

xello

**Texas Essential
Knowledge and Skills
for Career Development
and Xello**





Xello's future readiness model helps meet the standards for Texas' Essential Knowledge and Skills for Career Development. This document highlights the specific components and interactive lessons in Xello that support the Essential Knowledge and Skills for Career Development learning objectives.



Middle School / Investigating Careers

CURRICULAR COMPETENCIES	WHERE TO FIND IT IN XELLO
<p>1) The student investigates one or more careers within the 16 career clusters.</p> <p>The student is expected to:</p> <ol style="list-style-type: none">identify the various career opportunities within one or more career clusters; andidentify the pathways within one or more career clusters.	<p>ABOUT ME Matchmaker Favorite Clusters Careers</p> <p>GOALS & PLANS Plans</p> <p>LESSONS Interests</p>
<p>2) The student investigates career pathways in one or more of the 16 career clusters.</p> <p>The student is expected to:</p> <ol style="list-style-type: none">research the academic requirements for one or more of the careers in an identified cluster;research the certification or educational requirements for careers; anddescribe the technical-skill requirements for careers.	<p>ABOUT ME Favorite Clusters</p> <p>EXPLORE OPTIONS Careers</p> <p>GOALS & PLANS Plans</p> <p>LESSONS School Subjects at Work Interests Discover Learning Pathways</p>

CURRICULAR COMPETENCIES	WHERE TO FIND IT IN XELLO
<p>3) The student investigates the professional skills needed for college and career success.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> a. apply core academic skills to meet personal, academic, and career goals; b. investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences; c. investigate the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry-level employment, military service, apprenticeships, community and technical colleges, and universities; d. identify professional associations affiliated with a career pathway; e. recognize the value of community service and volunteerism; and f. demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations. 	<p>ABOUT ME</p> <ul style="list-style-type: none"> Experiences Timeline Skills <p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> Careers Schools <p>GOALS & PLANS</p> <ul style="list-style-type: none"> College Planning Hub Plans <p>DASHBOARD</p> <ul style="list-style-type: none"> Portfolios <p>LESSONS</p> <ul style="list-style-type: none"> Decision Making Time Management Discover Learning Pathways Jobs and Employers Skills Workplace Skills and Attitudes

<p>4) The student investigates labor market information.</p> <p>The student is expected to:</p> <ol style="list-style-type: none"> analyze national, state, regional, and local labor market information; classify evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information; and analyze the effects of changing employment trends, societal needs, and economic conditions on career planning. 	<p>EXPLORE OPTIONS Careers</p> <p>LESSONS Career Demand Career Path Choices</p>
<p>5) The student investigates labor market information.</p> <p>The student is expected to:</p> <ol style="list-style-type: none"> identify the steps for an effective job search; describe appropriate appearance for an interview; and participate in a mock interview. 	<p>LESSONS Jobs and Employers Explore Career Matches Skills Job Interviews</p>
<p>6) The student creates professional documents required for employment.</p> <p>The student is expected to:</p> <ol style="list-style-type: none"> develop a resume; write appropriate business correspondence such as a letter of intent and a thank you letter; complete sample job applications; and explain protocol for selecting and using references. 	<p>ABOUT ME Resume Builder</p> <p>DASHBOARD Assignments (Educator provided) Portfolios</p> <p>LESSONS Jobs and Employers Getting Experience</p>



Middle School / College and Career Readiness

CURRICULAR COMPETENCIES	WHERE TO FIND IT IN XELLO
<p>1) The student explores career assessments as related to college and career planning.</p> <p>The student is expected to:</p> <ol style="list-style-type: none">analyze and discuss the initial results of career assessments;explore the 16 career clusters;research trending fields related to career interest areas;determine academic requirements in related career fields; andresearch educational options and requirements using available resources.	<p>ABOUT ME Matchmaker Favorite Clusters</p> <p>EXPLORE OPTIONS Careers Schools Majors</p> <p>DASHBOARD Portfolios</p> <p>LESSONS Explore Career Matches Discover Learning Pathways</p>
<p>2) The student analyzes college and career opportunities.</p> <p>The student is expected to:</p> <ol style="list-style-type: none">determine academic requirements for transitioning to high school;explore opportunities for earning college credit in high school such as advanced placement courses, International Baccalaureate courses, dual credit, and local and statewide articulated credit;develop an awareness of financial aid, scholarships, and other sources of income as well as college savings to support	<p>EXPLORE OPTIONS Schools</p> <p>GOALS & PLANS Course Planner</p> <p>DASHBOARD Links & Resources</p> <ul style="list-style-type: none">FAFSA (Educator provided)CollegeBoard (Educator provided)ACT (Educator provided) <p>LESSONS Decision Making</p>

<p>college and career advancement;</p> <ul style="list-style-type: none"> d. discuss the impact of effective college and career planning; e. demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning; and f. identify how performance on assessments such as the PSAT/NMSQT®, SAT®, ACT®, ASVAB®, and Texas Success Initiative (TSI®) impact personal academic and career goals. 	<p>Transition to High School Discover Learning Pathways Explore Career Matches</p>
<p>3) The student evaluates skills for personal success.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> a. use interpersonal skills to facilitate effective teamwork; b. use problem-solving models and critical-thinking skills to make informed decisions; c. use effective time-management and goal-setting strategies; d. identify skills that can be transferable among a variety of careers; e. create a personal career portfolio; f. make oral presentations that fulfill specific purposes using appropriate technology; and g. identify entrepreneurial opportunities within a field of personal interest. 	<p>ABOUT ME Resume Builder Skills</p> <p>EXPLORE OPTIONS Careers</p> <p>GOALS & PLANS Goals</p> <p>DASHBOARD Portfolios</p> <p>LESSONS Decision Making Time Management Skills Self-Advocacy Study Skills and Habits Exploring Career Factors Entrepreneurial Skills</p>

4) The student recognizes the impact of college and career choices on personal lifestyle.

The student is expected to:

- a. prepare a personal budget reflecting the student's desired lifestyle; and
- b. use resources to compare and contrast salaries of at least three careers in the student's interest area.

EXPLORE OPTIONS
Careers

LESSONS
Decision Making
Careers and Lifestyle Costs

5) The student demonstrates an understanding of financial management.

The student is expected to:

- a. compare the advantages and disadvantages of different types of money management services;
- b. simulate opening and maintaining different types of financial accounts;
- c. simulate different methods of withdrawals and deposits;
- d. reconcile financial statements, including fees and services;
- e. compare and contrast forms of credit, including credit cards and debit cards;
- f. discuss the importance of credit scores;
- g. discuss the impact of identity theft on credit; and
- h. examine the effects of poor credit scores as they relate to personal finance and career opportunities.

LESSONS
Careers and Lifestyle Costs

6) The student develops skills for professional success.

The student is expected to:

- a. demonstrate effective verbal, nonverbal, written, and electronic communication skills;
- b. evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites;
- c. model characteristics of effective leadership, teamwork, and conflict management;
- d. recognize the importance of a healthy lifestyle, including the ability to manage stress; and
- e. explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations.

LESSONS

Decision Making

Biases and Career Choices

Self-Advocacy

Workplace Skills and Attitudes

Defining Success



High School / Career Preparation I (Two Credits)

CURRICULAR COMPETENCIES	WHERE TO FIND IT IN XELLO
<p>1) The student demonstrates professional employability skills to gain an entry-level position.</p> <p>The student is expected to:</p> <ol style="list-style-type: none">identify employment opportunities;demonstrate the application of essential workplace knowledge and skills;develop a resume;demonstrate proper interview techniques in various situations; andcreate and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters.	<p>ABOUT ME Matchmaker Skills Lab Work Experiences Volunteer Experiences Education Experiences</p> <p>DASHBOARD Portfolios</p> <p>LESSONS Jobs and Employers Workplace Skills and Attitudes Job Interviews</p>
<p>2) The student develops skills for success in the workplace.</p> <p>The student is expected to:</p> <ol style="list-style-type: none">identify and model appropriate grooming and appearance for the workplace;demonstrate dependability, punctuality, and initiative;research positive interpersonal skills, including respect for diversity;model appropriate business and personal	<p>LESSONS Workplace Skills and Attitudes Job Interviews Getting Experience Careers and Lifestyle Costs Work Values</p>

<p>etiquette in the workplace;</p> <ul style="list-style-type: none"> e. exhibit productive work habits, ethical practices, and a positive attitude; f. demonstrate the ability to work with other employees to support the organization and complete assigned tasks; g. identify how to prioritize work to fulfill responsibilities and meet deadlines; h. evaluate the relationship of good physical and mental health to job success and personal achievement; i. demonstrate effective methods to secure, maintain, and terminate employment; and j. develop soft skills in a working environment. 	
<p>3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> a. illustrate how personal integrity affects human relations on the job; b. research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism; c. discuss and analyze employer expectations; d. demonstrate respect for the rights of others; e. develop listening skills; f. apply effective listening skills used in the workplace; g. identify ethical standards; and h. comply with organizational policies and procedures. 	<p>LESSONS</p> <p>Biases and Career Choices</p> <p>Jobs and Employers</p> <p>Workplace Skills and Attitudes</p> <p>Work Values</p>

<p>4) The student applies academic skills to the workplace.</p> <p>The student is expected to:</p> <ul style="list-style-type: none">a. apply mathematical skills to business transactions;b. develop a personal budget based on a career choice;c. interpret data from tables, charts, and graphs to estimate and find solutions to problems; andd. organize, write, and compile workplace business documents.	<p>LESSONS Careers and Lifestyle Costs</p>
<p>5) The student applies the ethical code of conduct and legal responsibilities within the workplace.</p> <p>The student is expected to:</p> <ul style="list-style-type: none">a. research and compare published workplace policies and procedures;b. demonstrate responsible and ethical behavior;c. summarize provisions of the Fair Labor Standards Act;d. describe the consequences of "breach of confidentiality"; ande. research and describe laws related to different careers.	<p>DASHBOARD Assignments (Educator provided) Links & Resources (Fair Labor Standards Act – FLSA. Educator provided)</p> <p>LESSONS Workplace Skills and Attitudes</p>

<p>6) The student applies the use of self-development techniques and interpersonal skills.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> a. identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers; and b. develop effective leadership skills through participation in activities such as career and technical student organizations. 	<p>DASHBOARD Assignments (Educator provided)</p> <p>LESSONS Self-Advocacy Workplace Skills and Attitudes</p>
<p>7) The student applies concepts and skills related to safety in the workplace.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> a. identify and apply safe working practices related to the workplace; b. demonstrate knowledge of personal and occupational safety practices in the workplace; c. offer solutions related to unsafe work practices and attitudes; d. explain Occupational Safety and Health Administration regulations in the workplace; and e. determine health and wellness practices that influence job performance. 	<p>DASHBOARD Assignments (Educator provided) Links & Resources (Occupational Safety and Health Administration – Educator provided)</p>
<p>8) The student evaluates personal attitudes and work habits that support career retention and advancement.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> a. analyze the future employment outlook in 	<p>EXPLORE OPTIONS Careers</p> <p>LESSONS Personality Styles</p>

<p>the occupational area;</p> <ul style="list-style-type: none"> b. describe entrepreneurial opportunities in the occupational area; c. compare rewards and demands for various levels of employment in a variety of careers; d. evaluate strategies for career retention and advancement in response to the changing global workplace; e. summarize the rights and responsibilities of employers and employees; and f. determine effective money-management and financial-planning techniques. 	<p>Exploring Career Factors Careers and Lifestyle Costs Career Demand Entrepreneurial Skills Defining Success Career Backup Plans Career Path Choices</p>
<p>9) The student identifies skills and attributes necessary for professional advancement.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> a. evaluate and compare employment options, including salaries and benefits; b. determine how interests, abilities, personal priorities, and family responsibilities affect career choices; and c. determine continuing education opportunities that enhance career advancement and promote lifelong learning. 	<p>ABOUT ME Skills Lab Quiz Skills</p> <p>EXPLORE OPTIONS Careers Schools</p> <p>LESSONS Interests Discover Learning Pathways Exploring Career Factors Getting Experience Career Path Choices</p>



High School / Career Preparation II

CURRICULAR COMPETENCIES	WHERE TO FIND IT IN XELLO
<p>1) The student uses and evaluates employability skills to improve marketability within the workplace.</p> <p>The student is expected to:</p> <ul style="list-style-type: none">a. refine a professional electronic portfolio such as a two- to four-year individual career plan of study, resume, cover letter, awards, commendations, and thank you letters;b. obtain letters of recommendation;c. expand personal communication skills; andd. refine interview skills.	<p>ABOUT ME Resume Builder Skills Lab Quiz Skills</p> <p>GOALS & PLANS Goals Plans</p> <p>DASHBOARD Assignments (Educator provided) Portfolios</p> <p>LESSONS Job Interviews Workplace Skills and Attitudes</p>
<p>2) The student demonstrates professional employability skills as required by business and industry.</p> <p>The student is expected to:</p> <ul style="list-style-type: none">a. maintain appropriate grooming and appearance for the workplace;b. demonstrate positive interpersonal skills, including respect for diversity;c. demonstrate appropriate business and personal etiquette in the workplace;	<p>DASHBOARD Assignments (Educator provided)</p>

<ul style="list-style-type: none"> d. exhibit productive work habits, attitudes, and ethical practices; e. evaluate consequences for breach of personal and occupational safety practices in the workplace; and f. prioritize work to fulfill responsibilities and meet deadlines. 	<p>LESSONS</p> <p>Getting Experience</p> <p>Workplace Skills and Attitudes</p> <p>Job Interviews</p>
<p>3) The student applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> a. evaluate personal integrity and its effects on human relations in the workplace; b. evaluate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism; c. recognize and appreciate diversity in the workplace; d. analyze employer expectations; e. exhibit productive work habits and attitudes; f. communicate effectively to a variety of audiences; g. analyze ethical standards; and h. comply with organizational policies and procedures. 	<p>EXPLORE OPTIONS</p> <p>Careers</p> <p>LESSONS</p> <p>Biases and Career Choices</p> <p>Work Values</p> <p>Workplace Skills and Attitudes</p>

4) The student applies and enhances academic knowledge and skills in the workplace.

The student is expected to:

- a. apply critical- and creative-thinking skills to solve complex problems;
- b. integrate mathematical concepts into business transactions;
- c. analyze and apply data from tables, charts, and graphs to find solutions to problems;
- d. apply effective listening skills used in the workplace;
- e. read and write technical reports and summaries; and
- f. apply effective verbal, nonverbal, written, and electronic communication skills.

DASHBOARD

Assignments (Educator provided)

5) The student recognizes legal responsibilities of the workplace.

The student is expected to:

- a. evaluate provisions of the Fair Labor Standards Act;
- b. analyze the legal consequences of "breach of confidentiality"; and
- c. research and describe laws governing the different professions.

DASHBOARD

Assignments (Educator provided)

Links & Resources (Fair Labor Standards Act –FLSA. Educator provided)

<p>6) The student recognizes the dangers of identity theft.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> a. identify various methods criminals use to obtain information; and b. research how to avoid becoming a victim. 	<p>DASHBOARD Assignments (Educator provided)</p>
<p>7) The student applies the use of interpersonal skills to improve personal development.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> a. evaluate effective interpersonal and team-building skills involving situations with coworkers, managers, and customers; and b. participate in leadership and career-development activities. 	<p>ABOUT ME Skills</p> <p>LESSONS Skills Getting Experience Workplace Skills and Attitudes</p>
<p>8) The student recognizes knowledge and skills related to safety in the workplace.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> a. apply safe working practices to a training station; b. evaluate unsafe work practices and attitudes; c. evaluate the impact of Occupational Safety and Health Administration regulations in the workplace; d. recognize the importance of applying safety rules in all situations; and e. analyze health and wellness practices that influence job performance. 	<p>DASHBOARD Links & Resources (Occupational Safety and Health Administration – Educator provided)</p> <p>LESSONS Workplace Skills and Attitudes</p>

9) The student acquires the academic and technical skills for future education and employment in high-skill, high-wage, or high-demand occupations.

The student is expected to:

- a. research and identify current or emerging occupations;
- b. analyze future employment outlook;
- c. research entrepreneurial opportunities;
- d. analyze rewards and demands for various levels of employment;
- e. identify the academic and technical entry requirements for employment in various high-skill, high-wage, or high-demand occupations;
- f. identify and pursue opportunities available in high school and postsecondary to acquire the necessary academic and technical skills for employment in high-skill, high-wage, or high-demand occupations;
- g. evaluate the rights and responsibilities of employers and employees; and
- h. apply money-management and financial-planning techniques.

EXPLORE OPTIONS

Careers
Schools

GOALS & PLANS

Plans

LESSONS

Exploring Career Factors
Careers and Lifestyle Costs
Program Prospects
Work Values
Workplace Skills and Attitudes
Career Demand
Entrepreneurial Skills
Defining Success

10) The student identifies skills and characteristics necessary for professional advancement.

The student is expected to:

- a. evaluate and compare employment advancement options such as salaries, benefits, and prerequisites;
- b. compare rewards and demands for various levels of employment in a variety of careers;
- c. determine continuing education opportunities that enhance career advancement and promote lifelong learning;
- d. determine preparation requirements for levels of employment in a variety of careers;
- e. determine personal priorities such as interests, abilities, and family responsibilities affecting career choice; and
- f. demonstrate effective methods to secure, maintain, and terminate employment.

ABOUT ME

Skills

Interests

Experiences Timeline

EXPLORE OPTIONS

Careers

LESSONS

Exploring Career Factors

Work Values

Workplace Skills and Attitudes

Defining Success

Career Path Choices



Appendix

The following provides descriptions for each of Xello's features.

About Me / Glossary

Education Experiences

Students log their educational achievements in their Experiences timeline, reflecting on what they liked, what they found challenging, and what they learned in each case.

Experiences Timeline

Students create a graphical timeline of their education, volunteer, life, and work experiences. Entries include names, organizations, and reflective questions.

Favorite Clusters

Students can review the Career Clusters and save their favorites in the About Me. Students can also see their recommended career clusters and filter their career list by cluster when exploring their options.

Interests

Students identify their personal interests. They can select from predefined lists in categories like Science & Technology, Arts & Culture, and Clubs & Organizations, or they can enter their own.

Learning Style

The Learning Styles inventory helps students understand different ways of learning how they best learn.

Life Experiences

From extracurricular activities to travel to significant life events, students can record meaningful events and experiences, reflecting on what they liked, what they found challenging, and what they learned in each case.

Matchmaker

The career-match assessment matches students' interests directly to careers, allowing students to see exactly why a career is a strong match or not.

Mission Complete

The final portion of the career-match interest assessment will refine career matches and give students the best results.

Personality Style

A Personality profile (based on the Holland code) helps students better understand who they are and how that relates to individual occupations.



About Me / Glossary

Places

Students map out where they currently live, where they were born, and where their family is originally from.

Resume Builder

Students take the work they've already done in Xello, including skills, interests, and experiences, and quickly turn it into a professional resume, which they can download and share.

Share Your Profile

Students can activate a single page view of their profile, including their About Me profile and their Saved Options. The link can be shared with parents, mentors and others.

Skills

Students identify and rate their skills. They can select from predefined lists in categories like Communication & Teamwork, Leadership, and Information & Analysis, or they can enter their own.

Skills Lab

Skills Lab is an assessment that helps students in grades 9–12 understand career fit based on how frequently they'd like to use certain skills.

Volunteer Experiences

Students log their volunteer and community service participation in their Experiences timeline, including hours completed, reflecting on what they liked, what they found challenging, and what they learned in each case.

Work Experiences

Students log their paid and unpaid work experiences in their Experiences timeline, reflecting on what they liked, what they found challenging, and what they learned in each case.

Explore Options / Glossary

Careers

Students can explore richly descriptive, easy-to-understand career profiles with key information on education, workplaces, wages, and job outlook. When students save a career they're interested in, they are prompted to complete additional investigation, rating, and reflection.

Find Out Why

Within each career profile, students can see how their Matchmaker and/or Skills Lab results create their career match. Students can review the underlying breakdown of interests and/or skills to understand how their answers impact matches.

Majors

Students can explore and save over a thousand majors with student-friendly descriptions, typical courses, related careers, and schools that offer it.

My Saved Options

Students can save careers, schools, and majors as they explore options. Students review, reflect and update saved options overtime to keep pace with new learnings and evolving preferences. An up-to-date list of saved options is a great foundation for students' future planning.

Opportunities

If your school has purchased Xello's Work-Based Learning add-on module, this is where your students will have access to additional WBL features, such as internship and job shadowing opportunities and profiles of local businesses partnering with your district.

Pathways

Engaging Pathway Profiles educate students about their options and show them what life might look like if they choose a given path – what careers will be open to them, what their finances might look like, the education and training they'll need, and more.

Schools

Students can explore and save engaging, detailed college profiles that include key facts on enrollment, applications, costs, athletics, and majors. An interactive campus map that lets them see what's nearby and take a virtual campus tour using Google Street View



Goals and Plans / Glossary

College Applications

A suite of tools to help keep students informed and on track with their college applications. It provides a seamless transition from college and career exploration activities to the college application process.

College Planning Knowledge Hub

Relevant content to help guide students through the college planning journey using short and digestible articles and videos.

Course Planner

The Course Plan allows students to create a personalized four-year course plan that fulfills graduation requirements and aligns to students' goals. Integrating student course history, custom course lists, diploma tracking ensures students' plans are complete and accurate.

Course Planner Optimization

With a click of a button, students can ensure their course plans are configured in an optimal way. Xello offers suggestions to ensure graduation requirements are met and will automatically move courses around for the most optimal plan.

Diplomas & Specializations

Xello helps ensure students are on track to graduate with a sophisticated algorithm that checks to see that students' course selections include all necessary requirements for graduation. It also tracks specializations students work towards in conjunction with their diploma.

Goals

Students define, set manageable tasks, and track personal, academic, and other types of short- and long-term goals.

Local Scholarships

A centralized platform for educators to share local scholarship information with their students.

Plans

Students explore different pathway options to build after high school plans that include a customizable to-do list with actionable next steps

Goals and Plans / Glossary

Recommendation Letters

Provides students with a simple workflow to draft and send requests for recommendation letters that includes guidance on what makes a good request.

Transcripts

Students can request a transcript and monitor the status of that request. Students can see at a glance when their transcript request goes through and the date of the latest update so they always know where they stand.

Dashboard / Glossary

Assignments

Projects can be submitted and tracked as assignments. Educators can see which students have submitted work and provide feedback to students.

Portfolios

Students create and share vibrant portfolios to showcase their work and reflect on what they've learned. Students can highlight the self-exploration and planning they've done in Xello and add their own artifacts, like photos, videos, and journal entries.

Links & Resources

Put links to websites, documents, and other resources right at students' finger tips. Educators can add resources that appear on the dashboard that students see when they log in to Xello. If your school subscribes to Methodize, this is also where it will appear.



Educator Tools / Glossary

Courses & Diplomas

In-depth reports on Course Planner progress, including course planner completion, course planner alerts, diploma completion, and more.

Educator Dashboard

See at a glance how students are engaging with Xello. The Educator Dashboard shows usage and makes assignments and groups easy to access.

Engagement Reports

These reports will show how often and how recently students have signed in to Xello, with the option to narrow by day, month, or student.

Lesson Progress Reports

These reports will track where students are at with lessons: complete, in progress, and not started.

Student Work Reports

These reports will track students' participation in activities on the About Me page, such as the assessments, post-secondary plans, and their saved careers, schools, and majors/programs.

Xello Family / Glossary

Parent/Guardian Accounts

Gives parents and guardians access to their child's work in Xello to provide them the opportunity to discuss and support their future goals and plans.

Lessons / Glossary

Biases and Career Choices

(Recommended Grade 7)

Students identify biases of gender, ethnicity, ability, and class in the workplace and explore how biases can influence career choices.

Career Backup Plans

(Recommended Grade 12)

Students understand the importance of career backup plans, and explore potential backup careers for themselves.

Career Demand

(Recommended Grade 11)

Students learn about job projections and outlook, analyze factors that impact job demand, such as changes in technology, demographics, business practices or production methods, consumer preferences, and workplace restructuring, and explore how their career plans may be shaped by demand for a career that interests them.

Career Path Choices

(Recommended Grade 12)

Students understand that career development is a process of constant change, that flexibility and adaptability can help them continually explore their career options, and the importance of re-evaluating their interests, skills, etc. in order to identify the need or desire for a career change.

Careers and Lifestyle Costs

(Recommended Grade 10)

Students identify some of their most important lifestyle goals and assess whether or not they can achieve their lifestyle goals in a career that interests them.

Choosing a College

(Recommended Grade 11)

Students identify which factors are important to them in a potential postsecondary school, and investigate how a college or university stacks up to their priorities.

Lessons / Glossary

Decision Making

(Recommended Grade 6)

Students understand the importance of making informed, responsible decisions when faced with important choices. They learn about the importance of considering the consequences of potential decisions, explore the difference between gut and logic decisions, and reflect on an important decision they've recently made.

Defining Success

(Recommended Grade 12)

Students explore what success means to them in various aspects of life, including their personal life, school, and career, and explore ways they can make a difference and achieve success in a career that interests them

Discover Learning Pathways

(Recommended Grade 7)

Students investigate their postsecondary pathway options, explore the postsecondary pathways to various careers, and evaluate the pathways they could take to a career that interests them.

Entrepreneurial Skills

(Recommended Grade 11)

Students identify the skills and characteristics that make entrepreneurs successful, investigate paths to becoming an entrepreneur (e.g. starting your own business, buying a franchise, etc.). Students explore the benefits and challenges of becoming an entrepreneur and investigate ways to apply entrepreneurial skills within a career that interests them (develop entrepreneurial opportunities for themselves with any career).

Explore Career Matches

(Recommended Grade 8)

After completing the first part of the career-match assessment, students investigate central, secondary, and other aspects of the career match assessment, and how they relate to careers, reflect on their results, and explore the aspects for a career that interests them.

Explore Learning Styles

(Recommended Grade 7)

After completing the Learning Styles Quiz, students investigate visual, auditory, and tactile learning styles, and explore how understanding their own learning style can help them in school and on the job.

Lessons / Glossary

Exploring Career Factors

(Recommended Grade 9)

Students further explore the Investigate important factors: work/life balance, money, making a difference, education, interests, growth; assess which of these 6 core factors are important to them when making a career decision, and why; and prioritize the 6 core factors that influence their career decisions.

Getting Experience

(Recommended Grade 9)

Students explore different ways they can get work experience now. They identify several ways to get experience while still in school: community service/volunteerism, co-op programs, part-time job, internships, etc. and assess which type of experience is best suited for their career interests and goals.

Interests

(Recommended Grade 6)

Students reflect on some of the interests they have saved in Xello, explore the link between interests and various careers, and investigate how their interests match up with a career they like.

Job Interviews

(Recommended Grade 12)

Students explore ways to prepare for a job interview, describe their own abilities and qualifications in the context of an interview, investigate job interview questions in the context of a career that interests them, and explore appropriate post-interview behaviours and actions.

Jobs and Employers

(Recommended Grade 7)

Students explore ways to find employment (e.g. job boards, networking, etc.), reflect on the advantages and disadvantages to various work search strategies, and research potential employers in their community.

Personality Styles

(Recommended Grade 9)

After completing the second part of the career match assessment, students investigate personality styles, and explore how their own personality style can help them at home, school, work, and other areas of their life.

Lessons / Glossary

Program Prospects

(Recommended Grade 10)

Students distinguish between different types of postsecondary programs, such as apprenticeships and degree programs, explore career options related to different types of programs, and evaluate their program options in terms of their strengths, academic interests, and career interests.

School Subjects at Work

(Recommended Grade 6)

Students relate school subjects to various tasks, reflect on their favorite school subject, and explore ways to use their favorite school subject in a career that interests them.

Self-Advocacy

(Recommended Grade 8)

Students understand the concept of self-advocacy, identify situations where they may need to advocate for themselves or issues they may want to advocate for, identify skills and behaviors required to effectively advocate for themselves, such as leadership, confidence, and communication, and explore ways they can advocate for themselves in school, the community, at home, and in a career.

Skills

(Recommended Grade 8)

Students explore the skills required to perform various activities, as well as the link between their skills and career goals.

Lessons / Glossary

Study Skills and Habits

(Recommended Grade 9)

Students identify skills, habits, and behaviors they need to learn successfully in high school, explore potential obstacles to success in their schoolwork (such as lack of motivation, distractions, and lapses in self-confidence), and plan how to develop positive study habits and behaviors.

Time Management

(Recommended Grade 6)

Students explain why time management is important in school and on the job, create a time budget to assess how they currently manage their time, and explore ways to improve their time management skills.

Transition to High School

(Recommended Grade 8)

Students explore ways to make their transition to high school easier and more successful. They identify questions and concerns they have about entering high school; explore clubs, activities, and other resources to help handle transition to high school; and develop other strategies to deal with transitions.

Work/Life Balance

(Recommended Grade 11)

Students assess how their current work (school) demands affect family life, free time, etc., identify the work demands of a career of interest, and explore strategies for maintaining a healthy life-work balance now and in the future.

Workplace Skills and Attitudes

(Recommended Grade 10)

Students explore skills and behaviors that employers look for, such as time management (plan/organize work), dependability, good attitude, communication skills, problem solving, etc. Students explain why these skills and behaviors are important to various careers and how they manifest on the job, and assess their own employability skills.

Work Values

(Recommended Grade 10)

Students explore their own work values, and investigate careers that they may find satisfying based on their values.