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

**School Leaders commit to the schoolwide Career Ready Skills integration.**

* 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.

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| N/A | Pre-Initiation | Initiation | Implementing | Developing | Sustaining |
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**Comments:**

# Phase 2: Planning

**The school community develops, articulates, and effectively communicates a shared vision of student social, emotional, and academic development via the Career Ready Skills framework.**

* 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.

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| N/A | Pre-Initiation | Initiation | Implementing | Developing | Sustaining |
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**Comments:**

**The steering committee conducts a needs and resources assessment which asks stakeholders to address the following questions:**

* 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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**Comments:**

**The steering committee develops an action plan.**

* 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.

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**Comments:**

# Phase 3: Implementation

**Instructional leaders provide initial professional development for those launching the initiative:**

* 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.

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**Comments:**

**Teachers piloting the program launch Career Ready Skills integration in select classrooms. Pilot teachers:**

* 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.

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**Comments:**

**All school staff engage in instruction and integrate Career Ready Skills schoolwide.**

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| N/A | Pre-Initiation | Initiation | Implementing | Developing | Sustaining |
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**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.**

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**Comments:**

**The school community revisits activities and adjusts for improvement:**

* 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.

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**Comments:**

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