

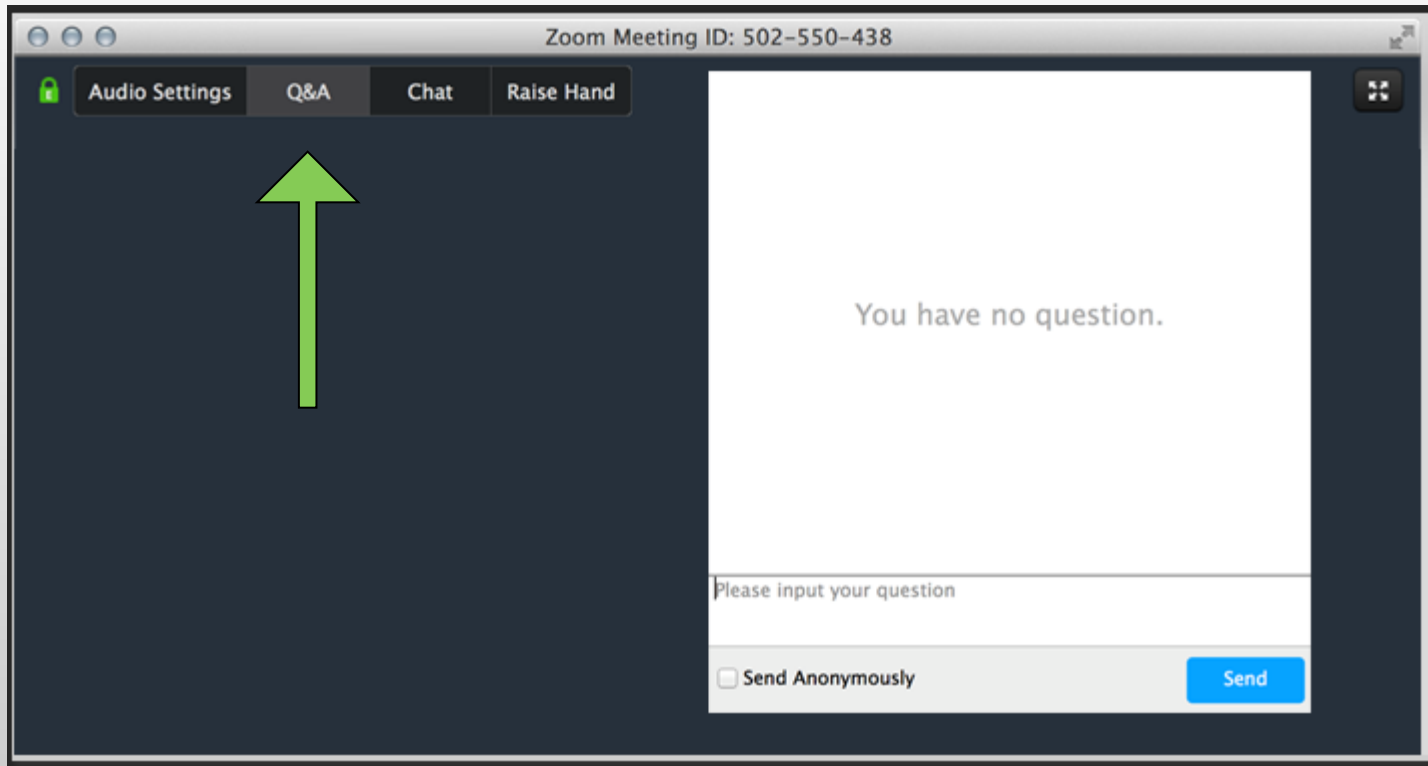


INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Unboxing the New Adult Education Standards (Part 2)

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- If you have a question, please type it into the **Q&A** option.



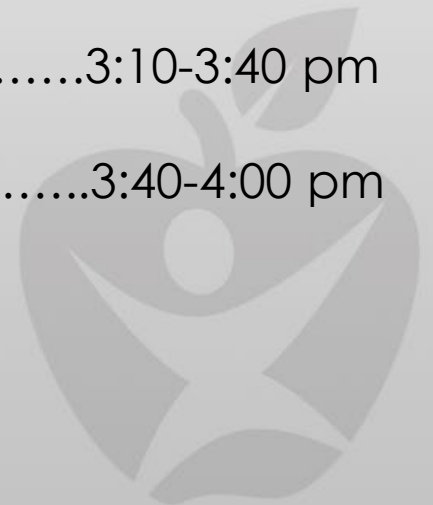
- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

Objectives:

- Understand the background and development of the new standards
- Understand the structure of the new standards
- Understand how 3 key design principles inform the content of the standards

Agenda:

Rationale and process for the Employability Standards.....	3:00-3:10 pm
Structure and design principles of the standards.....	3:10-3:40 pm
Internalizing the standards activity.....	3:40-4:00 pm



Employability Skills Framework Background

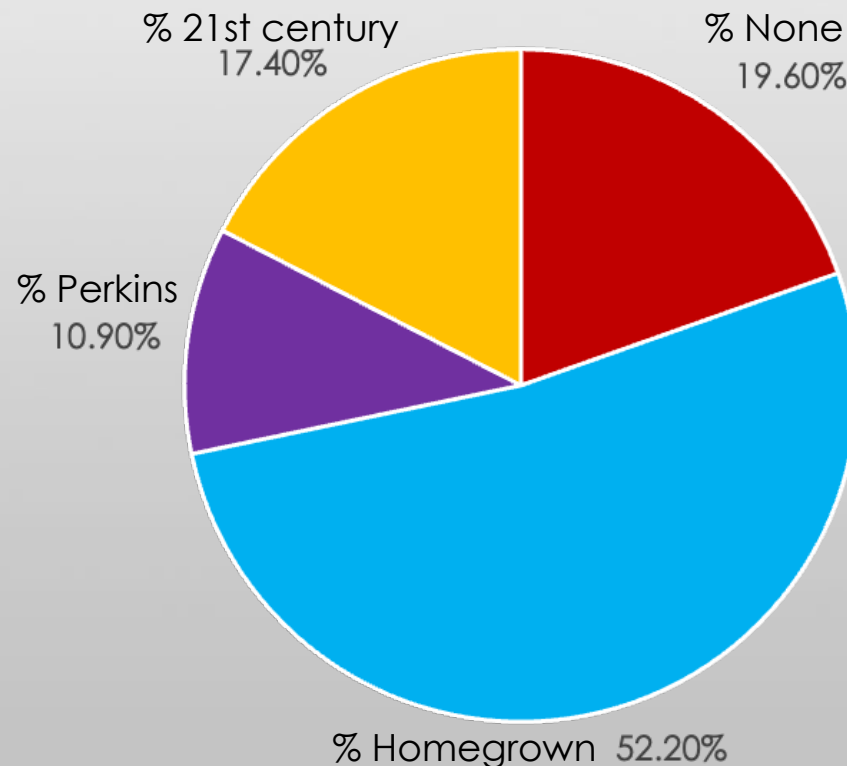
With [Executive Order 19-31](#), signed January 30, 2019, the state called for **better preparing Florida students for jobs of the future.**

The FLDOE called for substantial changes to its adult education programs in the [Integrated Education and Training Guide for 2021-2022](#).

“The new vision and strategic direction for the adult education system will lead to increased numbers of adults with higher levels of literacy, numeracy, digital literacy skills, acquisition of industry-recognized credentials, postsecondary certifications and degrees in the state’s high growth priority sectors. The FDOE understands that a new vision and strategic direction is needed to realize adult education’s expanded workforce development and transition to postsecondary mission. Strengthening adult education’s role as an integral part of the state’s education system and the importance of preparing all students to be globally competitive for college and career is an imperative.”

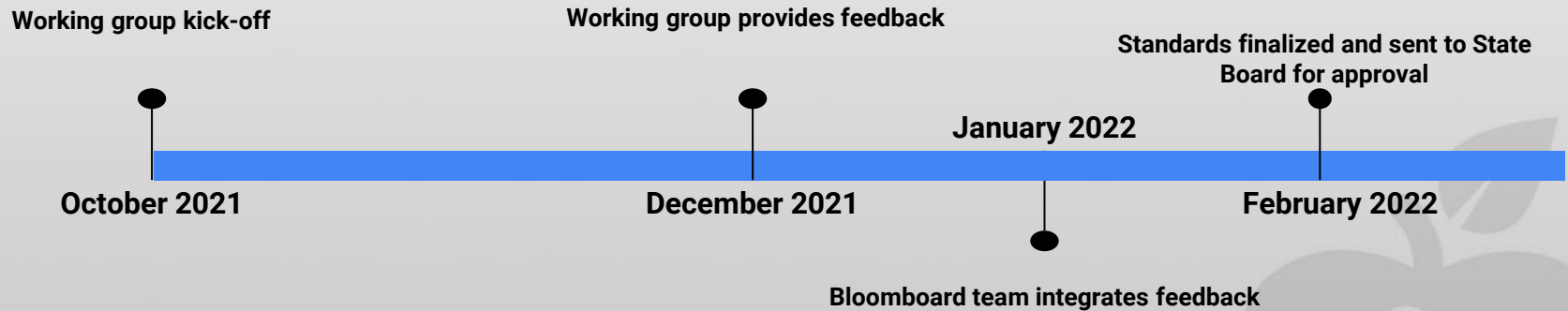
National Curriculum Frameworks

Bloomboard conducted a national landscape scan of employability/job-ready standards frameworks across 50 states. We found **high variability** in what states used, with the majority having **created their own in-state framework**.



Employability Skills Working Group

Participants: adult education providers and educators as well as postsecondary educators and administrators from across the state of Florida



Employability Framework Working Group

Hillsborough County Public Schools	Ron Cruz
Florida Panhandle Technical College	Joli Hartzog
Indian River State College	Kelly Amatucci
Lake Technical College	Art Seidner
Lorenzo Walker Technical College	Yolanda Flores
Florida State College at Jacksonville	Naita Guine
Miami Dade College	Luis Rodriguez
Jackson County School Board	Chris Franklin
Hardee County Schools	Meredith Durastanti
FL Department of Corrections	Melvin Herring

New Florida Employability Skills Framework

The Employability Framework is separated into three strands: **Applied Knowledge**, **Effective Relationships**, and **Workplace Skills**. The table below illustrates the numbering used to indicate strands and standards.

Strand	Standard
Applied Knowledge (AK)	01
AK.01 Critical Thinking: Students use creative, analytical, and strategic thinking to solve problems and explore opportunities.	

New Florida Employability Skills Framework

Strand	Standard	Code
Applied Knowledge (AK)	1. Critical Thinking: Students use creative, analytical, and strategic thinking to solve problems and explore opportunities.	AK.01
Effective Relationships (ER)	2. Interpersonal Skills: Students respect individual differences, navigate conflicts, and exercise leadership in order to successfully complete tasks in the context of partner or group work.	ER.02
	3. Personal Qualities: Students demonstrate responsibility, self-discipline, flexibility, integrity, and a willingness to learn in order to deliver high-quality work.	ER.03
Workplace Skills (WS)	4. Resource Management: Students manage time, money, resources, and personnel in group projects to complete tasks in service of minimizing waste and improving organizational efficiency.	WS.04
	5. Information Use: Students locate, analyze, and organize information in order to complete high-quality work that draws upon reliable and relevant sources.	WS.05
	6. Communication: Students listen, observe, and communicate verbally and in writing in order to both understand and convey information clearly and accurately.	WS.06
	7. Systems Thinking: Students understand, monitor, and improve systems to advance the vision, culture, and goals of the organization.	WS.07
	8. Technology Use: Students select and apply appropriate technology solutions in order to effectively complete tasks.	WS.08

Employability Framework: Design Principles (Pt. 1)

- 1. National framework:** The framework starts with the overarching structure of the Perkins Employability Skills Framework.
- 2. Measurability:** To facilitate measurability, each standard is built out to have a clear progression, specificity, and sample artifacts.
- 3. Equitable Access:** A continuum has been defined from novice to advanced for each skill in order to show a progression of development and ***ensure there is an entry point for all learners.***

Note: There are additional design principles highlighted in the appendix.



Workforce Innovation and Opportunity Act (WIOA) § 463.34

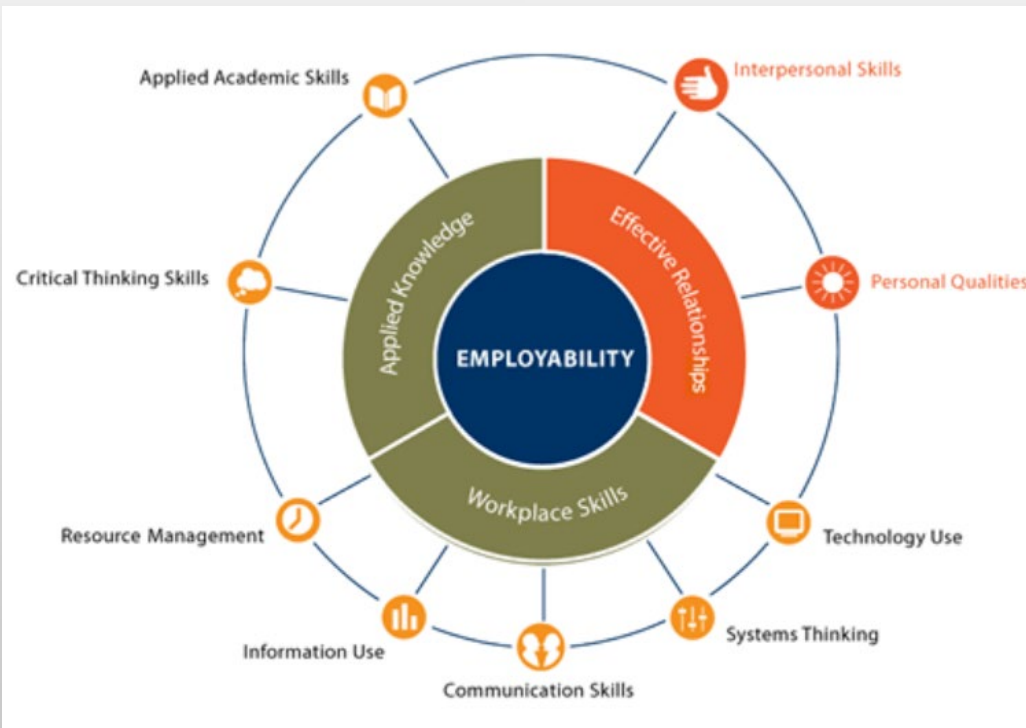
What are workforce preparation activities?

Workforce preparation activities include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, **critical thinking** skills, **digital literacy** skills, and **self-management** skills, including competencies in:

- (a) Utilizing resources;
- (b) Using information;
- (c) Working with others;
- (d) Understanding systems;
- (e) Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
- (f) Other employability skills that increase an individual's preparation for the workforce.



US DOE (Perkins) Employability Skills Framework



EXAMPLE

Strand: Effective Relationships

Standard: Interpersonal Skills

Within each standard are multiple skills.



Employability Skills Framework: Content

Strand: Applied Knowledge		
Standard AK.01 Critical Thinking: Students use creative, analytical, and strategic thinking to solve problems and explore opportunities.		
Situational Examples <ul style="list-style-type: none"> • <i>Life:</i> Redefine a morning routine to maximize efficiency • <i>Academic:</i> Research and present innovative solutions to a local, national, or global issue (e.g., healthcare) • <i>Professional:</i> Create a how-to manual that addresses previous inefficiencies in production 		
Sample Skills Continuum		
Novice	Proficient	Advanced
A) identify and describe a problem, opportunity, or need for change <ul style="list-style-type: none"> • <i>examples:</i> ask questions, challenge common assumptions, identify a personal or workplace problem that has been encountered 	A) use analytical thinking to assess problems and opportunities <ul style="list-style-type: none"> • <i>examples:</i> articulate the problem or opportunity with specificity, analyze evidence to determine the root cause and foundational need 	A) perform detailed analyses to assess complex and multi-faceted problems and opportunities <ul style="list-style-type: none"> • <i>examples:</i> research and analyze multiple sources of problems or opportunities that impact multiple teams within the organization
B) identify one or more strategies for resolving problems <ul style="list-style-type: none"> • <i>examples:</i> brainstorm a potential solution to an identified problem 	B) use strategic thinking to review and evaluate multiple strategies for resolving problems and meeting opportunities <ul style="list-style-type: none"> • <i>examples:</i> negotiate pros/cons of potential solutions, debate an issue, analyze options using "if-then" rationale and predict the results of each strategy, make a well-reasoned case drawing upon evidence 	B) create innovative and novel ideas/solutions and display divergent thinking to address workplace challenges and cultivate new opportunities <ul style="list-style-type: none"> • <i>examples:</i> research and propose "outside-the-box" solutions with detailed considerations of potential outcomes/consequences
C) take action <ul style="list-style-type: none"> • <i>examples:</i> evaluate solutions 	C) plan steps, procedures, and/or approaches for addressing problems or taking advantage of new opportunities <ul style="list-style-type: none"> • <i>examples:</i> match approaches, tools, and strategies to workplace problems to optimize productivity 	C) propose and enact multi-step, cross-functional plans to address problems and realize new opportunities; evaluate results and adjust course as needed <ul style="list-style-type: none"> • <i>examples:</i> lead enactment of solutions by designing workflow, facilitating meetings, and
Sample Artifacts <ul style="list-style-type: none"> • Written essay on a local, national, or global problem with proposed solutions • Oral presentation on a local, national, or global problem with proposed solutions • Whole-class debate on a researched local, national, or global issue 		

Examples of how the skills in this standard might show up in real-life contexts

Explanation of skills as they progress from novice to advanced

Examples of what this skill could look like in practice; these are illustrative examples, not required look-fors.

Activities that could be used in instruction or assessment for the skills at any/all levels; these do not replace the need for aligned curricular and assessment materials.

Employability Skills Framework: Content

Sample Skills Continuum		
Novice	Proficient	Advanced
A) identify expectations for participation in group settings <ul style="list-style-type: none">examples: identify group norms	A) participate and listen actively in group settings <ul style="list-style-type: none">examples: ask questions, seek clarification, volunteer answers, commit to time-on-task, begin work without fanfare	A) adapt participation to the context <ul style="list-style-type: none">examples: self-reflect on which norms might be most important to attend to depending on group composition/dynamics, assist peers to meet work expectations without prompting



A continuum that provides entry points for diverse learners



Scavenger Hunt

Locate the Employability Skills Framework:

1. Locate and download the new standards framework document from the FLDOE Adult Education website.
2. Skim through all of the standards and consider the following questions:
 - What do you notice about how this framework is different from the previous workforce preparation activities?
 - How does the design of the standards build from the **national Perkins framework**?
3. Read through the **Critical Thinking** (AK.01) standard and review its components. Take notes on the following questions:
 - Which components help you think about how to **measure** students' development of these skills?
 - How does the design help you think about supporting **equitable access for all learners**?



APPENDIX

Employability Framework: Design Principles (Pt. 2)

Specificity: Specific skills are listed at each level, with intentionally crafted verbs and modifiers to illustrate increasing complexity and demand in skill development.

Sample artifacts: Three sample classroom tasks are listed for each standard as examples of ways students may show development and mastery of skills.

Situational examples: Three real-life applications of each standard are included to demonstrate practical applicability and offer examples that draw meaningful connections across students' lives.

Simplicity: Planning instruction in alignment with an IET model requires a lot of adult educators. Given the inherent complexity planning requires, we have prioritized developing a streamlined and user-friendly tool that is comprehensive and specific enough without sacrificing clarity.

Give IPDAE Your
Feedback!

