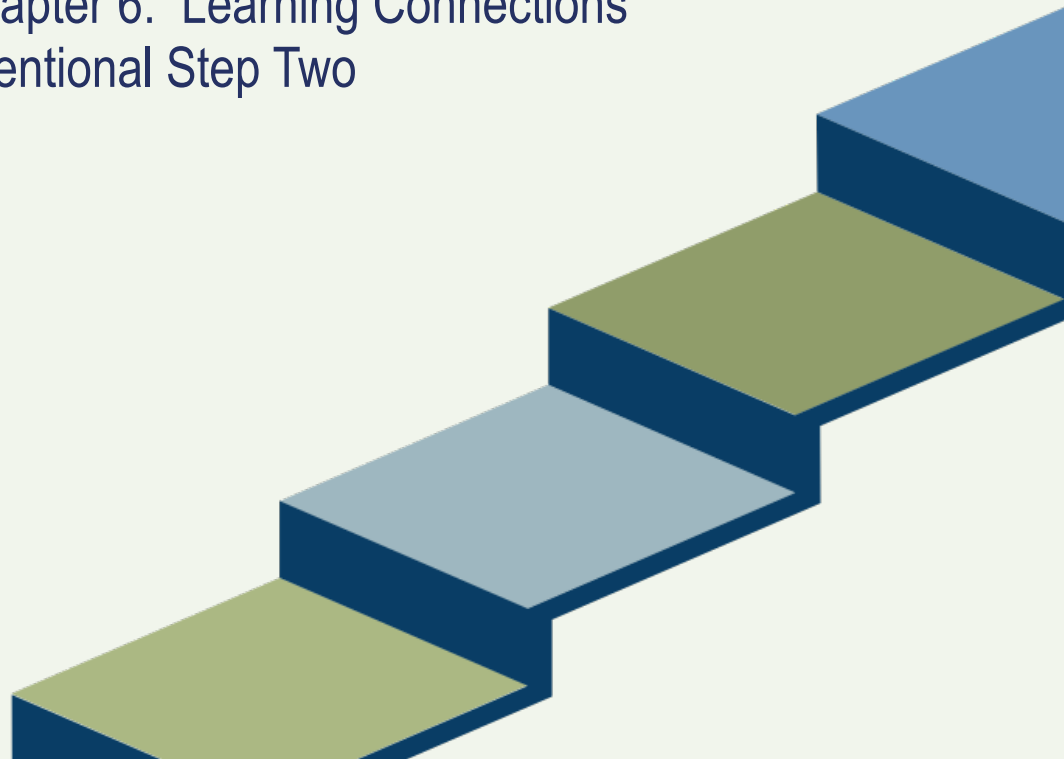


Intentional Instructional Moves

Strategic Steps to
Accelerate Student
Learning

Companion Guide

Chapter 6: Learning Connections
Intentional Step Two



Chapter 6

Intentional Step Two: Help Students Demonstrate Necessary Career Skills

For this scenario, the teacher wants to target specific real-world and career-ready skills within the lesson or task. These targeted skills help instill important values, mindsets, and behaviors that promote future life and job success for our students. The difficulty many teachers encounter is how to clearly define instructional objectives as they apply to career skills, as well as how to measure these objectives in the classroom.

The Career and Technical Education Technical Assistance Center (CTE TAC) offers valuable guidelines for targeting specific career competencies in instruction. For starters, they suggest that teachers begin with their end goals in mind, meaning they should think about which skills they'd like their students to demonstrate and work backwards from there to create intentional lessons and opportunities to measure progress (Technical, n.d.). Teachers can draw from the World Economic Forum's list of desirable career skills to assist in shaping their instructional goals (see handout) as well as the CTE TAC's list of core career competencies. These skills can be incorporated into a wide variety of lessons and can also be modeled through daily classroom procedures and culture.

Strategy 1: CTE TAC Rubric

Whether students are learning a career skill for the first time, practicing it, or building on existing skills, Career and Technical Education rubrics are an effective way to measure their learning and progress. This kind of rubric clearly outlines the expectations for a career-related task and/or behavior and the specific criteria that will be used to evaluate student performance. These rubrics can help teachers identify students' level of proficiency within each competency

(beginning, developing, proficient, exemplary) and offer suggestions for the kinds of activities that will help promote that skill. For guidelines on Creating Classroom Rubrics Utilizing the CTE TAC Life/Career Abilities Database, see the corresponding handout.

A large part of students' future success can be attributed to their development of certain mindsets and behaviors that help them successfully navigate their lives and careers. When teachers offer clear guidelines for developing career skills in the classroom, students can set realistic goals for gaining proficiency in those areas (.68). CTE TAC rubrics also invite student evaluation and reflection (.75) of their learning.

As students face new mental, physical, and emotional stressors, it becomes increasingly important for teachers to demonstrate a sincere interest in students' well-being. One way teachers can demonstrate that they care is through more personalized learning and cultural relevance. Guide students to see that they have natural talents, abilities, and value. Build relationships with students so they feel seen and cared for. Lead with the belief that every student can achieve at high levels. Teaching to the whole child by including personal, cultural, and global relevance will help students be more resilient, self-confident, and persevere through challenges.

Chapter 6 Handouts

1. Designing Effective Project-Based Learning Experiences
2. Planning Project-Based Learning Experiences
3. Project Planning Snapshot
4. Student Goal Sheet
5. Daily Check-In
6. Scenario Reflection
7. Literacy Reflection Questions
8. Analyzing Multiple Solutions
9. RAFT Handout

10. Classroom Library Analysis

11. Creating Classroom Rubrics Utilizing the CTE TAC Life/Career Abilities Database