

Corrections Education Workforce Readiness Certification

TEACHER MANUAL



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The Importance of Workforce Readiness Skills

Workforce readiness skills are those skills that apply across a variety of jobs and life contexts. They are also known as soft skills, workplace fundamentals, essential skills, workplace competencies, and transferrable skills. Regardless of what they are called, workforce readiness skills are those basic skills necessary for getting, keeping, and doing well on a job. They are generic in nature and cut across jobs, industry types, and occupational levels. In order to be a productive citizen in the world of work, family, or community involvement, mastery of basic workforce readiness skills is essential. The Workforce Readiness Certificate process is designed to address the skills and behaviors that are critical in the 21st century workplace.

The intent of the Workforce Readiness Certificate is to recognize mastery of workplace skills valued by employers, explore career interests, and provide a credential of mastery of workforce readiness skills. This process provides guidelines to help teachers and school partners offer school-supervised work-based learning programs based on national and industry standards. Reinforcing Habits of Mind, Common Career Technical Core standards (Career Ready Practices), and other related industry standards into the competencies we teach and coach will help participants to be at the forefront of industry expectations. Participating in this process will provide a valuable service to both participants and the school community. Participants will get more out of their jobs than experience, a paycheck or reduction in term. The corrections community will have employees whose work is more meaningful because it is connected to the national and industry standards. Schoolwork becomes more relevant to participants because it is connected to the real world they will soon be working in.

Workforce Readiness Certificate Process

The intent of the Workforce Readiness Certificate is to recognize a participant's mastery of workforce readiness skills valued by employers, to help participants explore career interests, and to provide a credential of mastery. This process allows:

- **participants** to document their employability skills
- **employers and teachers** to assess the skills they are looking for in quality employees
- **teachers** to customize instruction to help learners to acquire skills the 21st Century workplace requires
- **teachers, employers, and school partners** a roadmap to help participants overcome their barriers to employment (real or perceived)

The Workforce Readiness Certificate is designed to provide local flexibility in its coordination and implementation:

1. Today's worker must be conscientious of work readiness skills needed for success in the workplace. These are skills, knowledge and expertise participants must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies. Work ready individuals embrace life and career skills; information, media and technology skills; and learning and innovation skills. Within the context of core knowledge instruction, participants must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.
2. The work-based learning component of this process may be met in any number of jobs/activities. School campuses are encouraged to review local work-based learning programs and determine if requirements meet workforce readiness standards.
3. Participants already involved in a school-supervised work-based learning activity such as industries, a work experience program, an internship, or service learning can use that experience for the work-based learning portion of this process.
4. The minimum number of work hours required of participants is 80 hours which can be completed over the course of a quarter, semester, summer, year or longer, depending on individual participant capacity to learn, schedule, and program capacity to deliver.

5. Specific occupational related instruction is not required for the Workforce Readiness Certificate. Occupational instruction could be a part of a work-based learning opportunity where related instruction in skill development, safety, or technical skills is taught in addition to participant's learning employability skills.
6. Career exploration and planning are essential components of workforce readiness and the cornerstone for making appropriate career, educational, and occupational choices. Selecting a relevant work-based learning opportunity offered in the school community should be part of the participants *Living, Learning and Working Plan* which will facilitate a smooth transition from school to work and/or educational opportunities.
7. A *Living, Learning, and Working Plan* will assist participants, teachers, and partners in relating each participant's career interests and post-secondary education and employment aspirations to individual aptitudes and achievements. The specific objective is to create a plan of action that the participant will follow throughout their workforce readiness journey. The plan provides concrete post-secondary plans and tentative career goals, identifies the steps that are required, and reinforces the commitment and responsibility of each participant to take charge of his or her employment future. This written document is developed jointly by participants, teachers, and others involved in the participants goals. Although the plan development is a joint venture and the post-secondary plan ultimately reflects decisions made by participants, the school is responsible for managing the process and for providing participants with objective data that enable them to periodically re-evaluate the plan. This plan will lead to the creation of a portfolio the participant can utilize to transition from school to further education and/or a career.

The Workforce Readiness Certificate, earned by the participant, will be issued by the Community High School of Vermont and endorsed by the partnering organization or certifying body. It will become part of the participant's portfolio.

Workforce Readiness Certification Requirements

School campuses that are offering the Workforce Readiness Certificate must develop a *Living, Learning, and Working Plan* for each participant. Approval must include the following requirements and methods of implementation:

1. The learning activities within the school, on the job site, and/or in the community must be rigorous in providing for opportunities to apply the Habits of Mind, Career Ready Practices, and other related industry standards.
2. A CHSVT teacher must serve as the supervising teacher for the certificate in accordance with all certificate requirements.

Participant Requirements

- Obtain and retain work opportunities
- Attend school on a regular basis unless pre-excused
- Notify the school and the cooperating organization or employer in advance when absence is unavoidable
- Meet local expectations and requirements (e.g., keep in good academic standing, etc.)
- Furnish the supervising teacher with all necessary information and complete all necessary course work and activities
- Discuss any problems with the supervising teacher
- Keeping all information of the cooperating organization or employer confidential
- Cooperate with the community organization or workplace supervisor/mentor, engage in assignments, training experiences, observing etiquette and observing safety rules
- Abide by the rules and regulations of the surroundings

Supervising Teacher Requirements

- Develop the Living, Learning, and Working Plan with the participant appropriate for the needs and desires of the participant and the opportunities presented
- Visit when and if able, and assist community organizations or employers
- Observe each participant when and if able

- Cooperate with the community organization or employer in the evaluation of the participant
- Work with participants to solve problems that may arise from the cooperating agency, school, employer, participant or community
- Provide in-school instruction related to the training activities of the participant (as appropriate)
- Provide school partners orientation about CHSVT as needed

Community, Employer, Partner Requirements

- Provide a training program with varied experiences, which will contribute to the education and experience of the participant
- Provide supervision/workplace mentoring for the participant
- Adhere to all state and federal labor laws as applicable
- Provide for the day-to-day safety of the participant on the job or within the organization
- Participate in development of the Living, Learning, and Working plan with the participant and the supervising teacher
- Work with the supervising teacher in assessing and evaluating the participant

Work-Based Learning Component

“Learning by doing” is the foundation of work-based learning. Participants must be provided the opportunity to participate in experiences that assess and use workplace skills. “Work” experience must also support related classroom instruction and contextualizes the learning. Not only will participants learn industry standards, but they will also apply them in the workplace. Not only will participants understand industry standards but they will have the dispositions/attitudes to apply the standards where needed. Work-based learning at the workplace, in the community, and through school-based experiences occurs under the guidance of a school-based, community-based, or workplace employer. The participant, along with these employers, develops experiences where leadership and other technical skills necessary for success in career and college can be offered. This process requires 80 hours of work-based learning; participant should be encouraged to work for the same employer during their work-based learning. If the participant is fired or removed from the workplace the hours acquired will not count toward this certificate. This allows participants to grow and expand their leadership skills and use of core workplace skills.

Work-based learning requires the integration of academic content and technical skill development. This effort is supported by workforce readiness standards and dispositions which emphasizes the need for:

- business and education partnerships,
- application of Habits of Mind,
- career exploration and planning,
- industry recognized employability skills and Career Ready Practices,
- school-supervised work experience, and
- knowledge of all aspects of an industry.

Because the community-based or work-based learning component of this certificate may be delivered outside the local school campus, it is important that campuses work closely with the community organization or work-based employer to establish policies and procedures. Participants, teachers, community based organizations, and employers

are required to follow all state and federal labor regulations pertaining to work experience programs.

Designing work-based learning that allows participants to learn, practice, and master essential workplace competencies required four main criteria (**model, explain, interact, and feedback**):

1. Work-based learning should provide **models** of good workplace behavior, for example by providing historical or real life examples of workplace behavior, by providing opportunities for the teacher and others to model workplace behavior, by structuring experiences in which participants model good workplace behavior for themselves, and by helping participants identify good workplace behavior (or the lack of it) in everyday situations. The purpose of the **models** criterion is to make sure that participants are provided with exemplars of what workplace dispositions look like in practice.
2. Work-based learning should provide direct **explanations** about the purpose, concepts and methods of good workplace behavior. In other words, participants should be told why good workplace behavior is important, and directly taught some key workplace concepts and skills. For example, they should be provided with explanations about such concepts as safety, workplace ethics, technical knowledge, task completion, customer relations. The purpose of the **explanation** criterion is to ensure that participants are directly provided with information about the core concepts and methods of workplace dispositions.
3. Work-based learning should provide plenty of opportunity for peer **interaction** around good workplace behavior. These are interactions in which participants work together, discuss workplace fundamentals with one another, and so on. The purpose of this criterion is to bring the workplace dispositions alive for the participant by anchoring it in meaningful interpersonal interactions.
4. Work-based learning should provide plenty of opportunities for formal and informal **feedback** around good workplace behavior. Through teacher feedback, peer feedback, and self-feedback, participants should learn about the strengths and weakness of their workplace fundamentals. **Feedback** is one of the most powerful ways a culture teaches and expresses its values, and the purpose of the **feedback** criterion is to make sure the learning environment is one in which good workplace behavior is supported, encouraged, and truly valued in a way that is clear to the participant.

Interventions That Increase Workforce Readiness

Correctional Research-Based Employment Interventions

1. Identify patterns of behavior behind participant's inability to obtain and/or sustain employment.
2. Learn and practice positive workplace skills.
3. Learn and practice positive communication skills with co-workers and employer.
4. Increase education, technical skills, and aptitude to support obtaining and sustaining employment.

Intervention Steps

1. Assessment: Identify Patterns of Behavior and Need

a. Ohio Risk Assessment System (ORAS)

Dynamic risk/needs assessment system used with adult offenders. It offers criminal justice staff the ability to assess individuals at various decision points throughout the criminal justice system.

b. Career Decision Maker (CDM)

Self-scored assessment that helps individuals identify their occupational interests, values, and abilities.

c. Barriers to Employment Success Inventory (BESI)

Self-scored assessment that gives individuals a quick and easy way to identify the hurdles and obstacles that stand in the way of job success.

d. Job Search Attitude Inventory (JSAI)

Helps individuals identify their attitudes about looking for a job and then offer suggestions for becoming more active and self-directed in the job search.

e. O*NET profiler if internet is available/CHOICES if internet is not available

An interactive application for exploring and searching occupations. Provides the basis for our Career Exploration Tools, a set of valuable assessment instruments for participants looking to find or change careers.

f. Comprehensive Adult Student Assessment System (CASAS)

Used to assess adult learners in workplace literacy, family literacy, employment and training needs and other educational needs.

g. Strategic Instructional Model (SIMS) Writing

Used to assess and build skills in writing complete sentences and paragraphs using proper grammar usage and mechanics.

2. Workplace Fundamentals: Obtain and Practice Workplace Skills & Improve Communication Skills

a. Learn the Habits of Mind and Career Ready Practices

Participants should identify and practice Habits of Mind which will assist them in changing the pattern of behavior behind their inability to obtain/sustain employment. They should also identify Habits that would bring about success during the application and interview process.

As participants learn the Habits they should begin incorporating their learning into their portfolio. They should begin practicing the Habits they need more work on in difficult situations. Participants should be able to connect the Habits to other industry standards and Career Ready Practices.

b. Apply Habits of Mind as positive workplace fundamentals to learn and practice

Habits of Mind are the workplace fundamentals that participants must learn and practice. The Habits of Mind are indicators of good work ethics. Ethics are a set of principle or values that govern an individual and/or a group.

c. Actively practice Habits during work with feedback

The Habits should be incorporated into the daily work environment as workplace fundamentals in evaluation and other supervision areas.

d. Habits of Mind should be part of participant evaluation

What workplace fundamentals are most important to the given task or job description? Identify the specific Habit and evaluate for application of the Habit during work.

e. Develop and utilize performance assessments of workplace fundamentals

Performance assessment is a form of testing that requires participants to perform a task rather than select an answer from a ready-made list. Identify the task and provide feedback.

3. Technical Skills Training: Increase Education & Technical Skills

a. Document participant attainment of technical skills

Can be accomplished through task completion lists, industry recognized curriculums, OJT forms, common core standards for technical education.

This documentation will serve as a scaffolding approach to future education, employment, and overcoming barriers.

b. Industry recognized and career specific safety training and application

The basic fundamental of most industry jobs is safety on the job site and compliance with standards. Course work and application of safety standards will be required.

c. Documented production skills

How is the participant applying his or her increased employability skills to accomplish a task in a consistent manner? Participants will begin to identify productive patterns of behavior that lead to accomplishment of job tasks.

d. Work-based learning

As the world of work continues to demand innovation work-based learning must require the integration of academic content, technical skill development, critical thinking and problem solving, communication, collaboration, creativity and innovation.

With assistance from CHSVT, employers can implement evidence-based standards for participants that will support industry necessary skills.

4. Completion Portfolio: Final Assessment

a. Completion Portfolio

Each participant will complete a Living, Learning, and Working portfolio to demonstrate their improved educational and employability skills.

b. Exit interview based on completed portfolio

The final performance assessment will serve as a practice interview and offer the participant the opportunity to communicate their skills improvement documented in their portfolio.

c. Completion of transition plan & reassessment of needs

Pulling all the intervention components together transition plans and reassessment will take place to provide a thoughtful transition back to the community, post-secondary education, and/or employment.

Assessing Workforce Readiness

The supervising teacher, community partners, co-teachers, and/or employers along with the participant, are responsible for assessing participant progress during each quarter on the learning goals and employability skills identified in the Workforce Readiness Assessment. For those tasks which the participant is novice or apprentice, the teacher, employer, and/or mentor identify specific areas where improvement is needed and suggests ways the participant can improve performance. For tasks on which the participant is proficient, the teacher/mentor may give examples that illustrate the consistent performance.

Assess Progress in Achieving the Career Ready Practices

The Career Ready Practices provide a framework for the developmental experiences necessary to becoming career ready; experiences that can be “practiced” using many different approaches in a variety of settings. Participants refine these practices throughout their full continuum of learning.

Communicate Assessment Results

The supervising teacher and others involved, if able, meet with the participant to discuss the assessment, identify areas that need to improvement, inform the participant of the suggestions for improvement, identify strengths that have been pointed out on the job and in the classroom, and provide evidence to support the evaluation of the tasks and workforce readiness skills. Give the participant a copy of the tasks and skills identified for the quarter.

Continuation of the Assessment Process

Throughout the process, assessment should be on-going, formative, and focus on self-assessment. Using on-going assessment ensures that feedback is timely and focused on specific skills, tasks, and environmental situations. Formative assessment allows participants to understand how to continually set goals, restructure their understanding/ skills and build more powerful ideas and capabilities. Self-assessment is essential to

support internal capacity and motivation. The Workforce Readiness Assessment should instill intrinsic motivation so the workplace skills become automatic.

Using Dimensions of Growth to Assess Application of Habits of Mind on the Job

Habits of Mind are overarching workplace fundamentals; combined with the Career Ready Practices specific workforce readiness skills can be taught, coached, and modeled. The dimensions of growth guide staff in effective strategies to use when teaching and coaching participants in the use of workforce readiness skills. Using the dimensions assists staff in understanding where the participant is at and planning next steps. An understanding of the five dimensions of growth allows staff to plan curriculum and activities designed to develop the participants Habits of Mind. The dimensions can also guide our efforts in assessment and suggest effective ways in which staff might engage participants to facilitate their growth in the use of Habits of Mind and Career Practices.

1. Exploring Meaning (value)

Choosing to employ Habits of Mind rather than other, less productive behaviors. Knowing how to use the Habits when you don't know an answer. Work is outcome based; employees must ask themselves "what is the goal?" and resolve conflicts productively.

2. Expanding Capacities (capability)

Possessing the basic skills and ability to carry through with the Habits as a work ethic. Focus on performance under challenging conditions that demand: strategic reasoning, insightfulness, perseverance, and creativity.

3. Increasing Alertness (inclination)

Having the tendency to employ the Habits of Mind to get the job done. Not only having information, but also knowing how to act on it. Involves others in decision making and looks at the big picture.

4. Extending Values (awareness)

Perceiving opportunities for, and appropriateness of employing a Habit to resolve problems, and enhance productivity. Create an environment that is creative with the ability to be innovative. At this point, the Habits have developed into a set of personal work ethics used on a daily basis.

5. Internalization (commitment)

Constantly striving to reflect on and improve performance of their work ethics. Having a disposition toward behaving intelligently when confronted with problems. Utilize a series of Habits and personal work ethics to answer the question “what is the goal?”

When designing workforce readiness activities it is important to think about the desired outcome. Teachers, employers, and partners must continually think about the tasks, skills, cognitive abilities, and workplace Habits that participants need to practice and master. In order for workforce readiness skills to become automatized they must become habits that participants can practice.

Providing Evidence of Workforce Readiness

It is important for participants to be able to provide mastery evidence of employability skills and competencies in addition to being rated by teachers, employers, and/or community organization staff. This allows participants to participate in the assessment process, learn techniques that have real-world application, and understand how they can improve. When selecting ways participants can demonstrate mastery of competencies, it is important to obtain a good match between the skills you wish to measure and the means you use to measure them. Use several data sources to gain as complete a picture as possible. Not all skills and behaviors may lend themselves to direct, precise measurement. Ways in which participants can provide evidence can include the following:

Demonstrating Skills

Participants can demonstrate application of skills they learn through work-based learning, the use of role-play or simulations, in the real-world environment, and/or through analysis and resolution of a case study requiring the use of workforce readiness skills. Participants must also test 236 or above on CASAS reading and mathematics, successfully complete 80 hours of supervised work, show mastery in the sentence and paragraph writing strategies in the Strategic Instructional Model (SIMS) writing.

Building a Portfolio

Portfolios are collections of participant work that are typically used for assessment of competencies. Participant portfolios can take a couple of forms. One type of portfolio contains work that shows the participant's progression throughout the process. For example, writing samples about the participant's on-the-job experiences might be taken from the beginning, middle, and end of the work opportunity. This can help show growth and provide teachers, partners, and the participant with evidence of how the participant has progressed. A second type of portfolio involves selecting examples of his or her best work. The portfolio can then be used as evidence of participant work towards completion of the Workforce Readiness Certificate.

Presenting to Others

Giving oral presentations can provide participants with public speaking skills that will benefit them in workplace and leadership settings. Providing participants with an environment in which there is a question and answer session or opportunities for constructive feedback allows them to hone their critical thinking skills. Presenting to others can also include teaching concepts to someone else. For example, experienced participants (mentors) can teach new participants about the importance of safety protocols in different workplace scenarios.

Workforce Readiness Assessment

Workforce readiness skills should be assessed throughout the process by preparing participants to achieve competencies that are directly linked to workplace readiness and industry standards that transfer across employment areas. Therefore each competency will be assessed as follows:

Novice: Requires constant assistance and supervision, is unaware of when skills are challenging, rarely and/or inconsistently displays workplace fundamentals and standards.

Apprentice: Requires some supervision and mentoring, is aware when skills are challenging, and often displays workplace fundamentals and standards.

Proficient: Requires minimal supervision, takes on leadership roles in the workplace, consistently displays workplace fundamentals and standards.

Distinguished: Responds quickly to supervision, is a leader in the workplace, consistently models workplace fundamentals and standards.

Workplace Fundamental and Standard	Assessment (choose one)
<p>Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them I readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. I am aware of problems when they occur and take action quickly to address the problem. I thoughtfully investigate the root cause of the problem prior to introducing solutions. I carefully consider the options to solve the problem. Once a solution is agreed upon, I follow through to ensure the problem is solved, whether through my own actions or including others.</p> <p>Habit of Mind: Persisting I stick to the task! Persevering in task through to completion; remaining focused. Looking for ways to reach my goal when stuck. I do not give up.</p> <p>Habit of Mind: Thinking about your thinking I know what I know! I am aware of my own thoughts, strategies, feelings and actions and their effects on others. I understand that I don't know what I don't know.</p>	<p>Novice <input type="checkbox"/></p> <p>Apprentice <input type="checkbox"/></p> <p>Proficient <input type="checkbox"/></p> <p>Distinguished <input type="checkbox"/></p>
<p>Participant Comments:</p> <p>Staff Comments:</p> <p>Goals:</p>	

Workplace Fundamental and Standard	Assessment (choose one)
<p>Career Ready Practice: Act as a responsible and contributing citizen and employee I understand the obligations and responsibilities of being a member of a community, and I demonstrate this understanding every day through my interactions with others. I am conscientious of the impacts of my decisions on others and the environment around me. I think about the short-term and long-term consequences of my actions and seek to act in ways that contribute to the betterment of my team, family, community and workplace. I am reliable and consistent in going beyond the minimum expectation and of participating in activities that serve the greater good.</p> <p>Habit of Mind: Managing Impulsivity I take my time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Habit of Mind: Finding Humor Laugh a little! I find the whimsical, odd and unexpected. I am able to laugh at myself.</p>	<p>Novice <input type="checkbox"/></p> <p>Apprentice <input type="checkbox"/></p> <p>Proficient <input type="checkbox"/></p> <p>Distinguished <input type="checkbox"/></p>
<p>Participant Comments:</p> <p>Staff Comments:</p> <p>Goals:</p>	

Workplace Fundamental and Standard	Assessment (choose one)
<p>Career Ready Practice: Consider the environmental, social and economic impacts of decisions I understand the interrelated nature of my actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. I am aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of my work as it relates to the impact on the social condition, the environment and profitability of the organization.</p> <p>Habit of Mind: Listening with understanding and empathy I understand others! Devoting mental energy to another person's thoughts and ideas. I make an effort to perceive another's point of view and emotions.</p> <p>Habit of Mind: Gather data through all senses I use multiple pathways! I pay attention to the world around me gather data through all my senses; taste, touch, smell, hearing and sight.</p>	<p>Novice <input type="checkbox"/></p> <p>Apprentice <input type="checkbox"/></p> <p>Proficient <input type="checkbox"/></p> <p>Distinguished <input type="checkbox"/></p>
<p>Participant Comments:</p> <p>Staff Comments:</p> <p>Goals:</p>	

Workplace Fundamental and Standard	Assessment (choose one)
<p>Career Ready Practice: Demonstrate creativity and innovation I regularly think of ideas that solve problems in new and different ways, and contribute those ideas in a useful and productive manner to improve my organization. I can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and discern which ideas and suggestions will add the greatest value. I seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to my own workplace. I take action on my ideas and understand how to bring innovation to my organization.</p> <p>Habit of Mind: Thinking flexibly I look at it situations in other ways! Being able to change perspectives, generate alternatives,</p> <p>Habit of Mind: Creating, imagining, and innovating I try different ways! Generating new and novel ideas, fluency, and originality.</p>	<p>Novice <input type="checkbox"/></p> <p>Apprentice <input type="checkbox"/></p> <p>Proficient <input type="checkbox"/></p> <p>Distinguished <input type="checkbox"/></p>
<p>Participant Comments:</p> <p>Staff Comments:</p> <p>Goals:</p>	

Workplace Fundamental and Standard	Assessment (choose one)
<p>Career Ready Practice: Apply appropriate academic and technical skills. I readily access and use the knowledge and skills acquired through experience and education to be more productive. I make connections between abstract concepts with real-world applications and I make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</p> <p>Habit of Mind: Striving for accuracy I check again! Always doing my best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Habit of Mind: Remaining open to continuous learning I have so much more to learn! I have humility and pride when admitting I don't know; I resist complacency.</p>	<p>Novice <input type="checkbox"/></p> <p>Apprentice <input type="checkbox"/></p> <p>Proficient <input type="checkbox"/></p> <p>Distinguished <input type="checkbox"/></p>
<p>Participant Comments:</p> <p>Staff Comments:</p> <p>Goals:</p>	

Workplace Fundamental and Standard	Assessment (choose one)
<p>Career Ready Practice: Communicate clearly, effectively and with reason I communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/ or visual methods. I communicate in the workplace with clarity and purpose to make maximum use of my own and others' time. I am an excellent writer; I am well versed in word choice and organization and use effective tone and presentation skills to articulate ideas. I am skilled at interacting with others; I am an active listener and speak clearly and with purpose. I think about the audience for my communication and prepare accordingly to ensure the desired outcome.</p> <p>Habit of Mind: Thinking and communicating with clarity and precision I am clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations</p> <p>Habit of Mind: Striving for accuracy I check again! Always doing my best. Setting high standards. Checking and finding ways to improve constantly.</p>	<p>Novice <input type="checkbox"/></p> <p>Apprentice <input type="checkbox"/></p> <p>Proficient <input type="checkbox"/></p> <p>Distinguished <input type="checkbox"/></p>
<p>Participant Comments:</p> <p>Staff Comments:</p> <p>Goals:</p>	

Workplace Fundamental and Standard	Assessment (choose one)
<p>Career Ready Practice: Employ valid and reliable research strategies I am discerning in accepting and using new information to make decisions, change practices or inform strategies. I use a reliable research process to search for new information. I evaluate the validity of sources when considering the use and adoption of external information or practices. I use an informed process to test new ideas, information and practices in my workplace situation.</p> <p>Habit of Mind: Gather data through all senses I use multiple pathways! I pay attention to the world around me gather data through all my senses; taste, touch, smell, hearing and sight.</p> <p>Habit of Mind: Questioning and problem posing How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p>	<p>Novice <input type="checkbox"/></p> <p>Apprentice <input type="checkbox"/></p> <p>Proficient <input type="checkbox"/></p> <p>Distinguished <input type="checkbox"/></p>
<p>Participant Comments:</p> <p>Staff Comments:</p> <p>Goals:</p>	

Workplace Fundamental and Standard	Assessment (choose one)
<p>Career Ready Practice: Use Technology to Enhance Productivity: I find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. I am flexible and adaptive in acquiring and using new technology. I am proficient with universal technology applications. I understand the inherent risks – personal and organizational – of technology applications, and I take actions to prevent or mitigate these risks.</p> <p>Habit of Mind: Creating, imagining, and innovating I try different ways! Generating new and novel ideas, fluency, and originality.</p> <p>Responding with wonderment and awe I have fun figuring out issues! Finding the world awesome, mysterious and I am intrigued with wonders and beauty.</p>	<p>Novice <input type="checkbox"/></p> <p>Apprentice <input type="checkbox"/></p> <p>Proficient <input type="checkbox"/></p> <p>Distinguished <input type="checkbox"/></p>
<p>Participant Comments:</p> <p>Staff Comments:</p> <p>Goals:</p>	

Workplace Fundamental and Standard	Assessment (choose one)
<p>Career Ready Practice: Attend to personal health and financial well-being I understand the relationship between personal health, workplace performance and personal well-being; I act on that understanding to regularly practice healthy diet, exercise and mental health activities. I also take regular action to contribute to my personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to my own career success.</p> <p>Habit of Mind: Striving for accuracy I check again! Always doing my best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Habit of Mind: Questioning and problem posing How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p>	<p>Novice <input type="checkbox"/></p> <p>Apprentice <input type="checkbox"/></p> <p>Proficient <input type="checkbox"/></p> <p>Distinguished <input type="checkbox"/></p>
<p>Participant Comments:</p> <p>Staff Comments:</p> <p>Goals:</p>	

Workplace Fundamental and Standard	Assessment (choose one)
<p>Career Ready Practice: Model integrity, ethical leadership and effective management I consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. I have a clear understanding of integrity and act on this understanding in every decision. I use a variety of means to positively impact the direction and actions of my team or organization, and I apply insights into human behavior to change others' actions, attitudes and/or beliefs. I recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture.</p> <p>Habit of Mind: Taking responsible risks I venture out! Being adventuresome; living on the edge of my competence. I try new things constantly.</p> <p>Habit of Mind: Thinking interdependently Work together! I am able to work with and learn from others in shared situations. Team work is important to me.</p>	<p>Novice <input type="checkbox"/></p> <p>Apprentice <input type="checkbox"/></p> <p>Proficient <input type="checkbox"/></p> <p>Distinguished <input type="checkbox"/></p>
<p>Participant Comments:</p> <p>Staff Comments:</p> <p>Goals:</p>	

Workplace Fundamental and Standard	Assessment (choose one)
<p>Career Ready Practice: Work productively in teams while using cultural/global competence I positively contribute to every team whether formal or informal. I apply my awareness of cultural differences to avoid barriers to productive and positive interaction. I find ways to increase the engagement and contribution of all team members. I plan, facilitate, and/or effectively participate in team meetings.</p> <p>Habit of Mind: Thinking interdependently Work together! I am able to work with and learn from others in shared situations. Team work is important to me.</p> <p>Habit of Mind: Thinking about your thinking I know what I know! I am aware of my own thoughts, strategies, feelings and actions and their effects on others. I understand that I don't know what I don't know.</p>	<p>Novice <input type="checkbox"/></p> <p>Apprentice <input type="checkbox"/></p> <p>Proficient <input type="checkbox"/></p> <p>Distinguished <input type="checkbox"/></p>
<p>Participant Comments:</p> <p>Staff Comments:</p> <p>Goals:</p>	

Workplace Fundamental and Standard	Assessment (choose one)
<p>Career Ready Practice: Plan education and career path aligned to personal goals I take personal ownership of my educational and career goals, and I regularly act on my plans to attain these goals. I understand my own career interests, preferences, goals and requirements. I have perspective regarding the pathways available to me and the time, effort, experience and other requirements to pursue them. I recognize the value of each step in the educational and experiential process, and I recognize that nearly all career paths require ongoing education and experience. I seek counselors and other experts to assist in the planning and execution of my career and personal goals.</p> <p>Habit of Mind: Remaining open to continuous learning I have so much more to learn! I have humility and pride when admitting I don't know; I resist complacency.</p> <p>Habit of Mind: Applying past knowledge to new situations I use what I learn! I accessing my prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	<p>Novice <input type="checkbox"/></p> <p>Apprentice <input type="checkbox"/></p> <p>Proficient <input type="checkbox"/></p> <p>Distinguished <input type="checkbox"/></p>
<p>Participant Comments:</p> <p>Staff Comments:</p> <p>Goals:</p>	

College and Career Readiness Checklist

Steps 1-4 required for completion of high school diploma Steps 1-5 required for completion of Workforce Readiness Certificate			
Name:		Start Date:	
1. Orientation and Enrollment	Date	Initial	Notes
Confirm high school diploma and/or learning folio			
Overview of living folio and life experience			
Overview of work opportunities and working folio			
2. Career Assessment			
Barriers to Employment Success (BESI)			
Career Decision Maker (CDM)			
Job Attitude Success Inventory (JASI)			
Workforce Readiness Assessment (diagnostic and goals)			
Comprehensive Adult Student Assessment System (CASAS) Reading and Math, Strategic Instructional Model (SIMS) Sentence and Paragraph Writing			
O*NET Online/CHOICES if internet is not available			
3. Pre-Employment Skills			
Resume – at least 2 reviewed drafts			
Completed cover letter			
At least three letters of work references			
Plan for accessing digital copies post release (email)			
Participated in (2) mock interviews with feedback must include elevator speech			
Completed (2) sample job applications (paper/electronic)			
Developed Post-Completion job search and/or post-secondary plan			
4. Transition Skills			
Develop a plan for securing forms of ID			
Completion of financial management coursework			
Documentation of at least 10hr structured leisure activity			
Able to use technology for employment purposes			
Connect with VSAC, DOL, VR, other community resources			
5. Application of Employment Skills			
Completed minimum 80 hrs of work-based learning over a quarter			
Documented feedback from supervisor			
Workforce Readiness Assessment (diagnostic, formative, summative)			
Career Ready Practice project and/or reflection			
Habits of Mind project and/or reflection			

Elevator Speech

What is the Elevator Speech?

- Your elevator speech is a 30-second introduction that allows you to mention your criminal history, the time you have served, and how you have grown and changed.
- You can give your elevator speech at the beginning of an employment interview to address it right up front or practice it so you are prepared to answer the criminal history question.
- You may encounter potential employers who disqualify you as a job candidate because of your history; however, there are many accepting employers that will appreciate your honesty and efforts.
- Fill out the information below to get started on writing your elevator speech:

What is your criminal history?

What was your time served?

What have you learned about yourself and changed for the better?

List four characteristics you want to make sure the employer knows about you:

- 1.
- 2.
- 3.
- 4.

Preparing Your Elevator Speech

Questions about your criminal record are on the employer's mind whether they are spoken or unspoken. Are you going to repeat your negative behavior? Have you really changed, or are your problems likely to reoccur and affect your work on your next job? If they hire you, will they inherit your past? Can they trust you to be honest with them?

Even if the employer does not ask about your criminal history, you may decide to bring it up yourself either because you are required to do so, or because you do not want to worry about someone else telling them in the future. You want to explain the situation honestly, but very briefly and in the most positive light possible. Making excuses or blaming others for your problems will not reassure the employer that they will not inherit similar problems with your behavior if he or she hires you! Whether you are responding to a question about your conviction or bringing it up yourself, a good way to handle your criminal history is by delivering a 30 second "Elevator Speech" during or just before your interview begins.

Elevator Speech Format

Opening:

Ask for "a few moments" of the interviewer's time to discuss "an important matter"

Body:

- Acknowledge that you have a criminal conviction.
- Accept responsibility for your behavior.
- Do not dwell on the details of your crime(s). Accept responsibility and move on. Mention the changes you have made in your life so this will not happen again. For example, if part of the problem in the past was that you lacked marketable skills or education, explain what steps you have taken to remedy this situation.

Conclusion:

- Express that you have left your past behind and that you have already begun to move in a positive direction.
- Be sure to stress that with your newly learned skills and attitude you would make a positive contribution to the company and describe specifically how you will do that. You might also want to inform the interviewer about the Work Opportunity Tax Credit (WOTC) as well as the Federal Bonding Program.

Writing a First Draft

1. **Include each of the items you filled in on the first page:** Use concise grammar.
2. **Be completely honest:** Blaming another for your criminal history or exaggerating your skills will be harmful to your integrity and defeat the purpose of providing the elevator speech to a potential employer.
3. **Be comfortable:** The content is yours it's important to practice your speech and prepare to share it in an interview by sharing it with staff, friends and family.

Mock Interview Critique Form

Interviewee _____ Interviewer _____ Date _____

FIRST IMPRESSIONS/IMAGE & APPEARANCE...	+ ✓ -
Applicant submits an updated, targeted and professional looking resume	
Applicant expresses optimism and energy in initial greeting: offers a solid handshake	
Applicant is well groomed, has good hygiene and is appropriately dresses	
Applicant smiles and speaks clearly and distinctly; words are not mumbled	
Comments:	
NONVERBAL BEHAVIOR/BODY LANGUAGE...	+ ✓ -
Applicant demonstrates professionalism; sits squarely in chair; has good posture	
Applicant demonstrates openness and receptiveness: open position (arms uncrossed)	
Applicant demonstrates interest and enthusiasm; leans slightly forward; uses facial expressions	
Applicant demonstrates confidence and attentiveness; maintains good eye contact	
Applicant maintains poise; appears relaxed; doesn't shift and fidget excessively	
Comments:	
VERBAL COMMUNICATION/KEY INTERVIEW CONTENT...	+ ✓ -
Applicant conveys clearly defined career goals through an elevator speech	
Applicant articulates ideas clearly and uses proper grammar and appropriate vocabulary	
Applicant demonstrates research and understanding of the desired career, position & employer	
Applicant demonstrates self-awareness of work values and personal motivators	
Applicant highlights unique marketable skills with real examples to illustrate accomplishments	
Applicant avoids flat "yes" or "no" answers	
Applicant discusses a weakness honestly but neutralizes it by explaining steps taken to improve	
Applicant ask appropriate questions about the job and employer	
Comments:	
CLOSING THE INTERVIEW...	+ ✓ -
Applicant enquires about timeframe and next actions to be taken	
Applicant thanks interviewer by name and acquires appropriate contact info. For follow-up	
Comments:	
BASED ON AN OVERALL IMPRESSION OF YOUR INTERVIEW...	
You're hired!	
You may get the job, but you haven't edged out the competition yet!	
You need more practice and preparation before going on job interviews.	
Comments:	

Mock Interview Self Evaluation

The three things which made my interview a success were:

- 1.
- 2.
- 3.

The three things I would change about the interview include:

- 1.
- 2.
- 3.

For each of these three things, explain how I am going to improve for the next interview.

- 1.
- 2.
- 3.

Which of the interviewer's questions were difficult to answer? How would I respond differently if asked again?

- 1.
- 2.
- 3.

Performance Evaluation

Date:

Campus:

Employee:

Position Title:

Supervisor:

I certify that the employee named above worked for _____ hours
under my supervision in the position title stated above. _____ (initial)

Type of Evaluation:

- Bonus/Incentive
- Quarterly
- Warning
- Promotion
- Special
- Termination

Evaluation Period

From:

To:

Description of Work Ratings

DISTINGUISHED:

The employee's overall performance significantly and consistently surpasses the supervisor's expectations. This evaluation recognizes an employee's sustained excellence and accomplishments, which are substantially above usual expectations.

SATISFACTORY:

The employee's overall performance consistently meets the supervisor's expectations and regularly achieves expected results. An employee at this achievement level meets usual expectations and performs tasks in a timely and acceptable manner.

UNSATISFACTORY:

The employee's overall performance inconsistently meets the supervisor's expectations and indicates that significant tasks are not completed in the time or manner expected. Performance is below the minimum acceptable level for the position. Correction of performance deficiencies is necessary for continued employment.

Work Factor

Work Rating

Work is Accurate & Precise DISTINGUISHED SATISFACTORY UNSATISFACTORY

Applies Past Knowledge to New Situations and is a Productive Employee DISTINGUISHED SATISFACTORY UNSATISFACTORY

Works Interdependently & Follows Instructions DISTINGUISHED SATISFACTORY UNSATISFACTORY

Responds Well to Training & Remains Open to Continuous Learning DISTINGUISHED SATISFACTORY UNSATISFACTORY

Utilizes Resources Well & is a Flexible Thinker DISTINGUISHED SATISFACTORY UNSATISFACTORY

Is a Persistent & Dependable Employee DISTINGUISHED SATISFACTORY UNSATISFACTORY

Communicates with Clarity & and has good Interpersonal Skills DISTINGUISHED SATISFACTORY UNSATISFACTORY

COMMENTS:

NOTE: Comments must be included on evaluation regarding overall performance and participation in training activities, and application of positive work ethics and Habits of Mind.

Supervisor Signature: _____

Employee Signature: _____

NOTE: Signature acknowledges receipt of this evaluation only. Signature does not acknowledge agreement.

References & Resources

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