

WE'RE GLAD YOU'RE HERE!

We will begin promptly at 4pm



HOUSEKEEPING & LOGISTICS

- **The link to the recording will be posted on the [ASCEND 307 web page](#)**
 - This session will be recorded.
 - Handouts and the Slides are available on the ASCEND 307 webpage
- **Closed Captioning:** needs to be set up individually by clicking on the “closed caption” on the bottom row of icons on your session screen
- **Links posted in Chat:** throughout the session, pertinent links will be posted in the Chat
- **Q&A:** To ask questions, please use the Q & A box



ASCEND 307

Employability Skills Webinar Series

Focus on Personal Qualities

EMPLOYABILITY SKILLS

WHAT?

Skills employers consistently rank as essential for new hires.

- Applied Knowledge
 - Problem Solving
 - Making Decisions
- Effective Relationships
 - Team Member
 - Flexibility
- Workplace Skills
 - Manage Time
 - Communicate

WHY?

**Superintendent
Degenfelder 2025 Priority**

- Pursuing Academic Excellence
 - Expand career & technical education opportunities

**WY Community College
Commission**

- Social Capital Skills

**Office of Career, Technical
& Adult Education**

- Employability skills

WHO needs them WHEN?

All students with and without disabilities need to function in society.

- Executive Functioning skills form the core foundation of employability skills
 - Pre-K-12
 - Develop executive function skills
 - Transition
 - Employability skills



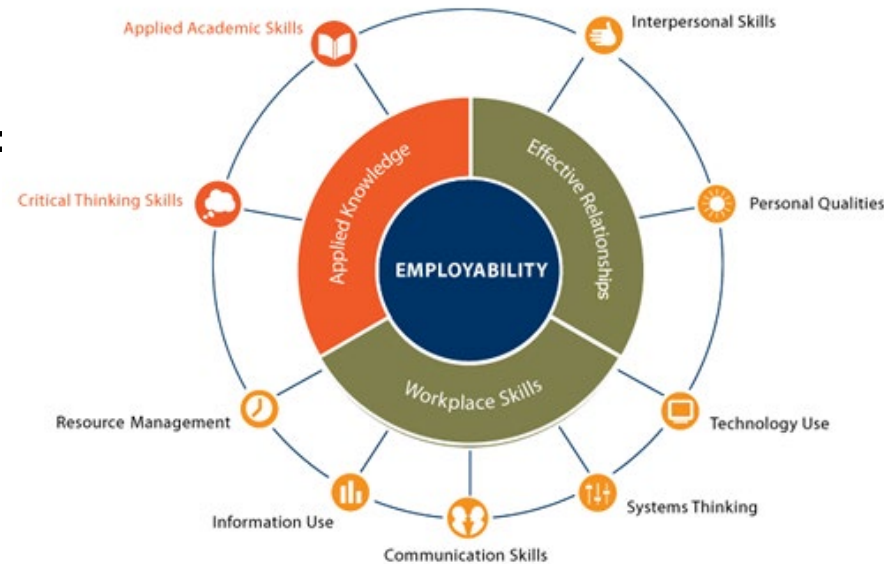
EMPLOYABILITY SKILLS FRAMEWORK FOR WYOMING-READY WORKFORCE

Applied Knowledge:

- Applied academic skills: reading, writing, mathematics
- Critical thinking skills: problem solving, make decisions

Workplace Skills:

- Resource management: managing time & other resources
- Information use: using a variety of information to perform tasks
- Communication skills: communicating effectively with others to perform tasks
- Systems thinking: contributes to workplace teamwork
- Technology use: applying technology appropriately to perform tasks



Effective Relationships:

- Interpersonal skills: teamwork, positive contributions
- Personal qualities: personal responsibility, professionalism, flexibility



EFFECTIVE RELATIONSHIPS: PERSONAL QUALITIES



Tessie Rose Bailey, Ph.D., is the Director of the [PROGRESS Center: Promoting Progress for Students with Disabilities](#) and advisor for the [Center on Multi-Tiered System of Supports \(MTSS Center\)](#) at AIR, [Lead IDEA Center](#), and [National Center on Intensive Interventions \(NCII\)](#). She also supports states and districts in implementing special education requirements and tiered systems through the [National Center for Systemic Improvement \(NCSI\)](#) and state contracts. She has conducted hundreds of workshops and presentations for local and state educators on effective and efficient implementation of MTSS and special education. She has developed many widely used technical assistance resources, including the [Multi-Tiered System of Supports Within Schools: The What and The How](#), [Strategies for Setting High-Quality Academic Individualized Education Program Goals](#), assessment and intervention [professional learning material](#), [online self-paced learning modules](#), and training materials for local technical assistance providers



WHAT PERSONAL QUALITIES DO YOU BELIEVE ARE NECESSARY FOR POST-SCHOOL EMPLOYMENT AND SUCCESS?

Reflect in the Chat



WHAT ARE PERSONAL QUALITIES?



EXAMPLES

- Demonstrates responsibility and self-discipline
 - Adapts and shows flexibility
 - Works independently
 - Demonstrates a willingness to learn
 - Demonstrates integrity and honesty
- Demonstrates professionalism
 - Takes initiative
 - Displays positive attitude and sense of self-worth
 - Takes responsibility for professional growth



WHY ARE THESE SOMETIMES REFERRED TO AS SOFT SKILLS?

- **Origin:** The term began in the 1960s (U.S. military) to distinguish people-focused skills from technical or “hard” skills.
- **Human-Centered:** Soft skills involve communication, collaboration, adaptability, and empathy—skills rooted in human interaction rather than technical tasks.
- **Harder to Measure:** They’re called “soft” because they are intangible and difficult to quantify, unlike hard skills that can be tested or certified.
- **Misleading Name:** Despite the label, soft skills are often the hardest to teach and the most critical for success in school, work, and life.



WHY DO PERSONAL QUALITIES MATTER FOR EMPLOYMENT?

- Helps employees handle challenges, setbacks, and conflicts constructively.
- Willingness to learn and take initiative allows employees to advance in their careers.
- Workers who can adjust to change and learn new skills help companies stay competitive.
- Employees who demonstrate responsibility and self-discipline complete tasks on time and require less supervision.
- Leads to higher wages and job satisfaction.



PERSONAL QUALITIES ≠ PERSONALITY TRAITS

Aspect	Personal Qualities	Personality Traits
Definition	Learned or cultivated behaviors and attitudes that can improve success (e.g., responsibility, honesty, teamwork)	Inherent or naturally occurring patterns of thinking, feeling, and behaving (e.g., introversion, optimism, assertiveness)
Development	Can be taught, practiced, and strengthened over time	Mostly stable over time; harder to change
Workplace relevance	Directly linked to performance, employability, and professional growth	Influence behavior and interactions but are less directly “trainable”
Examples	Self-discipline, integrity, adaptability, willingness to learn	Extroverted, empathetic, cautious, confident



**TO WHAT EXTENT ARE YOU INTENTIONALLY
DEVELOPING STUDENTS' PERSONAL QUALITIES
NECESSARY FOR SCHOOL AND POST-SCHOOL
SUCCESS?**

**WHAT QUESTIONS DO YOU HAVE ABOUT PERSONAL
QUALITIES?**

Reflect in the Chat



HOW CAN EDUCATORS DEVELOP STUDENTS' PERSONAL QUALITIES?



BUILDING SKILLS FOR LIFE AND LEARNING: EXECUTIVE FUNCTIONING

MENTAL
FLEXIBILITY



MORE VIDEOS



INTEGRATE DAILY LEARNING ROUTINES

Strategies:

- Model the behavior: Demonstrate responsibility, integrity, and flexibility through your actions and think alouds.
- **Set clear expectations:** Make qualities like “self-discipline” or “adaptability” part of classroom norms.
- **Use reflective check-ins:** Have students identify which qualities they used during an activity or project.

Example:

After group work, ask students to rate themselves on how well they showed teamwork or integrity.

**What
have
you
tried?**



TEACH THROUGH REAL-WORLD PRACTICE

Strategies:

- Project-Based Learning: Assign group projects requiring collaboration, problem-solving, and adaptability.
- Class Jobs & Leadership Roles: Rotate responsibilities so every student practices reliability and self-discipline.
- Service Learning: Connect lessons to community needs, reinforcing responsibility, empathy, and initiative.

Example:

Students plan a classroom recycling project, practicing responsibility, teamwork, and honesty in reporting progress.

**What
have
you
tried?**



REINFORCE AND REFLECT

Strategies:

- Feedback & Recognition: Praise effort and growth in personal qualities, not just academic performance.
- Self-Assessment Tools: Use rubrics that include traits like “willingness to learn” or “integrity.”
- Class Discussions: Reflect on how these qualities connect to success in school, work, and life.

Example:

End-of-week “skills spotlight” where students share how they demonstrated flexibility or integrity that week.

**What
have
you
tried?**



TEACH RESPONSIBILITY & SELF-DISCIPLINE SKILLS

- Goal setting: Have students set weekly academic or behavior goals and track their progress.
- “Ownership boards”: Students post one thing they’re responsible for that week (e.g., keeping materials organized).
- Natural consequences: Allow students to experience the results of their choices in a safe, supportive environment.

**What
have
you
tried?**



QUESTIONS, CLOSING AND RESOURCES



RESOURCES: COGNITIVE AND METACOGNITIVE STRATEGIES

- PROGRESS Center [instructional practice brief](#) on Cognitive and Metacognitive Strategies
- PROGRESS Center [self-paced course](#) on Teaching Cognitive and Metacognitive Strategies
- CEEDAR Center practice-based [learning module](#) on Cognitive and Metacognitive Strategies
- IRIS Center [self-paced modules](#) on Executive Functions (two parts)



LEARN MORE

- Social Capital Skills: communitycolleges.wy.edu/adult-education-standards-success
- Office of Career, Technical, and Adult Education: <https://cte.ed.gov/>
- Employability Skills Framework; Employability skills Planning Checklist both pdf and docx
<https://cte.ed.gov/initiatives/employability-skills-framework>
- Integrating Employability Skills: A Framework for All Educators:
<https://air.org/resource/guidetoolkit/integrating-employability-skills-framework-all-educators>
- ASCEND 307 web page: <https://edu.wyoming.gov/parents/special-education/ascend-307/>
- Employability skills framework instruction planning tool
<https://lincs.ed.gov/sites/default/files/employability-skills-framework-instruction-planning-tool.pdf>
- Understanding the IDEA and FAPE in relation to functional skills
https://www.nj.gov/education/specialed/policy/documents/IDEA_FAPE_FunctionalSkillsGuide.pdf
- Employability skills handout air.org/resource/guidetoolkit/integrating-employability-skills-framework-all-educators



LEARN MORE

- Belonging handout; Cognitive and Metacognitive Strategies; Teaching Social Behaviors; Instructional Technology
Promotingprogress.org/home
- Self-Management tip sheet <https://intensiveintervention.org/>
- PK-5k SEL Competencies with Assessment; 1-3 SEL Competencies with Assessment; 4-5 SEL Competencies with Assessment; 6-8 SEL Competencies with Assessment; 9-10 SEL Competencies with Assessment; 11-Adult SEL Competencies with Assessment
<https://dpi.wi.gov/sspw/mental-health/social-emotional-learning/competencies>
- Integrated Supports Star - overview; Integrated Supports Star - tip sheet; Respite Supports Star; Safety and Security Supports Star; Support and Decision Making Supports Star; Advocacy and Engagement Supports Star; Social and Spirituality Supports Star; Healthy Living Supports Star; Community Living Supports Star; Daily Life and Employment Supports Star
<https://www.lifecoursetools.com/lifecourse-library/integrated-supports-star/>
- Employability Skills Workbook <https://www.air.org/resource/guidetoolkit/integrating-employability-skills-framework-all-educators>
- Employability Skills Framework Assessment Selection Tool <https://lincs.ed.gov/sites/default/files/employability-skills-framework-assessment-selection.pdf>
- Employability Skills Framework Interviewing for Employability Skills <https://lincs.ed.gov/sites/default/files/employability-skills-framework-interview-guide.pdf>
- Matrix of comparisons of employability skills assessments <https://lincs.ed.gov/sites/default/files/employability-skills-framework-source-matrix.pdf>
- Social and Emotional Competencies and Career and Technical Education Employability Standards Crosswalk
https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/FINAL_SEL_CTE_Crosswalk_1.pdf
- Wisconsin's Employability Skills Certificate Implementation Guide
<https://dpi.wi.gov/sites/default/files/imce/cte/pdf/esimpleguide.pdf>



FOR MORE INFORMATION

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ASCEND 307 is a multi-year initiative developed through a federal grant awarded to the Wyoming Department of Education. The overarching goal of the Wyoming State Personnel Development Grant is to improve outcomes for students with disabilities by enhancing personnel preparation and professional development in education and transition services.



PLEASE COMPLETE THE EVALUATION

<https://winweb.ddehome.com/Evaluation.aspx?WorkshopID=1920>



ASCEND 307 WEBINAR SERIES - WHAT'S NEXT

Employability Skills Webinar Series are (generally):

Second Wednesday of the month, 4-5pm

- November 12: Interpersonal Skills
- December 10: Communication Skills
- January 15: Critical Thinking Skills
- February 11: Technology Use
- March 11: Resource Management and Information Use
- April 8: Systems Thinking
- May 6 (NOTE: first week in May): Wrap up, review/circle back as applicable

Please see the [ASCEND 307 website](#) to register.



REFERENCES

Hosseinioun, M., Neffke, F., Youn, H., & Zhang, LT. (2025, Aug 26). [Soft Skills Matter Now More Than Ever, According to New Research](#). Harvard Business Review

