



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Integrating New Curriculum Frameworks into Existing Classroom Settings:

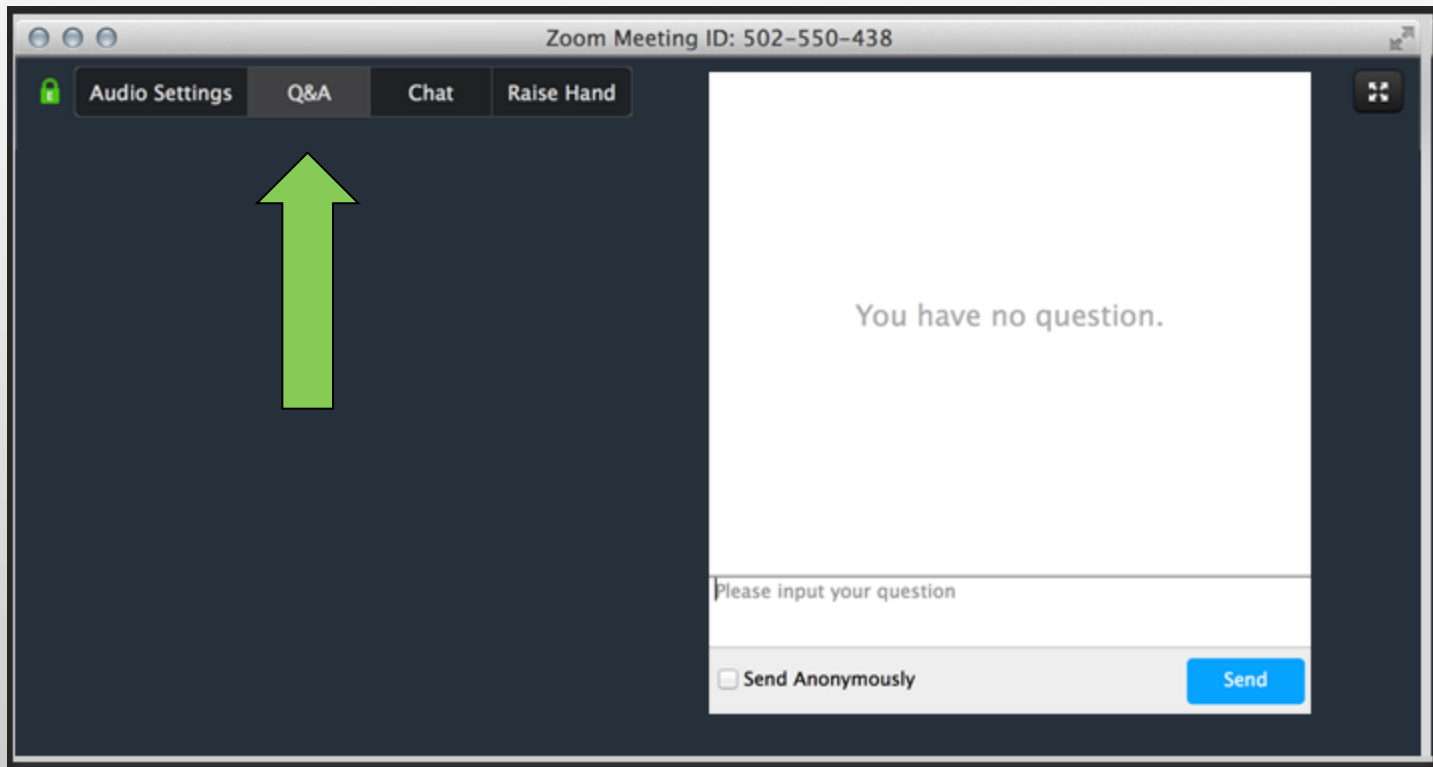
Workforce Preparation and Digital Literacy

An Introduction

www.floridaipdae.org

This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

- If you have question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded** and it will be archived and available on the IPDAE website within 48 hours.

Workforce Preparation Activities

The term “workforce preparation activities” means 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. (Workforce Innovation and Opportunity Act (WIOA), 2014).

The following activities should be integrated into the classroom instruction:

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group’s goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilizing Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Using Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understanding Systems	All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

2016-2017 ABE and GED
State Curriculum
Frameworks added
workforce preparation and
digital literacy.

This shift reflects a national
trend in Adult Education.

<http://www.fldoe.org/academics/career-adult-edu/adult-edu/2016-2017-adult-edu-curriculum-frameworko.stml>

Career Development Standards:

The Adult Career Pathways System, now referred to as FICAPS, includes the following career development standards for students to achieve in their career exploration and planning. Students can access state or other resources for career exploration and planning activities. Agencies determine if the career plan is developed at intake or integrated into classroom instruction. If the student is preparing for all four GED® tests, agencies determine in which course the career plan should be developed.

Standards:

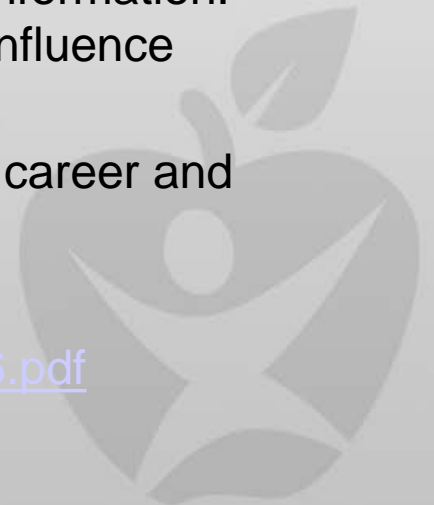
CP.01 Develop skills to locate, evaluate, and interpret career information.

CP.02 Identify interests, skills, and personal preferences that influence career and education choices.

CP.03 Identify career cluster and related pathways that match career and education goals.

CP.04 Develop and manage a career and education plan.

<http://www.fldoe.org/core/fileparse.php/7522/urlt/ABE-LA-2016.pdf>

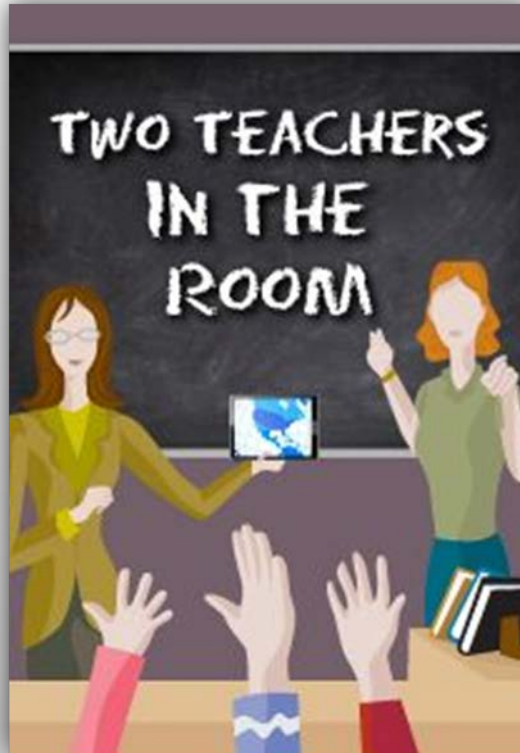


FICAPS:

1. Based on Seattle's IBEST, Integrated Basic Educations and Strategic Training, model.

2. The goal is to improve learning (general academic and technical) through increased and diversified instructors support.

3. Upshot: Adult Education and Career & Technical Instructors Teaching Together



This webinar focuses on how to integrate the Workforce Preparation and Digital Literacy Standards into your regular classroom subject matter.

A variety of innovative approaches for expanding your programs offerings with minimal financial investment will be examined.



Workforce Preparation:

Includes activities, programs, or services designed to help an individual acquire a combination of:

- basic academic skills

- critical thinking skills**

- digital literacy skills**

- self-management skills**

Including competencies in:

- utilizing resources

- using information

- working with others

- understanding systems**

<http://www.fldoe.org/core/fileparse.php/7522/urlt/ABE-LA-2016.pdf>



How do we teach soft skills & self-management?

1. Establish class grades based on soft-skills: attendance, timeliness, appropriate participation, assignment completion, teamwork, appropriate workplace behavior, etc.
2. Practice specific soft-skill trainings, discuss self-management: stress relief habits, healthy diet, conflict resolution, importance of sleep and exercise, mental health, meditation/breathing exercises, etc.

Self Management



www.shuktij.com



Integrate marketable credentials into traditional ABE/GED reading class, examples include:

1. CPR/1st Aid – American Heart Association
2. ServeSafe Food Handling
3. DCF childcare certification
4. NCCER-Core introductory construction certification



But how do we pay for these trainings?

Train your teachers so that you don't have to hire additional instructors or other organizations to provide these and other trainings.



Digital Literacy (Technology)

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are integrated in the instruction to demonstrate proficiency of the reading and language arts standards. (Example standards: Mathematics 4, Reading 7, Writing 6, and Speaking and Listening 5).

Standards:

- DL. ABE.01 Develop basic keyboarding and numerical keypad skills.
- DL. ABE.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.
- DL. ABE.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.
- DL. ABE.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

<http://www.fldoe.org/core/fileparse.php/7522/urlt/GED-ReasoningLanguageArts2016.pdf>

Technology:

Computer and calculator skills have become essential in today's world. Students use a variety of calculators and technology tools. Various devices from cell phones to computers are used daily for multiple purposes, such as communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace.

Technology standards are integrated in the instruction to demonstrate proficiency of the standards.

Standards:

TN.01 Develop basic keyboarding skills.

TN.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.

TN.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.

TN.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

<http://www.fldoe.org/core/fileparse.php/7522/urlt/ABE-LA-2016.pdf>



Digital Literacy Skill Development:

1. Email – proper/appropriate use
2. Determining reliable internet sources
3. “Reading with WORD”
4. Useful web resources
5. Critical Thinking: more important than ever!!



Require students to email assignments to instructors;
teach the students to use email.

While many are text message and phone savvy,
students tend to have little knowledge of traditional
email.

1. Email security
2. Cc/bcc
3. Attachments
4. Composing a letter

Teach reading on the internet.

1. How to determine reliable sources
 1. Encourage students to read “about the author”, read “about the publication”, Google the author and publication, pay attention to domain type (.com, .org, .edu, .gov, .mil)
2. Discuss author/page biases
 1. Similar to determining reliable sources
3. Fact v. Opinion
4. Proper web-citation



Teach reading in WORD:

Copy/paste web articles into WORD

Keep source formatting and use headers to create an outline

Delete unnecessary stuff: ads, pictures, etc.

Use highlight tool when reading, establish a system/key:

yellow – main idea

blue – important details

green – important words/unknown words

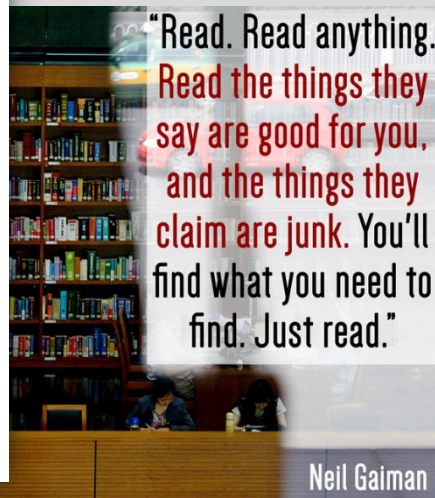
Now let's try it!

<https://www.theguardian.com/science/2016/may/25/opioid-epidemic-prescription-painkillers-heroin-addiction>

- This example will also let us teach understanding systems.

Yellow		Secondary ideas (1)
Green		Secondary ideas (2)
Orange		Dates / Significant number
Blue		Main idea
Purple		Examples
Pink		Separation in a text (titles...)
Fuschia		Problematics
Coral		Proper noun / concept / theorie
Dark green		Conclusion / significant reasoning

The MORE
that you read,
the MORE things
you will know.
The MORE that you
learn,
the MORE places you'll go.



Neil Gaiman

Web-based course programs:

Canvas: an open-source learning management system (LMS) used by many community colleges and universities

Newsela: a website that builds reading comprehension through leveled articles, real-time assessments and actionable insights.

Current events news: 9 topic areas

5 different reading levels for each article

Quiz written specifically for each level

Written prompts appropriate to each level

<https://newsela.com/>



Critical thinking is the art of analyzing and evaluating thinking with a view to improving it.

A critical thinker:

- raises vital questions and problems
- gathers and assesses relevant information
- comes to well-reasoned conclusions and solutions
- tests conclusions against relevant criteria and standards
- thinks open-mindedly within alternative systems of thought
- recognizes and assesses their assumptions, implications, and practical consequences
- communicates effectively with others in figuring out solutions to complex problems



How to develop critical thinking skills?

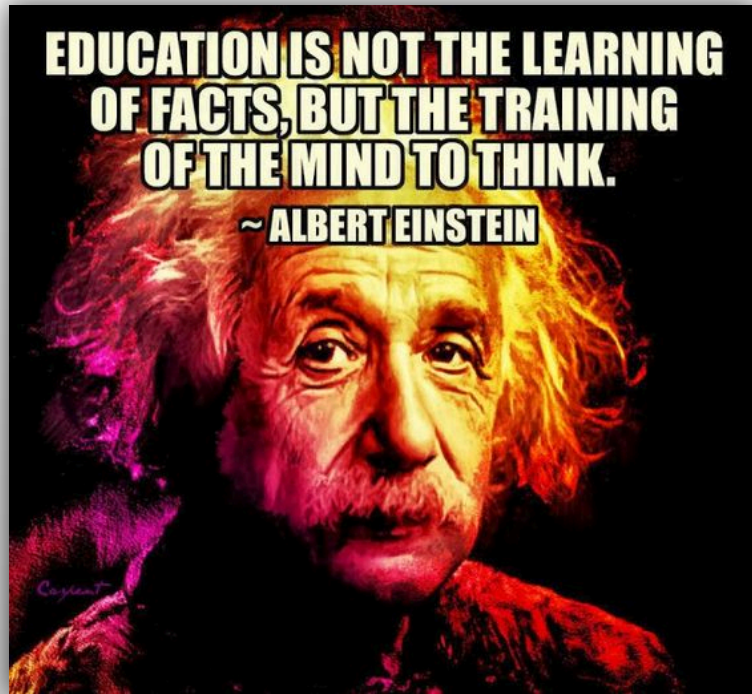
1. utilize ProCon.org, encourage students to argue against their beliefs <http://www.procon.org/>
2. embrace and encourage RRA: Reflection, Reasons, Alternatives



RRA: Reflection, Reasons, Alternatives

1. Urge students to be **Reflective**, to stop and think, instead of making snap judgments, or accepting the first idea that comes into their heads, or automatically accepting whatever is presented in the media.
2. Ask such questions as “How do you know”, “What are the reasons?” and “Is that a good source of information?” to push students to have valid **Reasons** for their views and to seek valid reasons for others' views.
3. Emphasize awareness of **Alternative** hypotheses, conclusions, explanations, sources of evidence, points of view, plans, etc.





- Adult Educators must expand their prevue beyond traditional academics in order to prepare students who can successfully navigate life and work.
- Digital literacy, workforce preparation, and critical thinking are essential to this effort.
- This is an exciting time to be involved in Adult Education; hopefully this webinar has encouraged you to enthusiastically embrace these new horizons in Adult Education in Florida.