

Skills and Competencies Workgroup Focus Areas

1. 21st Century Skills
2. Assessment of skills and competencies
3. Character and Competencies for Workplace Success
4. Demonstration of Skills and Competencies

Best Practices

21st Century Skills

- Communication; professionalism; work ethics; problem solving, creativity and innovation; mathematics and computation; critical thinking; workplace knowledge; collaboration and teamwork; focus and motivation; dependability; computer; ability, willingness and eagerness to learn; and leadership
- Academics, Communications, Career Planning and Management, Technology, Problem Solving and Critical Thinking, Health and Safety, Responsibility and Flexibility, Ethics and Legal Responsibilities, Leadership and Teamwork, Technical Knowledge and Skills, Demonstration and Application,
- Basic, technical, organizational, and company specific skills
- Life, career, learning, innovation, information, media, technology, and core subjects

Assessment of skills and competencies

- Competency based assessments
- Daily and weekly checks for understanding
- Portfolios, senior projects, team presentations, show-cases, interviews, etc.
- Real-world complex authentic industry projects evaluated by industry partners
- Students evaluate other students' projects
- Work Keys assessment

Bibliography

21st Century Skills

- **2005 Skills Gap Report, A Survey of the American Manufacturing Workforce**
There is an extraordinary gap between the supply of skills available and the performance requirements of the workforce needed for modern global manufacturing. This human capital performance gap threatens our nation's ability to compete in today's fast-moving and increasingly demanding global economy. It is emerging as our nation's most critical business issue.
- **21st Century Skills for 21st Century Jobs**
Global competition, the Internet, and widespread use of technology all suggest that the economy of the 21st century will create new challenges for employers and workers. While it is possible to compete in this new global economy by creating low-wage, low skilled jobs, America has chosen to take full advantage of its labor force and to create high-performance workplaces. If economic success is to ensure a high quality of life for all Americans, it will require adopting organizational work systems that allow worker teams to operate with greater autonomy and accountability. These new forms of organization and management cannot succeed without additional investments in the skills of U.S. workers. In the workplace of the 21st century, the Nation's workers will need to be better educated to fill new jobs and more flexible to respond to the changing knowledge and skill requirements of existing jobs. Meeting the challenge of employment and training will call not only for the best efforts of employers, educators and trainers, unions, and individual Americans, but also for new forms of cooperation and collaboration among these groups. Lifelong skills development must become one of the central pillars of the new economy.
- **Are They Really Ready for Work?**
An in-depth study of the corporate perspective on the readiness of new entrants into the U.S. workforce by level of educational attainment. The study includes results from both an in-depth survey conducted during April and May 2006 and interviews with a sampling of a dozen HR and other senior executives. In addition, a Workforce Readiness Report Card is presented to provide an accessible snapshot of the basic knowledge and applied skills that are either "deficient" or "excellent" in those areas that employer respondents rate as "very important."
- **Equipped for the Future Content Standards**
The Equipped for the Future Framework and Standards presented in this book are the results of six years of effort by hundreds of people nationwide to create a working consensus on what the goals of teaching and learning should be. They are important tools for building a strong customer-driven educational system that aligns its resources with achieving its stated goals. More than 40 percent of American workers have inadequate literacy skills. Even high school graduates lack the skills required to do their jobs adequately and graduating from college is no guarantee.

*FUSD Commission on Workforce Readiness and Career Technical Education
Skills and Competencies Workgroup*

- **Jobs and the Skills Gap**

The base of the U.S. economy has changed over time from agricultural to industrial to information and now, at lightning speed, to infotech, biotech, and nanotech. New skill sets and high-level academics are required for the new technological workplace. What are our schools doing to prepare students for their future?

- **Results that Matter, 21st Century Skills**

The Partnership for 21st Century Skills model is focused on improving high schools to help them meet the challenges they face in preparing students for college and careers.

- **Worker Readiness Profile, Equipped for the Future**

New workers need to be able to use these EFF skills: communication, interpersonal, decision making, and lifelong learning. This one-page summary profiles the ready worker by identifying demonstratable skills and competencies

Assessment of Skills and Competencies

- **Measuring Skills for the 21st Century**

While many policymakers, including Secretary of Education Margaret Spellings, have emphasized the need for schools to, first and foremost, teach the basics, learning science—an interdisciplinary field that includes cognitive science, educational psychology, information science, and neuroscience—suggests that the best learning occurs when basic skills are taught in combination with complex thinking skills. Decades of research reveals that there is, in fact, no reason to separate the acquisition of learning core content and basic skills like reading and computation from more advanced analytical and thinking skills, even in the earliest grades.

- **Ready for College, Ready for Work, Work Keys**

Results of a new ACT study provide empirical evidence that, whether planning to enter college or workforce training programs after graduation, high school students need to be educated to a comparable level of readiness in reading and mathematics. Graduates need this level of readiness if they are to succeed in college-level courses without remediation and to enter workforce training programs ready to learn job-specific skills.