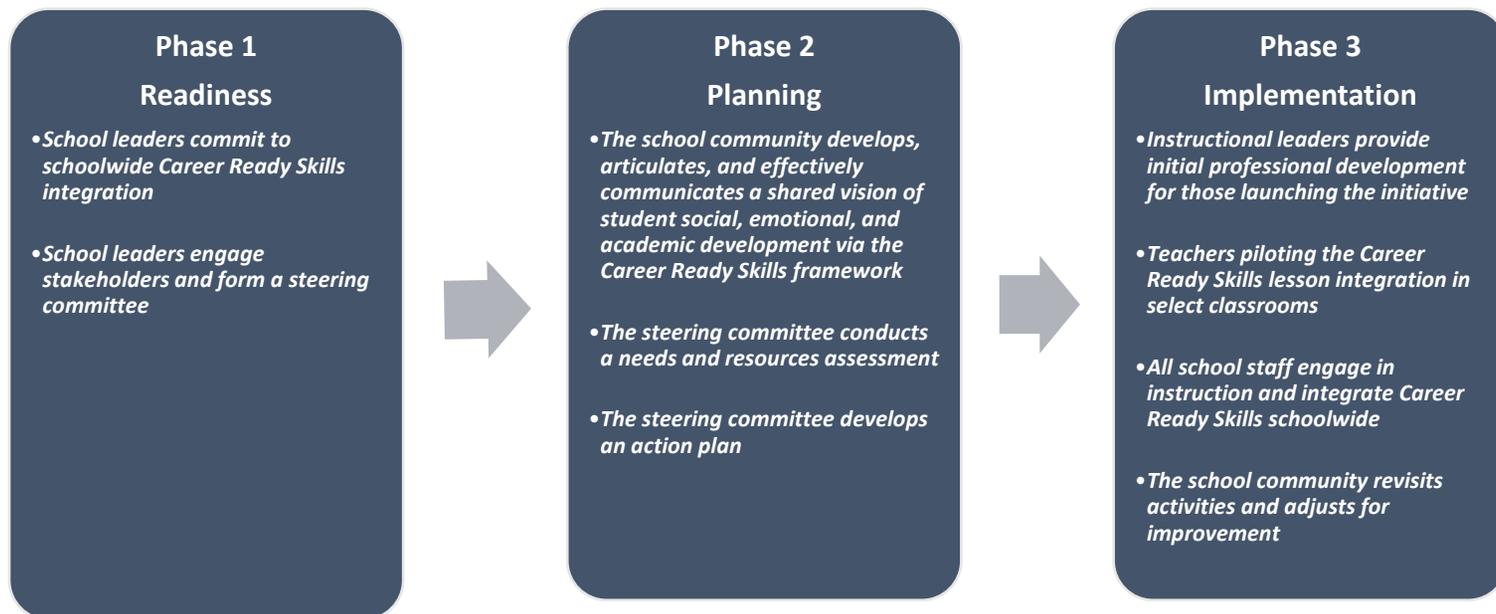


Career Ready Skills Implementation

IMPLEMENTATION RESOURCES: LEA

Implementing the PA CRS should begin at the LEA level. A three-phase process has been developed to assist LEAs with determining readiness, support the planning process for integration of the PA CRS into schools and classrooms and, implement the PA CRS into the school community.



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Phase I: Readiness		
Step 1	School leaders commit to schoolwide Career Ready Skills integration.	Understand PA CRS as a framework for employability skills. Determine the role PA CRS play in the district’s mission and vision. Share vision of PA CRS importance in the school community.
Step 2	School leaders engage stakeholders and form a steering committee.	Share PA CRS framework with all stakeholders. Recruit committee (teachers, families, student support personnel, business & community members) for PA CRS steering committee. LEA stakeholders jointly complete the LEA Self-Assessment.
Phase 2: Planning		
Step 3	The school community develops, articulates, and effectively communicates a shared vision of student social, emotional, and academic development via the Career Ready Skills framework.	LEA administrators complete the LEA Self- Assessment. School stakeholders create a shared vision for the PA CRS. PA CRS vision aligns to school’s mission statement, comprehensive school plan and vision.
Step 4	The steering committee conducts a needs and resources assessment.	Use existing data: Pennsylvania Youth Survey (PAYS), School Climate Survey, Safe Schools Report data, SAP data, etc., to answer the following questions: <ul style="list-style-type: none"> • How socially and emotionally competent are our students? • What problems are our students experiencing? • What is the quality of the learning environment? • What are the needs of school staff, families, and business and community partners? • What is the readiness of the school community to implement Career Ready Skills as a schoolwide priority? • In what ways do our existing policies, programs, and practices promote social and emotional development? • Do our programs use consistent language and strategies for teaching our children Career Ready Skills? • Are our efforts coordinated and systematic, creating a synergy that enhances desired outcomes and effectively using our resources? • What’s missing?

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Phase 3: Implementation		
Step 5	The steering committee develops an implementation action plan.	Use the school vision (Step 3) and needs and resources assessment results (Step 4) to develop an implementation action plan. Include systematic actions and a timeline for integration in the plan.
Step 6	Instructional leaders provide initial professional development for those launching the initiative.	District trainers provide initial professional development to ensure staff is grounded in the theory, principles, and strategies that make the program effective. The broader school community should be introduced to the core components of the Career Ready Skills and details about how it will be introduced.
Step 7	Educators piloting the program launch Career Ready Skill integration in select classrooms.	Educators begin to integrate Career Ready Skills in their classrooms Educators meet regularly with school leaders and each other to receive additional coaching and support, and to reflect on and strategize about schoolwide implementation.
Step 8	All school staff engage in instruction and integrate Career Ready Skills.	All educators receive in-depth professional development. Once the pilot staff becomes proficient in Career Ready Skill integration, ongoing professional development should be provided to enhance staff's capacity to integrate Career Ready Skill concepts & instructional strategies into core curriculums.
Step 9	The school community revisits activities and adjusts for improvement.	School leaders and the steering committee, with input from the school community revisit all the steps at regular intervals to determine what (if any) adaptations are needed to improve, adjust, and/or expand Career Ready Skills integration. This focus on continual assessment also provides an opportunity to celebrate successes along the way and develop both classroom and other special programming that may contribute to expanding students' Career Ready Skills growth.
Adapted from: Leading an SEL School		

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Career Ready Skills Phases of Implementation: LEA Self-Assessment

The LEA self- assessment is a guided assessment to assist LEAs with each phase of PA CRS implementation. A definition for each stage of implementation is provided at the end of the assessment.

Stages of Implementation: Definitions	
Pre-Initiation Stage	The school has not yet begun to address this principle or practice.
Initiation Stage	The school has made an effort to address this principle or practice, but the effort has not yet begun to impact a critical mass of staff members.
Implementation Stage	A critical mass of staff members is participating in implementing the principle or practice, but many approach the task with a sense of compliance rather than commitment. There is some uncertainty regarding what needs to be done and why it should be done.
Developing Stage	Structures are being altered to support the changes, and resources are being devoted to moving them forward. Members are becoming more receptive to the principle, practice, or process because they have experienced some of its benefits. The focus has shifted from “Why are we doing this?” to “How can we do this more effectively?”
Sustaining Stage	The principle or practice is deeply embedded in the culture of the school. It is a driving force in the daily work of staff. It is deeply internalized, and staff would resist attempts to abandon the principle or practice.
Adapted from: The Professional Learning Community Continuum Rubric	

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Career Ready Skills System Integration Phases: Readiness, Planning, and Implementation

A school LEA would develop an integrated K-12 Career Ready Skills system through three phases—Readiness, Planning, and Implementation.

Phase 1 Readiness					
<p>School Leaders commit to the schoolwide Career Ready Skills integration.</p> <ul style="list-style-type: none"> • Take the time to understand Career Ready Skills. • Reflect on the role Career Ready Skills might play in the school’s educational mission and practice. • Reflect on, understand, and accept the value of Career Ready Skills as a framework for integration of these essential employability skills into classroom instruction. • Craft and share their personal vision of the importance of Career Ready Skills with the school community and become Career Ready Skill instructional leaders for the school community. • Commit resources to professional development and implementation. 					
N/A	Pre-Initiation	Initiation	Implementing	Developing	Sustaining
<p><u>Comments:</u></p>					

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Phase 2 Planning					
<p>The school community develops, articulates, and effectively communicates a shared vision of student social, emotional, and academic development via the Career Ready Skills framework.</p> <ul style="list-style-type: none"> The vision for Career Ready Skills is integrated into the school’s mission statement, comprehensive and school level plans. All members of the school community are invited to create and uphold the vision through ongoing dialogue and action. 					
N/A	Pre-Initiation	Initiation	Implementing	Developing	Sustaining
<u>Comments:</u>					
<p>The steering committee conducts a needs and resources assessment which asks stakeholders to address the following questions:</p> <ul style="list-style-type: none"> How socially and emotionally competent are our students? What problems are our students experiencing? What is the quality of the learning environment? What are the needs of school staff, families, and business and community partners? What is the readiness of the school community to implement Career Ready Skills as a schoolwide priority? In what ways do our existing policies, programs, and practices promote social and emotional development? Do our programs use consistent language and strategies for teaching our children Career Ready Skills? Are our efforts coordinated and systematic, creating a synergy that enhances desired outcomes and effectively using our resources? What’s missing? 					
N/A	Pre-Initiation	Initiation	Implementing	Developing	Sustaining
<u>Comments:</u>					
<p>The steering committee develops an action plan.</p> <ul style="list-style-type: none"> Plan is based on the shared school vision and an analysis of the needs and resources assessment data. Plan ensures systematic actions and a timeline for the implementation of Career Ready Skills integration. 					
N/A	Pre-Initiation	Initiation	Implementing	Developing	Sustaining
<u>Comments:</u>					

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Phase 3 Implementation					
Instructional leaders provide initial professional development for those launching the initiative: <ul style="list-style-type: none"> • Trainers provide initial professional development for those who will pilot the program. • Initial training is grounded in the theory, principles, and strategies that make the program effective. • The broader school community is introduced to the core components of the Career Ready Skills and details about how it will be introduced. 					
N/A	Pre-Initiation	Initiation	Implementing	Developing	Sustaining
Comments:					
Teachers piloting the program launch Career Ready Skills integration in select classrooms. Pilot teachers: <ul style="list-style-type: none"> • Begin to integrate Career Ready Skills in their classrooms. • Meet regularly with school leaders and each other to receive additional coaching and support, and to reflect on and strategize about schoolwide implementation. • Build awareness with all staff. 					
N/A	Pre-Initiation	Initiation	Implementing	Developing	Sustaining
Comments:					
All school staff engage in instruction and integrate Career Ready Skills schoolwide.					
N/A	Pre-Initiation	Initiation	Implementing	Developing	Sustaining
Comments:					
All teachers receive in-depth and ongoing professional development on integration of Career Ready Skill concepts and instructional strategies into core academics and extra-curricular activities.					
N/A	Pre-Initiation	Initiation	Implementing	Developing	Sustaining
Comments					

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Phase 3 Implementation					
<p>The school community revisits activities and adjusts for improvement:</p> <ul style="list-style-type: none"> • The steering committee, with input from the school community, revisits readiness, planning and implementation steps at regular intervals to determine what (if any) adaptations are needed to improve, adjust, and/or expand Career Ready Skills integration. • Classroom and other special programming is developed to address assessed needs. • Successes are celebrated. 					
N/A	Pre-Initiation	Initiation	Implementing	Developing	Sustaining
<p><u>Comments:</u></p>					

Adapted from: Dufour, Dufour, Eaker, and Many (2006, 2010) Learning by Doing - A Handbook for Professional Learning Communities at Work

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IMPLEMENTATION RESOURCES: EDUCATOR

This section of the toolkit is designed to support educators with implementing the PA Career Ready Skills in the classroom. The section consists of general practices/behaviors that can be readily implemented as well as specific practices and strategies for each of the Career Ready Skills. A readiness assessment is provided to support educators in determining their capacity for implementation of the PA Career Ready Skills.

Self-Assessment:

The self-assessment tool was created by the Center on Great Teachers and Leaders. It is designed to help educators reflect upon current teaching practices that impact student social-emotional learning (SEL), and their own SEL competencies to implement those teaching practices.

Essentially, the aims of this tool are as follows:

- Enable teachers to reflect and self-assess on SEL as an integral part of high-quality teaching and learning.
- Provide a broad measure of the teacher’s ability to promote student SEL through instructional practices.
- Provide a mechanism for teachers to reflect on their own SEL competencies and to consider what impact their capabilities have on the implementation of practices that support SEL.
- To provide teachers with self-reflective feedback that can be used as part of their professional development plans or educator evaluations.

The tool can be accessed at: [The SEL school](#)