

Employability Skills: Measuring and Reflecting Student Learning



MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

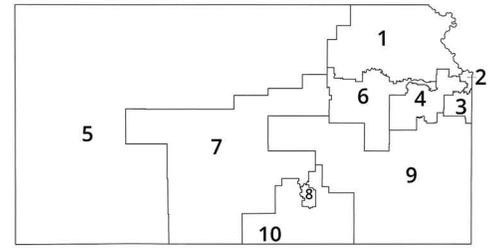
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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Kansas leads the world in the success of each student.

Measuring and Reflecting Student Learning: Importance of Assessing and Reflecting

It is important that schools and districts measure the essential employability skills and knowledge that students gain from Work-Based Learning (WBL) experiences and give students an opportunity to document and reflect on their learning. The assessment and reflection process helps students in the following essential ways:

- Helps students make personal connections to their experiences.
- Guides the learning process and deepens/extends the learning from the WBL experience.
- Allows students to see how academic and technical skills are applied in authentic settings.
- Provides a tool for students to self-assess their employability skills and areas of improvement.
- Promotes the need for and completion of postsecondary training.

Additionally, measurement of student learning from WBL experiences provides schools and districts with data that inform continuous improvement of the quality of WBL experiences for all students. Schools and districts can use this data for multiple purposes aimed at improving the system at all levels. This includes measuring graduating students' career readiness; systematically determining gaps in employability skills acquisition to improve WBL experiences and academics at the student level and/or schoolwide; and reviewing the quality of WBL experiences across individual business and industry partners.

Use of Portfolios

The use of a portfolio is one approach to assessing and documenting student experiences and employability skills development from a WBL experience. A portfolio is a purposeful collection of student work that demonstrates student learning across time. Portfolios promote self-reflection, give students greater ownership in assessing and articulating their learning and provide a resource that students can use for future employment. Schools and districts can embed a portfolio to assess WBL experiences as part of a student's Individual Plan of Study (IPS).

Recommended Components of a Work-Based Learning Experience Portfolio

A portfolio that demonstrates a student's career readiness includes artifacts in each of the seven components outlined below:

- 1. Table of Contents** of student's work items contained in the portfolio.
- 2. Career Development Materials** (10 points):
 - A. Resume.
 - B. Cover letter.
 - C. Letter(s) of recommendation.
 - D. Other artifacts demonstrating career development (i.e., job application, LinkedIn profile, demonstration of interviewing skills, etc.)
- 3. IPS Required Components** (Included in Kansas Education Systems Accreditation - KESA) (15 points):
 - A. Strengths finder.
 - B. Career-interest inventory.
 - C. Courses aligned to interest inventory.
 - D. Postsecondary plan.
- 4. WBL Experience Work Samples** (30 points): WBL Experience work samples are products or materials developed throughout the WBL experience that demonstrate at least one employability skill in each of the domains - Effective Relationships, Workplace Skills and Applied Knowledge.
- 5. Writing/Research Samples** (15 points): These samples demonstrate in-depth knowledge about a career area and include descriptions of required skills and forecasted industry trends. Students must draw on multiple sources (interviews, literature review and internet search) and use proper citations.
- 6. Project** (15 points): The project involves creating work samples and preparing writing samples, and it culminates in a presentation. (Note: The student may substitute for writing/research sample and other work samples, if the project already will include these.)
- 7. Assessments and Certifications** (15 points):
 - A. Business/Mentor evaluation.
 - B. WorkKeys assessment.
 - C. Industry certification.
 - D. Coordinator evaluation.

Selecting Work Samples

One key artifact that students should include in their portfolio is WBL experience work samples. A WBL work sample is a product that a student develops and compiles during the course of his or her WBL experience that demonstrates the development of key employability skills. Students and school coordinators, IPS coordinators or counselors should observe the following steps for developing, reviewing and providing feedback on WBL experience work samples:

Select employability skills: Student learners, with guidance from their school coordinator, Individual Plan of Study (IPS) coordinator or counselor, should identify the employability skills that they will focus on developing during their WBL experience. To help determine which skills they will focus on, students should do the following:

Review the Employability Skills Rubric.

Employability Skills Rubric

SKILL	CRITERIA	LEVEL 0: NO EXPOSURE	LEVEL 1: EMERGING	LEVEL 2: DEVELOPING	LEVEL 3: PROFICIENT	LEVEL 4: EXEMPLARY
Effective Relationships						
INTERPERSONAL SKILLS	<i>Teamwork</i>	No exposure	<ul style="list-style-type: none"> Works as part of team. Follows team norms. Gives feedback to teammates. 	... and <ul style="list-style-type: none"> Respects individual differences. Responds well to feedback. 	... and <ul style="list-style-type: none"> Solicits ideas and feedback from teammates. 	... and <ul style="list-style-type: none"> Exercises leadership within a team. Resolves conflicts.
	<i>Customer service</i>	No exposure	<ul style="list-style-type: none"> Interacts politely with customers. 	... and <ul style="list-style-type: none"> Responds to the needs of customers. 	... and <ul style="list-style-type: none"> Seeks out resources to resolve customer issues. 	... and <ul style="list-style-type: none"> Provides alternative solutions or options to customers. Is receptive to customer feedback.
PERSONAL QUALITIES	<i>Initiative</i>	No exposure	<ul style="list-style-type: none"> Completes assigned tasks on time or communicates any potential delays to supervisor. 	... and <ul style="list-style-type: none"> Asks questions to complete tasks. 	... and <ul style="list-style-type: none"> Plans out tasks. 	... and <ul style="list-style-type: none"> Moves onto the next task without being told. Seeks leadership opportunities.
	<i>Adaptability</i>	No exposure	<ul style="list-style-type: none"> Demonstrates a willingness to learn and listen to directions. 	... and <ul style="list-style-type: none"> Asks for help. 	... and <ul style="list-style-type: none"> Accepts constructive criticism. Compromises 	... and <ul style="list-style-type: none"> Seeks out guidance, feedback and information. Adapts to new methods.
	<i>Professionalism</i>	No exposure	<ul style="list-style-type: none"> Follows rules and safety procedures. Dresses appropriately. Is respectful to others. 	... and <ul style="list-style-type: none"> Properly credits others. Maintains a positive attitude. 	... and <ul style="list-style-type: none"> Understands own strengths and weaknesses. Advocates for oneself. 	... and <ul style="list-style-type: none"> Admits mistakes. Takes ownership for professional growth. Takes actions to build skills.

Employability Skills Rubric may be found in the Measuring and Reflecting Student Learning Document pages 13-15 (page 13 is pictured above).

<https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Measuring%20and%20Reflecting%20Student%20Learning%20%28002%29.pdf>

Students Take the Employability Skills Self-Assessment

The Employability Skills Assessment may be found in the Measuring and Reflecting Student Learning: Work-Based Experience Portfolio and Employability Skills Rubric document on page 12.

A digital fillable Employability Skills Assessment may be found in the Kansas Work-Based Learning: Personalized Learning Plan on page 19.

Employability Skills Assessment

Fill in the circle that best describes your employability skills.

EMPLOYABILITY SKILLS		NOT VERY LIKE ME → LIKE ME				
Effective Relationships	INTERPERSONAL SKILLS					
	• Teamwork	①	②	③	④	⑤
	• Customer service	①	②	③	④	⑤
	PERSONAL QUALITIES					
	• Initiative	①	②	③	④	⑤
Workplace Skills	• Adaptability	①	②	③	④	⑤
	• Professionalism	①	②	③	④	⑤
	RESOURCE MANAGEMENT					
	• Manages time, money, resources and personnel.	①	②	③	④	⑤
	INFORMATION USE					
	• Locates, organizes, analyzes, uses and communicates information.	①	②	③	④	⑤
	COMMUNICATION					
	• Verbal communication	①	②	③	④	⑤
	• Listening	①	②	③	④	⑤
	• Comprehends written material.	①	②	③	④	⑤
	• Conveys information in writing.	①	②	③	④	⑤
	SYSTEMS THINKING					
• Understands, uses, monitors and improves systems.	①	②	③	④	⑤	
TECHNOLOGY USE						
• Understands and uses technology.	①	②	③	④	⑤	
Applied Knowledge	APPLIED ACADEMIC SKILLS					
	• Academic application	①	②	③	④	⑤
	CRITICAL THINKING					
	• Problem solving	①	②	③	④	⑤
• Creative thinking	①	②	③	④	⑤	
• Goal setting	①	②	③	④	⑤	

Student Name: _____

Date: _____

Assessment Completed by: _____

Place this employability skills assessment in the electronic portfolio for your Individual Plan of Study.

Measuring and Reflecting Student Learning: Work-Based Experience Portfolio and Employability Skills Rubric:
<https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Measuring%20and%20Reflecting%20Student%20Learning%20%28002%29.pdf>

Kansas Work-Based Learning: Personalized Learning Plan:
https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Kansas%20Work-Based%20Learning_Personalized%20Learning%20Plan.pdf

Create and/or Identify a WBL Experience Work Sample

The student produces a work sample as part of his or her WBL experience. The WBL experience work sample may be a research paper, a video presentation, a project or a website. The student learner should choose WBL experience work samples that demonstrate development of the selected employability skills. The student and school coordinator, IPS coordinator or counselor should refer to the Employability Skills Rubric for a description of each employability skill. There is no required number of WBL experience work samples to include within a portfolio.

Complete the Work Sample Reflection

The student completes the Work Sample Reflection Sheet after finishing the Work Sample Reflection Sheet after finishing the WBL experience work sample product. The reflection sheet asks students to describe their WBL experience; how the experience helped them develop knowledge and employability skills; and how the WBL experience will help them achieve their career goals.

A Work Sample Reflection Sheet: Template may be found in the Measuring and Reflecting Student Learning: Work-Based Experience Portfolio and Employability Skills Rubric page 11. A digital fillable Work Sample Student Reflection Sheet may be found in the Kansas Work-Based Learning: Personalized Learning Plan page 20.

Work Sample Reflection Sheet: Template

Student Name _____ School _____

Career Pathway or Cluster (if applicable) _____ Grade Level _____

Description of Work-Based Learning (WBL) Experience

- Location of the experience.
- Type of experience (e.g., job shadow or internship).
- Description of the tasks or responsibilities associated with the WBL experience.

Description of Work Samples

- Describe the type of product(s) (e.g., photo, website, report, etc.).

Select Employability Skills

<input type="checkbox"/> Interpersonal Skills	<input type="checkbox"/> Information Use	<input type="checkbox"/> Technology Use
<input type="checkbox"/> Personal Qualities	<input type="checkbox"/> Communication Skills	<input type="checkbox"/> Applied Academic Skills
<input type="checkbox"/> Resource Management	<input type="checkbox"/> Systems Thinking	<input type="checkbox"/> Critical Thinking Skills

How does your work sample(s) demonstrate development of the selected employability skill(s)?

Describe how this experience will help you achieve your career goals or prepare you for your future career.

Measuring and Reflecting Student Learning:

<https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Measuring%20and%20Reflecting%20Student%20Learning%20%28002%29.pdf>

Kansas WBL: Personalized Learning Plan:

https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Kansas%20Work-Based%20Learning_Personalized%20Learning%20Plan.pdf

Score WBL Experience Work Samples and Provide Feedback

The school coordinator, IPS coordinator or counselor reviews the student's WBL experience work sample and reflection sheet and then scores the WBL experience work samples using the Employability Skills Rubric. The school coordinator, IPS coordinator or counselor meets with the student to review the score and provide feedback on how to improve or continue developing the specified employability skills.

How to score work samples may be found in the Measuring and Reflecting Student Learning: Work-Based Experience Portfolio and Employability Skills document on Page 10.

How to Score Work Samples in the Portfolio

Work samples are scored by the school coordinator, IPS coordinator or counselor using the Employability Skills Rubric. The rubric includes a qualitative description of progress for each of the employability skills. The following provides recommended guidance on how to convert the rubric rating into point scores for the final WBL experience portfolio scoring:

1. Work samples developed throughout the WBL experience must demonstrate at least one employability skill in each of the three domains: Effective Relationships, Workplace Skills and Applied Knowledge.
2. Students may need to include multiple work samples to demonstrate the development of a single employability skill. However, one work sample, such as a research paper or presentation, may be sufficient to demonstrate a student learner's development of multiple employability skills.
3. Each skill is scored using the Employability Skills Rubric. Table 1 outlines the number of points that may be awarded for each skill rating.

Table 1. Number of Points for Each Rubric Rating

LEVEL	EFFECTIVE RELATIONSHIPS	WORKPLACE SKILLS	APPLIED KNOWLEDGE
1	2 points	2 points	2 points
2	5 points	5 points	5 points
3	8 points	8 points	8 points
4	10 points	10 points	10 points

4. If a student demonstrates progress on multiple skills within a single domain, such as Workplace Skills, then the school coordinator, IPS coordinator or counselor may calculate an average of the points awarded for each skill. Table 2 shows an example of how to average multiple skill ratings.

Table 2. How to Calculate the Average of Multiple Skill Ratings — Example

WORKPLACE SKILLS	RATING AND POINTS	FINAL POINTS
Technology Use	Level 2: 5 points	$5 + 5 + 8 = 18 \div 3 = 6$ Total Points
Resource Management	Level 2: 5 points	
Verbal Communication	Level 3: 8 points	

5. To determine the final number of points for the WBL work samples, the school coordinator, IPS coordinator or counselor adds the total number of points for each domain (*Effective Relationships, Workplace Skills, and Applied Knowledge*). Table 3 shows an example of how to calculate the final score.

Table 3. How to Determine Final Score for WBL Experience Work Samples — Example

EFFECTIVE RELATIONSHIPS	WORKPLACE SKILLS	APPLIED KNOWLEDGE	FINAL POINTS
Teamwork: Level 3 8 points	Technology Use: Level 2 Resource Management: Level 3 Verbal Communication: Level 3 Averages to 6 points	Problem Solving: Level 3 8 points	22 Points

References:

Measuring and Reflecting Student Learning: Work-based Experience Portfolio and Employability Skills Rubric:

<https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Measuring%20and%20Reflecting%20Student%20Learning%20%28002%29.pdf>

- This collaborative project included Kansas State Department of Education (KSDE), Central Comprehensive Center (C3) and the College and Career Readiness and Success Center. The Kansas Can Competency Framework and the U.S. Department of Education Employability Skills Framework were cross-walked to facilitate the creation of the Employability Skills Rubric.
- Kansas Can Competency Framework. <https://www.ksdetasn.org/competency>
- United States Department of Education, Office of Career, Technical, and Adult Education, Division of Academic and Technical Education. (2018). Employability Skills Framework. Retrieved from <http://cte.ed.gov/employabilityskills>

Kansas WBL: Personalized Learning Plan:

https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/Kansas%20Work-Based%20Learning_Personalized%20Learning%20Plan.pdf

- This collaborative project included Kansas State Department of Education (KSDE), Central Comprehensive Center (C3) and the College and Career Readiness and Success Center. The resource was offered by the College and Career Readiness and Success Center (CCRS Center) housed at American Institutes for Research (AIR).

Work Sample Reflection Sheet: Business Management and Administration Example

Student Name	School	
Anna Lopez	Central High School	
Career Pathway or Cluster <i>(if applicable)</i>	Grade Level	
Business Management and Administration	11th Grade	
Description of Work-Based Learning (WBL) Experience		
During my internship, I worked with a team of students. We wanted to open a pizza restaurant in partnership with our school, the local museum, and the community. We communicated with the Board of Directors of the museum and a restaurant manager to start Tiger Town Pizza in Central, Kansas. I helped create a business plan to present to the Board of Directors to start Tiger Town Pizza. In developing this plan, we evaluated the organizational makeup of the staff and prepared a budget plan for Tiger Town Pizza. We presented this plan to the Board for final approval.		
Description of Work Sample(s)		
My work sample includes the Business Plan for Tiger Town Pizza and a demonstration board with photographs and a summary of the business plan. A comprehensive business plan was written by a team of students, with direction and support from the teacher and the Board of Directors of Tiger Town Pizza. I helped in the writing of this plan.		
Select Employability Skills		
<input type="checkbox"/> Interpersonal Skills	<input type="checkbox"/> Information Use	<input type="checkbox"/> Technology Use
<input type="checkbox"/> Personal Qualities	<input type="checkbox"/> Communication Skills	<input type="checkbox"/> Applied Academic Skills
<input type="checkbox"/> Resource Management	<input checked="" type="checkbox"/> Systems Thinking	<input checked="" type="checkbox"/> Critical Thinking Skills
How does your work sample(s) demonstrate development of the selected employability skill(s)?		
My work sample demonstrates development of critical thinking skills including problem solving and planning to produce a business plan for a successful pizza restaurant. This plan involves a market analysis, strategy, and implementation summary, sales forecast, management plan, financial plan, and projected cash flow. In this business plan, I used multiple viewpoints when decision making and analyzed the pros and cons of various approaches to launching a pizza restaurant. The business plan demonstrates systems thinking by showcasing how the school, museum, and community could increase efficiencies of a small-town pizza business and work together.		
Describe how this experience will help you achieve your career goals or prepare you for your future career.		
My future career goal is to be a business manager. This internship improved my understanding of how to create a successful business plan. To be a business manager, it is important that I have strong critical thinking skills, so I can use multiple resources when making decisions. This experience will help me to meet my future goals because I now know how one organization uses multiple people and other organizations to support one business.		

Disclaimer: This feedback form is intended to serve as an example. It was created based on real student work samples but was not written by an actual student.

Work Sample Reflection Sheet: Engineering Example

Student Name	School	
Michael Johnson	North High School	
Career Pathway or Cluster (if applicable)	Grade Level	
Engineering	12th Grade	
Description of Work-Based Learning Experience		
During a school-based experience, I designed, built, and coded a color-sorting robot. Arduino, servos, and an Adafruit color sensor were used to create the robot.		
Description of Work Samples		
A photo of my robot sorting different colored Skittles.		
Select Employability Skills		
<input type="checkbox"/> Interpersonal Skills	<input type="checkbox"/> Information Use	<input checked="" type="checkbox"/> Technology Use
<input type="checkbox"/> Personal Qualities	<input type="checkbox"/> Communication Skills	<input type="checkbox"/> Applied Academic Skills
<input type="checkbox"/> Resource Management	<input type="checkbox"/> Systems Thinking	<input type="checkbox"/> Critical Thinking Skills
How does your work sample(s) demonstrate development of the selected employability skill(s)?		
The photo demonstrates technology use of Arduino, servos, and Adafruit color sensor as the Skittles candies are sorted by color. These technologies are used to create the robot mechanisms to enable the robot to perform a sorting task. I used technology skills by using specific robotics and engineering technology that can distinguish colors and sort by color.		
Describe how this experience will help you achieve your career goals or prepare you for your future career.		
My future career goal is to work in the robotics industry. I would like to create robots and machinery for engineers in the construction of large buildings. Although the robot created in the classroom is small in scale, the ideas of this model can easily be scaled up to create a larger robot or machine for construction purposes.		

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Work Sample Reflection Sheet: Agricultural Education Example, Education and Training

Student Name	School	
Madeline Brown	Rossford High School	
Career Pathway or Cluster (if applicable)	Grade Level	
Education and Training	11th Grade	
Description of Work-Based Learning (WBL) Experience		
I interned at Jefferson Elementary School working with a 5th grade science classroom. During my internship, I helped plan an interdisciplinary lesson focused on biology and agriculture. I worked with the science teacher to develop the lesson plan, delivered the whole class instruction with supervision from the teacher, and organized a field trip to a local farm to introduce students to agricultural concepts on caring for animals and scientific animal groups.		
Description of Work Samples		
A photo of my poster board presentation outlining my internship experience. The poster includes photos and descriptions of me teaching the class and from the field trip to a local farm.		
Select Employability Skills		
<input type="checkbox"/> Interpersonal Skills	<input type="checkbox"/> Information Use	<input type="checkbox"/> Technology Use
<input type="checkbox"/> Personal Qualities	X Communication Skills	X Applied Academic Skills
<input type="checkbox"/> Resource Management	<input type="checkbox"/> Systems Thinking	<input type="checkbox"/> Critical Thinking Skills
How does your work sample(s) demonstrate development of the selected employability skill(s)?		
The photo of my poster presentation demonstrates communication skills particularly verbal communication. On the poster I've included a photo of when I conducted an agriculture lesson. During the lesson, I gave students an overview of key terms, answered questions, and presented the information in multiple formats including video and flash cards. The poster also demonstrates applied academic skills. I had to apply scientific principles in my lesson and in the conducting the field trip to the farm.		
Describe how this experience will help you achieve your career goals or prepare you for your future career.		
My future career goal is to be an elementary school teacher. This internship improved my understanding of how to create a lesson plan, how to deliver a lesson, and how to create engaging lessons for students. To be a science teacher, it is important that I have strong communication skills to deliver lessons in a way that students can understand and learn and apply academic content into my lessons.		

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Work Sample Reflection Sheet:
Agriculture, Food, and Natural Resources Example

Student Name	School	
Jamie Jones	Perrysburg High School	
Career Pathway or Cluster (if applicable)	Grade Level	
Agriculture, Food, and Natural Resources	10th Grade	
Description of Work-Based Learning (WBL) Experience		
My supervised entrepreneurial experience involved creating a lawn care service business. I am in partnership with my sisters to run the business. We are promoting ourselves as a women’s organization. Our business operations include a free estimate, lawn care, and maintenance of our lawn care tools and machinery.		
Description of Work Samples		
A photo of myself on a lawn mower providing lawn care services to a customer. A flyer to advertise my lawn care business.		
Select Employability Skills		
<input type="checkbox"/> Interpersonal Skills	<input type="checkbox"/> Information Use	<input type="checkbox"/> Technology Use
<input type="checkbox"/> Personal Qualities	X Communication Skills	<input type="checkbox"/> Applied Academic Skills
X Resource Management	<input type="checkbox"/> Systems Thinking	<input type="checkbox"/> Critical Thinking Skills
How does your work sample(s) demonstrate development of the selected employability skill(s)?		
The photo and the flyer show that I have developed resource management skills. I identify the available resources needed to complete multiple appointments such as tracking our inventory of available lawn mowers, purchasing gasoline, and creating flyers to market our services. I set up schedules to coordinate lawn appointments with available personnel and resources. The flyer demonstrates my communication skills, particularly conveying information in writing. The flyer uses accurate vocabulary, is easy to understand, and conveys information in written language and using images.		
Describe how this experience will help you achieve your career goals or prepare you for your future career.		
My future career goal is to have my own business. This opportunity helped me develop resource management skills such as taking care of the machinery needed for lawn care and coordinating employees’ schedules for appointments.		

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Student Work Sample: Restaurant and Event Management Pathway

Student Name	School	
Jamie Smith	Central	
Career pathway or cluster (if applicable)	Grade-Level	
Restaurant and Event Management Pathway	12	
Description of Work-Based Learning (WBL) Experience		
<p>During my work-based learning experience I was a part of a group of student managers in our school that were involved in the startup of a student led community coffee shop. The purpose of the coffee shop was to provide a place for students to learn management skills and also a place for students to work and learn employability skills. During this experience I was able to be a part of a management team that reported to a board of directors. The board was comprised of local business men and women. We presented our ideas and business plan to this group and they helped us build a business on our town square called "The Hive". It is a student managed coffee shop that sales bakery items made by our high school FACS classes. The other student managers and myself took barista training from a well-known coffee shop in Kansas City. We learned the importance of consistency to maintain customer satisfaction and the art of creating specialty coffees. We sell a variety of specialty high end coffees and smoothies as well as a variety of muffins, decorated sugar cookies and homemade cinnamon rolls made by our FACS classes.</p>		
Description of Work Samples		
<p>As part of the management team we were given the task to complete a business plan, write up opening and closing procedures for the managers and baristas and to write up employee and manager expectations. We all assisted with each part but I was in charge of the opening and closing procedures. I comprised a list and then took it to the board of directors for approval. I have also attached the business plan I assisted with and our latest brochure showing some of our bakery items that I helped to recipe test and create in culinary class.</p>		
Select Employability Skills		
<input type="checkbox"/> Interpersonal Skills	<input type="checkbox"/> Information Use	<input type="checkbox"/> Technology Use
<input type="checkbox"/> Personal Qualities	X Communication Skills	X Applied Academic Skills
<input type="checkbox"/> Resource Management	X Systems Thinking	X Critical Thinking Skills
How does your work sample(s) demonstrate development of the selected employability skill(s)?		
<p>In the process of developing a business plan and opening and closing procedures I learned systems thinking and critical thinking skills to determine the steps that need to be taken to make sure that The Hive is ready for customers when doors open to the public each morning. I was able to incorporate the knowledge I learned from ServSafe and my culinary classes into these procedures. The safety of the customer and employees not only includes safe handling of food but also kitchen safety. It is important that each employee knows what needs to be done and the proper way to do it. I also had to make sure the coffee shop had accurate closing procedures to ensure the safety of the business, employees and our community. It took several revisions and I learned communication skills as I presented my plans to the managers and then to the board of directors. I learned to take their suggestions and incorporate them into my plan.</p>		
Describe how this experience will help you achieve your career goals or prepare you for your future career?		

I plan to own my own business and through this experience I have learned the importance of consistency to the consumer and I have also learned that I cannot be an expert in every part of a business but I can surround myself with people that are experts and listen to them and appreciate their expertise.

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Student Work Sample: Family, Community and Consumer Services

Student Name	School	
Denise Clark	Southwest High	
Career pathway or cluster (if applicable)	Grade-Level	
Family, Community and Consumer Services	12	
Description of Work-Based Learning (WBL) Experience		
<p>Through my experiences in Family and Consumer Sciences classes and being a member of FCCLA, I had the opportunity to learn and practice communication and critical thinking skills. As I progressed through high school, I realized my peers were not all getting the same experiences, and I wanted to create a project that gave them an opportunity to practice these skills through a job interview. Many of my classmates who had a job, did not go through a formal interview before being hired, it was based on who they knew in town. To prevent them from being at a disadvantage in the future job market, I brought in community members to mock interview with my classmates. Each student was set up with at least two interviews related to a career of their choice. This gave them the opportunity to practice their verbal communication skills as well as their critical thinking skills to answer the questions and convince the interviewer to hire them. When the interviews were finished in the morning, a catered lunch was served for the students and community volunteers. The students ate lunch with the volunteers and practiced their communication skills yet again.</p>		
Description of Work Samples		
<p>I completed this project as part of an FCCLA STAR Event competition. I have provided a picture of my display board which outlines the steps in the planning process that I went through in order to carry out the project.</p>		
Select Employability Skills		
<input type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Personal Qualities <input type="checkbox"/> Resource Management	<input type="checkbox"/> Information Use <input checked="" type="checkbox"/> Communication Skills <input type="checkbox"/> Systems Thinking	<input type="checkbox"/> Technology Use <input type="checkbox"/> Applied Academic Skills <input checked="" type="checkbox"/> Critical Thinking Skills
How does your work sample(s) demonstrate development of the selected employability skill(s)?		
<p>While I created this project for my classmates to practice their skills, it was also a test of my skills in order to plan and successfully carry it out. I used my communication skills when contacting the community members seeking their participation. I gave presentations to the high school students which explained the itinerary for the interview day and I also gave them tips for a successful interview. My critical thinking skills were put to use when planning the logistics of the event: the location for the interviews and lunch, scheduling interviews for all students, finding funds for a caterer and finding a caterer to name a few.</p>		
Describe how this experience will help you achieve your career goals or prepare you for your future career?		
<p>My future goal is to become a dentist. Communication skills are very important in this career field, I need to be able to speak clearly to all types of people. I will use casual conversations as well as medical terminology in a way that they will understand. Every patient that comes to my office will have a unique case. Using critical thinking skills based on my knowledge and training will be important to provide the appropriate treatment.</p>		

Disclaimer: This feedback form is intended to serve as an example. It was created based on real student work samples but was not written by an actual student.

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