



## TIPS Career Readiness Course Skills Alignment

	Lesson 1 Goals & Expectations	Lesson 2 Emerging Fields	Lesson 3 Ideal Job	Lesson 4 Job Searching	Lesson 5 Resume Writing	Lesson 6 Cover Letters	Lesson 7 Interviewing	Lesson 8 Interviewing Cont.	Lesson 9 Innovation	Lesson 10 Local Work Environ.	Lesson 11 Workplace Safety	Lesson 12 Digital Citizenship	Lesson 13 Internship Prep	Lesson 14 Reflection
<b>Vermont Agency of Education Quality Standards (EQS) Transferable Skills addressed in each lesson</b>														
<b>Graduation Proficiencies and Indicators</b>														
<b>1. Clear &amp; Effective Communication</b>														
a. Organized & purposeful communication	*	*	*	*	*	*	*	*	*	*	*	*	*	*
b. Use of evidence & logic appropriately	*	*	*	*	*	*	*	*	*	*	*	*	*	*
c. Integration of info from speaking & listening	*	*	*	*	*	*	*	*	*	*	*	*	*	*
d. Adjusted for audience, context & purpose	*	*	*	*	*	*	*	*	*	*	*	*	*	*
e. Effective, expressive & receptive	*	*	*	*	*	*	*	*	*	*	*	*	*	*
f. Use of technology to further enhance & disseminate	*	*	*	*	*	*	*	*	*	*	*	*	*	*
g. Collaborate effectively & respectfully	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2. Self-Direction</b>														
a. Identify, assess, & manage new opps. related to goals	*	*	*	*	*	*	*	*	*	*	*	*	*	*
b. Integrate knowledge from variety of sources	*	*	*	*	*	*	*	*	*	*	*	*	*	*
c. Apply knowledge in familiar & new contexts	*	*	*	*	*	*	*	*	*	*	*	*	*	*
d. Demonstrate initiative & responsibility for learning	*	*	*	*	*	*	*	*	*	*	*	*	*	*
e. Demonstrate flexibility; learn, unlearn & relearn	*	*	*	*	*	*	*	*	*	*	*	*	*	*
f. Analyze accuracy, bias & usefulness of information	*	*	*	*	*	*	*	*	*	*	*	*	*	*
g. Collaborate as needed to advance learning	*	*	*	*	*	*	*	*	*	*	*	*	*	*
h. Persevere in challenging situations	*	*	*	*	*	*	*	*	*	*	*	*	*	*
i. Use of technology & digital media strategically	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3. Creative and Practical Problem-Solving</b>														
a. Observe & evaluate situations to define problems	*	*	*	*	*	*	*	*	*	*	*	*	*	*
b. Frame questions, predictions, data collection, strategies	*	*	*	*	*	*	*	*	*	*	*	*	*	*
c. ID patterns, trends, & relationships to apply to solutions	*	*	*	*	*	*	*	*	*	*	*	*	*	*
d. Analyze, evaluate, & synthesize evidence and more	*	*	*	*	*	*	*	*	*	*	*	*	*	*
e. Generate solutions, use evidence & evaluate responses	*	*	*	*	*	*	*	*	*	*	*	*	*	*
f. ID opportunities for innovation & collaboration	*	*	*	*	*	*	*	*	*	*	*	*	*	*
g. Use tools including technology to solve problems	*	*	*	*	*	*	*	*	*	*	*	*	*	*
h. Persist in solving problems; learn from failure	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4. Responsible and Involved Citizenship</b>														
a. Participate in & contribute to community life	*	*	*	*	*	*	*	*	*	*	*	*	*	*
b. Take responsibility for personal decisions & actions	*	*	*	*	*	*	*	*	*	*	*	*	*	*
c. Demonstrate ethical behavior & moral courage	*	*	*	*	*	*	*	*	*	*	*	*	*	*
d. Respect diversity & differing points of view	*	*	*	*	*	*	*	*	*	*	*	*	*	*
e. Demo. commitment to personal and community health	*	*	*	*	*	*	*	*	*	*	*	*	*	*
f. Practice responsible digital citizenship	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5. Informed and Integrative Thinking</b>														
a. Apply knowledge from disciplines to real life situations	*	*	*	*	*	*	*	*	*	*	*	*	*	*
b. Analyze, evaluate & synth. info from multiple sources	*	*	*	*	*	*	*	*	*	*	*	*	*	*
c. Apply systems thinking to understand outcomes	*	*	*	*	*	*	*	*	*	*	*	*	*	*
d. Use evidence & reasoning to justify claims	*	*	*	*	*	*	*	*	*	*	*	*	*	*
e. Develop & use models to explain phenomena	*	*	*	*	*	*	*	*	*	*	*	*	*	*
f. Use technology to support & enhance critical thinking	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>Partnership for 21st Century Learning 4Cs addressed in each lesson</b>														
1. Collaboration	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2. Communication	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3. Creativity	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4. Critical Thinking	*	*	*	*	*	*	*	*	*	*	*	*	*	*

VT AOE: Collaboration, Innovation, Inquiry and Use of Technology are EQS-required Transferable Skills that are woven throughout the Performance Indicators in this document. Using this model, students would have opportunities to demonstrate acquisition of those skills as a part of attaining their Transferable Skills Graduation Proficiencies.