

Florida's LINCS ESL Pro Project Presents

Paving the Way: Career Readiness Skills for our English Learners



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Sponsored by IPDAE

OUR SESSION GOALS

By the end of our session, you should be able to:

- identify ways to infuse career awareness and workplace readiness at any level of English language proficiency;
- employ a multilevel, process writing lesson to assist learners in stating goals and identifying potential career pathways;
- develop reading, listening and vocabulary tasks that help learners navigate complex text in workplace settings;
- use DO-SAY charts, cooperatives structures, and team tasks to build learners' soft skill language while developing their speaking and listening skills; and
- integrate problem scenarios in your instruction in order to help learners address workplace and cross-cultural issues while increasing their ability to express higher-level thinking.

MY GOALS	MY BARRIERS	MY WORK AROUNDS

5 MODELS OF CONTEXTUALIZED INSTRUCTION

APPROACH	LEARNERS	INSTRUCTOR	FOCUS
Contextualized ELA	All levels of adult ELs in non-credit ELA programs	One instructor	Career awareness, career exploration & goal Setting General workplace & workforce preparation skills as part of ELA instruction.
Bridge Program	Typically intermediate to advanced level adult ELs in non-credit ELA programs	One instructor often in collaboration with CTE faculty	Rigorous development of language and literacy skills to prepare for entry into post-secondary courses leading to a certificate and a career
I-BEST course	Typically intermediate to advanced level students enrolled in a technical course that offers ELA support	Team of two instructors, one focused on ELA, one focused on occupational skills training with at least 50% overlap in the classroom	ELA integrated into a technical course leading to a career pathway.
Concurrent ELA and Career Training	Typically high intermediate to advanced level ELs enrolled in the ELA class AND the entry level course in a career training program	One ELA instructor who provides support for learners enrolled in one or more occupational skills classes. Instructors are expected to coordinate.	Academic skill development, technical vocabulary, and other ELA support to ensure successful completion of training course(s).
Work-based course	Incumbent workers studying at a work site	One instructor per class consulting with contracting company	ELA focused on work-specific vocabulary, concepts, procedures and communication skills identified in collaboration with the contracting company's needs.

CAN DO ASSESSMENT: IDENTIFYING FUTURE PATHWAYS

Statement 1: *I can help my learners state their career interests and goals*

with ease not easily, if at all

Statement 2: *I can locate resources with career information my learners need.*

with ease not easily, if at all

Statement 3: *I can create or locate career inventories and help my learners use them.*

with ease not easily, if at all

OCCUPATION CLUSTER	Well-known term	Less well-known term
Agriculture, Food & Natural Resources (& Forestry)	farmer	<i>forest worker</i>
Architecture & Construction (& Extraction)	architect	<i>terrazzo worker</i>
Arts, A/V Technology & Communications	artist	<i>animator</i>
Business Management & Administration	manager	<i>energy auditor</i>
Education & Training	teacher	<i>archivist</i>
Finance Planning	accountant	<i>appraiser</i>
Government & Public Administration	DMV clerk	<i>climate change analyst</i>
Health Science	nurse	<i>audiologist</i>
Hospitality & Tourism	travel agent	<i>conciierge</i>
Human Services	nanny	<i>probation officer</i>
Information Technology	programmer	<i>web administrator</i>
Law, Public Safety, Corrections & Security	<i>police officer</i>	<i>bailiff</i>
Manufacturing	assembler	<i>robotic technicians</i>
Marketing, Sales and Services	salesclerk	<i>event planner</i>
Science, Technology, Engineering & Mathematics	scientist	<i>biomass plant technician</i>
Transportation, Distribution & Logistics	truck driver	<i>airfield operations specialist</i>
(Note that the (&_) additions include some of the Occupational Handbook Occupation Groups		

Discussion Notes:

1. What types of materials and activities help learners identify their goals?
2. What types of tasks help them state their goals?
3. What resources have you found with career information?
4. What type of career inventories (if any) have you used in the past?

Researching Fields, Industries and Occupations

Jigsaw reading questions

What is the job title?
 Where do these workers work?
 What do they do?
 What does the job pay?

What certification or degrees do you need?
 Is there on-the-job training?
 What other facts are important to know?

job title	
duties	
work environment	
pay	
degree, certificate, or license required?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No Info
on-the-job-training?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No Info
growing field?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No Info
more facts	

A chart can be used by learners working independently or in pairs or groups.

An information gap is a great way to build career awareness and language skills.

	JOB	PAY	EDUCATION	ON THE JOB TRAINING (OTJT)	JOB OUTLOOK
A	HVACR Technician	\$20.00/hr		long-term training apprenticeships	more jobs in future
	Computer Repair		no degree required		
	JOB	PAY	EDUCATION	ON THE JOB TRAINING (OTJT)	JOB OUTLOOK
B	HVAC Repair		certificate or AA		
	Computer Repair	\$17.00/hr		none, but maybe mentoring	fewer jobs in future

RESEARCH FRAME

Our team researched the job of _____ . We learned that _____ s earn _____ . _____ s need to have _____ . Usually _____ work with _____ . On a typical day, a _____ will _____ , _____ , and _____ . According to _____ , there will be _____ positions for _____ in the future.

Summaries from The Occupation Outlook Handbook Website

[<http://www.bls.gov/ooh>]

Summary

Quick Facts: Nursing Assistants and Orderlies	
2012 Median Pay ?	\$24,400 per year \$11.73 per hour
Entry-Level Education ?	See How to Become One
Work Experience in a Related Occupation ?	None
On-the-job Training ?	See How to Become One
Number of Jobs, 2012 ?	1,534,400
Job Outlook, 2012-22 ?	21% (Faster than average)
Employment Change, 2012-22 ?	321,200

Summary

Quick Facts: Heating, Air Conditioning, and Refrigeration Mechanics and Installers	
2012 Median Pay ?	\$43,640 per year \$20.98 per hour
Entry-Level Education ?	Postsecondary non-degree award
Work Experience in a Related Occupation ?	None
On-the-job Training ?	Long-term on-the-job training
Number of Jobs, 2012 ?	267,600
Job Outlook, 2012-22 ?	21% (Faster than average)
Employment Change, 2012-22 ?	55,900

Summary

Quick Facts: Preschool Teachers	
2012 Median Pay ?	\$27,130 per year \$13.04 per hour
Entry-Level Education ?	Associate's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2012 ?	438,200
Job Outlook, 2012-22 ?	17% (Faster than average)
Employment Change, 2012-22 ?	76,400

Collaborating on a Writing Process Lesson Theme: Career Goals

Prior lessons: <i>identify occupation vocabulary; research career pathways; read and discuss SMART goals and goal setting; read and/or listen to scenarios about different workers' career pathway and goal setting process</i>													
Lesson Objective: By the end of the lesson learners will be able to													
Prewriting task(s)													
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;"><input type="checkbox"/> T-chart</td> <td style="width: 25%;"><input type="checkbox"/> Brainstorm</td> <td style="width: 25%;"><input type="checkbox"/> Ranking</td> <td style="width: 25%;"><input type="checkbox"/> One question survey</td> </tr> <tr> <td><input type="checkbox"/> Venn Diagram</td> <td><input type="checkbox"/> Checklists</td> <td><input type="checkbox"/> Timeline</td> <td><input type="checkbox"/> Peer interview</td> </tr> <tr> <td><input type="checkbox"/> other graphic organizer:</td> <td><input type="checkbox"/> other information gathering:</td> <td><input type="checkbox"/> Other: prioritizing or sequencing task</td> <td><input type="checkbox"/> Corners survey</td> </tr> </table>		<input type="checkbox"/> T-chart	<input type="checkbox"/> Brainstorm	<input type="checkbox"/> Ranking	<input type="checkbox"/> One question survey	<input type="checkbox"/> Venn Diagram	<input type="checkbox"/> Checklists	<input type="checkbox"/> Timeline	<input type="checkbox"/> Peer interview	<input type="checkbox"/> other graphic organizer:	<input type="checkbox"/> other information gathering:	<input type="checkbox"/> Other: prioritizing or sequencing task	<input type="checkbox"/> Corners survey
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<input type="checkbox"/> other graphic organizer:	<input type="checkbox"/> other information gathering:	<input type="checkbox"/> Other: prioritizing or sequencing task	<input type="checkbox"/> Corners survey										
Modeling the writing task	NOTES												
<input type="checkbox"/> discussion of sample text <input type="checkbox"/> think aloud/write aloud <input type="checkbox"/> language experience approach													
Drafting supports													
<input type="checkbox"/> sentence frame <input type="checkbox"/> paragraph frame <input type="checkbox"/> outline <input type="checkbox"/> checklist													
Peer Feedback													
<input type="checkbox"/> questions/prompts <input type="checkbox"/> checklist <input type="checkbox"/> rubric													
Editing and Revising													
<input type="checkbox"/> questions/prompts <input type="checkbox"/> checklist <input type="checkbox"/> teacher feedback													
Finalizing and Publishing													
<input type="checkbox"/> goal wall <input type="checkbox"/> wiki posts <input type="checkbox"/> class FB page <input type="checkbox"/> class blog <input type="checkbox"/> other:													

Examples of Sentence and Paragraph Frames

1. Before I came to the U.S., I was a(n) _____.
[occupation, homemaker and/or student]

2. Currently I am a(n) _____.

[occupation, homemaker and/or student]

3. In the future, I hope to be a _____.
[occupation, homemaker and/or student]

4. In ____ years, I want to complete my English classes.

5. In ____ years, I want to have a _____

[what kind?] [diploma, certificate, degree, credential,
license]

6. In ____ years, I hope to be employed in _____
[What field or industry?]

My name is _____ and I'm originally from _____.

Currently, I study English at _____, in _____. I also work at
_____.* Before I came to the U.S., I was a _____. I would like
to continue to work in that field/industry.**

My goal is to complete my English classes by _____. After that I plan to
_____. Five years from now I hope to be employed as a
_____ in the _____.

*

* If you are not working outside the home, you can say:

I also take care of my [children, parents, family, neighbors' children, etc.]

**If you do not want to have the same career you had before you came to the U.S. you can say:

I would like to change careers.

Now, I'm interested in becoming a _____.[name of occupation]

(Adapted from the Navigating the Community-EL Civics Tool Kit, ACE 2011)

Graphic Organizers To Help Learners Navigate Complex Material

Scaffolded Cornell Notes

Construction Safety	
1. falls 2. causes 3. prevention	# of fatalities
According to the video _____	

Listening grids help learner focus on key information in a passage or mini-lecture

Job title	Job duties	Time frame	Language
<i>Facilitator</i>	keep group on task	10 min	<i>Let's focus. We need to stay on task.</i>



APPENDIX I: SELECTING AN APPROPRIATE SANITIZER

One of the most important steps in reducing the spread of infectious diseases among children and child care providers is cleaning and sanitizing of surfaces that could possibly pose a risk to children or staff. Routine cleaning with detergent and water is the most useful method for removing germs from surfaces in the child care setting. However, some items and surfaces require an additional step after cleaning to reduce the number of germs on a surface to a level that is unlikely to transmit disease. This step is called sanitizing. A household bleach and water mixture, or one of a variety of other industrial products can be used.

Sanitizer solutions can be applied in various ways:

- Spray bottle, for diaper changing surfaces, toilets, and potty chairs.
- Cloths rinsed in sanitizing solution for food preparation areas, large toys, books, and activity centers.
- Dipping the object into a container filled with the sanitizing solution, for smaller toys.

From Penn State Extension College of Agricultural Services: *Healthy Air + Healthy Spaces = Healthy Children Training Module* <http://extension.psu.edu/pests/ipm/schools-childcare/childcare/training-materials-for-childcare-professionals/healthy-air-healthy-spaces-healthy-children/handouts>

Activate learners’ prior knowledge about the reading content.

Use text dependent questions to help learners locate target words in context.

- Underline all the forms of the word sanitize in the article.
- Look at the last three bullets in the text, which of the following is not a way to apply sanitizing solution? dip wipe brush spray

Use t-charts, picture cards or word cards to categorize target language.

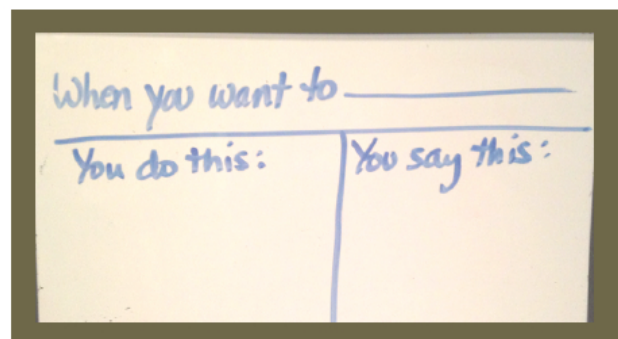
Sanitizing tools	Surfaces to be sanitized	Cleaning verbs

Use Do/Say Charts To Provide Direct Instruction and Practice with Workplace Soft Skills

1. Identify a soft skill focus such as "Expressing Disagreement."
2. Use a video clip, audio clip, or in-class demonstration to show students different ways English speakers express the soft skill. Be sure that the demonstrations include the non-verbal behaviors as well as the verbal expressions. (For a more valuable cross-cultural discussion, you can add formal and informal behaviors and language so that students can later discuss which types of expressions and behaviors are acceptable in different types of situations. E.g. shaking your head from left to right slowly may be more acceptable than eye rolling, but neither would be appropriate in a formal workplace setting.)
3. Ask students to consider why the skill would be important in teamwork. Point out that their goal during this activity is to acquire a variety of expressions (verbal and non-verbal) that will allow them to use the skills effectively.
4. Put the **Do/Say chart** up on the board with some of the behaviors and language filled in. Ask learners for additional examples.
5. Fill in the chart with any additional behaviors and phrases that students need in order to achieve their workplace or academic goals.
6. Check students' comprehension of the information on the chart by asking questions such as, *Which is more polite: "I have to disagree with you." or "I'm not sure I agree."?*
7. Have pairs take turns using the phrases or non-verbal gestures.
8. Get feedback from the class on how they felt using the skill.
9. Have learners apply the skill during a pair or team task.

PROCEDURES ADAPTED FROM A LESSON ON THE TESOL RESOURCE CENTER
Jayme Adelson-Goldstein, Author

DO/SAY CHARTS CREATED for GRIPES
WITH GROUPS REGROUP!
Jayme Adelson-Goldstein, Author



BASIC COMMUNICATION SKILLS: LISTEN ACTIVELY, ASK FOR HELP, GET CLARIFICATION

<i>When you want to show that you are listening, you can...</i>	
Do this	Say this:
Lean forward.	<i>Really?</i>
Nod your head slowly.	<i>Uh-huh.</i>
Make eye contact.	<i>Go on...</i>
Tilt your head to one side.	<i>Oh!</i>
Take notes.	<i>Hmmmm...</i>

<i>When you don't understand something, you can...</i>	
Do this	Say this:
Raise your shoulders and your hands.	<i>I don't understand.</i>
Furrow your brow and look up.	<i>Could you help me with this? I'm lost.</i>
Raise your hand.	<i>I'm having trouble with this.</i>
Point to the word or thing you don't understand and raise your eyebrows.	<i>Could you explain this.</i>
you don't understand and push your lower lip up into your top lip.	<i>[I'm not getting this.]</i>
	<i>[Help!]</i>

<i>When you don't hear or understand the speaker, you can...</i>	
Do this	Say this:
Make eye contact and raise your shoulders.	<i>Excuse me?</i>
Cup your hand behind your ear.	<i>What was that?</i>
Raise your hand.	<i>I'm sorry I missed that..</i>
	<i>Could you repeat that slowly?</i>
	<i>Did you say...?</i>
	<i>Do you mean...?</i>

TEAM SKILLS/COOPERATIVE SKILLS: ELICIT PARTICIPATION, MANAGE TIME, MANAGE RESOURCES

<i>When you want to help teammates participate, you can...</i>	
Do this	Say this:
<p>Look at your teammate.</p> <p>Hold your hand out (palm up) toward your teammate.</p> <p>Tilt your head towards your teammate.</p>	<p><i>What do you think (name)?</i></p> <p><i>Your turn!</i></p> <p><i>It's your turn.</i></p> <p><i>Tell us your ideas. You're up next!</i></p> <p><i>Let's give (name) a turn</i></p>

<i>When you want to manage the time for the team, you can...</i>	
Do this	Say this:
<p>Point to your watch.</p> <p>Point to the clock.</p> <p>Hold up your fingers for each minute.</p> <p>Hold up a card with the number of minutes left.</p>	<p><i>We have ... more minutes.</i></p> <p><i>The clock is ticking!</i></p> <p><i>We need to finish.</i></p> <p><i>Time's almost up!</i></p>

<i>When you are managing the team's resources, you can...</i>	
Do this	Say this:
<p>Make a checklist of the materials you need.</p> <p>Hold the materials out to your teammates.</p> <p>Organize the materials on the table.</p>	<p><i>Please give me _____</i></p> <p><i>I need ___copies.</i></p> <p><i>Here are the_____. (pencils, books, papers)</i></p> <p><i>Does everybody have_____?</i> <i>(a pencil, the papers)</i></p> <p><i>I'll collect everything.</i></p> <p><i>I need everyone's_____. (books, markers)</i></p>

** = be aware of cultural differences; speech in [] = colloquial, slang, less professional

DO-SAY CHART TEMPLATE

WHEN YOU WANT TO _____	
YOU CAN....	
DO THIS	SAY THIS

PROBLEM SOLVING SCENARIOS

Don works in a large warehouse and he always wears his safety equipment.. His co-worker, Mike, always forgets his safety equipment. He often asks to borrow Don's equipment when Don isn't using it. Last week, Mike broke Don's safety glasses, and yesterday he lost Don's back belt. Don doesn't want Mike to get hurt, but he doesn't want to loan Mike his equipment. What are some things he can say to Mike the next time Mike asks to borrow something? [J. Spigarelli 2008]

Manuel has a very important job interview at City College today. The campus is very large and but cannot find the employment office. He asks different people for directions but he is lost. It's five minutes before the job interview appointment. What is your advice for Manuel? [J. Adelson-Goldstein, 2008]

A Long Lunch

Heide Spruck Wrigley—Jim Powrie—Literacywork International

Sylvia works as a receptionist in an insurance company. She is getting married soon. Every day Sylvia goes out to lunch. She meets with her friends and they discuss the wedding plans. Sylvia needs advice on such things as the dresses for the bridesmaids, the flowers, and the party gifts. There is a lot to talk about.

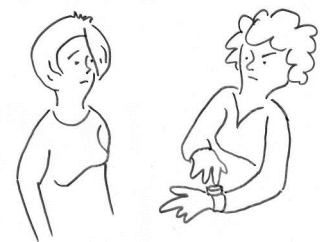
Sylvia's official lunch break is from 12 p.m., noon, to 1 p.m. Sometimes the conversations are long and Sylvia gets back a few minutes late.

Sylvia thinks that's okay. The company is not very busy this time of year, and sometimes the big boss is gone for 2 hours or more for lunch. Some days, she doesn't come in at all.

Besides, Sylvia is not a lazy worker. She works very hard at her job and sometimes even stays a few minutes late to help out. Sylvia thinks, "I deserve some extra time for lunch, especially now. After all, I only get married once."

One day, as Sylvia leaves for lunch, her boss stops her in the hallway. She looks at Sylvia and says, "If it's okay with you, do you think you can be back by 1 o'clock just once?"

Sylvia is not sure what the boss means. Sure, it's not much trouble to come back from lunch by 1 o'clock just one time. Sylvia is not sure how to respond.



PROBLEM SOLVING PLANNING CHECKLIST

BEFORE CLASS

- Write a lesson objective based on learners' needs.
- Choose a topic for the problem scenario that matches the lesson objective.
- Locate or write a problem scenario that relates to the lesson topic. (E.g. community appearance: tagging)
 - ___ find news articles about a local community issue
 - ___ use ready-made problem scenarios from a text or website (See References, p. xx)
 - ___ use student-generated problem scenarios
- Identify the key vocabulary and concepts that may be new to students
- Determine how you will share the scenario with students
 - ___ write the scenario on the board, or project it, for students to read
 - ___ read the problem to the class
 - ___ act out the situation
 - ___ show a video depicting the problem
 - ___ provide a handout that includes the situation and comprehension questions
- Plan the application stage of the lesson where students explain their solution and the rationale for selecting it. Will students...
 - ___ write a letter to propose their solutions?
 - ___ role play a conversation where they explain their solution?
 - ___ create a presentation explaining their solution?
 - ___ Other: _____

IN CLASS

- Share the lesson objective and link it to learners' needs and goals.
- Model the problem solving process with the class.
 1. Share the scenario with class.
 2. Check learners' comprehension of key vocabulary and content, and provide instruction as needed.
 3. Ask students to identify the main problem in the situation. (If students disagree, list their different ideas and then engage them in a prioritizing task to help them determine the most pressing problem.)
 4. Have students brainstorm solutions to the problem while you record them.
 5. Take one of the proposed solutions and discuss its consequences.
- Group learners and have them identify the consequences of the remaining solutions
- Have groups select the best (or top two or three) solutions and prepare a rationale to present to the class.
- Follow up a problem solving activity by having students:
 - ___ write a letter, giving advice to someone experiencing a similar problem.
 - ___ write and/or roleplay a conversation that demonstrates how to solve the problem
 - ___ create a presentation that explains and defends the solution
 - ___ design a survey to find out which solutions other people would choose (school staff, students from other classes, relatives, colleagues at work, friends.)

PROBLEM SOLVING TASK TEMPLATE

A. Read or listen to the story.

B. Retell the story to a partner.

C. Respond to these questions.

1. Who is the employee in this story?
2. Where does the employee work?
3. What is the employee's problem?

D. Discuss these questions.

4. Is the employee responsible for the problem? How do you know?
5. What is your advice to the employee? Why?

E. Write a note about the problem.

Dear _____,

I was sorry to hear about your problem. I have a suggestion. I think you should

F. Read your note to your classmates.

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