior	Perform professionally in a variety of classroom settings			
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 without prodding	Effectively complete tasks 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	The importance of good character	Describe and practice principled approaches to work and peers			

that work is either original or credited correctly.					
Demonstrates Professionalism Student treats others and work assignments with respect. Considers all ideas and work is either original or credited correctly.	How to define professionalism	Describe professional behavior in 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 without prodding	Effectively complete tasks 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-worth	Contribute positivity in the classroom through confidence in himself and others			
Takes Responsibility for Professional Growth Student is active listener, seeking clarification and understanding when needed.	How to develop a growth mindset	Demonstrate appropriate growth as a student and peer over the course of the class			

Workplace Skills

Resource Management

OCTAE Discrete Skill	Indicators: Knowledge *The learner should know…*	Benchmarks: Application *The learner will be able to…*	Sample Activity	Sample Assessment	Resources
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 effectively	Identify and employ 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 effective money management strategies	Use scenarios and practice to effectively manage a budget			
Manages Resources Student manages resources in projects requiring allocation of limited finances, resources (materials), and personnel.	How to identify and apply effective resource management strategies	Demonstrate sensible resource allocation in the classroom via time and materials use			
Manages Personnel Student gains experience managing personnel (i.e. each other) in group projects requiring allocation	How to lead a group effectively	Demonstrate and apply agreed-upon leadership qualities to manage a project with peers			

of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.					
Information Use					
OCTAE Discrete Skill	Indicators: Knowledge *The learner should know…*	Benchmarks: Application *The learner will be able to…*	Sample Activity	Sample Assessment	Resources
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 effectively	Sort and classify 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 information	Analyze the 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 information	Review and summarize information for peers			
Communication Skills					
OCTAE Discrete Skill	Indicators: Knowledge *The learner should know…*	Benchmarks: Application *The learner will be able to…*	Sample Activity	Sample Assessment	Resources

OCTAE Discrete Skill	Indicators: Knowledge	Benchmarks: Application			
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 responses effectively	Use appropriate language/communicative practices to respond verbally			
Listens Actively Student is noticeably engaged through notetaking, questioning, and responding.	How to apply elements of active listening	Listen actively as evidenced 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 skills to remember what they have read	Demonstrate appropriate responses to written 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 others' communication	Describe and interpret verbal and nonverbal communication (i.e., body language) in peers			
Systems Thinking					
OCTAE Discrete Skill	Indicators: Knowledge *The learner should know…*	Benchmarks: Application *The learner will be able to…*	Sample Activity	Sample Assessment	Resources

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 structures	Describe structural 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 improvements	Adapt a current method to better fit the need at hand			
Technology Use					
OCTAE Discrete Skill	Indicators: Knowledge *The learner should know…*	Benchmarks: Application *The learner will be able to…*	Sample Activity	Sample Assessment	Resources
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 classroom technology	Demonstrate proficiency in classroom technology (i.e., word processing, presentation software, e-mail)			