



# Workforce Preparation



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## What Does It Mean to Have Workforce Preparation Skills?

***Workforce preparation skills** means the knowledge, skills, and competencies that, when developed and demonstrated, prepare individuals to obtain or retain employment or to advance in the workforce. These skills include interpersonal and communication abilities such as teamwork, collaboration, and customer service; and workplace competencies including demonstrated professionalism, critical thinking, and systems thinking within their specific work setting.*

One of the primary goals of the Workforce Innovation and Opportunity Act (WIOA) is to support individuals' efforts in obtaining and retaining employment in high-quality jobs and careers. To this end, the legislation identifies and funds specific workforce preparation activities; namely, "activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including

competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment" (WIOA, Pub. L. 113-128, July 2014, Section 203, 17).

Guidance on how to evaluate the programs that conduct

### Issue Brief

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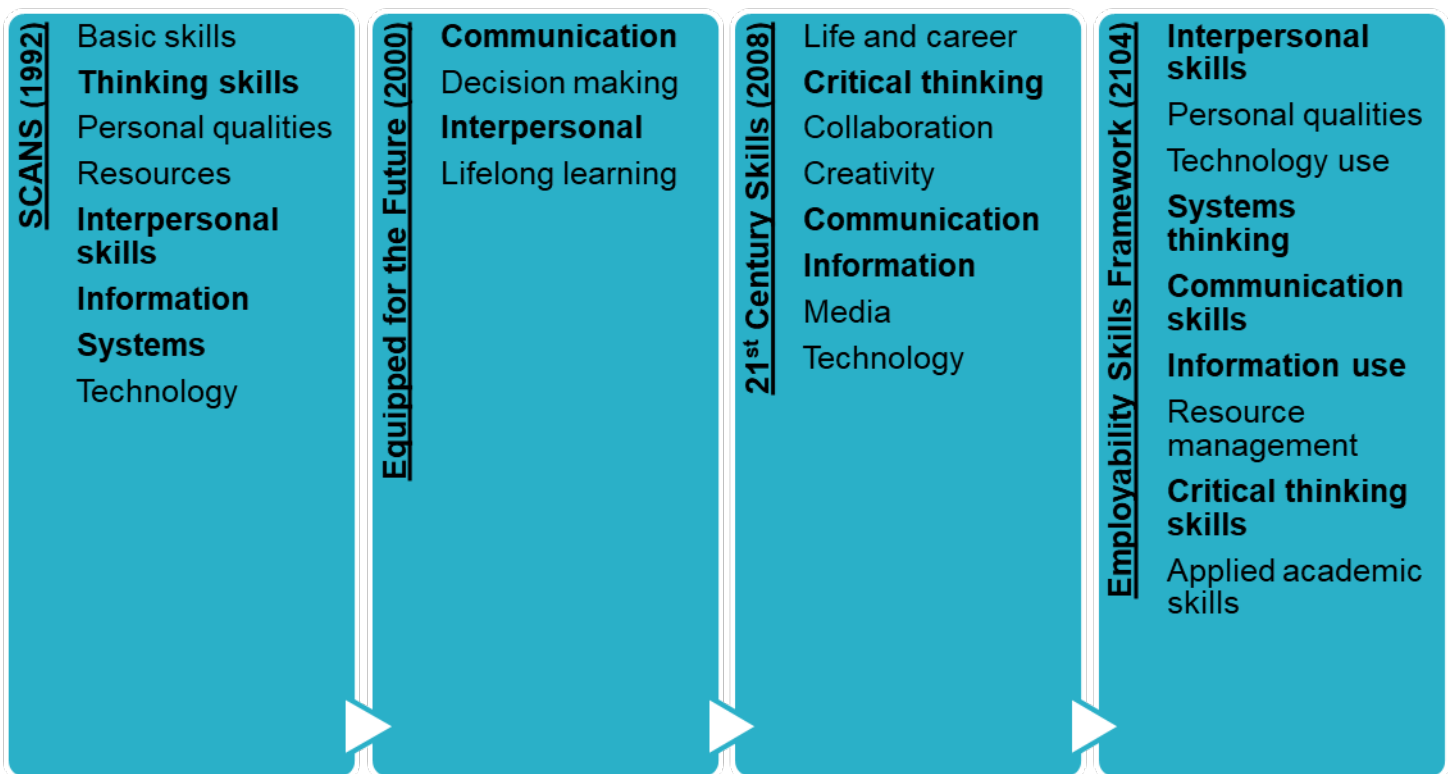
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these activities is found in Section 116 of WIOA, and identifies indicators of performance accountability, among them measures for obtaining and retaining employment (Workforce Innovation and Opportunity Act, Pub. L. 113-128, July 2014).

The adult education system is well positioned to conduct these workforce preparation activities; adult education programs have been helping adult learners work to develop workforce preparation skills for decades, beginning with the Job Training Partnership Act of 1982 (Job Training Partnership Act, Pub. L. 97-300, October 1982). Over this time, there have been many frameworks that identify workforce preparation skills, from the framework of the *SCANS Report for America 2000* (U.S. Department of Labor, 1992) to more recently the *Employability Skills Framework* (Perkins Collaborative Resource Network, 2019), as seen in Figure 1. In those frameworks and in the field, different phrases—such as employability skills, foundational skills, soft skills, or other terms—have been used when referring to these skills. However, they all describe a similar set of skills; that is, those that are necessary to successfully participate in the workforce.

**Figure 1. Workforce Preparation Skills Frameworks over Time**



Sources: Skills for SCANS identified from U.S. Department of Labor, 1992; skills for Equipped for the Future identified from Equipped for the Future, n.d.; skills for 21st Century Skills identified from Partnership for 21st Century Learning, a Network of Battelle for Kids, 2019; skills for Employability Skills Framework identified from Perkins Collaborative Resource Network, 2019

To help adults gain these important skills, the Organisation for Economic Cooperation and Development (2013) recommends that programs designed to address basic skills should be linked to employment. In addition, formal and continuing educational programs should emphasize both “foundational skills” and soft skills because U.S. workers need both in their jobs (Liu & Fernandez, 2018; Pew Research Center, 2016). Further research suggests that a focus on practical tasks and the specific skills students need are key for workforce preparation to be effective (Laboissiere and Mourshed, 2017). One way to accomplish this is through problem- and project-based lessons, which provide opportunities for students to incorporate multiple workforce preparation skills and more efficiently gain the skills they need. Wrigley (2008) notes that these instructional approaches “can serve



as a powerful tool to prepare students for the world of work”, especially because of the approaches’ emphasis on collaboration and decision-making.

## Why Is Workforce Preparation Important?

WIOA’s emphasis on workforce preparation skills aligns closely with employers’ priorities. These skills are cited as among the most important skills by employers (Hart Research Associates, 2015). Specifically, 85% of employers rated oral communication as very important, 82% rated written communication as very important, and 81% rated critical thinking and analytical reasoning skills as very important (Hart Research Associates, 2015). Employees recognize the importance of these skills as well, with 89% of workers saying that good written and spoken communications skills are highly or very important, and 86% saying critical thinking skills are extremely or very important (Pew Research Center, 2016). Yet, Laboissiere and Mourshed (2017) describe a significant skills gap between the skills employers need their employees to have and the skills their employees do have, noting that “[a]lmost 60 percent [of American employers] complain of lack of preparation, even for entry-level jobs” (p. 2). The numbers behind this gap are striking: although there are 7.4 million job openings, 5.9 million people are unemployed (Bureau of Labor Statistics, 2019a, 2019b).

As a result, the outlook is good for those who have workforce preparation skills; there seems to be a positive correlation between having these skills and better hiring rates and success on the job (Lippman et al., 2015). As discussed above, employers place high value on workforce preparations skills and look for them in potential employees (Burnett & Jayaram, 2012; Cunningham & Villasenor, 2014). These skills also help one to retain their employment as well as workforce preparation skills have been shown to help avoid failure once on the job (Lindqvist & Vestman, 2011). Also promising is the growing body of research that suggests that workforce preparation skills may be just as important as academic or technical skills in predicting employment and earnings (Kautz, Heckman, Diris, ter Weel, & Borghans, 2014; Lippman et al., 2015).

In working with students on these vital skills, it is important that they understand that workforce preparation skills are not career- or industry-specific skills (College and Career Readiness and Success Center, n.d.). No matter what type of employment students ultimately pursue, they will need these skills to be successful. Workforce preparation skills are a basic requirement of many entry-level jobs in all career pathways, with additional skills and competencies required for jobs building on those as responsibilities increase along the path. Resources that identify the workforce preparation skills needed for jobs are readily available. O\*NET OnLine (<https://www.onetonline.org/>), for example, provides a plethora of career-related resources. The O\*NET Job Summaries provide detailed lists of the workforce preparation skills required for most job titles. Together these resources can provide a foundation for the development of meaningful workforce preparation skills.

## How Do You Implement the Skills That Matter for Workforce Preparation?

With a clear need for better alignment between education and workforce development to help fill this gap (Meyer, 2014), education in the U.S. has shifted over the last few years to help students acquire the workforce preparation skills needed to fill this gap (Care, Kim, Vista, & Anderson, 2019). Increasing, “educational programs and professional development trainings may seek to identify opportunities to improve both foundational and soft skills, as well as ways to do so among different groups of workers (e.g., those with low levels of numeracy proficiency)” (Liu & Fernandez, 2018). These skills, and an interpretation of how they are represented in the context of workforce preparation, are described below:



- **Critical thinking:** Students must have the skills and knowledge necessary to identify problems and potential and effective solutions. In the classroom, students can examine the fluctuating price of gasoline and identify possible alternatives for transporting goods and services. For example, have students calculate miles per gallon of gasoline versus miles per gallon of ethanol and compare actual operating costs that could be associated with employment.
- **Communication:** Students must have the skills and knowledge needed to speak, listen, and write clearly so that they will be understood by supervisors and other coworkers. These skills also include nonverbal communication through body language. In the classroom, provide opportunities for students to role play situations that include exchanging information during a shift change in a manufacturing facility. Provide opportunities to exchange the information verbally and in written form.
- **Processing and analyzing information:** Students must have the skills and knowledge necessary to consider facts and opinions, risks and benefits, and potential outcomes for decisions on the job. In the classroom, students can be introduced to a decision-making process that includes naming a workplace problem, identifying possible causes and solutions, conceptualizing potential outcomes, and comparing and contrasting solutions and outcomes.
- **Self-awareness:** Students must have the skills and knowledge needed to demonstrate how personal characteristics contribute to employability and job advancement. In the classroom, provide scenarios for debate. Divide the class into two groups: employers and employees. Instruct students to debate the practice of wearing body jewelry. Ask groups to prepare to defend their positions, with the employer group arguing against wearing body jewelry on the job and the employee group in favor of wearing body jewelry on the job.
- **Navigating systems:** Students must have the skills and knowledge needed to understand the workplace culture and its communication and decision-making structures. In the classroom, students might be asked to discuss the chain of command and its implications when presented with a potential safety issue on the job.
- **Adaptability and willingness to learn:** Students must have the skills and knowledge necessary to learn and apply new skills and manage change so that they are able to perform effectively on the job. In the classroom, provide students with a service manual to introduce examples of skills they would need to be able to learn any new information or capability outlined in the manual.
- **Respecting differences and diversity:** Students must be able to respect differences among their coworkers and to interact in ways that demonstrate this respect. For example, introduce discussion questions that present opportunities for students to examine their ideas. Discussion topics may include the following: (1) Explain some ways that you can accept the roles of men and women in nontraditional jobs at your workplace; (2) describe how you would react to coworkers who wear clothing that reflects their diverse cultures or religious backgrounds; (3) recognize that many retirees are returning to the workplace, and consider if you would find it challenging or beneficial to work with formerly retired employees or with employees who are younger than you.
- **Interpersonal skills:** Students must have the skills and knowledge required to demonstrate essential social skills, such as cooperative interaction with others, so that they can perform their jobs successfully. For example, have students work in teams to assemble two identical three-dimensional bridges. After completing the activity, provide opportunities for students to reflect upon individual performance as well as team performance. It also is important to recognize students' abilities and willingness to take direction from others and/or to delegate responsibility as appropriate.





# What Are Some Tips for Teaching Workforce Preparation Skills in Your Classroom?

- **Find a common language:** Research some of the existing workforce preparation frameworks and decide which instrument best meets your needs. Introduce the identified framework's skills to your students and be consistent with the language of the framework. The Employability Skills Framework, found at <https://cte.ed.gov/initiatives/employability-skills-framework>, is one example.
- **Show relevance:** While workforce preparation skills are important in multiple contexts, be sure to specifically indicate why they are important in the workplace. Use O\*NET Job Summaries at <https://www.onetonline.org/> to provide real-life examples of workforce preparation skills associated with different jobs.
- **Be intentional when introducing and addressing these skills in your lessons:** Call out the skills as they are being introduced, practiced, and embedded and integrated into lessons. Provide resources and tools that will allow students to track their progress in the development of skills that they prioritize based on potential jobs or career paths.
- **Practice:** Provide ample opportunity for students to practice workforce preparation skills. There are many examples of ready-made curricular materials online.
- **Provide assessment and feedback:** Although workforce preparation skills can be difficult to measure, include creative assessment, feedback, and opportunities for students to demonstrate improvement and proficiency. An example of an assessment rubric can be found via the "Portfolio" link at <https://dpi.wi.gov/cte/skills-standards/employability>

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## Best Practices in Workforce Preparation: A Case Study



### What Are Best Practices in Workforce Preparation?

- Contextualize instruction based on student career goals and local labor market needs. This practice can help students see the connection between what happens in the classroom and their goals and the immediate utility of what they are learning.
- Manage the classroom like a workplace and fully integrate workforce preparation skills\* with basic skills instruction. This provides opportunities for learners to practice and demonstrate workforce preparation skills each time they are in the classroom.
- Work collaboratively with program and partner staff to provide supportive services that align with students' goals. Developing and maintaining effective program partnerships can increase the availability of resources to help students reach their goals, in part by ensuring that appropriate referrals and follow-up become a consistent component of the adult education program.

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### Implementing Best Practices at Tulna Area School District Continuing Education Center

This program provided adult education classes and one-on-one tutoring to 300–500 adults annually at several locations in a primarily rural area of central Pennsylvania. The locations of classes and tutoring sessions changed often to meet the needs of the community. Adult education staff met as a large group quarterly to discuss which educational functioning levels, subject areas, and CCRS standards would be addressed by teachers at specific locations. Labor market needs also were discussed to determine if bridge classes represented a good option or if specialized classes were needed.

Some classes focused more on workforce preparation than others. Prior to enrollment, all learners attended a group orientation and completed one-on-one interviews to help them figure out which classes would best meet their needs. In addition, staff shared monthly class schedules with workforce system and community-based organization partners and, when appropriate, held combined program orientations.

Jacqueline Allen, an adult education instructor, taught classes at the Community Education Center. The center was easily accessible by bus or foot for many low-income families. Jacqueline taught a mathematics class focused on levels C and D, which included adult learners preparing for the GED® or HiSet® examinations and learners working to improve their mathematics skills to enter postsecondary education or training. The class met four mornings weekly. Jacqueline taught a reading and language arts class directed to individuals across various NRS levels. Individuals who attended this class were preparing for a high school equivalency examination, to enter postsecondary education or training, to directly enter the workforce, or to improve their English language proficiency.

## The Best Practices in Action

- 1. Contextualize instruction based on student career goals and local labor market needs.** Learners completed various self-assessments, such as those found in the *Integrating Career Awareness Into the ABE and ESOL Classroom Curriculum Guide*, <https://www.sabes.org/content/integrating-career-awareness-abe-esol-classroom-ica>, to build self-awareness of the skills they had acquired through past experiences—both personal and work. Learners completed the O\*NET Interest Profiler, and the instructor reviewed the results of the completed inventories and the Holland Code alignment to occupations. Learners chose two occupations to explore based on the results of the O\*NET Interest Profiler, local labor market needs, the length of training to which they were willing to commit, and their financial needs. The teacher explained to learners what basic skills they would be practicing while comparing and contrasting two occupations. Learners had access to career pathway maps that showed job progressions with wages and responsibilities that they could incorporate into their compare-and-contrast analysis of the occupations. The teacher provided learners with a Venn diagram to organize information and modeled completion of the diagram before asking the learners to research their chosen occupations. Learners were encouraged to use onetonline.org and career videos and to interview people currently in their chosen occupations to gather relevant information.

After learners completed their assignments, they were instructed to use questioning skills and analyzing information skills while sharing their results with classmates. The teacher modeled questions for students to consider asking classmates when they shared their assignments. Sharing the occupations they were considering helped the learners to connect with others who had similar Holland Codes or were interested in further education or training. After students shared in pairs, the teacher modeled to the large group how to write SMART goals and create action steps. Learners created at least two SMART goals related to one or both of their chosen occupations.

The teacher reviewed learners' occupation choices, the results of their self-assessments, and their SMART goals and action steps. In addition, the teacher met individually with each learner and used motivational interviewing techniques to help the learner finalize action steps and determine the support needed to be successful. She then found opportunities to provide contextualized instruction and work-based projects and verbally told learners when





and how certain learning activities aligned with their personal goals. Learners were provided with an assembly-line activity that included asking clarifying question and using questioning techniques when deciding which techniques they would use in the assembly line. The teacher focused on addressing CCR standards; informed learners that they would revisit the self-assessments, inventories, goals, and plans as they developed their basic skills to determine if their needs or aims had changed; and provided learners with timely and appropriate referrals to support services. This activity provided opportunities for students to practice **communication, processing and analyzing information, and self-awareness skills**.

2. **Manage the classroom like a workplace and fully integrate workforce preparation skills with basic skills instruction.** As in many workplaces, learners received an orientation before they started attending class, and they were told how to inform staff of absences, late arrivals, and early dismissals. The attendance policy and possible consequences of violating it also were reviewed during the orientation. All class sites had designated smoking and parking areas. Learners had to sign in and out and write down the exact times they arrived and left class each day. A space outside the classroom was designated as a break room where learners could gather until the classroom was unlocked, have snacks or drinks during break times, and eat lunch. The area and its purpose were very similar to many workplace break rooms and provided space for signs and information boards, a microwave oven, vending machines, and other amenities.

Learners were expected to meet with the teacher or support staff outside of instructional time at least once monthly to review goals and supportive services. Several times each year, with help from the teacher, learners organized potluck lunches; they developed sign-up sheets, broke activities and responsibilities into categories, provided diverse lunch menus, and discussed the costs of lunch items. The teacher provided opportunities to complete some assignments in groups and guided learners in group work expectations. When the teacher proposed changes to classroom structures or routines, large-group discussions were conducted, and learners were given opportunities to state why they agreed or disagreed with the changes. For example, some learners wanted all cellphones to be turned off during class, while others used their cellphones and apps to help them learn and complete assignments. The entire class had to work through these changes, agree on solutions that were best for the group as a whole, and consider how their decisions mirrored workplace guidelines related to cellphone use and other issues. Students were expected to check their e-mail at least once weekly and to submit some assignments to the teacher as e-mail attachments. In this way, the teacher promoted **self-awareness, interpersonal, and critical thinking skills**.



3. **Work collaboratively with program and partner staff to provide supportive services that align with students' goals.** These classes were provided in the one-stop, so the teacher had direct contact on a daily basis with core WIOA partners and other programs that interacted with the one-stop. By working closely with other teachers and partner staff, including WIOA partners, TANF, and community-based organizations, the teacher was able to provide a variety of supportive services and work with learners to locate and use resources to promote and enhance their learning.
- Supportive services to promote learning.* The teacher helped learners access other programs that addressed basic learning needs, recognizing that if their basic needs were met, they would be better able to regularly attend class, focus, and learn. Supportive services included housing, utility support, transportation, food, clothing, mental health support, counseling, career preparation services (e.g., preparation of résumés and cover letters and assistance with interview clothing, haircuts, steel-toed boots, or scrubs), help with obtaining photo identification, legal assistance, and financial assistance for testing and other work-related needs.
  - Supportive services to enhance learning.* Guest speakers from local employers and higher education institutions were invited to the classroom. Learners gathered information and developed questions prior to guest speaker presentations. Following these events, the teacher facilitated large-group discussions to help learners process the information they received and to determine if further exploration of occupations, higher education, financial aid, and other issues was needed.

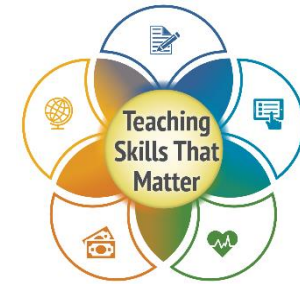
These are examples of supports we give learners so that they can engage in effective **communication, navigating systems, and communication skills.**

## Reflection Questions

1. How can the teacher promote the transfer of the **Skills That Matter** (communication, processing and analyzing information, navigating systems, and interpersonal skills) into other areas of students' lives?
2. What additional activities or classroom structures can be incorporated into the classroom environment so that it more fully resembles a workplace? Which **Skills That Matter** are highlighted, and how will the transferability of those skills be addressed?
3. This teacher emphasized the importance of including partners in planning and instruction. What partners do you have who enhance your instruction and can provide additional context for teaching the **Skills That Matter**?



# Workforce Preparation: O\*NET Interest Profiler Lesson Plan



**NRS Level(s):** Low to High Intermediate Basic Education

|   |  |   |  |
|---|--|---|--|
| <b>Lesson Title:</b> The O*NET Interest Profiler  |  | <b>Approximate Length of Lesson:</b> 3 hours and 10 minutes   |  |
| <p><b>Instructional Objective</b> <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>By the end of this lesson, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify two occupations that align with their individual Holland Code families.</li> <li>• Compare and contrast the occupational descriptions using the job summaries on O*NET.</li> <li>• Give at least three examples of how the occupations are alike and three examples of how they are different.</li> </ul> |  | <p><b>Learning Target Statements</b> <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners' exit tickets, learning logs, or reflection:</i></p> <ul style="list-style-type: none"> <li>• I can become more self-aware by stating an occupation I want to pursue that aligns with my personal interests.</li> <li>• I can process and analyze information to create a career goal that is specific and realistic for me.</li> <li>• Before I could ..., now I can ... Before I could say I wanted a job; now I can say which occupation is best for me and why.</li> </ul> |  |
| <p><b>ELA/Mathematics/ELP Standard(s) Addressed:</b></p>  |  | <p><b>ELA/Mathematics/ELP:</b></p> <p><b>CCR Levels C and D:</b></p> <p>R9: integrate information from multiple texts.<br/>R4: Determine the meaning of technical words and phrases in text.</p> <p><b>ELPS Levels 4 and 5:</b></p> <p>ELPS 5: Gather information from multiple print sources.<br/>ELPS 8: Determine the meaning of technical words and phrases in text.</p>  |  |

|  |   |  |  |
|--|---|--|--|
| <b>Central Skills Taught:</b>  | <input type="checkbox"/> Adaptability and Willingness to Learn<br><input checked="" type="checkbox"/> Communication<br><input type="checkbox"/> Critical Thinking<br><input checked="" type="checkbox"/> Interpersonal Skills<br><input checked="" type="checkbox"/> Navigating Systems   | <input checked="" type="checkbox"/> Problem Solving<br><input checked="" type="checkbox"/> Processing and Analyzing Information<br><input type="checkbox"/> Respecting Differences and Diversity<br><input checked="" type="checkbox"/> Self-Awareness |  |
| <b>Language Demands:</b><br><i>(Include academic language, language skills, etc.)</i>  | <p>Depending on the occupation choices, O*NET may feature Tier 3 vocabulary that the teacher may need to help the student understand.</p> <p>The teacher may need to review the Holland Code terms and create synonyms or examples to help students better understand what their Holland Code Test results mean. For lower skilled students or English language learners, the teacher may need to read aloud each statement in the Holland Code Test and define specific words that the students do not understand.</p>   |  |  |
| <b>Assessing Mastery of the Objective(s) and Central Skills:</b><br><i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i> | <b>Proof of Learning:</b><br><input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project)<br><input type="checkbox"/> Via team self-assessment<br><input checked="" type="checkbox"/> Via individual self-assessment<br><input type="checkbox"/> Via team product<br><input checked="" type="checkbox"/> Via individual product<br><input type="checkbox"/> Other _____   | <b>Proof of Learning Tools:</b><br><input type="checkbox"/> Rubric<br><input checked="" type="checkbox"/> Checklist<br><input type="checkbox"/> Quiz<br><input type="checkbox"/> Other _____   | <b>Ongoing Formative Assessment</b><br><input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)<br><input type="checkbox"/> Peer-to-peer quizzing<br><input type="checkbox"/> Exit/admit tickets<br><input type="checkbox"/> KWL charts<br><input checked="" type="checkbox"/> Other <u>Completed Venn Diagram</u> |
| <b>Adaptations and/or Accommodations:</b><br><i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i>                                | <b>For lower-level learners:</b> <ul style="list-style-type: none"> <li>Project the O*NET Interest Profiler site and take the test to model the process for the class. As you take the test, check comprehension of each phrase using gestures and pictures to support learners' understanding. Show learners your test results and ask questions that require minimum production but demonstrate learners' comprehension (i.e., yes/no, true/false, alternative "OR" questions). Elicit the steps learners will use for accessing the profiler on their devices and keep the list of steps posted for learners to</li> </ul> |  |  |



|   |  |  |  |
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|   | <p>use as they go onto the site. Provide regular check-ins with students to monitor progress and offer support.</p> <ul style="list-style-type: none"> <li>For the occupation comparison task, simplify the process by 1) modeling locating jobs that match your Holland Code, 2) having the class choose two occupations for you, 3) having the class think of differences and similarities between the two jobs based on your prompts, and 4) grouping learners with the same Holland codes so that they can work together to choose two occupations to compare and contrast. For any occupation listed under their code that learners do not know, you (or your learners on their phones) can do a quick Google images search to see a picture of the occupation.</li> </ul> <p><b>For higher-level learners:</b></p> <ul style="list-style-type: none"> <li>Ask them to make inferences about the jobs based on their research and include those in their Venn. Create opportunities for these learners to present their Venn diagram and summarize their thinking in an oral report to the class or teams.</li> </ul> <p>If learners do not have access to a laptop or tablet, demonstrate how to use Smartphones to access the O*NET Interest Profiler site.</p> |  |  |
| <p><b>Introduction:</b></p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p><b>Timing: 20 minutes</b></p> | <p>The students, as usual, arrive a few minutes early; sign in with their exact time of arrival; check the board for the day's learning activities and objectives, along with the materials needed; gather the necessary materials; and complete the activities listed on the board.</p> <p>Think about your answers to the following questions:</p> <ul style="list-style-type: none"> <li>What's one job you liked? Why was it a "good fit"?</li> <li>What's one job you disliked? Why?</li> </ul> <p>(The above should be completed within the first 5 minutes of class.)</p> <p>The teacher asks a few students to share with the class a job they liked and why the job was or was not a good fit for them. The teacher also asks a few students to share with the class a job they disliked and why the job was not a good fit for them.</p>   | <p><b>CENTRAL SKILLS</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Navigating systems</li> </ul> | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>Whiteboard</li> <li>Marker</li> <li>Laptop</li> <li>Projector</li> <li>Laptop for each student</li> <li>A blank Venn diagram for each student</li> <li>A blank Venn diagram in printed or digital format</li> </ul> |





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|   | <p>Next, the teacher shares a story about a former job that s/he liked and one that s/he did not like. The teacher emphasizes some of the skills learned and how s/he was able to transfer those skills to her/his occupation as a teacher.</p> <p>Afterward, the teacher leads a discussion about the types of jobs that are or are not part of a career pathway.</p> <p>The teacher reviews the day's goals and articulates the goals so that the students can think about how they relate to the language of workforce preparation skills used in the classroom:</p> <ul style="list-style-type: none"> <li>• Gain self-awareness of individual interests through the O*NET Interest Profiler.</li> <li>• Process and analyze information gained from the interest profiler to determine two occupations that align with individual interests.</li> <li>• Compare and contrast two texts to find similarities and differences.</li> </ul> |   |  |
| <p><b>Explanation and Modeling 1:</b></p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p><b>Timing: 20 minutes</b></p> | <p>The teacher accesses the O*NET Interest Profiler online (<a href="https://www.mynextmove.org/explore/ip">https://www.mynextmove.org/explore/ip</a>) and projects the web page onto a screen.</p> <p>Next, the teacher reviews the instructions for the interest profiler and explains how occupations listed on O*NET correspond to the Holland Code families.</p>  | <ul style="list-style-type: none"> <li>• Processing and analyzing information</li> </ul>                            | <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• A blank Venn diagram in printed or digital format</li> </ul> |
| <p><b>Guided Practice 1:</b></p> <p><i>Which tasks and learning activities will you use to engage learners with the</i></p>   | <p>Each student opens an internet browser on their laptop, navigates to the O*NET Interest Profiler online (<a href="https://www.mynextmove.org/explore/ip">https://www.mynextmove.org/explore/ip</a>), and takes the Interest</p>   | <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Processing and analyzing information</li> </ul> | <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> </ul>  |



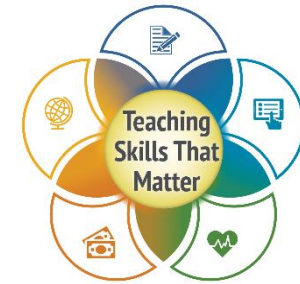
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|  | <p>Profiler. The teacher circulates around the classroom and supports the students as necessary.</p>   |   | <ul style="list-style-type: none"> <li>• Laptop for each student</li> <li>• A blank Venn diagram for each student</li> </ul>                 |
|  | <p>The teacher (working from a screenshot of the Holland Code results from her/his profile) goes to O*NET to locate two different occupations that correlate to the teacher's Holland Code. The teacher opens the corresponding web pages in two different windows in the internet browser and models the act of toggling between the two pages.</p> <p>The teacher then models the think-aloud process and elicits student input on how some information is similar between the two occupations (e.g., education necessary, Holland Code, skills).</p> <p>The teacher asks questions, as necessary, to help the students compare and contrast information.</p> <p>The teacher asks the students to share the differences they notice between the two occupations. The teacher projects a Venn diagram on the screen and types in some of the responses that the students share.</p> <p>Next, the teacher explains that the middle of the Venn diagram is where similar items are grouped. S/he asks the students to recall two items that were similar from the compare and contrast activity that was done and types those items in the middle of the Venn diagram.</p> <p>The teacher provides the practice activity directions:</p> <ul style="list-style-type: none"> <li>• Use your Holland Code results from your Interest Profile to find two occupations with the same Holland Code on O*NET.</li> <li>• Use a Venn diagram template to compare and contrast the information you find about those two occupations.</li> </ul> | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Processing and analyzing information</li> </ul> | <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• A blank Venn diagram in printed or digital format</li> </ul> |



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| <p><b>Guided Practice 2:</b></p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</i></p> <p><b>Timing: 20 minutes</b></p> | <p>With teacher support, the students first go to O*NET and conduct research to find two occupations that match their Holland Code. Then they use the information on the occupations to complete their Venn diagram.</p> <p>Next, the teacher asks questions to prompt the students to dig into the reading on the occupations and encourages the students to write more information in their Venn diagrams.</p>  | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Problem solving</li> <li>• Processing and analyzing information</li> </ul> | <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Laptop for each student</li> <li>• A blank Venn diagram for each student</li> </ul> |
| <p><b>Application/Extended Practice:</b></p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p><b>Timing: 60 minutes</b></p>  | <p>Partners review each other's Venn diagrams. The students process and analyze the information shared by their peer, ask questions about information in the Venn diagram, and discuss why the occupations might be a good fit for each individual. The teacher encourages the students to use "I notice" and "I wonder" statements. For example, a peer might say, "I noticed the one occupation you chose requires you to work outside all the time. Do you like being outside?" OR "I wonder whether there are any schools around here that provide training for this occupation." (If there is time, learners could pair up with a new partner and repeat the process.)</p> | <ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Self-awareness</li> </ul>   | <ul style="list-style-type: none"> <li>• Completed Venn Diagram</li> </ul>  |
| <p><b>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</b></p> <p><b>Timing: 30 minutes</b></p>  | <p>The teacher asks the students to use their Venn diagrams and Interest Profiler results to self-assess their learning.</p>  | <ul style="list-style-type: none"> <li>• Self-awareness</li> </ul>   | <ul style="list-style-type: none"> <li>• Completed Venn Diagram</li> </ul>  |



# Workforce Preparation: Local Labor Market Information Lesson Plan



**NRS Level(s):** Low to High Intermediate Basic Education

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| <b>Lesson Title:</b> Local Labor Market Information   |  | <b>Approximate Length of Lesson:</b> 2 hours and 30 minutes   |
| <p><b>Instructional Objective</b> <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>By the end of this lesson, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Work collaboratively with peers to determine the local labor market need for one of the identified occupations and list five statements describing evidence that shows why the occupation is or is not a good choice for the student.</li> <li>• Submit the assignment to the teacher as an attachment to an email, with fewer than two grammatical errors.</li> </ul> |  | <p><b>Learning Target Statements (for learners' exit tickets, learning logs, or reflection):</b></p> <ul style="list-style-type: none"> <li>• I can process and analyze information to create a career goal that is specific and realistic for me.</li> <li>• Before, I could say that I needed a job to pay my bills; now I can name a specific occupation that exists in my area, that I may have an interest in, and that provides a living wage.</li> </ul> |
| <p><b>ELA/Mathematics/ELP Standard(s) Addressed:</b></p>  | <p><b>ELA/Mathematics/ELP:</b></p> <p><b>CCR Levels C and D:</b></p> <p>R4: Determine the meaning of technical words and phrases in text.<br/> W4: Produce clear and coherent writing.<br/> W8: Paraphrase.<br/> S/L4: Speak clearly and at an understandable pace.<br/> L2: Use standard English capitalization, punctuation, and spelling.</p> <p><b>ELPS Levels 4 and 5:</b></p> <p>ELPS 1: Summarize a text.<br/> ELPS 2: Ask and answer questions to clarify ideas and conclusions.</p> |   |

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|  | <p>ELPS 3: Compose a written informational text.</p> <p>ELPS 8: Determine the meaning of technical words and phrases in text.</p> <p>ELPS 9: Introduce and develop an informational topic with facts, details, and evidence.</p>   |   |   |
| <b>Central Skills Taught:</b>  | <input type="checkbox"/> Adaptability and Willingness to Learn<br><input checked="" type="checkbox"/> Communication<br><input checked="" type="checkbox"/> Critical Thinking<br><input checked="" type="checkbox"/> Interpersonal Skills<br><input checked="" type="checkbox"/> Navigating Systems   | <input checked="" type="checkbox"/> Problem-Solving<br><input checked="" type="checkbox"/> Processing and Analyzing Information<br><input type="checkbox"/> Respecting Differences and Diversity<br><input type="checkbox"/> Self-Awareness |   |
| <b>Language Demands:</b><br><i>(Include academic language, language skills, etc.)</i>  | Depending on the occupation choices, there may be Tier 3 vocabulary on O*NET that the teacher will need to introduce prior to the lesson.  |   |   |
| <b>Assessing Mastery of the Objective(s) and Central Skills:</b><br><i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i> | <b>Proof of Learning:</b><br><input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project)<br><input type="checkbox"/> Via team self-assessment<br><input type="checkbox"/> Via individual self-assessment<br><input type="checkbox"/> Via team product<br><input checked="" type="checkbox"/> Via individual product<br><input type="checkbox"/> Other _____ | <b>Proof of Learning Tools:</b><br><input type="checkbox"/> Rubric<br><input checked="" type="checkbox"/> Checklist<br><input type="checkbox"/> Quiz<br><input type="checkbox"/> Other _____  | <b>Ongoing Formative Assessment</b><br><input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)<br><input type="checkbox"/> Peer-to-peer quizzing<br><input type="checkbox"/> Exit/admit tickets<br><input type="checkbox"/> KWL charts<br><input checked="" type="checkbox"/> Other <u>Document with evidence statements</u> |





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| <p><b>Adaptations and/or Accommodations:</b></p> <p><i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i></p>  | <p><b>For lower-level learners,</b> provide visual support and simple definitions as necessary for the job values pertinent to this lesson. Consider having them do research using the Occupational Outlook Handbook quick facts charts (<a href="https://www.bls.gov/ooh/">https://www.bls.gov/ooh/</a>), which contain similar information to O*NET but are less complex. Have learners use sentence stems or a simple paragraph frame to summarize their research.</p> <p>If learners do not have access to a laptop or tablet, demonstrate how to use Smartphones to access the O*NET or Occupational Outlook Handbooks site.</p>  |  |  |
| <p><b>Introduction:</b></p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p><b>Timing: 20 minutes</b></p> | <p>The students, as usual, should arrive a few minutes early; sign in with their exact time of arrival; check the board for the day's learning activities and objectives, along with the materials needed; gather the necessary materials; and complete the activities listed on the board:</p> <ol style="list-style-type: none"> <li>1. Today you will need a laptop and pen or pencil.</li> <li>2. Please define the following job values:<br/>Salary, benefits, hours, schedule, job security, location, conditions/environment, opportunity for advancement</li> </ol> <p>(The above should be completed by the first 5 minutes of class.)</p> <p>The teacher should review the students' definitions and provide definitions for the values the students were unfamiliar with, particularly low-level students or language learners.</p> <p>After understanding is ensured, the teacher asks the students to rewrite the list in order from most to least important for them. Then the students work in pairs or small groups to share how they ranked the job values and why certain values are most important to them.</p> <p>The teacher will review the day's goals:</p> <ul style="list-style-type: none"> <li>• Research an occupation that was identified in the previous lesson to determine if that occupation has job openings in the local area and if the pay would be a good fit.</li> <li>• Work collaboratively with peers to process and analyze information.</li> </ul> | <p><b>CENTRAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking</li> </ul> | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Laptops</li> <li>• Projector</li> <li>• Whiteboard</li> <li>• Handheld magnifier</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• Use digital literacy skills to submit the assignment to the teacher.</li> </ul>  |  |   |
|  | <p>The teacher models how to use O*NET online <a href="https://www.onetonline.org/">https://www.onetonline.org/</a> and CareerOneStop <a href="https://www.careeronestop.org/">https://www.careeronestop.org/</a> to search and gather information about salary and wages and local job openings for one occupation from the previous day's Venn diagram or sticky note assignment <b>presented in the O*NET Interest Profiler lesson.</b></p> <p>The teacher will tell the students that they will be working in pairs for this assignment to be able to help each other with digital literacy skills and ask each other questions that one might not consider if working alone. The teacher will explain that using <i>I wonder</i>, <i>I notice</i>, and <i>have you thought of looking at _____?</i> are good discussion starters. The teacher will explain that, in the workplace, sometimes when you have individual work, it might be good to be able to compare your work with the work of someone else who does the same job. The teacher will remind the students that today they will be doing the same individual work but be able to look and see how their peers are working through the same task.</p> <p>The teacher will tell the students that today's activities will give them an opportunity to self-assess whether they approach assignments the way their peers do or if they have unique ideas that help and support their peers.</p> | <ul style="list-style-type: none"> <li>• Processing and Analyzing Information</li> <li>• Self-Awareness</li> </ul> | <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> </ul>                       |
|  | <p>Using a sample occupation as the guided practice example, the teacher will ask the class to help direct him/her how to gather the wage information on that occupation and local job openings.</p> <p>The teacher will ask the students to share ideas about what other factors they might consider when determining whether or not a job is a good fit for them. Factors may include the job values (salary,</p>   | <ul style="list-style-type: none"> <li>• Navigating Systems</li> <li>• Problem Solving</li> </ul>                  | <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Whiteboard</li> </ul> |



*other learning activities to support learners' success?*

**Timing: 30 minutes**

benefits, hours, schedule, job security, location, conditions/environment, opportunity for advancement) discussed earlier. When thinking about salary, the students should take into account what their current costs are (rent, transportation, cell phone, clothing, food, etc.). When thinking about hours and schedule, some considerations might include whether the job is full-time or part-time, during the day or overnight, etc. When thinking about location, the students might want to investigate the job's proximity to their home or other important location (like their kids' school) and what sort of transportation is available (e.g., it is on the bus route). The teacher may choose to write some of the things the students think of on the board for reference later.

The teacher will tell the students they are to type a paragraph (7–9 sentences) describing the occupation they researched, if the students think this job is available in the local area. The students are also to type five specific statements of evidence that show why or why not the occupation is a good choice for them. The teacher will remind the students to also think about Holland Code families (introduced in the O\*NET Interest Profiler lesson), past job experience, training required, and current job values when processing and analyzing information to assess whether the occupation is a good choice.

Example: "This occupation would provide a good wage, since I need to make at least \$25,000 a year to cover my costs, and this occupation pays around \$28,000 a year." Or "I think this occupation would be hard for me because a typical work week is more than 40 hours, and it is important for me to spend time with my family."

The teacher could have a sample paragraph to review with the students and have them find errors or what information might be missing.

The teacher will tell the students that the document needs to be saved and emailed as an attachment to the teacher.

- Word-processing software
- Internet access



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| <p><b>Application/Extended Practice:</b></p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p><b>Timing: 60 minutes</b></p> | <p>The students will work on researching an occupation and gathering information to include in their typed paragraphs.</p> <p>The students will share their paragraphs through Google Docs or other document sharing website with one to two partners. The partners will read each other's written documents. Partners should discuss the assignment, compare and contrast one another's work, support one another in correcting any errors, and then save the word-processing document.</p> | <ul style="list-style-type: none"> <li>• Interpersonal Skills</li> <li>• Processing and Analyzing Information</li> </ul> | <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Word-processing software</li> <li>• Internet access</li> </ul> |
| <p><b>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</b></p> <p><b>Timing: 10 minutes</b></p>   | <p>The students will submit the word-processing document to the teacher by emailing it as an attachment.</p> <p>The students should be reminded to submit the email as if they were in the workplace and to use appropriate language and format, as they do with every assignment.</p>   | <ul style="list-style-type: none"> <li>• Communication</li> </ul>  | <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Word-processing software</li> <li>• Internet access</li> </ul> |



# Workforce Preparation: Event Planning Integrated and Contextualized Learning Lesson



**Background:** Planning an event, such as a meeting for work, requires the use of many of the skills that matter. The task described here uses the event planning career as an opportunity to introduce these skills and integrate them in the way that one would in the workplace. It is important that the skills are called out so that the students understand the meanings of these skills, how they may present themselves in the workplace, and how they can be transferred to other workplace and non-workplace situations.

**NRS Level(s):** High Intermediate Basic Education, Advanced ESL

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| <b>Lesson Title:</b> Event Planning  |  | <b>Approximate Length of Lesson:</b> 2 hours & 30 minutes   |  |
| <p><b>Instructional Objective</b> <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> <li>• Identify the steps required to plan an event.</li> <li>• Communicate with others while working toward a common goal.</li> <li>• Develop a presentation of information.</li> </ul> <p>Language objectives:</p> <ul style="list-style-type: none"> <li>• Use the proper tone.</li> <li>• Employ the vocabulary of event planning.</li> </ul> |  | <p><b>Learning Target Statements</b> <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners' exit tickets, learning logs, or reflection:</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> <li>• I can name the steps required to plan a successful event.</li> <li>• I can communicate in a group to plan an event.</li> <li>• I can create and give a presentation.</li> </ul> <p>Language objectives:</p> <ul style="list-style-type: none"> <li>• I can use appropriate tone and polite language during group work to finish a complex task.</li> <li>• I can use vocabulary around event planning.</li> </ul> |  |
| <b>ELA/Mathematics/ELP Standard(s) Addressed:</b>  |  | <b>Main Standards Addressed:</b>  |  |
|  |  | <b>CCR Level D:</b>   |  |
|  |  | S/L1: Engage in collaborative discussions.  |  |



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|   | <p>W8 - Gather relevant information from print and digital sources.</p> <p><b>ELPS Level 5:</b><br/>         ELPS 3: Compose a written informational text.<br/>         ELPS 5: Gather information from multiple print sources.<br/>         ELPS 7: Adapt language to audience, purpose, and task.</p>   |  |   |
| <p><b>Central Skills Taught:</b></p>  | <input type="checkbox"/> Adaptability and Willingness to Learn<br><input checked="" type="checkbox"/> Communication<br><input checked="" type="checkbox"/> Critical Thinking<br><input type="checkbox"/> Interpersonal Skills<br><input type="checkbox"/> Navigating Systems  | <input checked="" type="checkbox"/> Problem Solving<br><input checked="" type="checkbox"/> Processing and Analyzing Information<br><input type="checkbox"/> Respecting Differences and Diversity<br><input checked="" type="checkbox"/> Self-Awareness |   |
| <p><b>Language Demands:</b><br/> <i>(Include academic language, language skills, etc.)</i></p>  | <p>Use domain-specific vocabulary to complete tasks, such as <i>venue, budget, publicity, logistics, and catering.</i></p> <p>Attention to tone and use of polite negotiation and disagreement language to complete group work, such as</p> <ul style="list-style-type: none"> <li>• <i>I'm not sure that's the best choice for setup. Have you considered ...</i></li> <li>• <i>Tell me more about this choice for technology ... Does it meet the requirements of the room?</i></li> <li>• <i>I think we should go another direction with this event. Let me show you what I'm thinking.</i></li> </ul> |  |   |
| <p><b>Assessing Mastery of the Objective(s) and Central Skills:</b><br/> <i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i></p> | <p><b>Proof of Learning:</b></p> <input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project)<br><input type="checkbox"/> Via team self-assessment<br><input type="checkbox"/> Via individual self-assessment<br><input checked="" type="checkbox"/> Via team product<br><input type="checkbox"/> Via individual product  | <p><b>Proof of Learning Tools:</b></p> <input type="checkbox"/> Rubric<br><input type="checkbox"/> Checklist<br><input type="checkbox"/> Quiz<br><input checked="" type="checkbox"/> Other <u>Group presentation</u>                                   | <p><b>Ongoing Formative Assessment</b></p> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)<br><input type="checkbox"/> Peer-to-peer quizzing<br><input type="checkbox"/> Exit/admit tickets<br><input type="checkbox"/> KWL charts<br><input checked="" type="checkbox"/> Other <u>Classroom discussions</u> |



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|   | <input type="checkbox"/> Other _____  |  |   |
| <p><b>Adaptations and/or Accommodations:</b></p> <p><i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i></p>  | <p><b>For students at more beginning levels of English and literacy proficiency,</b> begin with visuals and/or short video clips in the introduction (a wedding or festival as well as several work examples such as a strategic planning meeting, retirement party, or sales pitch) to introduce <i>event</i> and associated words. Ideally, some of the visuals will show problems that can occur (confusion, frustration, mess, missing items, ...) to elicit more nuanced language and ideas. During explanation and modeling as well as guided practice, incorporate a graphic organizer and a modified or shorter reading, spending much more time with key vocabulary. Divvy up tasks specifically to limit how much students need to read and focus on at once. Slow down and do one or more examples of guided practice event planning together as a large group before moving to more independent group work. Scaffold the presentation/application into manageable steps depending on the proficiency of the learners.</p> |  |   |
| <p><b>Introduction:</b></p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p><b>Timing: 10 minutes</b></p>   | <p>To begin this activity, ask the students to think about an event that they attended that they considered successful. Instruct the students to jot down some notes that describe what made the event successful and what could have made it better. After a few minutes, facilitate a discussion that allows the students to share their responses. Write the responses on the board or flip chart paper so that they continue to be available throughout the lesson.</p>   | <p><b>CENTRAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Self-awareness</li> </ul> | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Board or flip chart</li> <li>• Chalk or markers</li> </ul> |
| <p><b>Explanation and Modeling:</b></p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p><b>Timing: 20 minutes</b></p> | <p>Using a laptop and projector, access <i>How to Plan an Event: The Complete Event Planning Guide</i> at <a href="https://www.wildapricot.com/articles/how-to-plan-an-event">https://www.wildapricot.com/articles/how-to-plan-an-event</a>. Introduce each of the steps on the website and examine it further by following each link for the planning steps. Provide opportunities to discuss each of the steps and question the students to assess comprehension. As each step is discussed, bring attention to the skills that matter that are integrated in the instructions.</p>   | <ul style="list-style-type: none"> <li>• Processing and analyzing information</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Computer and internet access</li> <li>• Projector</li> </ul>                       |



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|  |  |  | <ul style="list-style-type: none"> <li>• <i>How to Plan an Event: The Complete Event Planning Guide</i> (<a href="https://www.wildapricot.com/articles/how-to-plan-an-event">https://www.wildapricot.com/articles/how-to-plan-an-event</a>)</li> </ul>  |
| <p><b>Guided Practice:</b></p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners' success?</i></p> <p><b>Timing: 60 minutes</b></p> | <p>Divide the class into smaller groups, with each group tasked with planning a separate event that might occur in a workplace. Some examples of events include Take Your Child to Work Day, a company picnic, corporate training, a staff meeting, and hosting a manufacturing day for middle school students. Tell the class that they must address each step presented in <i>How to Plan an Event: The Complete Event Planning Guide</i> as they plan their event. Remind the students of their responses to a favorite event that they had attended and remember to keep the flip chart responses available throughout the planning process.</p> | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical thinking</li> <li>• Processing and analyzing information</li> </ul> | <ul style="list-style-type: none"> <li>• Computers and internet access</li> <li>• <i>How to Plan an Event: The Complete Event Planning Guide</i> (<a href="https://www.wildapricot.com/articles/how-to-plan-an-event">https://www.wildapricot.com/articles/how-to-plan-an-event</a>)</li> </ul> |
| <p><b>Application/Extended Practice:</b></p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p><b>Timing: 30 minutes</b></p>  | <p>The students must also decide how they will present their event plan to the class in an organized fashion and must be prepared to discuss the skills that matter that each step includes. Presentation ideas can include flyers and advertisements for the event, PowerPoint presentations, company billboard postings, newsletter articles, or press releases.</p>   | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>                      | <ul style="list-style-type: none"> <li>• Computers and internet access</li> <li>• Printer</li> <li>• Office supplies (paper, pencils, markers, stickers, etc.)</li> </ul>   |



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| <p><b>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</b></p> <p><b>Timing: 30 minutes</b></p> | <p>Groups present their event plans to the class.</p> <p>Following the group presentation, the teacher can facilitate a class discussion that focuses on the following:</p> <ul style="list-style-type: none"> <li>• What will draw people to the event?</li> <li>• How can we entice more people to come?</li> <li>• How will we determine the success of the event?</li> </ul> | <ul style="list-style-type: none"> <li>• Critical thinking</li> </ul> |  |
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# Workforce Preparation: Unmet Workplace Performance Outcomes Problem-Based Learning Lesson



**Background:** It is not unusual for workers to encounter problems in the workplace. Some problems are unavoidable; however, being given opportunities to have input into determining solutions can be beneficial and contribute to buy-in for workers. The purpose of this task is to present the students with opportunities to use problem-solving strategies to identify potential solutions to problems that may arise on the job. In this task, the students will use the IDEAL problem-solving strategy to uncover solutions to potential workplace problems.

**NRS Level(s):** Low to High Intermediate Basic Education, High Intermediate to Advanced ESL

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| <p><b>Problem Addressed:</b> Unmet Workplace Performance Outcomes</p>  | <p><b>Approximate Instruction Time:</b> 90 minutes</p>  |
| <p><b>Instructional Objective</b> <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>At the conclusion of this task, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and demonstrate communication skills that are useful in problem solving.</li> <li>• Identify and demonstrate interpersonal skills that are useful in problem solving.</li> <li>• Identify and demonstrate critical-thinking skills that are useful in problem solving.</li> <li>• Define problem solving.</li> <li>• Define the IDEAL method of problem solving and engage in problem solving using this strategy.</li> </ul> | <p><b>Learning Target Statements</b> <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners' exit tickets, learning logs, or reflection:</i></p> <p>Context objectives:</p> <ul style="list-style-type: none"> <li>• I can apply the IDEAL process to             <ul style="list-style-type: none"> <li>– intentionally analyze a difficult workplace situation to determine the problem</li> <li>– develop an understanding of the problem and the desired outcome or goal</li> <li>– explore solutions or strategies to resolve the problem</li> <li>– anticipate the outcomes of my solutions and act on the best one</li> <li>– look back on my process to identify what I learned</li> </ul> </li> </ul> <p>Language objectives:</p> <ul style="list-style-type: none"> <li>• I can listen and take notes on a video lecture (The Ideal Process).</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• I can clearly express and support my suggestions for solving a problem.</li> <li>• I can use language that demonstrates my critical thinking when I problem solve.</li> <li>• I can demonstrate interpersonal skills such as flexibility, teamwork, and empathy when collaborating with my classmates.</li> </ul>   |   |
| <b>ELA/Mathematics/ELP Standard(s) Addressed:</b> | <b>Main Standards Addressed:</b><br><b>CCR Level D:</b><br>S/L1: Pose questions and respond to others with relevant evidence, observations, and ideas.<br>S/L4: Present claims in a focused, coherent manner with relevant evidence.<br><br><b>ELPS Levels 4 and 5:</b><br>ELPS 1: Determine central ideas or themes in oral presentations.<br>ELPS 2: Participate in extended discussions. Express self clearly and persuasively. |   |
| <b>Central Skills Taught:</b>                     | <input type="checkbox"/> Adaptability and Willingness to Learn<br><input checked="" type="checkbox"/> Communication<br><input checked="" type="checkbox"/> Critical Thinking<br><input checked="" type="checkbox"/> Interpersonal Skills<br><input checked="" type="checkbox"/> Navigating Systems   | <input type="checkbox"/> Problem Solving<br><input checked="" type="checkbox"/> Processing and Analyzing Information<br><input type="checkbox"/> Respecting Differences and Diversity<br><input checked="" type="checkbox"/> Self-Awareness |





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| <p><b>Language Demands:</b><br/>(Include academic language, language skills, etc.)</p>  | <p>Key terms from the video and the IDEAL process:<br/><i>anticipate, daydreaming, mental escape, nonroutine, novel, strategies</i></p> <p>Employ modals to prompt discussion and collaboration while exploring solutions and their outcomes:</p> <ul style="list-style-type: none"> <li>• How could the boss, manager, or employee(s) handle the situation?</li> <li>• What might happen if s/he/they ...?</li> </ul> <p>Use phrases to introduce the thinking process:</p> <ul style="list-style-type: none"> <li>• After careful consideration,</li> <li>• After weighing the pros and cons,</li> <li>• In looking at the data, we think ...</li> <li>• We've evaluated the solutions and believe ...</li> <li>• After examining the outcomes, it's clear that ...</li> </ul> |  |   |
| <p><b>Assessing Mastery of the Objective(s) and Central Skills:</b><br/>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</p> | <p><b>Proof of Learning:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project)</li> <li><input type="checkbox"/> Via team self-assessment</li> <li><input type="checkbox"/> Via individual self-assessment</li> <li><input checked="" type="checkbox"/> Via team product</li> <li><input checked="" type="checkbox"/> Via individual product</li> <li><input type="checkbox"/> Other _____</li> </ul>  | <p><b>Proof of Learning Tools:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Quiz</li> <li><input checked="" type="checkbox"/> Other IDEAL worksheet</li> </ul> | <p><b>Ongoing Formative Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)</li> <li><input type="checkbox"/> Peer-to-peer quizzing</li> <li><input type="checkbox"/> Exit/admit tickets</li> <li><input type="checkbox"/> KWL charts</li> <li><input checked="" type="checkbox"/> Other <u>IDEAL Problem-Solving</u></li> </ul> |



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| <p><b>Adaptations and/or Accommodations:</b></p> <p><i>(How will you increase access to the content of the lesson? Identify differentiation strategies.)</i></p>  | <p><b>For learners with limited language proficiency</b>, begin with a language experience story or ready-made beginning-level text about a workplace problem.</p> <ul style="list-style-type: none"> <li>Once you've checked learners' comprehension of the oral text, provide a simple lecture on the IDEAL problem-solving process without the acronym. Review the Appendix A worksheet with learners to check their comprehension of the language. Have teams take the problem scenario (the learners' story or the ready-made story) through the IDEAL process, stopping between steps to check in and respond to learners' questions or comments. Shorten the report back frame to three or four sentences and have team presenters rotate through the room.</li> <li>Alternatively, do the entire process as a whole class.</li> </ul>  |  |   |
| <p><b>Build understanding of problem-based learning.</b></p> <p><b>Warm up to the topic or issue at hand.</b></p> <p><u>Role of the teacher:</u></p> <p>Preteach.</p> <p><i>Make sure the students understand the goals and benefits of a problem-based approach for language. If this is an English language acquisition class, emphasize the areas of English that are developed in problem-solving activities.</i></p> <p><b>Timing: 5 minutes</b></p> | <p>Facilitator Preparation</p> <p>Prior to class, the teacher should</p> <ul style="list-style-type: none"> <li>Review the definitions of the <i>skills that matter</i> (communication, interpersonal, and critical thinking).</li> <li>Define <i>brainstorming</i> and <i>mediator</i>.</li> <li>Become familiar with the IDEAL strategy for problem solving by reading <i>The Ideal Workplace: Strategies for Improving Learning, Problem Solving, and Creativity</i> (<a href="http://eric.ed.gov/?ID=ED424409">http://eric.ed.gov/?ID=ED424409</a>).</li> <li>Review the IDEAL YouTube video (<a href="https://youtu.be/OE9oGjhgNWA">https://youtu.be/OE9oGjhgNWA</a>).</li> </ul> <p>The teacher can begin the task by reviewing the skills that matter (communication, interpersonal, and critical thinking).</p> <p>The teacher can define problem solving. One simple definition is that problem solving is the use information that we already know to discover something that we don't know.</p> | <p><b>CENTRAL SKILLS</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Interpersonal skills</li> </ul> | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>Flip chart</li> <li>Markers</li> </ul> |
| <p><b>Meet the problem.</b></p> <p><u>Role of the teacher:</u></p>  | <p>The teacher can ask the class for examples of problems that they solve on a routine basis and problems that they encounter that are difficult to solve. The teacher should not ask the students how</p>   | <ul style="list-style-type: none"> <li>Communication</li> <li>Critical thinking</li> </ul>                                 | <ul style="list-style-type: none"> <li>Flip chart paper</li> <li>Markers</li> <li>Laptop</li> </ul>   |



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| <p>Introduce problem and vocabulary.</p> <p><i>Introduce the students to the problem using pictures, video, or texts. Ask the students about previous personal experiences with the problem. Introduce vocabulary related to the problem. Provide prereading/previewing exercises about the problem.</i></p> <p><i>These can be preselected problems chosen by the teacher based on learner needs; alternatively, facilitate a process of learner-chosen problems.</i></p> <p><b>Timing: 40 minutes</b></p> | <p>they solve these problems but rather just ask what the problems are.</p> <p>The teacher can make a list of these problems on the board or a flip chart to revisit throughout the activity.</p> <p>The teacher should present problem-solving strategies and techniques to the students. Possible strategies include trial and error, brainstorming, and insight.</p> <p>The teacher asks the students how they solve problems that they encounter. The teacher can refer to specific examples on the list developed earlier. To continue and enhance this discussion, the teacher can ask thought-provoking questions like the ones below. Prior to asking these questions, the teacher should define any words that may be problematic (<i>brainstorming, mediator</i>).</p> <ul style="list-style-type: none"> <li>• What does the statement “Two heads are better than one” mean with regard to problem solving?</li> <li>• Have you ever tried to solve a problem using the brainstorming technique?</li> <li>• How flexible are you on controversial issues?</li> <li>• Have you ever played the role of mediator? Has anyone ever played the role of mediator for you in some situation? How did it work?</li> </ul> <p>The teacher introduces the IDEAL strategy for problem solving. The teacher shows the video found at <a href="https://youtu.be/OE9oGjhqNWA">https://youtu.be/OE9oGjhqNWA</a> and follow the video with a discussion about each step of IDEAL. Review the bacon grease example in the video and reinforce each step of the IDEAL strategy:</p> <ul style="list-style-type: none"> <li>• INTENTIONALLY attempt to IDENTIFY the problem and treat it as an opportunity.</li> <li>• DEVELOP an understanding of the problem and DEFINE your goals.</li> </ul> | <ul style="list-style-type: none"> <li>• Navigating systems</li> <li>• Processing and analyzing information</li> </ul> | <ul style="list-style-type: none"> <li>• Projector</li> <li>• Screen</li> </ul> |
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- EXPLORE possible strategies and EVALUATE how they fit your goals.
- ANTICIPATE and then ACT.
- LOOK back and LEARN.<sup>c</sup>

The teacher provides additional examples of problems and use the IDEAL method to work through potential solutions as a large-group activity. For each phase of IDEAL, ask the students thought-provoking questions:

- I—What is the problem? Create a sentence or two to identify the problem.
- D—What do we know about this problem? Create a sentence or two to define the problem.
- E—What are some potential solutions to this problem? Create a sentence or two to explore solutions to the problem.
- A—How can the chosen solution be enacted to avoid possible barriers? Create a sentence or two to describe how the solution to the problem should be carried out.
- L—What have we learned from this problem-solving activity? Create a sentence or two to describe the lessons learned.

Next, the teacher tells the students that they will be participating in role-play activities that will provide them with opportunities to practice skills that matter (communication, interpersonal, and critical thinking) using the IDEAL problem-solving strategy. It is important that the introduced skills be called out so that the students better understand these skills, how they may present themselves in the workplace, and how they can be transferred to other workplace and nonworkplace situations.

The teacher presents the class with a workplace situation that requires ideas for a solution. Examples include “unmet workplace performance expectations” and “late return of workers from breaks.”



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| <p><b>Explore knowns and unknowns.</b></p> <p><u>Role of the teacher:</u></p> <p>Group students and provide resources.</p> <p><i>Make sure that the students understand the problem and what is expected of them. Emphasize that there is no single answer or solution and that they need to choose what appears to be the most viable solution to them and be prepared to explain why they chose that solution. Group the students according to their strengths. As with project-based learning, learners can take on different roles based on their strengths.</i></p> <p><i>Provide access to resources such as the internet, books, magazines, brochures, newspapers, television, and community experts. Make sure that the students are aware of the range of resources available and know how to use them. Encourage the students to draw on materials in their first language and materials</i></p> | <p>The teacher divides the class into groups of three or four students and instructs them to use the IDEAL problem-solving strategy to develop potential solutions to the problems. Using the problems in the previous step or other teacher-made examples, each group develops its own description of one problem. Students use the IDEAL Problem Solving Worksheet (Appendix A) to record their actions.</p> <p>The teacher informs students that they need to come up with a response for each step of the IDEAL process and be prepared to present it to the class. In addition, students will need to explain where the skills that matter (communication, interpersonal, and critical thinking skills) are integrated into their work and their responses. The teacher asks each small group to select a presenter that will share their answers.</p> | <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Interpersonal skills</li> <li>• Processing and analyzing information</li> </ul> | <ul style="list-style-type: none"> <li>• IDEAL Problem Solving Worksheet (Appendix A)</li> </ul> |
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| <p><i>that present different viewpoints.</i></p> <p><b>Timing: 5 minutes</b></p>   |  |  |   |
| <p><b>Provide language supports for the students.</b></p> <p><u>Role of the teacher:</u></p> <p>Provide language frames the students may need (e.g., frames for stating a problem or proposing a solution). Provide planning tools (e.g., graphic organizers) for working through the problem and coming up with solutions.</p> <p><b>Timing: 5 minutes</b></p>  | <p><b>Provide scaffolds for planning and supports for language, considering the register needed when presenting ideas:</b></p> <p>Problem: _____</p> <p>We've identified a problem in the workplace.</p> <p>This is a problem because _____</p> <p>There is evidence to suggest that _____</p> <p>We found that _____</p> <p>Data suggest that _____</p> <p>Possible solutions: _____</p> <p>One thing that could be done is _____</p> | <ul style="list-style-type: none"> <li>• Communication</li> </ul>  | <ul style="list-style-type: none"> <li>• IDEAL Problem Solving Worksheet (Appendix A)</li> <li>• Pencils</li> </ul> |
| <p><b>Generate possible solutions. Consider consequences and choose the most viable solution.</b></p> <p><u>Role of the teacher:</u></p> <p>Observe and support.</p> <p><i>Observe the students and provide support as needed, but do not attempt to direct their efforts or control their activity in solving the problem. Observe, take notes, and provide feedback on student participation in the activity and</i></p> | <p>The students follow the IDEAL process to identify two or three solutions.</p> <p>The teacher observes while the students are developing plans, reminds them of the language supports provided, and assists with finding resources, as needed.</p>   | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical thinking</li> <li>• Processing and analyzing information</li> <li>• Self-awareness</li> </ul> | <ul style="list-style-type: none"> <li>• IDEAL Problem Solving Worksheet (Appendix A)</li> <li>• Pencils</li> </ul> |



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| <p><i>on language used during the activity.</i></p> <p><b>Timing: 15 minutes</b></p>   |  |  |   |
| <p><b>Follow up and assess progress.</b></p> <p><u>Role of the teacher:</u></p> <p>Provide the students with opportunities to present and share the results of their work. Provide follow-up activities based on your observations and possibly provide instruction on grammar, academic language, pronunciation, or pragmatic issues. Assess the students' participation in the activity and level of success and provide opportunities for peer assessment.</p> <p><b>Timing: 20 minutes</b></p> | <p>The presenter from each group shares the team's responses.</p> <p>Debrief using reflective questions such as these:</p> <ol style="list-style-type: none"> <li>1. What did you learn about yourself during this problem-solving activity?</li> <li>2. Did you use communication, interpersonal, and critical thinking skills while participating in this activity?</li> <li>3. Which skills might need improvement? How do you know?</li> </ol> | <ul style="list-style-type: none"> <li>• Self-awareness</li> </ul> | <ul style="list-style-type: none"> <li>• IDEAL Problem Solving Worksheet (Appendix A)</li> <li>• Pencils</li> </ul> |

*Note.* Recommended steps for problem posing adapted from [Problem-Based Learning and Adult English Language Learners](#), by J. Mathews-Aydinli, 2007, Center for Adult English Language Acquisition, Washington, D.C.

<sup>a</sup> *Exploring Work-Based Foundation Skills in the ABL Classroom: Instructional Activities and Resources for Adult Learners*, by P. S. Carman, K. Hamilton, S. Webster, & M. K. Williams, 2004, Institute for the Study of Adult Literacy, University Park, Pennsylvania.

<sup>b</sup> *Ibid.*

<sup>c</sup> *The Ideal Workplace: Strategies for Improving Learning, Problem Solving, and Creativity*, by J. Branson, A. Haynes, B. Stein, and X. Lin, 1998. Retrieved from <http://eric.ed.gov/?ID=ED424409>





# Appendix A. IDEAL Problem Solving Worksheet

## State the Problem

Using the IDEAL strategy for problem solving, provide one or two sentences to address each step of IDEAL. Include examples of where and how the skills that matter (communication, interpersonal, and critical thinking) are integrated into your responses.

| IDEAL |  | Skills that matter |
|-------|--|--------------------|
| I     | Identify—What is the problem?                              |                    |
| D     | Develop—What do you know about this problem?               |                    |
| E     | Explore—What are some potential solutions to this problem? |                    |



| IDEAL    |  | Skills that matter |
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| <b>A</b> | Anticipate—What are potential barriers to enacting the solution? |                    |
| <b>L</b> | Learn—What did you learn from this procedure?                    |                    |





# Workforce Preparation: Classroom Workplace Code of Conduct Project-Based Learning Lesson



**Background:** *Classroom as Workplace* is a classroom structure that introduces on-the-job expectations and provides opportunities to practice and improve workforce preparation skills that matter. When introduced in a classroom setting, workforce preparation skills that are transferable across multiple contexts and job sectors can be developed, with the students provided opportunities to demonstrate competency in targeted skills on a daily basis. The culminating activity and product is the development of a set of rules or a code of conduct that identifies and describes expectations of the students using workforce preparation skills that matter.

**NRS Level(s):** Low to High Intermediate Basic Education, High Intermediate to Advanced ESL

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| <p><b>Project Title:</b> Classroom Workplace Code of Conduct</p>  | <p><b>Approximate Instruction Time:</b> 8 hours over 4 days</p>  |
| <p><b>Instructional Objective</b> <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>At the conclusion of this project, the students will be able to:</p> <ul style="list-style-type: none"> <li>Identify skills that matter in the creation of a classroom code of conduct.</li> </ul> | <p><b>Learning Target Statements</b> <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the project)</i> for learners' exit tickets, learning logs, or reflection:</p> <p>Content objectives:</p> <ul style="list-style-type: none"> <li>I can identify the similarities between the classroom environment and the workplace.</li> <li>I can name and define nine essential workplace skills (the skills that matter).</li> <li>I can apply the skills that matter to collaborate on a code of conduct for the classroom.</li> </ul> <p>Language objectives:</p> <ul style="list-style-type: none"> <li>I can read and synthesize information from two texts (workplace manuals and skill definitions).</li> <li>I can support a claim with evidence.</li> </ul> |

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| <p><b>ELA/Mathematics/ELP Standard(s) Addressed:</b></p>                                       | <p><b>Main Standards Addressed:</b></p> <p><b>CCR Levels C and D:</b></p> <p>R1: Read closely and cite evidence to support analysis of text.<br/> R9: Analyze how texts address similar themes.<br/> S/L1: Engage in collaborative discussions.<br/> L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p><b>ELPS Levels 4 and 5:</b></p> <p>ELPS 1: Cite specific evidence in the text to support analysis.<br/> ELPS 2: Participate in extended discussions. Express self clearly and persuasively.<br/> ELPS 8: Use context, questioning and morphology to determine the meaning of words.</p>        |   |
| <p><b>Central Skills Taught:</b></p>   | <p><input type="checkbox"/> Adaptability and Willingness to Learn</p> <p><input checked="" type="checkbox"/> Communication</p> <p><input checked="" type="checkbox"/> Critical Thinking</p> <p><input checked="" type="checkbox"/> Interpersonal Skills</p> <p><input checked="" type="checkbox"/> Navigating Systems</p>  | <p><input type="checkbox"/> Problem Solving</p> <p><input checked="" type="checkbox"/> Processing and Analyzing Information</p> <p><input checked="" type="checkbox"/> Respecting Differences and Diversity</p> <p><input checked="" type="checkbox"/> Self-Awareness</p> |
| <p><b>Language Demands:</b><br/> <i>(Include academic language, language skills, etc.)</i></p> | <p>Academic vocabulary word families from the skill definitions and workplace manuals (e.g., <i>adaptability, analyze, awareness, rational, strategy, values</i>)</p> <p>Moderately complex sentences in some of the skill definitions and, most likely, in the workplace manuals</p> <p>Academic language to compare and contrast ideas:</p> <ul style="list-style-type: none"> <li>• While interpersonal skills focus on how we interact with others, communication skills focus on how we express our ideas to others.</li> <li>• There are similarities between ____ and ____.</li> </ul> <p>Academic language to make and support claims:</p> |   |



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|   | <ul style="list-style-type: none"> <li>• Teamwork requires multiple skills. Consider this: In a team you need to be able to communicate ideas, interact successfully, respect diverse ideas, problem solve, and more!</li> <li>• I believe this because ...</li> <li>• Think about it! If you [do this], then you are demonstrating [skill].</li> </ul>   |   |   |
| <p><b>Assessing Mastery of the Objective(s) and Central Skills:</b><br/><i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the project.)</i></p> | <p><b>Proof of Learning:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project)</li> <li><input type="checkbox"/> Via team self-assessment</li> <li><input type="checkbox"/> Via individual self-assessment</li> <li><input checked="" type="checkbox"/> Via team product</li> <li><input type="checkbox"/> Via individual product</li> <li><input type="checkbox"/> Other _____</li> </ul>  | <p><b>Proof of Learning Tools:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubric</li> <li><input type="checkbox"/> Checklist</li> <li><input type="checkbox"/> Quiz</li> <li><input checked="" type="checkbox"/> Other <u>Group code of conduct</u></li> </ul> | <p><b>Ongoing Formative Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot)</li> <li><input type="checkbox"/> Peer-to-peer quizzing</li> <li><input type="checkbox"/> Exit/admit tickets</li> <li><input type="checkbox"/> KWL charts</li> <li><input checked="" type="checkbox"/> Other <u>Group code of conduct</u></li> </ul> |
| <p><b>Adaptations and/or Accommodations:</b><br/><i>(How will you increase access to the content of the project? Identify differentiation strategies.)</i></p>                                | <p><b>For learners of lower levels of language proficiency:</b></p> <ul style="list-style-type: none"> <li>• Revise “The Skills That Matter in the Classroom Workplace” handout (Appendix A) so that the complexity of each definition is level appropriate (e.g., Problem solving is ... instead of Problem solving has been identified as ...) and each definition has a very brief example. Once learners have completed the workplace skill brainstorm, divide the class into nine pairs or teams, assign one skill from the handout to each pair or team, and have them collaborate in reading, answering questions, and preparing a very brief (guided) report about the skill to the class. For example: We learned about [skill]. People with this skill can ... . ____ and ____ will demonstrate this skill for you now (role-play example from text).</li> <li>• To check the class’s comprehension of the skills, show visuals of different situations at work and ask which skills are needed (e.g., a photo of co-workers arguing might suggest communication or interpersonal skills).</li> <li>• Show one or two examples of simple workplace manuals to the class and have learners hunt for phrases from the skills that matter (e.g., respect diversity, teamwork, problem solving, etc.).</li> </ul> |   |   |



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|   | <ul style="list-style-type: none"> <li>• With the whole class, elicit what learners need to do to create a successful class community (code of conduct) and supply additional ideas as needed for the next task. Use visuals and questions to support learners' comprehension. In teams, provide learners with a worksheet or sentence frame to help them match their code of conduct ideas to the skills that matter (e.g., When you come to class on time, you are demonstrating interpersonal skills).</li> <li>• Teams then each select one (or more) ideas from the code of conduct brainstorm and design a sign that can be displayed in the classroom.</li> <li>• Conduct the debrief as suggested in the instructional material.</li> </ul> <p><b>For ASE learners</b>, the entire project can be done autonomously by providing a set of instructions and a rubric to guide learners in</p> <ul style="list-style-type: none"> <li>• defining and researching the skills that matter,</li> <li>• searching workplace manuals to identify when and where the skills that matter occur, and</li> <li>• designing and producing the code of conduct pages for the school's orientation manual or webpage based on their research and collaboration.</li> </ul> |   |   |
| <p><b>Working collaboratively, the class chooses a topic based on a real-world issue affecting learners' lives.</b></p> | <p>The teacher should prepare flip chart sheets, each of which has one skill that matters and its definition.</p> <p>The teacher introduces the activity by telling the students that they will begin to discuss the skills that matter and the way these skills look in a workplace. The teacher asks the students to think about skills that are important in the workplace. Students' responses are listed on a flip chart, and the teacher refers to them as the Skills That Matter are introduced. The teacher distributes the "Skills That Matter" handout (Appendix A) and tells the students that they will be discussing each of the skills and determining how each skill might be used in the classroom if the classroom were their workplace. Examples may include communicating with the students working on a project together and knowing whom to talk to about a problem with another student. As classroom workplace activities are identified for each skill, the teacher asks the students to complete the handout with the appropriate skill or skills.</p> <p>It would be helpful to invite a human resources guest speaker who is prepared to present information about the skills that matter in</p>  | <p><b>CENTRAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Processing and analyzing information</li> </ul> | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Flip chart</li> <li>• Markers</li> <li>• TSTM in the Classroom Workplace (Appendix A)</li> </ul> |





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|   | his/her workplace. Ideally, a panel representing various sectors that have diverse examples would enhance this activity.   |  |  |
| <b>Learners decide what they would like to create as a final product.</b>             | <p>The teacher tells the students that the product of this activity is a classroom handbook that uses the skills that matter in the expected and appropriate behaviors in the classroom, but the students can decide what the handbook will include and what it will look like. The code of conduct is one part of the classroom as workplace structure that encourages teamwork, punctual attendance, calling in when absent or tardy, and making appointments outside of class time, for example.</p> <p>Options for the final product could include a book, posters or something virtual.</p> | <ul style="list-style-type: none"> <li>• Navigating systems</li> </ul>   | <ul style="list-style-type: none"> <li>• Paper and pencils</li> </ul>  |
| <b>Learners choose their roles and responsibilities for completing their project.</b> | <p>The teacher uses a simple interest/skills survey to determine team roles. Items might include the following:</p> <p>I am comfortable with ...</p> <ul style="list-style-type: none"> <li>• finding information online</li> <li>• creative design</li> <li>• writing</li> <li>• speaking in front of the class</li> </ul>  | <ul style="list-style-type: none"> <li>• Adaptability and willingness to learn</li> <li>• Self-awareness</li> </ul>  |  |
| <b>Learners determine the necessary resources for their project.</b>                  | <p>The teacher divides the class into groups of three to five students. The teacher shares some authentic workplace handbooks with the groups and instructs the students to look for places in the handbooks where the Skills That Matter are identified as well as for examples that could carry over into the classroom. The students discuss what they find, write their responses on paper, and are prepared to share their findings with the class. One member from each team reports out.</p>  | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical thinking</li> <li>• Interpersonal skills</li> <li>• Processing and analyzing information</li> </ul> | <ul style="list-style-type: none"> <li>• Flip chart and markers</li> <li>• Authentic workplace handbooks</li> <li>• Paper and pencils</li> </ul> |



|  | <p>The teacher leads a class discussion that brings together the two activities that can inform the classroom workplace handbook: a study of the “Skills That Matter” handout and a review of the authentic handbooks. As a class activity, the teacher leads a discussion that helps the students identify the Skills That Matter and classroom behaviors that are appropriate and should be included in the code of conduct. The teacher takes notes on a flip chart so that the information is readily available throughout this process.</p> <p>If students have access to computers and the internet in the classroom, they may want to find additional examples online to supplement the handbooks provided.</p>   | <ul style="list-style-type: none"> <li>• Respecting differences and diversity</li> </ul> |                    |    |  |    |  |    |  |    |  |    |  |    |  |   |   |
|--|--|--|--------------------|----|--|----|--|----|--|----|--|----|--|----|--|---|---|
| <p><b>Groups carry out assigned work. Peers provide feedback. The instructor asks guiding questions.</b></p> | <p>Each group creates a list of five to 10 classroom workplace behaviors they think should be included in the class’s code of conduct with support for each selection.</p> <p>Each group shares their list of behaviors. The teacher leads a discussion to determine which behaviors from the individual lists will be included in the class’s code of conduct, noting similarities and differences. Any Skills That Matter required for the behaviors should be identified. The code-of-conduct behaviors (see below) must be agreed on by a majority of the students.</p> <table border="1" data-bbox="617 1011 1360 1416"> <thead> <tr> <th>Classroom workplace code of conduct</th> <th>Skill that matters</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td></tr> <tr><td>2.</td><td></td></tr> <tr><td>3.</td><td></td></tr> <tr><td>4.</td><td></td></tr> <tr><td>5.</td><td></td></tr> <tr><td>6.</td><td></td></tr> </tbody> </table> | Classroom workplace code of conduct  | Skill that matters | 1. |  | 2. |  | 3. |  | 4. |  | 5. |  | 6. |  | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Navigating systems</li> <li>• Respecting differences and diversity</li> </ul> | <ul style="list-style-type: none"> <li>• Flip chart</li> <li>• Markers</li> </ul> |
| Classroom workplace code of conduct  | Skill that matters   |  |                    |    |  |    |  |    |  |    |  |    |  |    |  |   |   |
| 1.   |  |  |                    |    |  |    |  |    |  |    |  |    |  |    |  |   |   |
| 2.   |  |  |                    |    |  |    |  |    |  |    |  |    |  |    |  |   |   |
| 3.   |  |  |                    |    |  |    |  |    |  |    |  |    |  |    |  |   |   |
| 4.   |  |  |                    |    |  |    |  |    |  |    |  |    |  |    |  |   |   |
| 5.   |  |  |                    |    |  |    |  |    |  |    |  |    |  |    |  |   |   |
| 6.   |  |  |                    |    |  |    |  |    |  |    |  |    |  |    |  |   |   |



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| <p><b>Teams create the final product, copyedit, and finalize for publication and presentation.</b></p> | <p><b>Possible final products:</b></p> <ul style="list-style-type: none"> <li>• Booklet</li> <li>• Poster</li> <li>• Video</li> <li>• Website</li> </ul>   | <ul style="list-style-type: none"> <li>• Adaptability and willingness to learn</li> <li>• Communication</li> <li>• Navigating systems</li> <li>• Problem solving</li> <li>• Processing and analyzing information</li> <li>• Respecting differences and diversity</li> </ul> | <ul style="list-style-type: none"> <li>• Varies by final product</li> </ul> |
| <p><b>Teams share the final products.</b></p>  | <p>This will depend on what students selected as their final product.</p> <ul style="list-style-type: none"> <li>• Booklet: The teacher may want to make copies available for all students and have a classroom copy.</li> <li>• Poster: Students should select a place to have it prominently displayed in the classroom.</li> <li>• Video: Students can host an event to share with other classes, teachers, administrators, and family members.</li> <li>• Website: Students can host an event to do a walkthrough with other classes, teachers, administrators, and family members.</li> </ul> | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Interpersonal skills</li> </ul>   | <ul style="list-style-type: none"> <li>• Varies by final product</li> </ul> |
| <p><b>The project ends with self-assessment and assessment by one's peers.</b></p>                     | <p>The teacher debriefs the students using reflective questions such as the following:</p> <ul style="list-style-type: none"> <li>• Which classroom workplace behaviors will be easy for you to follow? Why?</li> </ul>  | <ul style="list-style-type: none"> <li>• Self-awareness</li> </ul>  |   |



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|  | <ul style="list-style-type: none"><li>• Which classroom workplace behaviors will be difficult for you to follow? Why?</li><li>• Which skills that matter might you need to improve? How do you know?</li></ul> |  |  |
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## Appendix A. The Skills That Matter in the Classroom Workplace

The *skills that matter* are the foundational skills needed to function effectively in the workforce and in civic and community life.

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| <b>Adaptability and willingness to learn</b>   |
| Adaptability is the quality of being able to roll with new situations, such as a change in leadership, a revised work assignment, or an unexpected life event.<br><br>In the classroom workplace ...   |
| <b>Communication</b>   |
| Adults with strong communication skills can convey information to others effectively and efficiently—both verbally and nonverbally as well as in writing. Communication skills also include the effective use of visuals, multimedia, and digital platforms to convey information.<br><br>In the classroom workplace ...   |
| <b>Critical thinking</b>   |
| Critical thinking is the open-minded, rational, and informed by evidence in order to arrive at decisions or conclusions that go beyond factual recall. In adult education classrooms, critical thinking skills involve actively applying thinking strategies that range from analyzing relationships between components to drawing conclusions from a variety of data.<br><br>In the classroom workplace ... |
| <b>Interpersonal skills</b>  |
| Sometimes called “people skills,” interpersonal skills are the qualities and behaviors a person uses to interact with others appropriately. They are essential to successful communication and systems navigation across contexts.<br><br>In the classroom workplace ...   |
| <b>Navigating systems</b>  |
| Navigating systems is successful operation within the institutions and organizational structures that are part of communities, workplaces, schools, and families.<br><br>In the classroom workplace ...  |



### **Problem solving**

Problem solving has been identified as one of the top two skills employers look for in job applicants, but it is also part of adult daily life (e.g., work–life balance, parenting choices, managing finances, etc.). The key stages in problem solving are to 1) identify the problem, 2) propose solutions, 3) analyze solutions (and consequences) in order to select a solution, and 4) apply or implement the solution.

In the classroom workplace ...

### **Processing and analyzing information**

In processing and analyzing information, first identify a topic, problem, or issue and then gather the information needed to develop and test solutions. Finally, assess and reflect on the results.

In the classroom workplace ...

### **Respecting differences and diversity**

Respecting differences and diversity is the ability to interact with others respectfully, accommodating their different lifestyles and needs and accepting their diverse viewpoints and expertise.

In the classroom workplace ...

### **Self-awareness**

Self-awareness is the ability to take stock of one's own emotions, thoughts, and values and to recognize their impact on one's own (and others') behavior.

In the classroom workplace ...



# Workforce Preparation: Annotated Instructional Resources and References



## Instructional Resources

One focus of the Teaching Skills That Matter (TSTM) in Adult Education project is identifying high-quality, evidence-based materials and training to support teachers in integrating transferable skills development in the areas of civics education, digital literacy, health literacy, financial literacy, and workforce preparation skills into adult education and literacy instruction. The following selection of easy-to-use instructional resources have been recommended by subject matter experts in workforce preparation for teaching the skills that matter. Please note that these only are intended as a starting point to support teachers' important work in this area and exploration of existing instructional resources.

Adelson-Goldstein, J. (2016). *Preparing English learners for work and career pathways: Companion learning resource*. Washington, DC: U.S. Department of Education, Office of Career, Technical, and Adult Education. Retrieved from [https://lincs.ed.gov/sites/default/files/LINCS\\_CLR-1\\_508\\_0.pdf](https://lincs.ed.gov/sites/default/files/LINCS_CLR-1_508_0.pdf)

This resource was designed for adult learners, with a focus on workforce preparation. Although the primary audience is ELL teachers, the content can be adapted for use with ABE learners. It includes multiple examples of the TSTM skills and suggests adaptations for beginning ESL students. The resource includes suggested instructional materials for all levels of language and literacy proficiency.

CareerOneStop. (2017). Skills and abilities videos. Retrieved from <https://www.careeronestop.org/Videos/SkillandAbilityVideos/skill-and-ability-videos.aspx>

This website presents several videos on topics related to workforce preparation. The videos foster listening skills and the development of academic language related to the workplace. The videos can be used with a variety of instructional approaches, act as prompts for skill building, and provide starting points for discussions about career pathways. These videos are appropriate for learners with intermediate and advanced levels of language and literacy proficiency, but they can be used with lower level learners along with scaffolds and additional instructional support.

CareerOneStop. (2019). Check out CareerOneStop's newest career videos. Retrieved from <https://www.careeronestop.org/Videos/NewCareerVideos/new-career-videos.aspx>

This website presents videos on careers in 16 categories. Many are updates of previously existing career videos, but some are for newly emerging careers. The videos foster listening skills and the development of academic language related to the workplace. The videos can be used with a variety of instructional approaches, act as prompts for skill building, and provide starting points for discussions about career



pathways. These videos are appropriate for learners with intermediate and advanced levels of language and literacy proficiency, but they can be used with lower level learners along with scaffolds and additional instructional support.

ConnectED. (2017). Day at Work videos. Retrieved from <https://www.connectedstudios.org/url-zuF2ha7ENUkhXWnhzOFCGrTn>

This series of videos provides insight for students about what a day looks like for a variety of working professionals. Each video explains what people in each profession do, how they do it, and the career path they took to get there. The language level used in each video requires advanced English proficiency.

Foundation skills framework (FSF series). (2017). Institute for the Study of Adult Literacy. Retrieved from <https://www.cpwdc.org/wp-content/uploads/FSFWorkshopsFinalPortfolio.pdf>

This resource supports teachers in building a common understanding of the skills that are essential for success in work and training. The learning tasks are designed to help students make the connection between the necessary skills and the job requirements outlined in O\*Net. These tasks are aimed at learners with intermediate to advanced levels of literacy and language proficiency. The self-assessment tools provide opportunities to develop self-awareness and critical thinking skills. This resource was designed primarily for learners with intermediate to advanced levels of literacy and language proficiency, but instructors could provide content scaffolds for learners with lower levels of language proficiency.

Foundation skills framework. (2017). Institute for the Study of Adult Literacy. Retrieved from <http://www.paadultedresources.org/foundation-skills-framework/>

This website features several resources related to the Foundation Skills framework. The self-appraisal found in the *Foundation Skills Framework Resources Guide* gives students an opportunity to develop self-awareness about their skills but can also be used by teachers to identify the competencies on which to focus instruction. The Foundation Skills Checklist outlines the competencies important in preparing students for work and training. It is organized around Basic Workplace skills (Reading, Writing, Listening, Speaking (based on the Equipped for the Future framework), Employability Skills, and Lifelong Learning Skills, making it useful for teachers of adult education.

Kentucky Educational Television. (2019). Workplace essential skills. Retrieved from <https://www.ket.org/series/WESK/www.ket.org/workplace/>

This website features an extensive resource library of work-related videos.



Oesch, M., & Bower, C. (n.d.). *Integrating career awareness in the ABE & ESOL classroom*. SABES Central Resource Center. Retrieved from <http://www.collegetransition.org/wp-content/uploads/2017/10/ICAcriculumguide.pdf>

This guide is designed for use in the adult education classroom and focuses on issues, concepts, and skills related to workforce preparation. It addresses preparation for work and the transition to college, and it includes topics that can create a challenging transition, such as financial issues and college placement tests. The lessons in the curriculum help students develop self-awareness and problem-solving skills and emphasize navigating the career education system. The language and directions are clear and easy to understand, and the materials are easily accessible for English learners at the high-intermediate and advanced levels and for ABE, GED, and HSE students. Teachers of learners at lower literacy and language proficiency levels can easily adapt many of the goal-setting and interest and skill inventory activities.

U.S. Department of Education. (2017). *Employability skills*. Retrieved from <https://cte.ed.gov/initiatives/employability-skills-framework>

This tool describes the skills that employers want in a user-friendly format that enables students to identify the necessary skills at a glance. It includes clear and easily understandable explanations of the components of the framework. This tool is appropriate for learners with high-intermediate and advanced levels of literacy and language proficiency, but the content from the Employability Skills Framework can be readily adapted for learners at all levels.

Workforce preparation activities in the classroom: Contextualizing employability skills for deeper learning. (n.d.). LINCS. Retrieved from <https://courses.lincs.ed.gov/mod/book/view.php?id=7393&chapterid=1287>

This online LINCS course is designed to help teachers understand the concept of contextualizing skills in workforce preparation classes. It uses the framework created by the National Academy of Sciences called Education for Life and Work: Developing Transferable Knowledge for the 21st Century to highlight essential skills and strategies for teachers. The course guides teachers on how to contextualize instruction, including highlighting skills in current lessons and setting objectives related to contextualization, to help with course development and lesson design. The section on deeper learning, which highlights Key Practices to Promote Deeper Learning, reflects the instructional approaches of the *Teaching Skills That Matter* project and offers case studies of teachers and examples from ESL and ABE classrooms. The site requires creation of a free account, and users must sign-in before the course can be accessed.



## Additional References

The following is a selection of additional resources recommended by subject matter experts in workforce preparation skills for adult educators to learn more about the topic area addressed in the *Teaching Skills That Matter* project. Please note that these only are intended as a starting point to support teachers' important work in this area and exploration of existing references resources.

Advance CTE. (n.d.) National career clusters framework. Retrieved from <https://careertech.org/career-clusters>

This website offers comprehensive descriptions of career clusters, specific jobs, and the knowledge and skills required for those jobs. It includes a learning plan to support the transition to college-level work and provides thorough explanations of the required skills. Curriculum developers, program designers, and career navigators will find the resources at this website highly useful.

Hakins, B. (2019). Adult education comes of age. *Education Next*, 19(2). Retrieved from <https://www.educationnext.org/adult-education-comes-of-age-new-approach-blends-basic-academics-job-training/>

This article outlines the most significant changes in adult education related to workforce preparation. The case of Rochester Community College demonstrates how the workforce is evolving and what it takes to build career opportunities for nontraditional students. The article also describes examples of new collaborations that can help adult learners prepare to engage in college-level coursework and participate in certificate programs.

*Learn to earn toolkit*. (2017). Retrieved from <http://learntoearn toolkit.org/>

This online course is designed for independent learning on 10 topics related to the workforce. There are opportunities for students to practice many of the TSTM skills.

The Teaching Skills That Matter in Adult Education project is managed by the American Institutes for Research under contract with the U.S. Department of Education, Office of Career, Technical, and Adult Education (Contract Number GS-10F-0112J). These materials are examples of resources that may be available. Inclusion of this information does not constitute an official endorsement by the U.S. Department of Education of any products or services offered or views expressed. The hyperlinks and URLs provided in this document were created and are maintained by outside organizations. The Department is not responsible for the accuracy of this information. The opinions expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred. September 2019.



# Notes



