

SECONDARY EMPLOYABILITY SCALES INFORMATION FOR SRG COURSES

Why are employability scales important?

One of our important district themes is to **Support the Whole Child**. We believe that each student has worth and dignity, and is valued and understood through essential social, emotional, and behavioral supports. Employability scales are a systematic tool we can use to transparently plan, teach, and measure each student's social emotional growth and work habits. Scales provide teachers, students, and parents clarity for expectations that will assist in the comprehensive measurement of the whole child's growth.

What are employability scales? What is their purpose?

Employability scales articulate a learning progression toward a set of learning goals required for our students to be successful in school and in life. They allow teachers to consider behavior separate from academics, providing an additional window into the learning process that is often hidden in traditional grading and reporting. Separating what students know and can do academically from their employability skills is an important component in a standards-focused environment. Employability scales can help everyone better understand and support student employability skills through a learning approach, rather than just a disciplinary approach. Scales express exactly what employability skills might be age appropriate. Scales include foundational skills which contribute to students' abilities to reach employability targets.

How were the employability scales developed?

The Behavior Work Group team collaborated to develop the scales. **The scales were written based on the Kansas Social, Emotional, and Character Development standards.** Four focus groups provided feedback and suggestions to make improvements and recommendations.

Are the Kansas Social, Emotional, and Character Development (SECD) standards new?

The Social, Emotional and Character Development Standards were first approved by the Kansas State Board of Education in **2012**. They were revised in 2018 to reflect new state statutes and to align SECD with the KSDE School Mental Health Initiative, social emotional learning initiatives, and research and best practices.

Who grades a student on employability scales?

Teachers assigning an academic grade using SRG will also assign employability scale grades. Teachers have the ability to assess students on any employability scale target. However, the following displays the minimum requirement for assessing these scales during each quarter. Pass/Fail course should defer to the Pass/Fail Courses informational document located on the SRG website.

EMPLOYABILITY SCALES MINIMUM REPORTING REQUIREMENTS

Courses	Quarters	Minimum Scale(s) Reported
Courses where an academic grade is assigned using SRG (unless specified below)	Q1	<ul style="list-style-type: none"> Score the targets on the Work Habits scale for each student.
	Q2	<ul style="list-style-type: none"> Score the targets on the Character Development scale for each student. Score previous scale targets if a change (positive or negative) is observed.
	Q3	<ul style="list-style-type: none"> Score the targets on the Social Development scale for each student. Score previous scale targets if a change (positive or negative) is observed.
	Q4	<ul style="list-style-type: none"> Score the targets on the Personal Development scale for each student. Score previous scale targets if a change (positive or negative) is observed.
Performing Arts (Music and Theatre)	Q1-Q4	<ul style="list-style-type: none"> Score the targets on the Character Development scale for each student.
PE, Visual Arts, Military Services (JROTC), CTE, Health Electives, ELA Electives, AVID, World Languages	Q1-Q4	<ul style="list-style-type: none"> Score the targets on the Work Habits scale for each student.
Pass/Fail Courses	Reference the Pass/Fail Courses informational document found on the SRG website.	

How do I grade using an employability scale?

When assessing where a student might score on the employability scale a teacher first reads the target behavior (**3.0 on the scale**) and decides, based on observational evidence, if the student is at that level of proficiency. If evidence indicates that the student is at that level the teacher records a 3 in the grade book. If a student is not at a level 3, the teacher then looks to the level 2 subskills and decides what subskills and vocabulary need to be taught in order for the student to acquire the skills to eventually score a 3.

A **score of 2.0** indicates that the student displays skills at a level 2 but is not yet performing at a level 3.

A **score of 1.0** indicates that the student demonstrates some knowledge or skills found in the level 2 and level 3 but requires the help or prompting of the teacher to do so (not independently).

A **score of 0.0** indicates a student is unable to demonstrate any of the 2.0 behaviors even with help from the teacher.

If a student is at a level 3 on all the targets on a specific scale, the teacher should then look to the **level 4** to see if the student might be at that level. If so, record a 4 for each of the targets on that scale. Remember the level 4 description is a suggestion of what you might see demonstrated by a student going above and beyond level 3 criteria. Use your professional judgment when deciding what other possible behaviors might be considered evidence of a student being at a level 4 on that particular scale.

Score of .5, 1.5, 2.5 and 3.5 are used to communicate incremental steps toward the next level. These scores allow teachers to note progress which can be motivating to students. Refer to the specific scale for further clarification.

When do I teach and grade employability scales?

The skills indicated within the employability scales are teachable and measurable throughout a student's school day. They are best learned in a respectful, safe, and civil environment where adults are caring role models. Employability skills might be taught explicitly through direct instruction, such as during Second Step lessons, class meetings, and/or Restorative Practice Circles. There are also "teachable moments," such as when discussing characters in stories, correcting or praising students. Every interaction between a teacher and a student can be an opportunity to reinforce and coach the skills found within the employability scales.

Teachers will assess and record student performance on required scales based on the observed evidence in the classroom. Similar to academic scales, best practices would suggest that teachers have multiple pieces of evidence to support their rating recorded in the gradebook.

Might I share the employability scales with my students?

You absolutely can; however, the scales were written with the teacher in mind and are not written in student friendly language. We recommend the scales are used as a center piece for discussing employability skills. Exploring the vocabulary found in the targets with students helps them understand what they need to know and be able to do.

What if I need additional resources to help instruct a student?

Teams are encouraged to collaborate and problem-solve with 1) grade-level or department teams, 2) building Instructional Coaches, 3) CST members, 4) administration. Refer to the District Behavior Protocol for additional resources that can be found within buildings to help shape desired employability skills.