

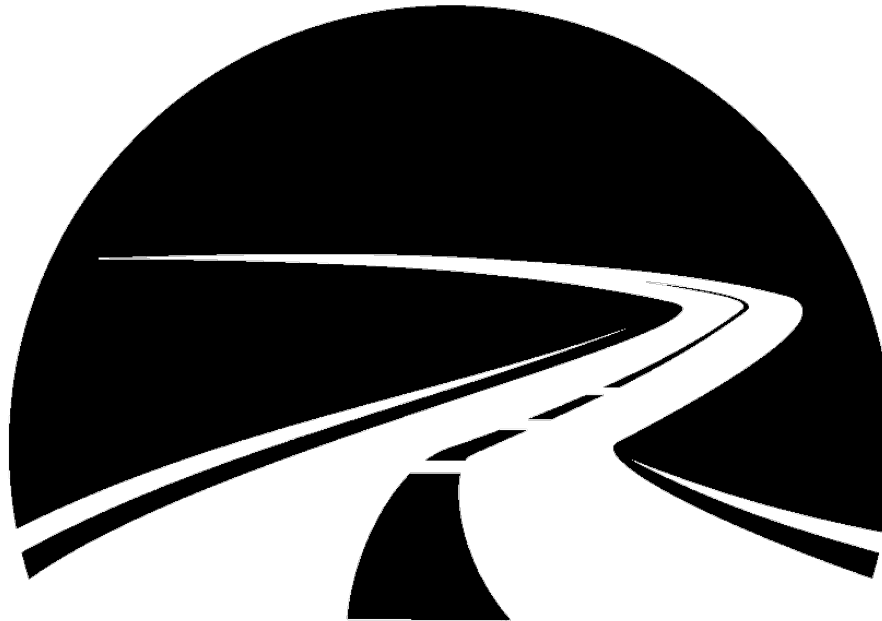
WELCOME!

*Our Workshop “Paving the Way”
will begin at 9:00*



Paving the Way

**Workplace and Career Readiness Skills
for our English Learners**



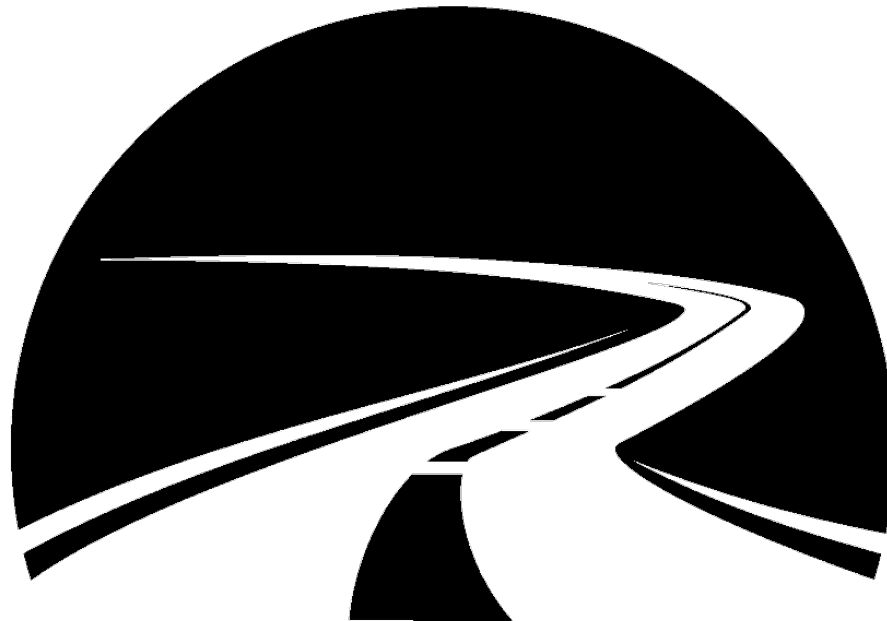
Facilitated by Jayme Adelson-Goldstein

Lighthearted Learning

Sponsored by IPDAE

Paving the Way

<http://onramps2pathways.pbworks.com>



Facilitated by Jayme Adelson-Goldstein
Lighthearted Learning

CONTEXTUALIZATION



FOR ENGLISH LANGUAGE
INSTRUCTION

A process of providing language and literacy services contextualized to the skill demands of work or career and technical training. Instruction is offered in a supportive environment and uses authentic materials gathered from workplace and technical training (Wrigley, 2015).

ONE MORE TIME!

CONTEXTUALIZATION REFERS TO...

...the **integration** of **English** language and **basic skills** instruction within the **context** of **general career** and **workplace readiness** topics **OR** within the context of a **general occupational area** such as healthcare, construction or information technology **OR** within the context of a **specific type of technical training** such as pharmacy technician or a culinary training. ..

OUR FOCUS THIS MORNING

- **ID ways to infuse career awareness and workplace readiness across all levels of language development**
- **consider a process writing lesson to assist learners in stating goals and identifying potential career pathways;**
- **consider reading, listening and vocabulary tasks that help learners navigate complex text in workplace settings.**

OUR FOCUS THIS AFTERNOON

- use DO-SAY charts, cooperatives structures, and team tasks to build learners' soft skill language while developing their speaking and listening skills, *and*

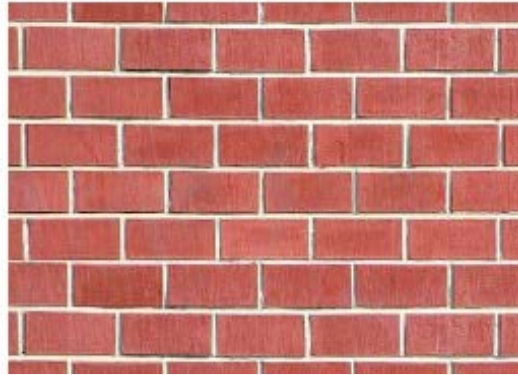
-
- Integrate problem scenarios in instruction (helping learners address workplace and cross-cultural issues; increasing learners' ability to express higher-level thinking.)

MY GOALS



I am here because I want _____

MY BARRIERS



These things could stand in my way....

___ I'm tired.

___ I'm hungry.

___ I don't have a pen or
pencil or paper.

___ I was not here
yesterday.

___ My family may need me.

___ I need to leave early

___ I can't come in tomorrow

___ I'm having a difficult day.

OR _____

MY WORK AROUNDS

I could ..

___ have
or tea

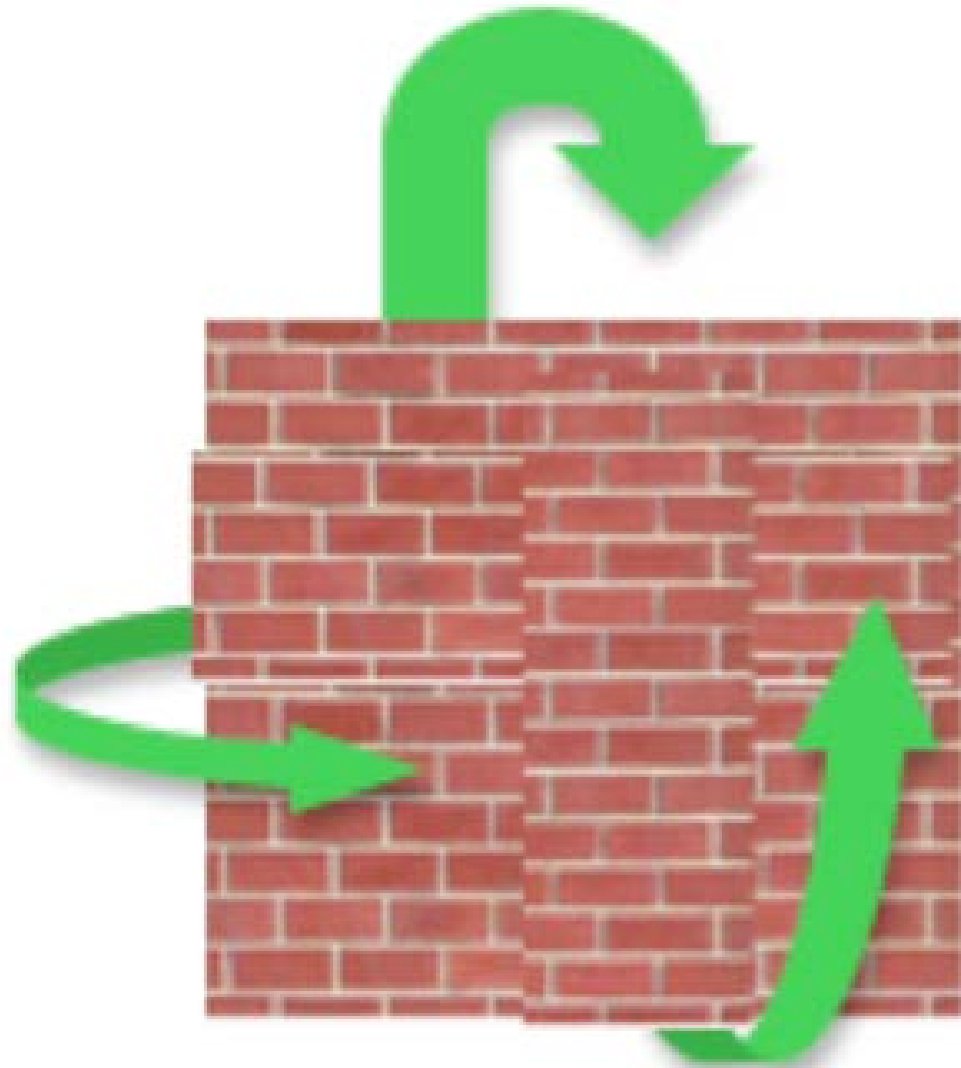
___ stretc
minut

___ eat a

___ borrc

___ borrc

___ ask fo



to check in with

I need to leave
work

myself

Building and Acknowledging Our Background Knowledge

What does OCTAE
stand for?

(THE OFFICE OF CAREER,
TECHNICAL AND ADULT
EDUCATION)



What does WIOA
stand for?

(THE WORKFORCE INNOVATION
AND OPPORTUNITY ACT)

Time: 4 minutes

YOU DO



NUMBERED HEADS TOGETHER!

What is a career pathway?

What is WIOA and why is it important to ESOL?

What percentage of the 35 million low-skilled adults in the U.S. are immigrants?

What is the rationale for contextualizing English instruction?

What's the difference between hard skills and soft skills?

NUMBERED HEADS TOGETHER!

What is a career pathway?

What is WIOA and why is it important to ESOL?

What percentage of the 35 million low-skilled adults in the U.S. are immigrants?

What is the rationale for contextualizing English instruction?

What's the difference between hard skills and soft skills?

**START WITH
THE END IN MIND**



**AND BUILD TOWARDS
THE GOAL**

LOOKING AT CAREER PATHWAYS

Rigorous, high quality
and services

Organized for practical
accelerated approach

Local high-growth
industry skill needs

Prep for a wide-range of
post-secondary options

Attain diploma and at
least one recognized
post-secondary credential

Counseling
occupational clusters

Concurrent with workforce
prep/training in the given
occupation

LOOKING AT SOME PATHWAYS

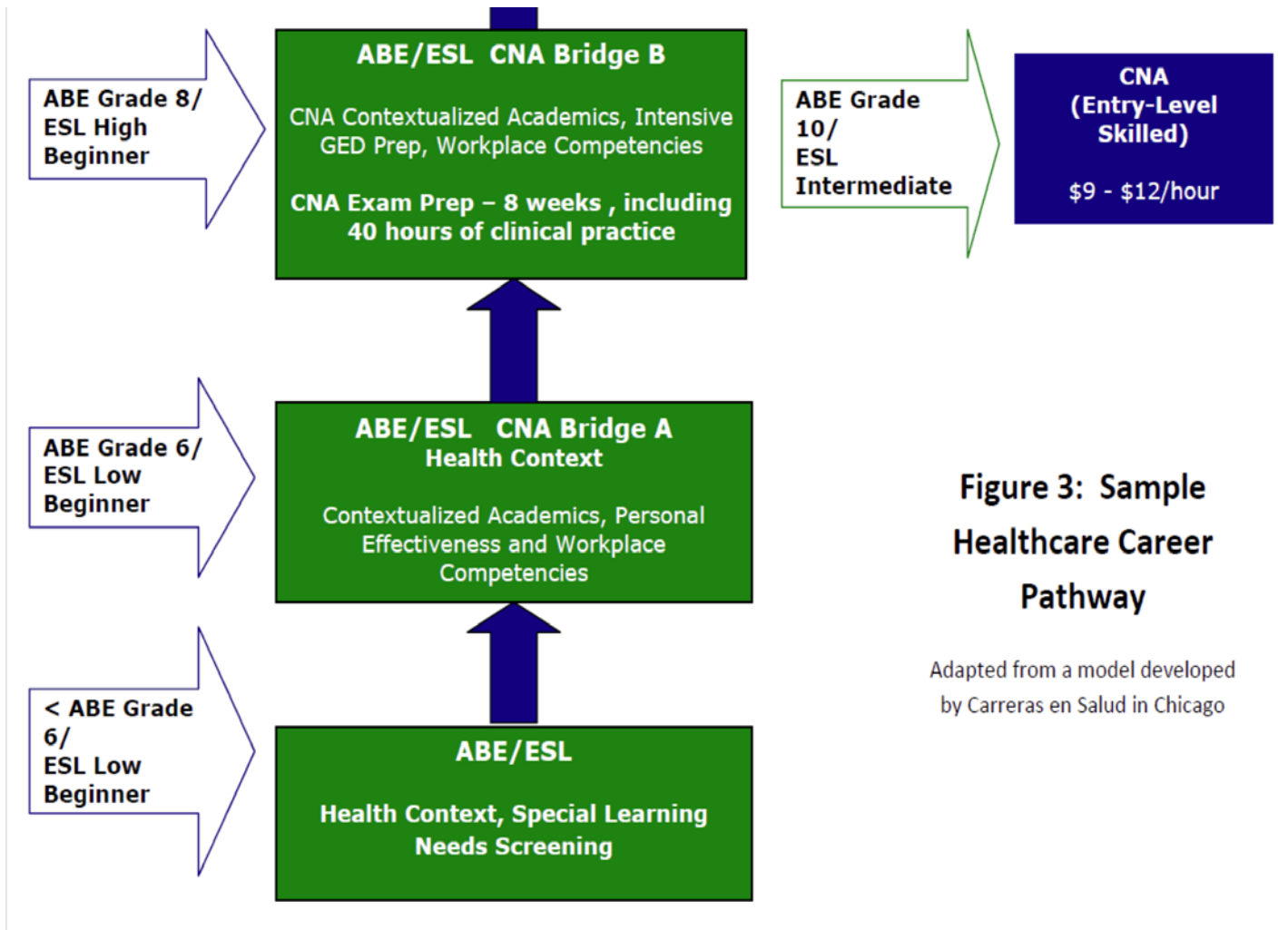
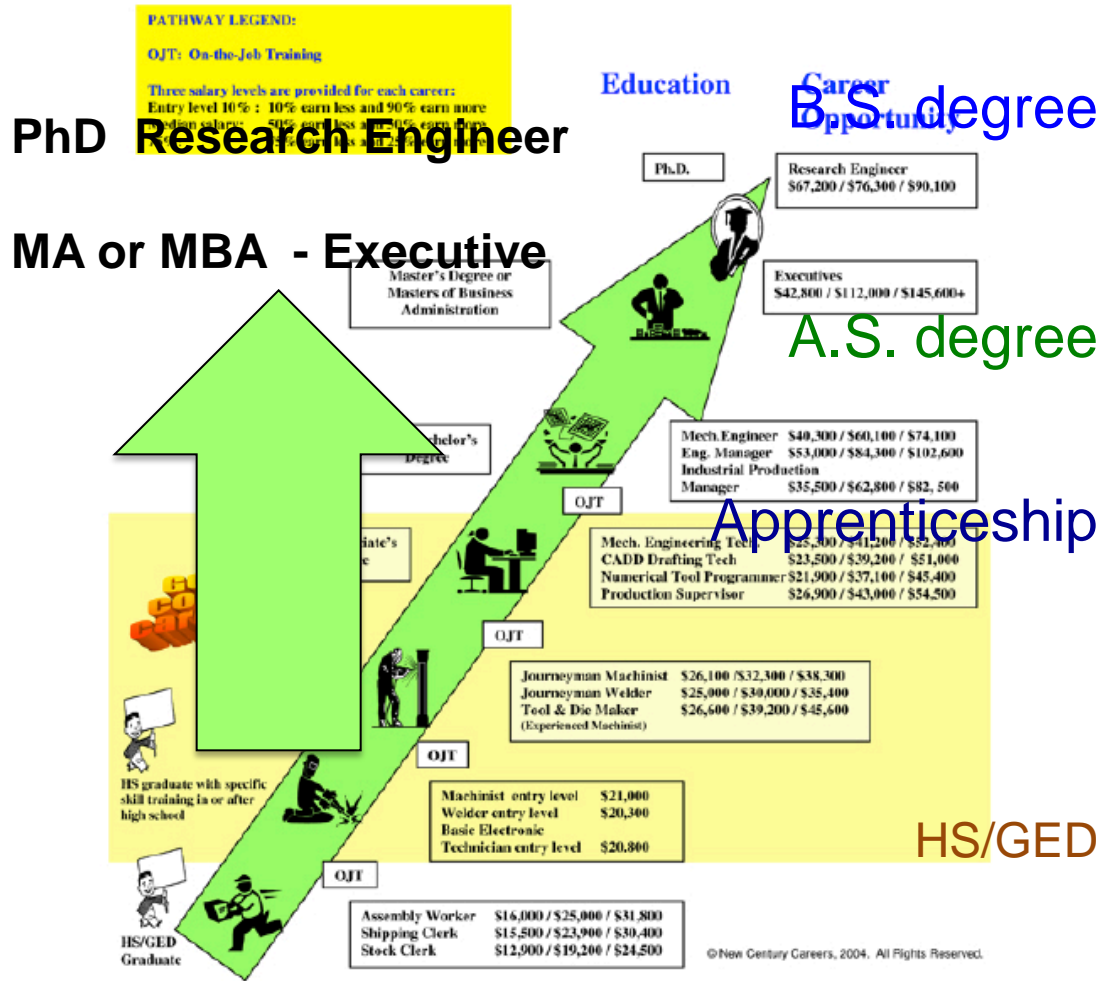


Figure 3: Sample Healthcare Career Pathway

Adapted from a model developed by Carreras en Salud in Chicago

Nursing Career Pathway (Ladder)

LOOKING AT SOME PATHWAYS



- Mech. Engineer
- Eng. Mgr
- Industrial Prod. Mgr.
- Mech Engineer Tech
- CADD Drafting Tech
- Numerical Tool Programmer
- Production Supervisor
- Journeyman Welder
- Journeyman Machinist
- Tool & Die Maker
- Machinist entry level
- Welder entry level
- Technician entry level
- Assembly Work
- Shipping Clerk
- Stock Clerk
- HS/GED Graduate

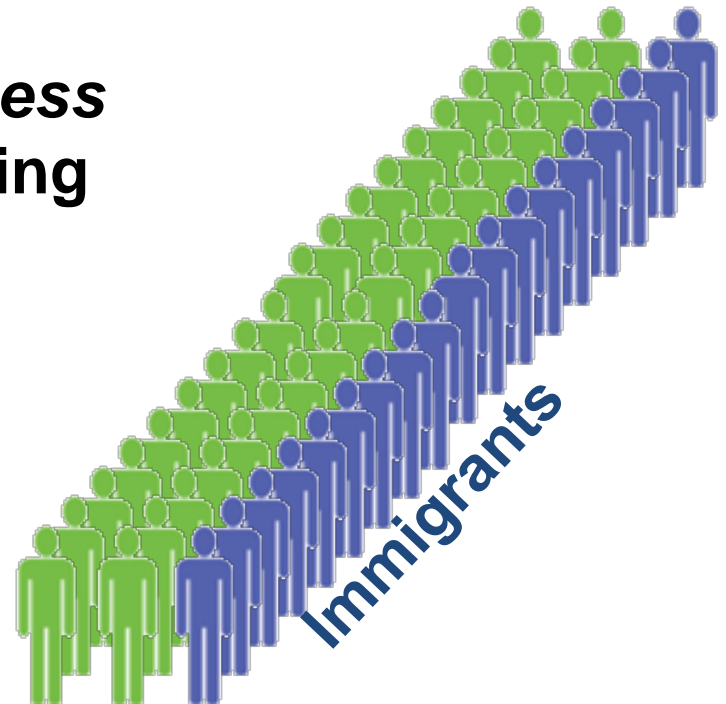
Manufacturing Career Pathway (Ladder)

Understanding the Rationale for Career Pathways

One-third of the 35 million low-skilled adults in the U.S. are immigrants.

-Making Skills Everyone's Business
A Call to Transform Adult Learning
in the United States.
Office of the Vice President.

35 million low-skilled
adults in the U.S.



Understanding the Rationale for Contextualizing English Instruction



Understanding the Rationale for Career Pathways

“adult education and training need to be more closely aligned to prepare students for employment in a reasonable time frame....”

- *Joe Biden (2014) Ready to work: Job driven training and American opportunity.* Washington, DC: Office of the White House.

Understanding the Rationale for Career Pathways



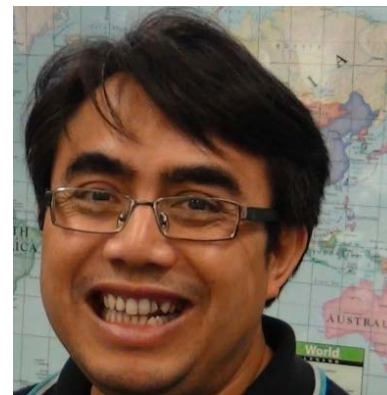
An Uplifting Thought Along the Path

The power of being an immigrant:
Immigrants face barriers, but **when it comes to transferable skills** like problem solving, adaptability, or cross-cultural competency, **newcomers have the advantage over other job seekers.**

Identify Your Employability Skills and Predict Your Future
Canadian Newcomer
Issue 44



from [LEON County ACE website](#)



from [LEON County ACE website](#)

TOP JOBS IN FLORIDA

Hot jobs in Florida

Job Title	Annual Growth Rate	Annual Openings
Cement Masons and Concrete Finishers	4.7%	547
Cost Estimators	4.6%	561
Diagnostic Medical Sonographers	4.4%	203
Heating, Air Conditioning, and Refrigeration Mecha	4.3%	1,156
Market Research Analysts and Marketing Specialists	3.9%	670
Nurse Practitioners	3.8%	244
Physical Therapist Assistants	3.7%	174
Veterinary Technologists and Technicians	3.7%	280
Medical Secretaries	3.6%	666
Dental Hygienists	3.5%	365
Logisticians	3.4%	155
First-Line Supervisors/Managers of Construction Tr	3.3%	1,130
Physician Assistants	3.3%	161
Security and Fire Alarm Systems Installers	3.2%	205
Medical Equipment Repairers	3.2%	137
Meeting and Convention Planners	3.2%	146
Occupational Therapists	3.2%	202
Pipelayers	3.1%	168
Operating Engineers and Other Construction Equipme	3.1%	443
Physical Therapists	3.1%	387

*Hot jobs are jobs growing faster than the average for all occupations in the area (1.55%), have at least 50 annual openings, have an entry wage of at least \$10.99 hr and have an average wage of at least \$13.52 hr

WHAT ARE THE FIRST STEPS ON THE PATH?



ON RAMPS

WHAT ARE THE MODELS?



Bridge Course



I-BEST (FICAPS)

General ESOL
(Contextualized)



CONCURRENT



WORK BASED



WHAT ARE THE CONTEXTUALIZED ESL MODELS?

- **General Class**
- **Bridge Class**
- **I-BEST**
- **Concurrent**
- **Work-based**

THE RATIONALE FOR PAVING...



...skills that learners need in order to transition successfully to higher levels of education or employment should be integrated into every level of instruction, including ESL classes that are focused primarily on language instruction.

from the National Center on Education and the Economy (2009) as reported by Parrish and Johnson

CAN DO CHECKLISTS

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



CAREER CLUSTERS

Agriculture, Food & Natural Resources

Architecture & **Construction**

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training Planning

Finance Planning

Government & Public Administration

Health Sciences

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Science, Technology, Engineering & Mathematics

Transportation, Distribution, & Logistics

REFLECT

HOW WOULD YOU
MAKE USE OF THE
CAREER CLUSTERS IN
YOUR TEACHING?

Quality Assurance

	Exceeds expectations	Meets Expectations	Does not Meet Expectations
Roles & Responsibilities All team members....	Carried out roles with no reminders	Carried out roles with few reminders	Did not carry out roles or needed to be reminded several times.
Participation All team members...	Offered more than one idea and encouraged participation	Offered at least one idea	Did not offer any ideas
Accuracy The group report was...	complete, accurate and eloquent.	complete and grammatically accurate.	incomplete or inaccurate or both.

TEAM WORK

**Work with 2-3
colleagues.**

Pick a cluster.

**Brainstorm a list of
jobs in that cluster.**

Agriculture, Food, and Natural Resources

- **farmer**
- **farm worker**
- **dairy worker**
- **meat processor**
- **forestry worker**
- **rancher**
- **livestock breeder**
- **hunter**
- **agricultural
inspector**

TEAM WORK

Pick one of
the jobs

Work together
to gather the
information.

Report back to
the class.

1. Our group discussed
farmworkers.

job

2. **Farmworkers** usually work
in the fields. (on a farm)

in/on/at location

3. **Farmworkers** work in teams and

in/with

use farm equipment.

tool(s)

4. They usually pick fruit and
vegetables

TEAM WORK

1. Our group discussed _____ s.
job

2. _____ s usually work _____
job in/on/at location

3. _____ s work * * and use _____
tool(s)

4. They usually _____
(What do they do?)

- with people, children, patients, students, animals
- in teams, groups,
- alone

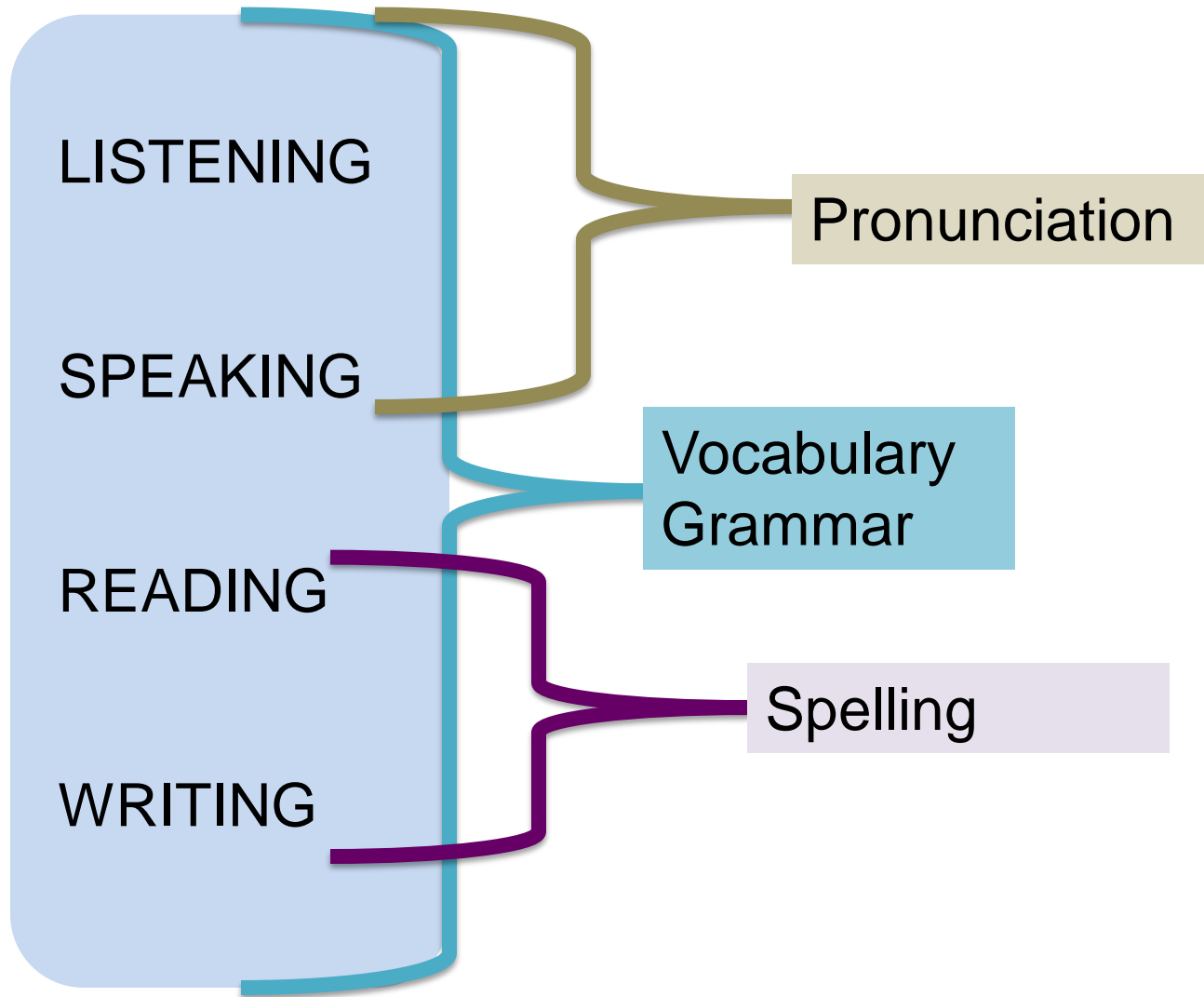
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CHECKING IN - PMI CHART ON CONTEXTUALIZED INSTRUCTION

PLUS	MINUS	INTERESTING

INFUSING CAREER EXPLORATION

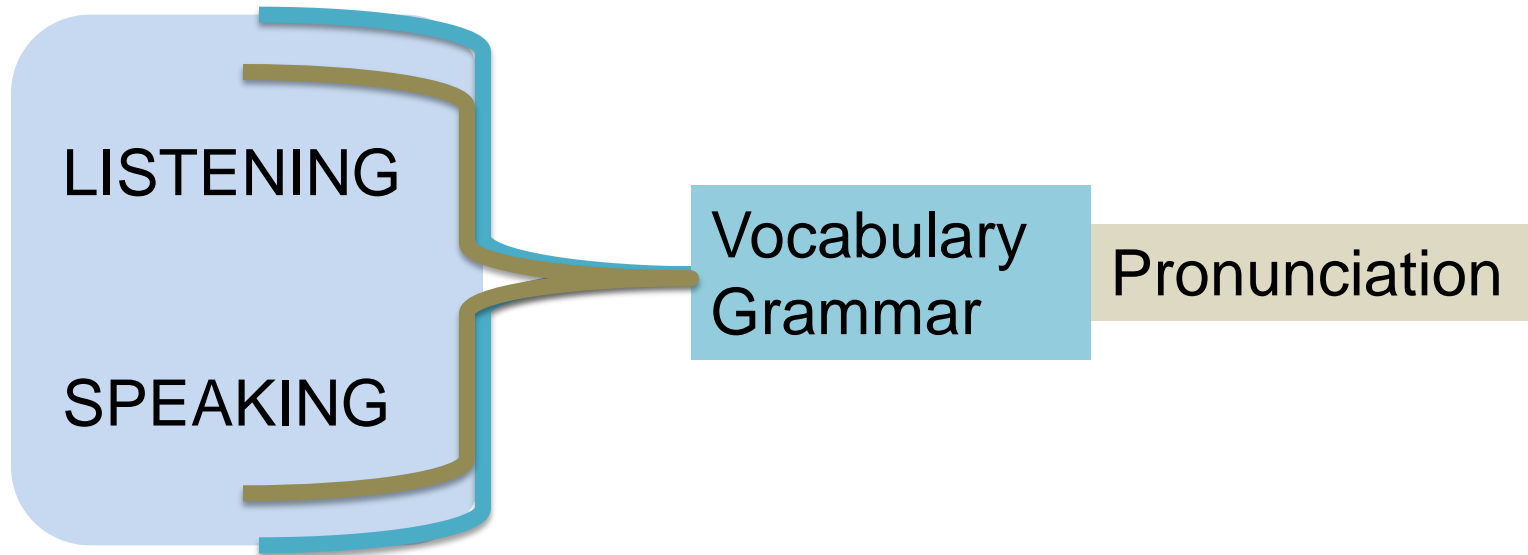


INFUSING CAREER EXPLORATION

Peer Dictation:

Personal care aides help clients with self-care and everyday tasks, and provide companionship.

INFUSING CAREER EXPLORATION



- **Listening to interviews with different workers, comp questions**
- **Asking and answering questions about job interests**
- **Information gap activities about jobs titles, duties, salaries**

INFUSING CAREER EXPLORATION

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

UNITED STATES DEPARTMENT OF LABOR

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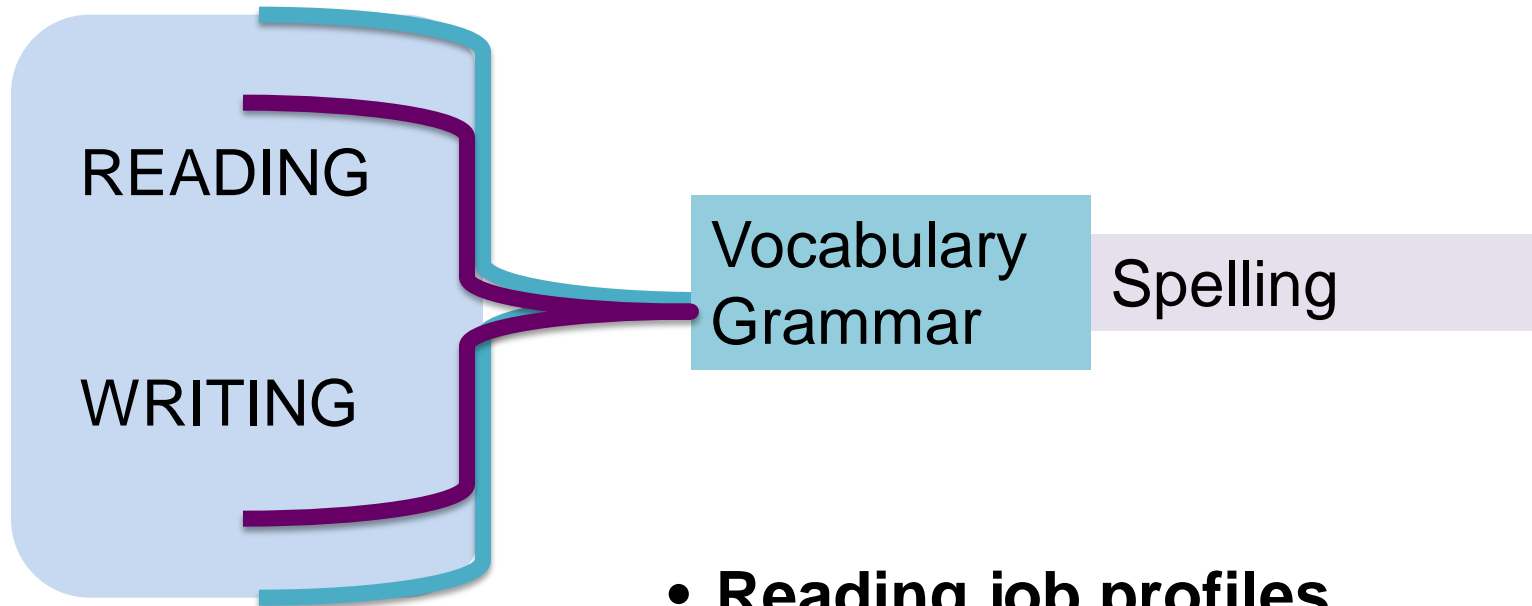
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OCCUPATIONAL OUTLOOK HANDBOOK

Entry-Level Education ?	Some college, no degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2012 ?	133,100
Job Outlook, 2012-22 ?	4% (Slower than average)
Employment Change, 2012-22 ?	5,100

INFUSING CAREER EXPLORATION



- **Reading job profiles**
- **Reading job interest inventories**
- **Researching job info**
- **Writing short reports on jobs**
- **Writing about career goals**

INFUSING CAREER EXPLORATION

JOB	Pay	Education	Apprenticeship /OTJT	Job Outlook
HVAC	20 00/ hour	AA or certificate	sometimes	more jobs in the future
Computer Repair				

JOB	Pay	Education	Apprenticeship/ OTJT	Job Outlook
HVAC				
Computer Repair	17.00/ hour	Some post- secondary training	Some on-the-job training	Fewer jobs in the future

INFUSING CAREER EXPLORATION

USING PARAGRAPH FRAMES: Research

To be a successful _____ you must have the following skills:

- _____
- _____
- _____
- _____

To become a _____ you'll need to get a high school diploma or a GED. You will also need _____.
additional training/a certificate/ a degree

The average salary for a _____ is _____.

INFUSING CAREER EXPLORATION

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UNITED STATES DEPARTMENT OF LABOR

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OCCUPATIONAL OUTLOOK HANDBOOK

Installation, Maintenance, and Repair >

Heating, Air Conditioning, and Refrigeration Mechanics and Installers [EN ESPAÑOL](#) [PRINTER-FRIENDLY](#) 

Summary | **What They Do** | Work Environment | How to Become One | Pay | Job Outlook | Similar Occupations | More Info

What Heating, Air Conditioning, and Refrigeration Mechanics and Installers Do [About this section](#) 

Heating, air conditioning, and refrigeration mechanics and installers—often called *HVACR technicians*—work on heating, ventilation, cooling, and refrigeration systems that control the temperature and air quality in buildings.

Duties

Heating, air conditioning, and refrigeration mechanics and installers typically do the following:

- Use blueprints or design specifications to install or repair HVACR systems
- Connect systems to fuel and water supply lines, air ducts, and other components
- Install electrical wiring and controls and test for proper operation
- Inspect and maintain customers' HVACR systems
- Test individual components to determine necessary repairs
- Repair or replace worn or defective parts
- Determine HVACR systems' energy use and make recommendations to improve efficiency
- Travel to worksites



HVACR technicians repair heating, cooling, and refrigeration systems.

INFUSING CAREER EXPLORATION

USING PARAGRAPH FRAMES

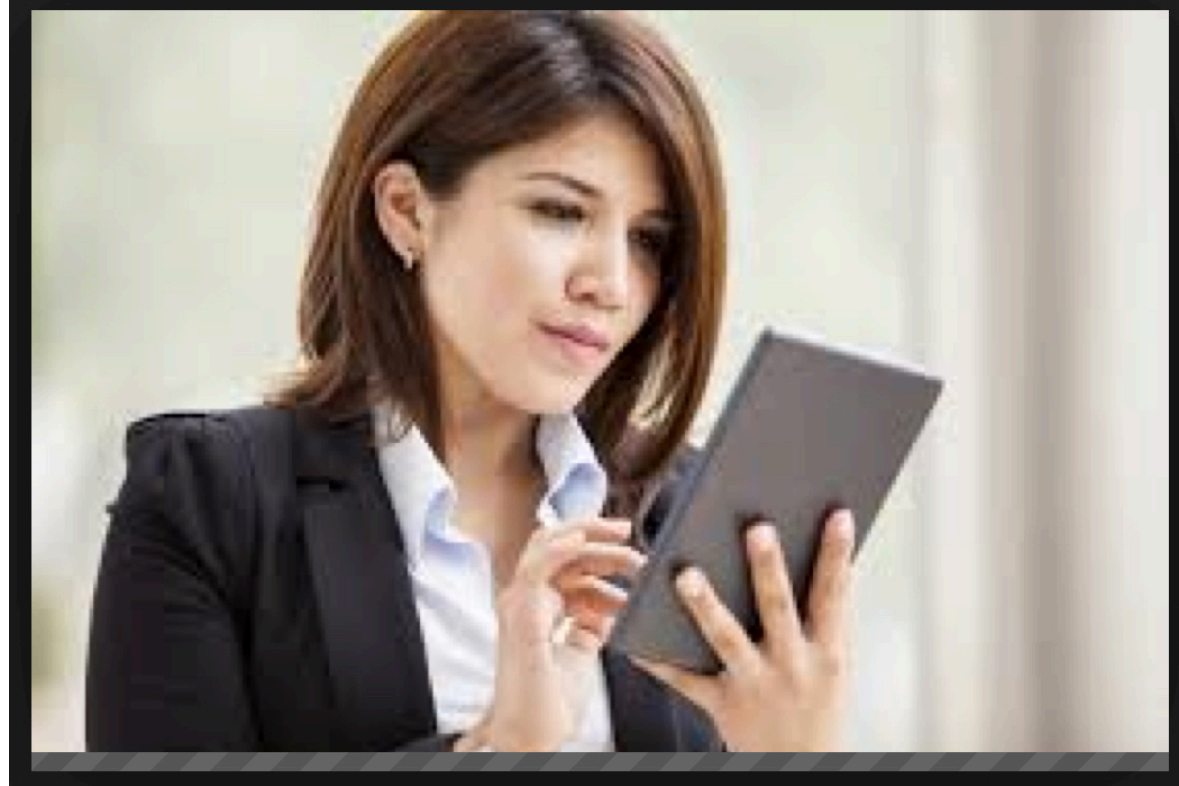
MY CAREER GOALS

In 1 year I want to be working _____.
in a
at

In 3 years I want to be working _____
in a
at

In 5 years I want to be a _____,
working _____.
in a
at

LOOKING AT OUR RESOURCES



INFUSING THE FRAMEWORK

WELCOME BACK!

**Ask your colleague(s):
How would you define
soft skills?**



**Let me think
about that...**

SOFT SKILLS

The character traits and interpersonal skills that characterize a person's relationships with other people.

In the workplace, soft skills are considered a complement to hard skills, which refer to a person's knowledge and occupational skills.

WHAT ARE THE FIRST STEPS ON THE PATH?

**SOME SOFT SKILLS IDENTIFIED AS MORE CRITICAL
AND LACKING IN EMPLOYEES THAN OTHERS**

****Communication**

****Problem solving**

****Reliability**

teamwork, professionalism, and organizational skills.

The Importance of Soft Skills in Entry-Level Employment and
Postsecondary Success: Perspectives from Employers and Community Colleges

J. Pritchard

Seattle Jobs Initiative

Jan 17, 2013

ROUND ROBIN

- Communication skills
- Active listening skills
- Problem solving skills
- Team management skills
- Time management skills
- Resource management skills
- Presentation skills
- Leadership skills
- Critical thinking skills
- Patient
- Adaptable
- Persuasive
- Collaborative
- Pleasant
- Punctual
- Responsible/
Trust worthy
- Calm in a crisis

DISCUSS THIS QUESTION

- **How can soft skills be a part of English language instruction?**

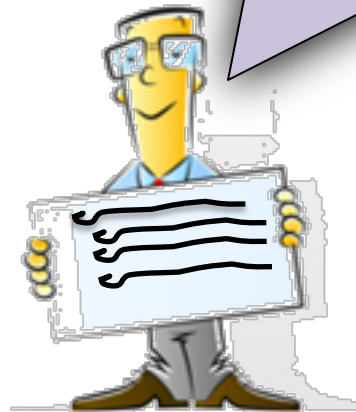


Why do a DO-SAY Chart?

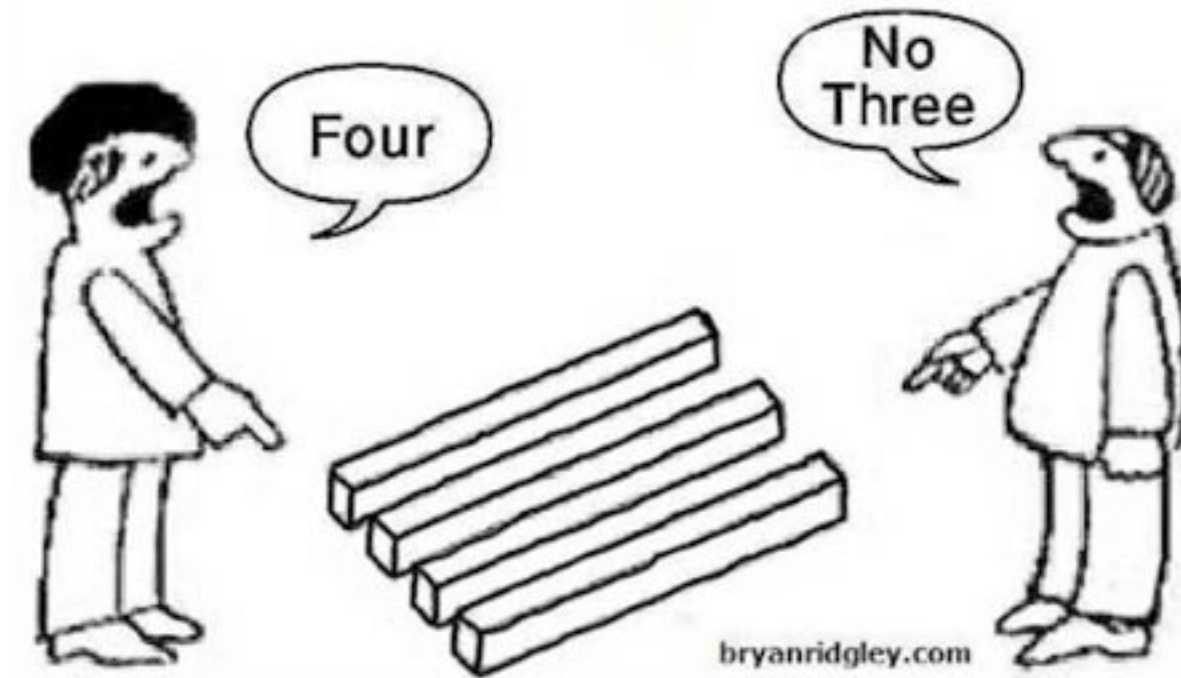


LET'S CREATE A DO-SAY CHART!

OH YES,
LET'S!



1. Identify a Soft Skill Focus



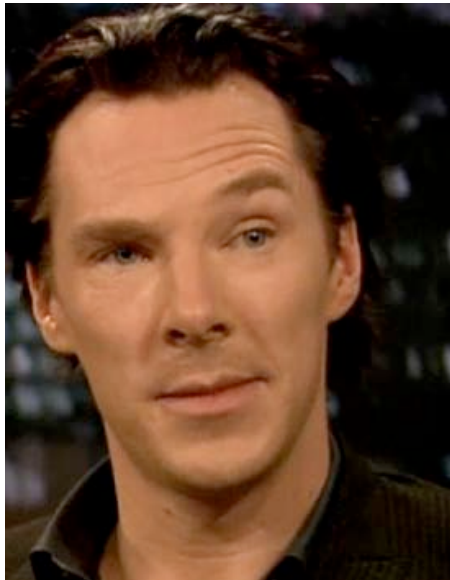
Demonstrate the Skill



<https://www.youtube.com/watch?v=7tQLsFbteeo>

Some things we do when ...

WE DISAGREE



Raise an eyebrow.



Tilt the head to the side and raise both eyebrows.



Put a hand on the chin, lower the brow, and make eye contact.

Some Ways We Say...

WE DISAGREE

1. You must be joking!
2. You can't be serious!
3. Yes, but don't you think that...?
4. Perhaps, but I can't help thinking that...
5. I take your point, but that's not the way I see it.
6. True, but I'm afraid I disagree (with)...
7. I see what you mean but I'm not at all convinced that...
8. There may be some truth in what you say but don't you think it's more a question of....



Elicit the Need

In which situations...

...do disagreements occur?

...is it better not to express disagreement?

Come up with a question you could ask learners to help identify the relevance of this language.

“Prime” the Chart

**When you want to disagree with someone
you can...**

DO THIS	SAY THIS
<p>raise one eyebrow</p> <p>raise both eyebrows</p> <p>shake your head from side to side</p>	<p>Really? I don't see it that way.</p> <p>I don't agree.</p> <p>I completely disagree.</p>



Elicit from the Class

When you want to disagree with someone
you can...

DO THIS	SAY THIS
<p>raise one eyebrow</p> <p>raise both eyebrows</p> <p>shake your head from side to side</p> <p><i>cross your arms</i></p> <p><i>look at the original information.</i></p> <p><i>hold your head</i></p>	<p><i>I'm sorry, I disagree.</i></p> <p><i>I think that's wrong.</i></p> <p><i>I can't agree with you.</i></p> <p>Really? I don't see it that way.</p> <p>I don't agree.</p> <p>I completely disagree.</p>

Check Comprehension

Ask register questions:

* *Which is more polite:*

"I have to disagree." OR "I think you're wrong."?

* *Which is better for work:*

"I'm afraid I can't agree." OR I'm sorry. I don't see it that way."?

* *Which one would you say to a friend:*

"That's crazy!" "No way!"

"That's not the way I see it."?

Pairs Practice

I think small families are best.

You must be joking!

In large families, the children can help the parents.

I see your point, but I don't agree...

Check in

HOW DID THAT
FEEL?

Have Learners Apply the Skill

ROLE
PLAY

TAKE-
HOME
TASK

TEAM
TASK

FORMATIVE ASSESSMENT

	Expert Skills	Satisfactory Skills	Developing Skills
Active Listening Skills	<div style="border: 1px solid black; padding: 10px; background-color: #f9e79f;"> <p style="text-align: center; margin: 0;">SKILLS I USED TODAY</p> <p style="margin: 5px 0;"><input type="checkbox"/> Active listening</p> <p style="margin: 5px 0;"><input type="checkbox"/> Clarification</p> <p style="margin: 5px 0;"><input type="checkbox"/> Encouraging</p> <p style="margin: 5px 0;"><input type="checkbox"/> Feedback</p> <p style="margin: 5px 0;"><input type="checkbox"/> Participation</p> </div>		
Participation Skills			
Writing Skills			
Speaking skills	All words in the statement(s) are clear.	Most words in the statement(s) are clear.	Some words are clear. correct.

PROBLEM SOLVING

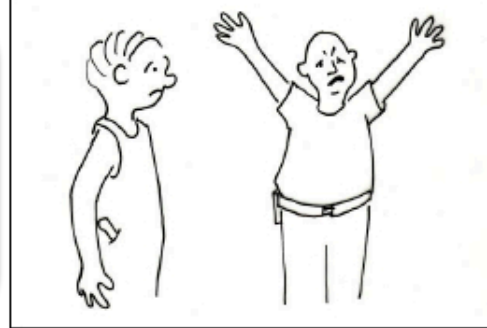
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"Since we can't agree to disagree, how about we disagree on agreeing."

PROBLEM SOLVING



PROBLEM SOLVING



What should
Manny do?
What are the
consequences of
that action?

PROBLEM SOLVING

TASK STEPS		LEAD TEAM MEMBER(S)	Completed ✓
1	Listen to the story.	Teacher or Reader	
2	Retell the story.	Time Keeper	
3	Read the questions. (Part C)	Reader	
4	Answer the questions. (Part C)	Facilitator	
5	Discuss the questions. (Part D)		
6	Plan and write an email to the employee.	Writer and Researcher	
7	Edit the email.	Editor	
8	Plan and rehearse the presentation.	Director (or Facilitator)	
9	Present the email to the class.	Presenter	
10	Complete the team rubric.	Facilitator	

PROBLEM SOLVING

	Exceeds criteria	Meets criteria	Attempts to meet criteria
Team skills: Building consensus	Two or more members restate ideas to help the group reach consensus: <i>Can we agree that...</i>	Two or more members ask teammates <i>"Do you agree?"</i> <i>"What do you think?"</i>	Most members listen and respond to consensus questions.
Speaking skills: Clarity	The oral presentation is easy for a native speaker to understand.	The oral presentation is easy for the teacher to understand.	Parts of the oral presentation are easy for the teacher to understand.
Speaking skills: Accuracy	All statements in the presentation are grammatically accurate.	Most statements in the presentation are grammatically accurate.	There are at least two accurate statements in the presentation.
Critical Thinking Skills: Rationale for solution	The solution to the problem has a strong rationale based on evidence from the scenario and team members' experience, and includes the consequences.	The solution to the problem has a strong rationale based on evidence from the scenario and experience.	The team has a solution to the program.

SUMMING UP



BEFORE YOU HEAD OUT...



When you want to thank someone you can...

DO THIS

SAY THIS

Clasp hands to chest.



Smile broadly and touch heart.

Knock on chest twice.

Oh thank you!
Thanks so much!
Thanks a lot!
Thanks a bunch!
I'd like to thank
I owe you one!
You shouldn't have!
You're too kind!
I'm obliged to you.

May the path rise up to meet you ...



...and your learners!