

# The Pennsylvania Career Ready Skills: An Introduction

October, 2018

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**COMMONWEALTH OF PENNSYLVANIA**  
**DEPARTMENT OF EDUCATION**

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## Introduction

In response to research and advocacy from the field, the Pennsylvania Department of Education (PDE) is providing guidance to educators on how to address career ready skills in the context of teaching and learning for all students. The Pennsylvania Career Ready Skills (PA CRS) are aligned with, but do not duplicate, Pennsylvania’s Career Education and Work (CEW) Standards and are consistent with the intent of the Future Ready PA Index. The PA CRS situate learning progressions to support the development of student competence in the following three domains: self-awareness and self-management, establishing and maintaining relationships, and social problem solving. Such domains clarify the types of employability skills a well-prepared workforce needs to demonstrate. For example, working in teams, solving problems, and communicating effectively are among the principal skills that employers seek in their future employees.<sup>1</sup> Preference for these skill sets are not only valued at the national level: locally, Pennsylvania’s executive-level leaders in education, business, workforce, and community development advocate for high school graduates to hold these skills, as well as technical skills, to be well prepared for the demands of the 21st century workforce. Thus, this guidance document is designed to further situate the need for PA CRS, define the PA CRS, and feature the utility of the PA CRS Toolkit to offer educators a framework by which to integrate employability skills instruction across the academic content areas.

### Beyond Technical Skills

*We rely on the advice of industry experts when it comes to technical curriculum, to ensure that the CTE programs are reflective of current industry standards. But oftentimes, during discussions about technical skills and standards, the topic of soft (employability) skills is raised. Industry worried that this part was often overlooked in education and expressed that although it is important for students to graduate with technical skills that are in demand, equally important to career success is the acquisition and mastery of communication skills, conflict resolution, cooperating with colleagues, and personal responsibility.*

Nick Gasis, Assistant Director  
Philadelphia CTE programs  
Philadelphia School District

<sup>1</sup> *Building Workforce Skills in Afterschool. Issue Brief No. 70. November 2017*

## Background

Pennsylvania's economic future depends on having a well-educated and skilled workforce that is prepared to meet both the current and projected demands of a global, knowledge-based, 21st century economy. It is imperative that Pennsylvania students, at all educational levels, have access to high-quality academic and technical education. Also important is the opportunity for students to identify aptitudes, develop employability skills, and explore career pathways that align with their vocational interests. These priorities reinforce Pennsylvania's commitment to ensure that all residents of the commonwealth benefit from schools that teach, jobs that pay, and government that works. This commitment positions departments serving Pennsylvania's child and youth to work together to prepare all high schools graduates to hold the academic, technical, and soft skills necessary to be college and career ready.

## Research

Soft skills, also frequently referred to as 21st century skills, differ slightly from organization to organization. Most entities agree that academic and technical skills are not enough for successful employment. According to a 2013 survey commissioned by the Collaborative for Academic, Social, and Emotional Learning (CASEL), 87 percent of teachers believe a larger focus on social emotional development would improve workforce readiness.<sup>2</sup> The result is an ongoing gap between the technical or academic skills students acquire in school and additional skills needed to successfully enter the workforce and perform on the job. Similarly, the Association for Career and Technical Education (ACTE) identifies academics, technical, and employability skills as crucial to success in the workplace. ACTE notes that of the three skill areas, employability skills of an adaptive nature are critical elements: collaboration, communication, flexibility, problem solving, initiative, and critical thinking. Employers identify these skills as most important for job success in the 21st century economy.<sup>3</sup>

Schools should recognize the importance of employability skills and work to ensure that all students are equipped with these skills upon graduation—the ability to work in teams, solve problems, and communicate effectively are among the principal skills employers consistently report as desirable in their future hires.<sup>4</sup> Such principal skills are described by a varying array of terminologies, such as social and emotional learning (SEL)<sup>5</sup>, employability skills, and foundations for young adult success.<sup>6</sup> Nevertheless, in a 2017 National Association of Colleges and

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<sup>2</sup> John Bridgeland, Mary Bruce, and Arya Hariharan, *The Missing Piece: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools*, Civic Enterprises with Peter D. Hart Research Associates, 2013, <https://www.casel.org/wp-content/uploads/2016/01/the-missing-piece.pdf>.

<sup>3</sup> Association for Career & Technical Education (2010). What is 'Career Ready?' Alexandria, VA. Available at <https://www.acteonline.org/general.aspx?id=1964#.WrU6P5ch2Uk>

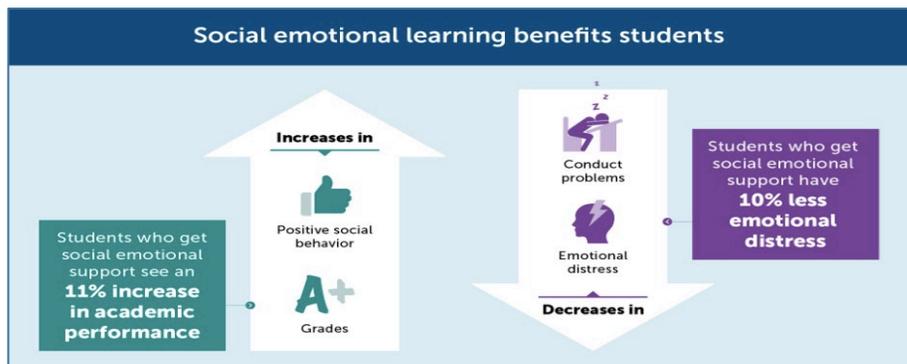
<sup>4</sup> Department of Education. (n.d.) Employability Skills Framework. Retrieved from <http://cte.ed.gov/employabilityskills/index.php/framework/index>

<sup>5</sup> CASEL. (2017). Social and Emotional Learning (SEL) Competencies. Retrieved from <http://www.casel.org/wp-content/uploads/2017/01/Competencies.pdf>

<sup>6</sup> National Association of Colleges and Employers. (2017). Employers Seek Teamwork, Problem-Solving Skills on Resumes. Retrieved from <http://www.nacweb.org/about-us/press/2017/employers-seek-teamwork-problem-solving-skills-on-resumes/>

Employers Job Outlook survey, more than 7 in 10 employers reported that they seek employees who demonstrate strong teamwork, problem solving, and communication skills.<sup>7</sup>

In addition to preparing students for today's workforce, the PA CRS provide for better school engagement and adjustment. CASEL conducted two separate studies regarding the positive impact of social and personal skills program. The first study, conducted in 2013, focused on 270,034 kindergarten through high school students and found that students who were consistently exposed to evidence-based SEL programs and practices, which were integrated into their classrooms and reflected in their school culture, experienced an 11 percentile gain in achievement.<sup>8</sup> In July 2017, six years after the initial meta-analysis, a new study analyzed results from 82 different SEL interventions that were used with more than 97,000 students from kindergarten to high school.<sup>9</sup> The effects of these interventions were assessed six months to 18 years after the programs ended. The research showed that 3.5 years after the last intervention, the academic performance of students exposed to SEL programs was an average of 13 percentile points higher, based on the eight studies that measured academic performance, than peers not otherwise exposed to SEL programs. The same study found that during other follow-up periods conduct problems, emotional distress, and drug use were all significantly lower for students exposed to SEL programs, while the development of social and emotional skills and positive attitudes toward self, others, and school was higher.



This [image/content] was developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and is used with CASEL's permission.

A key challenge for 21<sup>st</sup> century schools involves serving culturally diverse students with varied abilities and motivations for learning.<sup>10</sup> While many teachers instinctively know that social and emotional skills are important, historically schools have been primarily focused on teaching academic content such as reading, math, science, and history, and less intentional about supporting the social and emotional skills that are important to learning and life success. It cannot be assumed that all students come to school with the career readiness skills that employers seek. The PA CRS are designed to provide a direct pathway to employability for all students as well as serve as a map for our educators to intentionally model, teach, and reinforce these skills.

<sup>7</sup> The Conference Board, Inc., the Partnership for 21st Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management. (2006). Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce. Retrieved from: <http://files.eric.ed.gov/fulltext/ED519465.pdf>

<sup>8</sup> Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). Impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1): 405–432

<sup>9</sup> Oberle, E., Durlak, J., Weissberg, R. (2017). Promoting Positive Youth Development through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Development*, Vol. 88, Issue 4, Available at: <http://onlinelibrary.wiley.com/doi/10.1111/cdev.12864/full>.

<sup>10</sup> Learning First Alliance. (2001). Every child learning: Safe and supportive schools. Washington, DC.

## Practice

In 2015, the Pennsylvania Department of Education (PDE) formed an Internal Career Readiness Committee (ICRC) as part of its effort to ensure all students are college and career ready. The ICRC was tasked with providing recommendations to the department on how to address workforce readiness. After conducting a comprehensive review of the literature, ICRC established a focus group comprised of stakeholders from across the commonwealth representing executive-level leaders in education, business, workforce, and community-development. Informed by the findings of the literature review, the stakeholder group generated numerous recommendations for the department, including the following that emerged as priorities:

- Embed career education and workforce development across all aspects of PK-12 education; and
- Strengthen and expand employability skills development.

Such recommendations serve as a reminder to educators that there is a space for employability skill development to prepare learners for adult living and the workforce. Moreover, the stakeholder recommendations are substantiated by the advisement of national business and industry partners. For example, in its 2014 research brief, the National Network of Business and Industry Associates (NNBIA) identified four broad areas that frame a model for organizing the fundamental skills that potential employers believe are necessary for individuals to be ready to succeed in any career path in any industry: personal skills, people skills, applied knowledge; and workplace skills<sup>11</sup>.

### Advisement Group Focuses on Soft Skills in the Workplace

*The integration of soft skills is critical. We feel that these skills can be just as important as any job-related skill. As a school, we teach an advisement group with all students once a week for one half hour. This class focuses on many job-related skills, especially the need for soft skills in the work place and work force. Our entire teaching staff integrates people skills into their lessons by treating students in a very empathic way that is a staple of our school.*

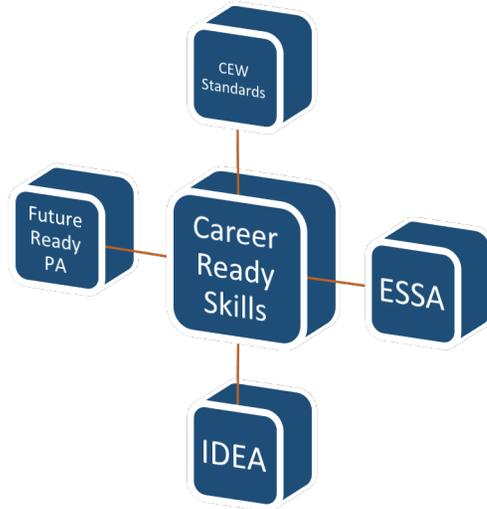
Michael Vuckovich, Interim Superintendent  
Greater Johnstown School District

## Educational Priorities

In addition to research and practice, Pennsylvania’s Consolidated State Plan for Every Student Succeeds Act (ESSA) underscores the importance of career-ready pathways to success. Highlighting the importance that all students “...have access to a world-class education that prepares them for college, career, and life,” two goals identified in the consolidated plan directly support the application of the PA CRS across the content areas:

<sup>11</sup> National Network of Business and Industry Associations. “Common Employability Skills—A Foundation for Success in the Workplace: The Skills All Employees Need, No Matter Where They Work.” 2014. Available at [https://businessroundtable.org/sites/default/files/Common%20Employability\\_asingle\\_fm.pdf](https://businessroundtable.org/sites/default/files/Common%20Employability_asingle_fm.pdf). Accessed February 10, 2018.

1. Students are engaged, healthy, safe, and prepared to succeed in school, work, and life.
2. Students need to feel safe, respected, and have their social-emotional needs met so they can learn and grow.



The Future Ready PA Index is directly tied to Pennsylvania’s Consolidated State Plan for ESSA and establishes comprehensive information about school success. The Future Ready PA Index creates an avenue for schools to apply the Career Ready ESSA indicator. This indicator addresses a school’s efforts to ensure that all students, at the earliest ages, have access to career exploration and preparation activities that are standards-aligned and evidence-based. The Career Readiness Indicator requires local educational agencies to establish career plans and portfolios for all learners that are designed to help students identify pathways and opportunities for postsecondary success.

In addition, interests regarding employability skills are reflected in the following priorities of the commonwealth, which serve to frame action for career readiness skill development.

- Early Childhood Education: The Pennsylvania Learning Standards for Early Childhood provide specific information on the

skills children should be developing in their early years, as well as examples of activities adults can employ to promote the development of such skills. The social emotional development and approaches to learning domains are directly aligned to the PA CRS. (See [SEL Early Learning Standards](#))

- K-12 Academic Standards: Career Ready Skills are aligned to Pennsylvania’s Academic Standards, found in 22 PA Code, including the Career Education and Work Standards (See Appendix C).
- Pennsylvania’s State Performance Plan for The Individual with Disabilities Education Act: The accountability requirement under the Individuals with Disabilities Education Act of 2004 mandates that each state is to determine the extent to which students are achieving transition outcomes (Indicator 14) and the development of effective secondary transition programming for students with disabilities including: coordinated student, family, and agency involvement; implementation of activities and services for students ages 14-21; and writing coordinated, measurable, annual individualized education program goals that will reasonably enable students ages 14 and above to meet their postsecondary outcomes (Indicator 13) (See [SPP&IDEA](#)).

- Local Advisory Committee: The main purpose of a local advisory committee is to strengthen the career and technical education program of a school or college. The committee provides valuable advice to the program; plans, implements, or supports activities to aid the program; and helps to promote the program in the community. (See: [Local Advisory Committee](#))
- Pennsylvania Employment First: The Pennsylvania Employment First executive order reinforces efforts to increase the hiring of Pennsylvanians with a disability based on the principle that Pennsylvanians with a disability comprise a largely untapped labor pool, and that workers with a disability add value to the workplace. (See [Employment First](#))
- Pennsylvania Workforce Development Board: This board is the governor's principal private-sector policy advisor on building a strong workforce development system aligned with state education policies and economic development goals. Its members are appointed by the governor and represent a cross-section of business executives, labor officials, education leaders, economic development practitioners and local elected officials. (See [Workforce-Development](#))
- Workforce Innovation and Opportunity Act (WIOA): WIOA provides a framework for governors and states to make changes to their workforce systems. The act sets parameters for the workforce system. It enables the commonwealth to align workforce priorities across multiple partners, training providers, employers and others to ensure we are creating a skilled workforce. (See [WIOA/Overview](#))

## The Pennsylvania Career Ready Skills

- The PA Career Ready Skills illustrate the requisite skills that promote success in school, the workplace, and life. Such skills include goal setting, self-managing behavior, building positive relationships, communicating clearly, and resolving conflicts effectively. As noted earlier, research indicates that programs and policies designed to promote employability skill development among children and youth result in students' PA CRS provide a target for instruction for all educators, stakeholders, families, and communities. The skills alone do not comprise a curriculum; nor are the skills meant to be approached as an isolated instructional content area. The PA CRS should be promoted, infused, and modeled in every aspect of a student's day.



The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.

PA CRS are one of many keys that educators, families, and community members can use to unlock a learner’s pathway to becoming a productive citizen. In fact, it is the vision of the Pennsylvania Department of Education that all learners will be prepared for meaningful engagement in postsecondary education, in workforce training, and in exploring career pathways. Thus, the more the PA CRS are integrated into daily practice, the more opportunities a learner has for developing competence in the adaptive skills that can support her/his pathway to employability.

PA CRS complement existing standards and practices, including the Career Education and Work Standards. These skills are also reflected within the PA Academic Standards. A full crosswalk to these alignments is listed in Appendix C.

The Pre-Kindergarten – 12<sup>th</sup> grade continuum frames the skills into three categories:

- Self-Awareness and Self-Management—skills to understand and manage behavior, including the abilities to set goals, recognize feelings, and respond effectively to challenges.
- Establishing and Maintaining Relationships—skills that support healthy relationships, including awareness and respect of diversity, and the abilities to communicate and resolve conflicts effectively.
- Social Problem Solving—skills that support students to understand social norms, make responsible choices, and engage effectively in diverse contexts.

The PA CRS are consistent with the *Common Employability Skills - Foundation for Success in the Workplace: The Skills All Employees Need, No Matter Where They Work*, a model established by The National Network of Business and Industry Associates (NNBIA)<sup>12</sup>. NNBIA’s model of common employability skills is intended to provide educators an industry-defined road map to evaluate educational programming within the context of critical workplace skills. Within the PA CRS framework

(see [Appendix A](#)), the NNBIA’s common employability skills are mapped against each of the three categories framing the career ready skills.

<sup>12</sup> National Network of Business and Industry Associations. “Common Employability Skills—A Foundation for Success in the Workplace: The Skills All Employees Need, No Matter Where They Work.” 2014. Available at [https://businessroundtable.org/sites/default/files/Common%20Employability\\_asingle\\_fm.pdf](https://businessroundtable.org/sites/default/files/Common%20Employability_asingle_fm.pdf). Accessed February 10, 2018.

## Conclusion

Educating for employability is a commitment valued by stakeholder groups across the commonwealth. PA CRS were developed through collaborative efforts of departments and agencies that serve Pennsylvania’s children and youth. By design, the PA CRS reflect priorities to ensure youth are career ready and prepared to meet the demands of the 21st century workforce. The skills complement instructional opportunities to support learners’ engagement in career exploration and preparation, consistent with the intent of the state Career Education and Work Standards along with the Future Ready PA Index and the Career Readiness Indicator. PA CRS represent an intentional continuum of learning spanning pre-kindergarten through graduation. The alignment to the Pennsylvania Early Learning Standards, the Pennsylvania Academic Standards, and Danielson’s Framework for Teaching reflects intentionality in terms of a cohesive vision for employability skill development. Well situated by research in the areas of social emotional learning and workforce development, the PA CRS have been vetted by internal and external partners. External partners including CASEL and Harvard University, with supports available through the National Governor’s Associations’ Social and Intellectual Habits Technical Assistance Grant.

Research and technical assistance centers addressing social emotional learning and workforce development posit that such learning takes place across all environments—including the school, home, and community. To support implementation of CRS, PDE offers a toolkit for educators. The toolkit not only frames PA CRS relationship with learning standards; it also provides examples of how to apply the skills across a variety of instructional settings. The sample activities contained in the toolkit provide opportunities to integrate practices that can be modified to meet the needs of the learners. More information regarding PA CRS and its toolkit can be found at: [PACareerReadySkills](#).

## APPENDIX A: The Pennsylvania Career Ready Skills Continuum

### The Pennsylvania Career Ready Skills Continuum

PA Career Readiness Skills Categories	PA CRS Grade Band (Pre-K –K)	PA CRS Grade Band (1-5)	PA CRS Grade Band (6-8)	PA CRS Grade Band (9-12)
<b>A. Self-Awareness and Self-Management</b> <i>Recognize and regulate emotions</i>  <u>Related Employability Skills:</u> Respect, Dependability & Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing	Recognize and label basic feelings.	Identify different ways of expressing a feeling.	Identify behavioral expressions of feelings within a context.	Evaluate behaviors in relation to the impact on self and others.
	Demonstrate awareness of self and one's own preferences.	Identify one's own strengths, needs, and preferences.	Explain to others one's own strengths, needs, and preferences specific to a context.	Advocate for oneself in education, employment, and within the community.
	Distinguish between situations that elicit positive or negative feelings.	Select coping skill strategies response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).	Identify and select coping skills relevant to adverse situations.	Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.
	Express a want and the means to achieve it.	Distinguish among and set short term, mid-range, and long-term goals.	Identify and evaluate distractors that impact reaching ones' goals.	Establish and pursue goals or post-secondary education, employment, and living within the community.
<b>B. Establishing and Maintaining Relationships</b> <i>Communicate and collaborate amongst diversity</i>  <u>Related Employability Skills:</u> Problem solving, Decision making, Critical Thinking, Integrity, Teamwork, Adaptability, Professionalism, Communication, Respect	Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults.	Explain ways to establish relationships that are positive and supportive of others.	Explain how empathy and perspective taking foster relationship building.	Establish pro-social relationships to support self and others.
	Identify similarities and differences between self and others.	Demonstrate respect for the uniqueness of others.	Interact with others demonstrating respect, cooperation, and acceptance	Explain how you situate yourself in a diverse community.
	Engage in reciprocal communication with peers and adults.	Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.	Explain how expressive communication strategies can affect others.	Select expressive communication strategies specific to context.
	Recognize that conflict occurs and identify ways to respond.	Identify multiple ways to solve conflicts and practice solving problems.	Identify conflict resolution skills to deescalate, diffuse, and resolve differences.	Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.
<b>C. Social Problem-Solving Skills</b> <i>Demonstrate empathy and respectful choice</i>  <u>Related Employability Skills:</u> Teamwork, Integrity, Communication, Respect, Customer Focus, Critical Thinking, Professionalism, Reading, Writing, Problem Solving	Acknowledge the consequences of choices.	Identify consequences of a decision to oneself and others prior to action.	Make a decision based upon anticipated consequences.	Evaluate consequences from a personal, and civic perspective to inform decision-making.
	Identify similarities and differences of various social contexts.	Identify possible behaviors and anticipate reactions in response to a specific social context.	Distinguish among various social contexts and how they impact personal feelings.	Situate self in any social context as a means to determine a response.
	Recognize and respond to the feelings of others.	Respond to others given a sense of the others' point of view.	Analyze various perspectives on a situation.	Evaluate how societal conventions may influence the perspectives of individuals.

## APPENDIX B: PA CRS Alignment with the Danielson Framework for Teaching

PA Career Ready Skills	PA CRS The Framework for Teaching																				
	Domain 1: Planning and Preparation					Domain 2: The Classroom Environment					Domain 3: Instruction				Domain 4: Professional Responsibilities						
	Knowledge of content / pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally
Self-Awareness & Self- Management																					
<b>Managing Emotions and Behavior</b>																					
<b>Pre-K-K:</b> Recognize and label basic feelings.			X		X	X			X					X				X			
<b>Gr 1-5:</b> Identify different ways of expressing a feeling.			X		X	X			X					X				X			
<b>Gr 6-8:</b> Identify behavioral expressions of feelings within a context.			X		X	X		X	X			X		X				X			
<b>Gr 9-12:</b> Evaluate behaviors in relation to the impact on self and others.	X		X		X	X		X	X			X		X				X			
<b>Self-Awareness and Self-Advocacy</b>																					
<b>Pre-K-K:</b> Demonstrate awareness of self and one's own preferences.		X	X		X	X	X		X	X			X		X	X		X			
<b>Gr 1-5:</b> Identify one's own strengths, needs, and preferences.		X	X		X	X	X		X	X			X		X	X		X			
<b>Gr 6-8:</b> Explain to others one's own strengths, needs, and preferences specific to a context.		X	X		X	X	X		X	X		X	X		X	X		X			
<b>Gr 9-12:</b> Advocate for oneself in education, employment, and within the community.	X	X	X		X	X	X		X	X		X	X		X	X		X			

PA Career Ready Skills	PA CRS The Framework for Teaching																				
	Domain 1: Planning and Preparation					Domain 2: The Classroom Environment					Domain 3: Instruction					Domain 4: Professional Responsibilities					
	Knowledge of content /pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally
<b>Coping with Adversity</b>																					
<b>Pre-K-K:</b> Distinguish between situations that elicit positive or negative feelings.		X				X	X	X	X												
<b>Gr 1-5:</b> Select coping skill strategies response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).		X				X	X	X	X												
<b>Gr 6-8:</b> Identify and select <b>coping skills</b> relevant to adverse situations.		X				X	X	X	X												
<b>Gr 9-12:</b> Analyze adverse situations for the purpose of identifying and selecting healthy <b>coping skills</b> .		X				X	X	X	X												
<b>Goal Setting</b>																					
<b>Pre-K-K:</b> Express a want and the means to achieve it.		X	X		X	X							X	X	X	X		X			
<b>Gr 1-5:</b> Distinguish among and set short term, mid-range, and long-term goals.		X	X		X	X							X	X	X	X		X			
<b>Gr 6-8:</b> Identify and evaluate distractors that impact reaching one's goals.		X	X		X	X							X	X	X	X		X			

PA Career Ready Skills	PA CRS The Framework for Teaching																					
	Domain 1: Planning and Preparation						Domain 2: The Classroom Environment					Domain 3: Instruction					Domain 4: Professional Responsibilities					
	Knowledge of content /pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
<b>Gr 9-12:</b> Establish and pursue goals or post-secondary education, employment, and living within the community.	X	X	X		X	X								X	X	X	X		X			
<b>Self-Awareness &amp; Self- Management</b>																						
<b>Relationships</b>																						
<b>Pre-K-K:</b> Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults.					X	X	X	X	X	X			X									
<b>Gr 1-5:</b> Explain ways to establish relationships that are positive and supportive of others.					X	X	X	X	X	X			X									
<b>Gr 6-8:</b> Explain how empathy and perspective taking foster relationship building.					X	X	X	X	X	X			X									
<b>Gr 9-12:</b> Establish pro social relationships to support self and others.					X	X	X	X	X	X			X									
<b>Diversity</b>																						
<b>Pre-K-K:</b> Identify similarities and differences between self and others.	X	X					X			X												
<b>Gr 1-5:</b> Demonstrate respect for the uniqueness of others.	X	X					X			X												



PA Career Ready Skills	PA CRS The Framework for Teaching																				
	Domain 1: Planning and Preparation					Domain 2: The Classroom Environment					Domain 3: Instruction				Domain 4: Professional Responsibilities						
	Knowledge of content /pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally
<b>Gr 6-8:</b> Identify conflict resolution skills to deescalate, diffuse, and resolve differences.					X	X	X	X	X				X	X				X			
<b>Gr 9-12:</b> Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.	X				X	X	X	X	X				X	X				X			
Social Problem-Solving Skills																					
<b>Decision-Making Skills</b>																					
<b>Pre-K-K:</b> Acknowledge the consequences of choices.			X		X	X	X		X				X	X							
<b>Gr 1-5:</b> Identify consequences of a decision on oneself and others prior to action.	X		X		X	X	X		X				X	X							
<b>Gr 6-8:</b> Make a decision-based upon anticipated consequences.	X		X		X	X	X		X				X	X							
<b>Gr 9-12:</b> Evaluate consequences from a personal and civic perspective to inform decision-making.	X		X		X	X	X		X				X	X							
<b>Understanding Social Awareness</b>																					
<b>Pre-K-K:</b> Identify similarities and differences of various social contexts.	X				X	X	X		X												

PA Career Ready Skills	PA CRS The Framework for Teaching																					
	Domain 1: Planning and Preparation					Domain 2: The Classroom Environment					Domain 3: Instruction					Domain 4: Professional Responsibilities						
	Knowledge of content /pedagogy	Knowledge of students	Instructional outcomes	Knowledge of resources	Designing instruction	Designing Assessments	Environment of respect & rapport	Culture for learning	Managing classroom procedures	Managing student behavior	Organizing physical space	Communicating with students	Questioning & discussion techniques	Engaging students in learning	Using assessment in instruction	Flexibility and responsiveness	Reflecting on teaching	Maintaining accurate records	Communicating with families	Participating in a professional learning community	Growing & developing professionally	Showing professionalism
<b>Gr 1-5:</b> Identify possible behaviors and anticipate reactions in response to a specific social context.	X					X	X		X													
<b>Gr 6-8:</b> Distinguish among various social contexts and how they impact personal feelings.	X					X	X		X													
<b>Gr 9-12:</b> Situate self in any social context as a means to determine a response.	X					X	X		X													
<b>Perspective Taking</b>																						
<b>Pre-K-K:</b> Recognize and respond to the feelings of others.	X					X	X		X													
<b>Gr 1-5:</b> Respond to others given a sense of the others' point of view.	X					X	X		X													
<b>Gr 6-8:</b> Analyze various perspectives on a situation.	X					X	X		X													
<b>Gr 9-12:</b> Evaluate how societal conventions may influence the perspectives of individuals.	X					X	X		X													

## APPENDIX C: Standards Alignment

The table below illustrates the CRS alignment to CEW standards and ELA, Social Studies, Family and Consumer Science, and Health, Safety and Physical Education

	Career Education and Work				English Language Arts				Social Studies			Family & Consumer Science			Health, Safety, and Physical Education					
	13.1 Career Awareness and Preparation	13.2 Career Acquisition	13.3 Career Retention and Advancement	13.4 Entrepreneurship	1.1 Foundational Skills	1.2 Reading Informational Text	1.3 Reading Literature	1.4 Writing	1.5 Speaking and Listening	5.1-5.4 Civics & Government	6.1 Economics	8.1 History	11.1 Financial and Resource Management	11.2 Balancing Family, Work and Community Responsibility	11.3 Food Science and	11.4 Child Development	10.1 Concepts of Health	10.2 Healthful Living	10. Safety and Injury Prevention	10.4 Physical Activity
<b>PA Career Ready Skills</b>																				
Managing Emotions and Behavior																				
<b>Pre-K-K:</b> Recognize and label basic feelings.										X	X									
<b>Gr 1-5:</b> Identify different ways of expressing a feeling.										X	X		X							
<b>Gr 6-8:</b> Identify behavioral expressions of feelings within a context.										X	X		X							
<b>Gr 9-12:</b> Evaluate behaviors in relation to the impact on self and others.										X	X	X	X							
Self-Awareness and Self-Advocacy																				
<b>Pre-K-K:</b> Demonstrate awareness of self and one's own preferences.	X			X							X		X						X	
<b>Gr 1-5:</b> Identify one's own strengths, needs, and preferences.	X			X							X		X						X	X
<b>Gr 6-8:</b> Explain to others one's own strengths, needs, and preferences specific to a context.	X			X			X	X			X		X						X	X
<b>Gr 9-12:</b> Advocate for oneself in education, employment, and within the community.	X			X							X		X							
Coping with Adversity																				
<b>Pre-K-K:</b> Distinguish between situations that elicit positive or negative feelings.						X	X	X	X	X						X				

<b>Gr 1-5:</b> Select coping skill strategies response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk)						X	X	X	X	X									X	
<b>Gr 6-8:</b> Identify and select coping skills relevant to adverse situations.						X	X	X	X	X										
<b>Gr 9-12:</b> Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.						X	X	X	X	X										
Goal Setting																				
<b>Pre-K-K:</b> Express a want and the means to achieve it.								X	X											
<b>Gr 1-5:</b> Distinguish among and set short term, mid-range, and long-term goals.	X																		X	
<b>Gr 6-8:</b> Identify and evaluate distractors that impact reaching one's goals.	X																		X	
<b>Gr 9-12:</b> Establish and pursue goals or post-secondary education, employment, and living within the community.	X																		X	
Relationships																				
<b>Pre-K-K:</b> Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults.		X							X	X									X	
<b>Gr 1-5:</b> Explain ways to establish relationships that are positive and supportive of others.		X	X						X	X									X	
<b>Gr 6-8:</b> Explain how empathy and perspective taking foster relationship building.			X							X									X	
<b>Gr 9-12:</b> Establish pro social relationships to support self and others.			X							X									X	
Diversity																				
<b>Pre-K-K:</b> Identify similarities and differences between self and others.		X				X	X	X	X										X	
<b>Gr 1-5:</b> Demonstrate respect for the uniqueness of others.		X		X		X	X	X	X										X	

<b>Gr 6-8:</b> Interact with others demonstrating respect, cooperation, and acceptance.		X				X	X	X	X			X						
<b>Gr 9-12:</b> Explain how you situate yourself in a diverse community.		X										X						
Expressive Communication																		
<b>Pre-K-K:</b> Engage in reciprocal communication with peers and adults.		X				X	X	X	X					X				
<b>Gr 1-5:</b> Select and utilize <b>expressive</b> communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.		X				X	X	X	X					X				
<b>Gr 9-12:</b> Select <b>expressive communication</b> strategies specific to context.		X				X	X	X	X			X		X				
Managing Interpersonal Conflict																		
<b>Pre-K-K:</b> Recognize that <b>conflict</b> occurs and identify ways to respond.				X		X	X	X	X			X		X				
<b>Gr 1-5:</b> Identify multiple ways to solve conflicts and practice solving problems.				X		X	X	X	X			X		X				X
<b>Gr 6-8:</b> Identify conflict resolution skills to deescalate, diffuse, and resolve differences.				X		X	X	X	X			X		X				X
<b>Gr 9-12:</b> Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.			X	X		X	X	X	X			X		X				X
Decision-Making Skills																		
<b>Gr 1-5:</b> Identify consequences of a decision to oneself and others prior to action.		X	X			X	X			X	X	X	X		X		X	X
<b>Gr 6-8:</b> Make a decision-based upon anticipated consequences.		X	X							X	X	X	X				X	X
<b>Gr 9-12:</b> Evaluate consequences from a personal, and <b>civic</b> perspective to inform decision-making.		X	X			X	X	X	X	X	X	X	X				X	X
Understanding Social Awareness																		
<b>Pre-K-K:</b> Identify similarities and differences of various social contexts.		X	X			X	X	X	X	X	X	X				X		

<b>Gr 1-5:</b> Identify possible behaviors and anticipate reactions in response to a specific social context.		X	X			X	X	X	X	X	X	X		X		X				
<b>Gr 6-8:</b> Distinguish among various social contexts and how they impact personal feelings.		X	X			X	X	X	X	X	X	X		X		X				
<b>Gr 9-12:</b> Situate self in any social context as a means to determine a response.		X				X	X	X	X	X	X	X		X		X				
Perspective Taking																				
<b>Pre-K-K:</b> Recognize and respond to the feelings of others.		X				X	X	X	X	X	X	X								
<b>Gr 1-5:</b> Respond to others given a sense of the others' point of view.		X				X	X	X	X	X	X	X								
<b>Gr 6-8:</b> Analyze various perspectives on a situation.		X				X	X	X	X	X	X	X								X
<b>Gr 9-12:</b> Evaluate how societal conventions may influence the perspectives of individuals.		X				X	X	X	X	X	X	X			X					X

<b>PA Career Ready Skills</b>	Business, Computer, and Information Technology (BCIT)																			
	15.2 CAREER MANAGEMENT: Knowledge and Planning																			
	15.2 CAREER MANAGEMENT: Organizing																			
	15.2 CAREER MANAGEMENT: Leading and Directing																			
	15.2 CAREER MANAGEMENT: Evaluating and Controlling																			
	15.3 COMMUNICATION: Foundations of Communication																			
	15.3 COMMUNICATION: Etiquette																			
	15.3 COMMUNICATION: Organizational Communication																			
	15.3 COMMUNICATION: Diversity																			
	15.5 ENTREPRENEURSHIP: The Entrepreneur																			
15.6 FINANCE AND ECONOMICS: Personal Finance Responsibility																				
15.6 FINANCE AND ECONOMICS: Risk Management and Insurance																				
15.7 GLOBAL BUSINESS: Global Communication													X							
15.7 GLOBAL BUSINESS: Global Decision Making																				
15.8 MANAGEMENT: Organization and Characteristics of Business																				
15.8 MANAGEMENT: Management Functions																				
15.8 MANAGEMENT: Management Skills																				
<b>Pre-K-K:</b> Recognize and label basic feelings.																				
<b>Gr 1-5:</b> Identify different ways of expressing a feeling.		X	X					X												

<b>Gr 6-8:</b> Identify behavioral expressions of feelings within a context.							X										
<b>Gr 9-12:</b> Evaluate behaviors in relation to the impact on self and others.		X	X	X													
<b>Pre-K-K:</b> Demonstrate awareness of self and one's own preferences.	X																
<b>Gr 1-5:</b> Identify one's own strengths, needs, and preferences.	X							X									
<b>Gr 6-8:</b> Explain to others one's own strengths, needs, and preferences specific to a context.	X	X															
<b>Gr 9-12:</b> Advocate for oneself in education, employment, and within the community.	X	X															
<b>Pre-K-K:</b> Distinguish between situations that elicit positive or negative feelings.	X																
<b>Gr 1-5:</b> Select coping skill strategies response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).				X			X										
<b>Gr 6-8:</b> Identify and select coping skills relevant to adverse situations.			X	X													
<b>Gr 9-12:</b> Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.				X													
<b>Pre-K-K:</b> Express a want and the means to achieve it.		X							X	X							
<b>Gr 1-5:</b> Distinguish among and set short term, mid-range, and long-term goals.		X		X													
<b>Gr 6-8:</b> Identify and evaluate distractors that impact reaching one's goals.		X			X						X						
<b>Gr 9-12:</b> Establish and pursue goals or post-secondary education, employment, and living within the community.		X				X											
<b>Pre-K-K:</b> Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults.		X															
<b>Gr 1-5:</b> Explain ways to establish relationships that are positive and supportive of others.			X														

<b>Gr 6-8:</b> Explain how empathy and perspective taking foster relationship building.				X				X					X				
<b>Gr 9-12:</b> Establish pro-social relationships to support self and others.			X		X		X										
<b>Pre-K-K:</b> Identify similarities and differences between self and others.		X		X													
<b>Gr 1-5:</b> Demonstrate respect for the uniqueness of others.			X					X							X		
<b>Gr 6-8:</b> Interact with others demonstrating respect, cooperation, and acceptance.			X		X		X	X									
<b>Gr 9-12:</b> Explain how you situate yourself in a diverse community.				X			X	X									
<b>Pre-K-K:</b> Engage in reciprocal communication with peers and adults.					X		X										
<b>Gr 1-5:</b> Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.					X	X	X	X						X			
<b>Gr 6-8:</b> Explain how expressive communication strategies can affect others.			X		X	X		X						X			
<b>Gr 9-12:</b> Select expressive communication strategies specific to context.					X	X		X						X			
<b>Pre-K-K:</b> Recognize that conflict occurs and identify ways to respond.			X														
<b>Gr 1-5:</b> Identify multiple ways to solve conflicts and practice solving problems.				X										X			
<b>Gr 6-8:</b> Identify conflict resolution skills to deescalate, diffuse, and resolve differences.				X		X											
<b>Gr 9-12:</b> Evaluate a situation to identify skills and strategies to prevent conflicts.				X													
<b>Pre-K-K:</b> Acknowledge the consequences of choices.		X									X	X					
<b>Gr 1-5:</b> Identify consequences of a decision to oneself and others prior to action.			X														
<b>Gr 6-8:</b> Make a decision based upon anticipated consequences.			X														
<b>Gr 9-12:</b> Evaluate consequences from a personal, and civic perspective to inform decision-making.			X														

<b>Pre-K-K:</b> Identify similarities and differences of various social contexts.			X	X											X	
<b>Gr 1-5:</b> Identify possible behaviors and anticipate reactions in response to a specific social context.				X												
<b>Gr 6-8:</b> Distinguish among various social contexts and how they impact personal feelings.		X	X													
<b>Gr 9-12:</b> Situate self in any social context as a means to determine a response.				X				X								
<b>Pre-K-K:</b> Recognize and respond to the feelings of others.	X	X		X								X				X
<b>Gr 1-5:</b> Respond to others given a sense of the others' point of view.				X			X									
<b>Gr 6-8:</b> Analyze various perspectives on a situation.				X	X	X										
<b>Gr 9-12:</b> Evaluate how societal conventions may influence perspectives of individuals.				X												

## APPENDIX D: Standards Alignment

The table below illustrates the PA Career Ready Skills alignment with Mathematical Practices, Science Practices and Technology Practices

PA Career Ready Skills	Mathematical Practices							Science Practices								
	Make sense of problems and persevere	Reason abstractly and quantitatively	Construct viable arguments and critique the reasoning of others	Model with mathematics	Use appropriate tools strategically	Attend to precision	Look for and make use of structure	Look for and express regularity in repeated reasoning	Asking questions and defining problems	Developing and using models	Planning and carrying out investigations	Constructing explanations and designing solutions	Analyzing and Interpreting data	Using mathematics and computational thinking	Engaging in argument from evidence	Obtaining, evaluating, and communicating information
<b>Pre-K-K:</b> Recognize and label basic feelings.	X		X				X									
<b>Gr 1-5:</b> Identify different ways of expressing a feeling.	X		X				X		X		X	X				
<b>Gr 6-8:</b> Identify behavioral expressions of feelings within a context.	X		X				X		X		X	X		X		
<b>Gr 9-12:</b> Evaluate behaviors in relation to the impact on self and others.	X		X						X	X	X	X				
<b>Self-Awareness and Self Advocacy</b>																
<b>Pre-K-K:</b> Demonstrate awareness of self and one's own preferences.	X		X				X		X		X	X			X	
<b>Gr 1-5:</b> Identify one's own strengths, needs, and preferences.	X		X				X		X							

PA Career Ready Skills	Mathematical Practices							Science Practices								
	Make sense of problems and persevere	Reason abstractly and quantitatively	Construct viable arguments and critique the reasoning of others	Model with mathematics	Use appropriate tools strategically	Attend to precision	Look for and make use of structure	Look for and express regularity in repeated reasoning	Asking questions and defining problems	Developing and using models	Planning and carrying out investigations	Constructing explanations and designing solutions	Analyzing and interpreting data	Using mathematics and computational thinking	Engaging in argument from evidence	Obtaining, evaluating, and communicating information
<b>Gr 6-8:</b> Explain to others one's own strengths, needs, and preferences specific to a context.	X		X				X		X	X	X	X			X	
<b>Gr 9-12:</b> Advocate for oneself in education, employment, and within the community.	X		X				X		X	X	X				X	
<b>Coping with Adversity</b>																
<b>Pre-K-K:</b> Distinguish between situations that elicit positive or negative feelings.	X	X	X	X	X		X	X	X	X			X			
<b>Gr 1-5:</b> Select coping skill strategies response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).	X	X	X	X	X		X	X	X		X	X				
<b>Gr 6-8:</b> Identify and select coping skills relevant to adverse situations.	X	X	X	X	X		X	X	X	X		X			X	
<b>Gr 9-12:</b> Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.	X	X	X	X	X		X	X	X		X	X	X		X	

<b>PA Career Ready Skills</b>	<b>Mathematical Practices</b>							<b>Science Practices</b>								
	Make sense of problems and persevere	Reason abstractly and quantitatively	Construct viable arguments and critique the reasoning of others	Model with mathematics	Use appropriate tools strategically	Attend to precision	Look for and make use of structure	Look for and express regularity in repeated reasoning	Asking questions and defining problems	Developing and using models	Planning and carrying out investigations	Constructing explanations and designing solutions	Analyzing and Interpreting data	Using mathematics and computational thinking	Engaging in argument from evidence	Obtaining, evaluating, and communicating information
<b>Goal Setting</b>																
<b>Pre-K-K:</b> Express a want and the means to achieve it.	X	X		X			X		X		X	X				X
<b>Gr 1-5:</b> Distinguish among and set short term, mid-range, and long-term goals.	X	X		X			X				X		X			
<b>Gr 6-8:</b> Identify and evaluate distractors that impact reaching one's goals.	X	X		X			X		X		X	X	X		X	
<b>Gr 9-12:</b> Establish and pursue goals or post-secondary education, employment, and living within the community.	X	X		X			X		X			X				X
<b>Relationships</b>																
<b>Pre-K-K:</b> Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults.				X		X	X	X	X			X				X
<b>Gr 1-5:</b> Explain ways to establish relationships that are positive and supportive of others.				X		X	X	X	X	X	X				X	X

<b>PA Career Ready Skills</b>	<b>Mathematical Practices</b>							<b>Science Practices</b>								
	Make sense of problems and persevere	Reason abstractly and quantitatively	Construct viable arguments and critique the reasoning of others	Model with mathematics	Use appropriate tools strategically	Attend to precision	Look for and make use of structure	Look for and express regularity in repeated reasoning	Asking questions and defining problems	Developing and using models	Planning and carrying out investigations	Constructing explanations and designing solutions	Analyzing and Interpreting data	Using mathematics and computational thinking	Engaging in argument from evidence	Obtaining, evaluating, and communicating information
<b>Gr 6-8:</b> Explain how empathy and perspective taking foster relationship building.				X		X	X	X	X	X	X					X
<b>Gr 9-12:</b> Establish pro-social relationships to support self and others.				X		X	X	X		X	X					
<b>Diversity</b>																
<b>Pre-K-K:</b> Identify similarities and differences between self and others.	X	X			x		X		X	X			X		X	
<b>Gr 1-5:</b> Demonstrate respect for the uniqueness of others.	X	X	X		X				X	X	X		X			
<b>Gr 6-8:</b> Interact with others demonstrating respect, cooperation, and acceptance.	X	X							X	X						X
<b>Gr 9-12:</b> Explain how you situate yourself in a diverse community.		X	X	X	X		X			X	X	X	X		X	X
<b>Expressive Communication</b>																
<b>Pre-K-K:</b> Engage in reciprocal communication with peers and adults.			X	X						X		X				

	Mathematical Practices							Science Practices								
	Make sense of problems and persevere	Reason abstractly and quantitatively	Construct viable arguments and critique the reasoning of others	Model with mathematics	Use appropriate tools strategically	Attend to precision	Look for and make use of structure	Look for and express regularity in repeated reasoning	Asking questions and defining problems	Developing and using models	Planning and carrying out investigations	Constructing explanations and designing solutions	Analyzing and Interpreting data	Using mathematics and computational thinking	Engaging in argument from evidence	Obtaining, evaluating, and communicating information
<b>PA Career Ready Skills</b>																
<b>Gr 1-5:</b> Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.			X	X							X	X	X			
<b>Gr 6-8:</b> Explain how expressive communication strategies can affect others.			X	X					X	X	X	X			X	
<b>Gr 9-12:</b> Select expressive communication strategies specific to context.			X	X					X	X	X	X			X	
<b>Managing Interpersonal Conflict</b>																
<b>Pre-K-K:</b> Recognize that conflict occurs and identify ways to respond.				X	X				X		X	X	X		X	
<b>Gr 1-5:</b> Identify multiple ways to solve conflicts and practice solving problems.				X	X				X	X	X	X			X	
<b>Gr 6-8:</b> Identify conflict resolution skills to deescalate, diffuse, and resolve differences.				X	X				X	X	X	X			X	

	Mathematical Practices							Science Practices								
	Make sense of problems and persevere	Reason abstractly and quantitatively	Construct viable arguments and critique the reasoning of others	Model with mathematics	Use appropriate tools strategically	Attend to precision	Look for and make use of structure	Look for and express regularity in repeated reasoning	Asking questions and defining problems	Developing and using models	Planning and carrying out investigations	Constructing explanations and designing solutions	Analyzing and Interpreting data	Using mathematics and computational thinking	Engaging in argument from evidence	Obtaining, evaluating, and communicating information
<b>PA Career Ready Skills</b>																
<b>Gr 9-12:</b> Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.				X	X				X	X	X	X	X		X	
<b>Decision Making Skills</b>																
<b>Pre-K-K:</b> Acknowledge the consequences of choices.	X	X	X	X	X		X	X	X			X				
<b>Gr 1-5:</b> Identify consequences of a decision to oneself and others prior to action.	X	X	X	X	X		X	X		X	X	X			X	
<b>Gr 6-8:</b> Make a decision based upon anticipated consequences.	X	X	X	X	X		X	X	X	X	X	X			X	
<b>Gr 9-12:</b> Evaluate consequences from a personal, and civic perspective to inform decision-making.	X	X	X	X	X		X	X	X		X	X	X		X	
<b>Understanding Social Awareness</b>																
<b>Pre-K-K:</b> Identify similarities and differences of various social contexts.		X	X		X		X		X	X	X		X		X	
<b>Gr 1-5:</b> Identify possible behaviors and anticipate		X	X		X		X		X	X	X	X	X			

	Mathematical Practices							Science Practices								
	Make sense of problems and persevere	Reason abstractly and quantitatively	Construct viable arguments and critique the reasoning of others	Model with mathematics	Use appropriate tools strategically	Attend to precision	Look for and make use of structure	Look for and express regularity in repeated reasoning	Asking questions and defining problems	Developing and using models	Planning and carrying out investigations	Constructing explanations and designing solutions	Analyzing and Interpreting data	Using mathematics and computational thinking	Engaging in argument from evidence	Obtaining, evaluating, and communicating information
<b>PA Career Ready Skills</b>																
reactions in response to a specific social context.																
<b>Gr 6-8:</b> Distinguish among various social contexts and how they impact personal feelings.		X	X		X		X		X	X		X	X		X	
<b>Gr 9-12:</b> Situate self in any social context as a means to determine a response.		X	X		X		X		X	X	X	X			X	
<b>Perspective Taking</b>																
<b>Pre-K-K:</b> Recognize and respond to the feelings of others.		X	X				X		X							
<b>Gr 1-5:</b> Respond to others given a sense of the others' point of view.		X	X				X		X	X			X			
<b>Gr 6-8:</b> Analyze various perspectives on a situation.		X	X				X		X	X			X		X	
<b>Gr 9-12:</b> Evaluate how societal conventions may influence the perspectives of individuals.		X	X				X		X	X			X		X	

<b>PA Career Ready Skills</b>	<b>Technology Education Practices</b>								
	Know, explain, apply, and analyze biotechnologies	Know, explain, apply, and analyze information technologies	Know, explain, apply, and analyze physical technologies	Explore, describe, identify, and apply use of tools and machinery	Select, use, apply, and evaluate appropriate instruments to study materials	Identify, explain, apply, and evaluate basic computer operations and concepts	Know that people select, create, and use science and technology and that social and physical restraints may limit them	Know how human ingenuity a technological resource satisfies human needs	
	<b>Managing Emotions and Behavior</b>								
	<b>Pre-K-K:</b> Recognize and label basic feelings.								
	<b>Gr 1-5:</b> Identify different ways of expressing a feeling.								
	<b>Gr 6-8:</b> Identify behavioral expressions of feelings within a context.								
	<b>Gr 9-12:</b> Evaluate behaviors in relation to the impact on self and others.								
	<b>Self-Awareness and Self Advocacy</b>								
<b>Pre-K-K:</b> Demonstrate awareness of self and one's own preferences.									

	Technology Education Practices							
	Know, explain, apply, and analyze biotechnologies	Know, explain, apply, and analyze information technologies	Know, explain, apply, and analyze physical technologies	Explore, describe, identify, and apply use of tools and machinery	Select, use, apply, and evaluate appropriate instruments to study materials	Identify, explain, apply, and evaluate basic computer operations and concepts	Know that people select, create, and use science and technology and that social and physical restraints may limit them	Know how human ingenuity a technological resource satisfies human needs
<b>PA Career Ready Skills</b>								
<b>Gr 1-5:</b> Identify one's own strengths, needs, and preferences.								
<b>Gr 6-8:</b> Explain to others one's own strengths, needs, and preferences specific to a context.								
<b>Gr 9-12:</b> Advocate for oneself in education, employment, and within the community.								
<b>Coping with Adversity</b>								
<b>Pre-K-K:</b> Distinguish between situations that elicit positive or negative feelings.			X					
<b>Gr 1-5:</b> Select coping skill strategies response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).			X					
<b>Gr 6-8:</b> Identify and select coping skills relevant to adverse situations.			X					

	Technology Education Practices							
	Know, explain, apply, and analyze biotechnologies	Know, explain, apply, and analyze information technologies	Know, explain, apply, and analyze physical technologies	Explore, describe, identify, and apply use of tools and machinery	Select, use, apply, and evaluate appropriate instruments to study materials	Identify, explain, apply, and evaluate basic computer operations and concepts	Know that people select, create, and use science and technology and that social and physical restraints may limit them	Know how human ingenuity a technological resource satisfies human needs
<b>PA Career Ready Skills</b>								
<b>Gr 9-12:</b> Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.			X					
<b>Goal Setting</b>								
<b>Pre-K-K:</b> Express a want and the means to achieve it.			X					
<b>Gr 1-5:</b> Distinguish among and set short term, mid-range, and long-term goals	X	X	X		X	X		X
<b>Gr 6-8:</b> Identify and evaluate distractors that impact reaching one's goals.								
<b>Gr 9-12:</b> Establish and pursue goals or post-secondary education, employment, and living within the community.								
<b>Relationships</b>								
<b>Pre-K-K:</b> Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults.	X	X	X	X	X	X	X	X

	Technology Education Practices							
	Know, explain, apply, and analyze biotechnologies	Know, explain, apply, and analyze information technologies	Know, explain, apply, and analyze physical technologies	Explore, describe, identify, and apply use of tools and machinery	Select, use, apply, and evaluate appropriate instruments to study materials	Identify, explain, apply, and evaluate basic computer operations and concepts	Know that people select, create, and use science and technology and that social and physical restraints may limit them	Know how human ingenuity a technological resource satisfies human needs
<b>PA Career Ready Skills</b>								
<b>Gr 1-5:</b> Explain ways to establish <b>relationships</b> that are positive and supportive of others.	X	X	X	X	X	X	X	X
<b>Gr 6-8:</b> Explain how empathy and perspective taking foster relationship building.	X	X	X	X	X	X	X	X
<b>Gr 9-12:</b> Establish pro-social relationships to support self and others.	X	X	X	X	X	X	X	X
<b>Diversity</b>								
<b>Pre-K-K:</b> Identify similarities and differences between self and others.	X	X	X					
<b>Gr 1-5:</b> Demonstrate respect for the uniqueness of others.								
<b>Gr 6-8:</b> Interact with others demonstrating respect, cooperation, and acceptance.	X	X	X	X	X	X	X	X
<b>Gr 9-12:</b> Explain how you situate yourself in a diverse community.	X	X	X	X	X	X	X	X

<b>PA Career Ready Skills</b>	<b>Technology Education Practices</b>							
	Know, explain, apply, and analyze biotechnologies	Know, explain, apply, and analyze information technologies	Know, explain, apply, and analyze physical technologies	Explore, describe, identify, and apply use of tools and machinery	Select, use, apply, and evaluate appropriate instruments to study materials	Identify, explain, apply, and evaluate basic computer operations and concepts	Know that people select, create, and use science and technology and that social and physical restraints may limit them	Know how human ingenuity a technological resource satisfies human needs
<b>Expressive Communication</b>								
<b>Pre-K-K:</b> Engage in reciprocal communication with peers and adults.	X	X	X	X	X	X	X	X
<b>Gr 1-5:</b> Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.	X	X	X	X	X	X	X	X
<b>Gr 6-8:</b> Explain how expressive communication strategies can affect others.		X			X	X	X	X
<b>Gr 9-12:</b> Select expressive communication strategies specific to context.		X			X	X	X	X
<b>Managing Interpersonal Conflict</b>								
<b>Pre-K-K:</b> Recognize that conflict occurs and identify ways to respond.		X			X	X	X	X
<b>Gr 1-5:</b> Identify multiple ways to solve conflicts and practice solving problems.		X			X	X	X	X

	Technology Education Practices							
	Know, explain, apply, and analyze biotechnologies	Know, explain, apply, and analyze information technologies	Know, explain, apply, and analyze physical technologies	Explore, describe, identify, and apply use of tools and machinery	Select, use, apply, and evaluate appropriate instruments to study materials	Identify, explain, apply, and evaluate basic computer operations and concepts	Know that people select, create, and use science and technology and that social and physical restraints may limit them	Know how human ingenuity a technological resource satisfies human needs
<b>PA Career Ready Skills</b>								
<b>Gr 6-8:</b> Identify conflict resolution skills to deescalate, diffuse, and resolve differences.		X			X	X	X	X
<b>Gr 9-12:</b> Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.		X			X	X	X	X
<b>Decision-Making Skills</b>								
<b>Pre-K-K:</b> Acknowledge the consequences of choices.	X	X	X	X	X	X	X	X
<b>Gr 1-5:</b> Identify consequences of a decision to oneself and others prior to action.	X	X	X	X	X	X	X	X
<b>Gr 6-8:</b> Make a decision-based upon anticipated consequences.	X	X	X	X	X	X	X	X
<b>Gr 9-12:</b> Evaluate consequences from a personal, and civic perspective to inform decision-making.	X	X	X	X	X	X	X	X
<b>Understanding Social Awareness</b>								
<b>Pre-K-K:</b> Identify similarities and differences of various social contexts.		X						

	Technology Education Practices							
	Know, explain, apply, and analyze biotechnologies	Know, explain, apply, and analyze information technologies	Know, explain, apply, and analyze physical technologies	Explore, describe, identify, and apply use of tools and machinery	Select, use, apply, and evaluate appropriate instruments to study materials	Identify, explain, apply, and evaluate basic computer operations and concepts	Know that people select, create, and use science and technology and that social and physical restraints may limit them	Know how human ingenuity a technological resource satisfies human needs
<b>PA Career Ready Skills</b>								
<b>Gr 1-5:</b> Identify possible behaviors and anticipate reactions in response to a specific social context.		X						
<b>Gr 6-8:</b> Distinguish among various social contexts and how they impact personal feelings.		X						
<b>Gr 9-12:</b> Situate self in any social context as a means to determine a response.		X						
<b>Perspective Taking</b>								
<b>Pre-K-K:</b> Recognize and respond to the feelings of others.		X						
<b>Gr 1-5:</b> Respond to others given a sense of the others' point of view.		X						
<b>Gr 6-8:</b> Analyze various perspectives on a situation.		X						
<b>Gr 9-12:</b> Evaluate how societal conventions may influence the perspectives of individuals.		X						

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