
APPLYING THE PILLARS OF SUCCESS IN ADULT EDUCATION

SERVING LOW-LEVEL LEARNERS IN A CAREER PATHWAYS ENVIRONMENT

PRESENTER: JEFFREY A. FANTINE, PH.D.
MAINE ADULT EDUCATION ASSOCIATION CONFERENCE
SUNDAY RIVER - NEWRY, MAINE - OCTOBER 25, 2024

Pathways to Success



PRESENTER: Jeffrey A. Fantine, Ph.D.

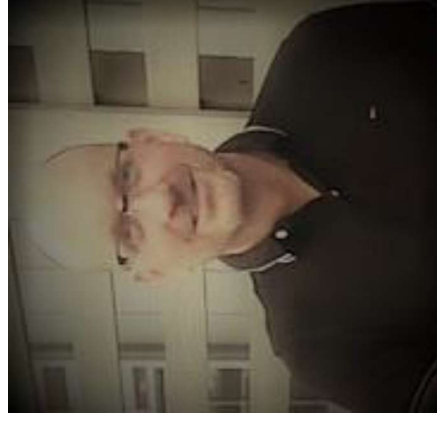
➤ Over 35 years in Adult Education

➤ Former:

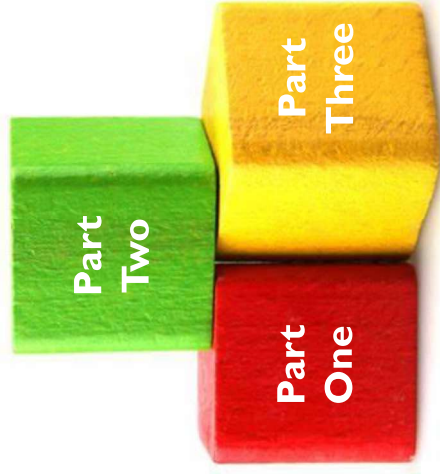
- Tutor/Tutor Trainer/Director of Community-Based Literacy Program
- Instructor/Director of Local Adult Education Program
- Director, Adult Education Professional Development Center (Ohio)
- State Director of Adult Education (Maine)
- Director of OCTAE's National Career Pathways Project
- COABE Vice President, NCL Vice President and AALPD Chair

➤ Current:

- **National Consultant/Trainer: Adult Education & Literacy / Workforce Development / Career Pathways / Serving Low-Level Learners**
- **Executive Director, National Coalition for Literacy**
- **Professor of Adult Education Graduate Studies at OSU**



THREE-PART SESSION OVERVIEW

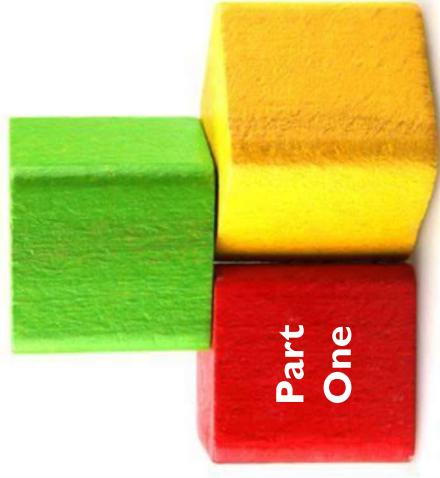


- This is a 3-Part Session.
- **Part 1: (10:00 – 11:00 a.m.)** Applying Fantine’s Pillars of Success and evidence-based strategies to increase persistence and success
- **Part 2: (11:15 a.m. – 12:15 p.m.)** Introducing ProLiteracy/New Readers Press new series Career Power and using it to support career pathways instruction
- **Part 3: (1:30 – 2:30 p.m.)** Putting it all together by developing lesson plans that incorporate the pillars of success, effective strategies for serving low-level learners and Career Power
- There is an opportunity to receive 3 CEU’s from The Ohio State University for your participation in this session. In order to receive these credits, you must attend all 3 parts of the session and sign in each part. You will then email me your interest in receiving the CEU’s. Once I verify you attended all 3 parts of the session, you’ll receive a CEU application form. Upon completion and submission of this form to me, your CEU’s will be processed and you will receive a certificate and transcript by the end of the calendar year.



PART I - SESSION OVERVIEW

- Challenges implementing career pathways
- Promoting practice supported by research
- The Pillars of Success (Fantine version)
- Evidence-based strategies that increase persistence and success, especially for low-level and struggling learners
- If you are interested in the CEU's for this three-part conference session, your name **MUST** be on the sign-in sheet.



CHALLENGES WITH IMPLEMENTING CAREER PATHWAYS



- **Providing career pathways services that fit the context of Adult Education & Literacy**
- **Implementing career pathways services in small programs with limited resources**
- **Developing a career pathways services model that supports different student populations, which includes low-level learners**



PRACTICE SUPPORTED BY RESEARCH

As educators, we want to make informed decisions about the methodologies, materials and practices we use to guide our instructional efforts and typically we want these decisions to be supported by scientific evidence (research).

Research-Based:

Materials and practices developed with the best research available at the time (not tested in a controlled setting)

V.

Evidence-Based:

Materials and practices that have been developed with the best research available at the time that have been tested in a controlled setting to measure impact.

Effectiveness is assessed on the following foundational standards:

- **Validity** – intended purpose
- **Reliability** – consistency
- **Fairness** – unbiased in terms of gender, age, race, ethnicity or cultural background



FANTINE'S PILLARS OF SUCCESS IN ADULT EDUCATION



1
R E S E A R C H

2
R E L A T I O N S H I P S

3
R E L E V A N C E

4
R I G O R

5
R E S P O N S I B I L I T Y

6
R E S P E C T

**Work with a partner:
Discuss how you can
address these pillars of
success with students.**



STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS

Principles of Adult Learning

Andragogy: The method and practice of teaching adults

Think about your own learning as an adult – a time when it was good and when it was not so good – what specifically made it good or not so good?

1. Adults are self-directed and responsible for their learning (must be partners in their learning).
2. Adults bring life experiences and knowledge to learning experiences.
3. Adults are internally-motivated and goal oriented.
4. Adults learn best when content is relevant (but must be willing to take risks).
5. Adults are practical (learning requires immediate application).
6. Adults learning should be process-centered rather than content-centered.
7. Adult learners should be treated with respect.



STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS

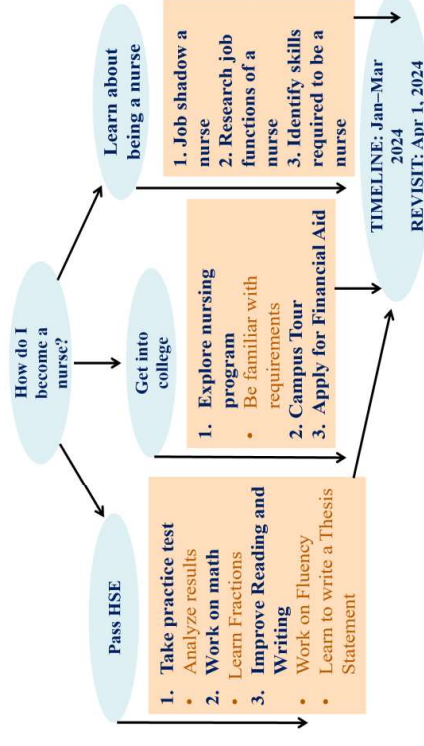
Students Should Have a Plan

Why?

- Provides a pathway to achieving goals
- Breaks big goals into manageable smaller goals
- Includes the “how” to goal achievement
- Shows the connections of what is being done to one’s goals
- Can be a reality check and provide motivation and commitment
- A proactive process that can flush out potential obstacles – include in the conversation: what will cause you **NOT** to persist? And make a plan if they happen
- A tool to check progress that can be revised

SMARTER

- S:** Shape the Question
- M:** Map the Content
- A:** Accommodations
- R:** Resources
- T:** Timeline
- E:** Evaluate
- R:** Review / Revise



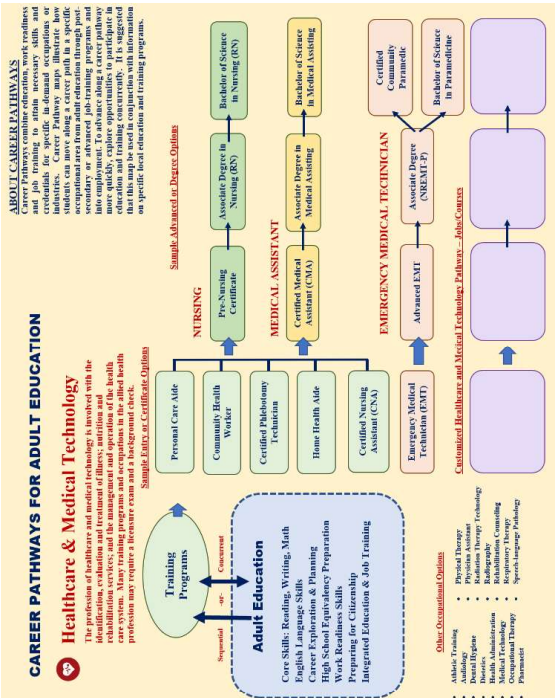
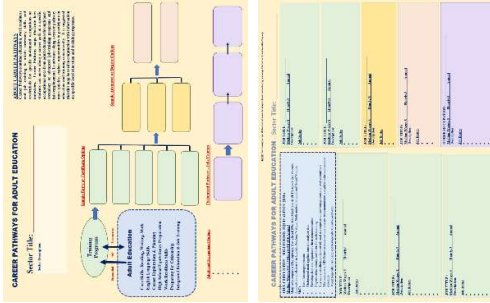
Let's Practice (Role Play): Work in pairs (one be the staff person, the other a student). Work through the SMARTER process. You'll have 12 minutes.



STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS

Student Should Have a Plan

Use Career Pathways Maps



CAREER PATHWAYS FOR ADULT EDUCATION – Healthcare & Medical Technology

HOME HEALTH AIDE
Media Works 36137, Health36137/669 Annual
 Description: Provide routine individualized healthcare such as changing bandages and dressing wounds. Monitor vital signs and report changes to health team. May also provide care to patients in home or in care facility. Monitor or report changes in health status. May also provide care to patients in long-term care facility.
Job Duties
 • Perform physical studies and safety functions and patient care procedures
 • Monitor vital signs and report changes to health team
 • Assist with rehabilitative activities

CERTIFIED NURSING ASSISTANT
Media Works 36137, Health36137/669 Annual
 Description: Assist nurses, advanced emergency medical care, and extend (relieve/diagnose) patient care. May transfer or transport patients. Includes:
Job Duties
 • Assist with patient care, including vital signs, dressing, and bandaging
 • Monitor vital signs and report changes to health team
 • Perform patient care procedures
 • Assist with patient care, including vital signs, dressing, and bandaging
 • Monitor vital signs and report changes to health team
 • Perform patient care procedures

PERSONAL CARE AIDE
Media Works 36137, Health36137/669 Annual
 Description: Assist with patient care, including vital signs, dressing, and bandaging.
Job Duties
 • Assist with patient care, including vital signs, dressing, and bandaging
 • Monitor vital signs and report changes to health team
 • Perform patient care procedures

PHLEBOTOMY TECHNICIAN
Media Works 36137, Health36137/669 Annual
 Description: Perform phlebotomy procedures and maintain accurate patient care records.
Job Duties
 • Perform phlebotomy procedures
 • Maintain accurate patient care records

COMMUNITY HEALTH WORKER
Media Works 36137, Health36137/669 Annual
 Description: Assist with patient care, including vital signs, dressing, and bandaging.
Job Duties
 • Assist with patient care, including vital signs, dressing, and bandaging
 • Monitor vital signs and report changes to health team
 • Perform patient care procedures

EMERGENCY MEDICAL TECHNICIAN
Media Works 36137, Health36137/669 Annual
 Description: Assist with patient care, including vital signs, dressing, and bandaging.
Job Duties
 • Assist with patient care, including vital signs, dressing, and bandaging
 • Monitor vital signs and report changes to health team
 • Perform patient care procedures

CERTIFIED PHLEBOTOMY TECHNICIAN
Media Works 36137, Health36137/669 Annual
 Description: Perform phlebotomy procedures and maintain accurate patient care records.
Job Duties
 • Perform phlebotomy procedures
 • Maintain accurate patient care records

ADULT EDUCATION – HIGH SCHOOL EQUIVALENCY (HS)
Media Works 36137, Health36137/669 Annual
 Description: Prepare students for the workforce.
Job Duties
 • Prepare students for the workforce



Applying the Pillars of Success and Serving Low-Level Learners in a Career Pathways Environment



STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS

Effective Teaching Methodologies

DIRECT INSTRUCTION

- Introduces Skill
- Model the Skill
- Facilitate Guided Practice with Feedback
- Move Toward Student Independent Practice

PROCESS INSTRUCTION

Talk with students about how a skill is learned

- Input
- Attention
- Perception
- Working Memory
- Long-term Memory

COLLABORATIVE INSTRUCTION

- Discuss Lesson Objectives, have Student Re-State
- Emphasize Skill Acquisition through Student's Preferred Strategies
- Allow Student to use contextualization for content mastery
- Student summarizes lesson results, what they learned



STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS

Brain-Based Learning

- 1. Neuroplasticity:** Our brains are remarkably adaptable. Neuroplasticity refers to the brain's ability to reorganize itself by forming new neural connections. Brain-based learning recognizes this plasticity and encourages activities that stimulate brain growth and rewiring.
- 2. Emotion and Learning:** Emotions play a crucial role in learning. When students feel positive emotions (such as curiosity, interest, or excitement), their brains become more receptive to new information. Conversely, negative emotions (like stress or anxiety) can hinder learning. Brain-based teaching aims to create a positive emotional environment to enhance learning outcomes.
- 3. Multisensory Engagement:** The brain thrives on sensory experiences. Engaging multiple senses (such as sight, sound, touch, and movement) during learning activates different brain regions. Incorporating visuals, hands-on activities, and interactive discussions can enhance understanding and memory retention.
- 4. Active Learning:** Passive listening isn't as effective as active engagement. Brain-based learning encourages students to participate actively. Whether through discussions, problem-solving, or practical exercises, active learning stimulates neural pathways and reinforces understanding.
- 5. Feedback and Reflection:** Regular feedback helps students adjust their learning strategies. Brain-based educators provide timely feedback, allowing students to reflect on their progress, correct misconceptions, and refine their understanding.



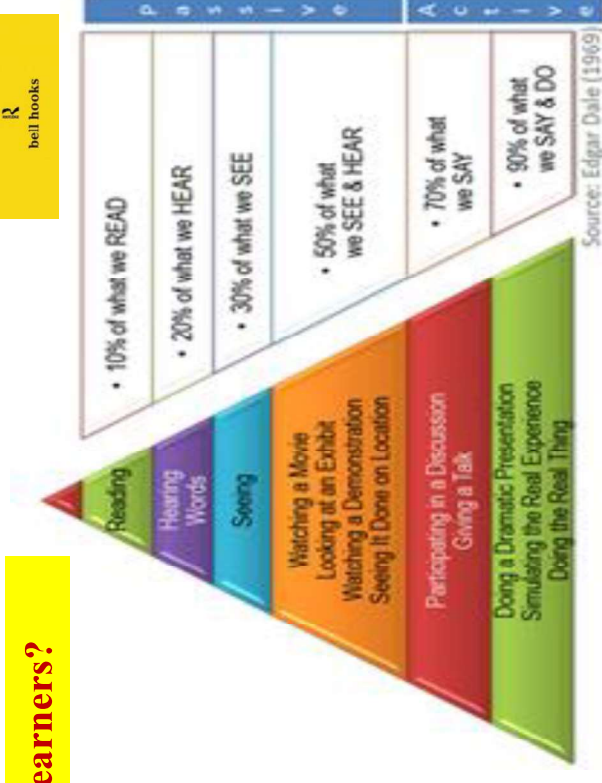
Too much teaching is done at students – and not with them.

STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS

Active Learning - Learner Engagement

Why is it good to engage learners?

- Learning is enhanced when students are given choices and control over their learning process.
- Helps students take pride in understanding the material and applying it in their lives.
- Learners more proactive instead of reactive.
- Increases retention. (Dale's Cone of Experience)
- Fosters critical thinking and real problem solving.
- Allows for different ways of learning.



Applying the Pillars of Success and Serving Low-Level Learners in a Career Pathways Environment

STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS



Training from the Back of the Room

- **Movement over Sitting**. When the brain has more oxygen, it has more energy. Energy increases learning.

- **Images over Words**. Visual images enhance memory. Images will create lasting mental pictures in a learner's mind.

- **Shorter over Longer**. Instructional segments should be between 15-20 minutes. Between segments, have students **DO** something with content.

- **Talking over Listening**. Talking reinforces content. The person doing the most talking in a classroom is doing the most learning.

- **Writing over Reading**. Learners remember more of what **THEY** write v. what **YOU** write.

- **Different over Same**. While routine can be good at certain times, change stimulates the brain which, in turn, stimulates learning. A good routine can be constant change.



Applying the Pillars of Success and Serving Low-Level Learners in a Career Pathways Environment

STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS

Serving Low-Level Learners: Recognize common characteristics of students who struggle with learning specific academic skills – Observe and Identify specific learning difficulties

READING	WRITING	MATH
Has problems identifying individual sounds in written words.	Written output is limited.	Does not remember ways to solve math problems.
Struggles to recognize familiar sight words.	Writing is disorganized.	Struggles with mathematical concepts.
Has problems keeping track of what they are reading.	Struggles to determine a clear purpose or topic for writing.	Becomes confused with math operations.
Struggles to understand what they read.	Has persistent problems with spelling.	Has difficulty processing the language in math problems.
Does not like to read.	Does not use appropriate text structures.	Demonstrates visual-spatial deficits.
Has limited strategies to figure out words and meaning while reading.	Handwriting is sloppy and difficult to read.	Gets lost when math problems involve multi-step processes.



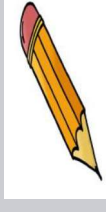
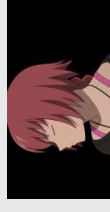
STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS

FOCUS ON PROCESS:

Help a student identify how they learn best and then develop a process for learning emphasizing their learning strengths

- **Consider Learning Styles - Visual, Auditory, Kinesthetic, Tactile**
- **Emphasize Metacognitive Strategies for Development of Skills**
- **Identify a Learning Challenge - Develop a Step-by-Step Strategy to Address It.**

USE A MULTISENSORY APPROACH TO TEACH SKILLS

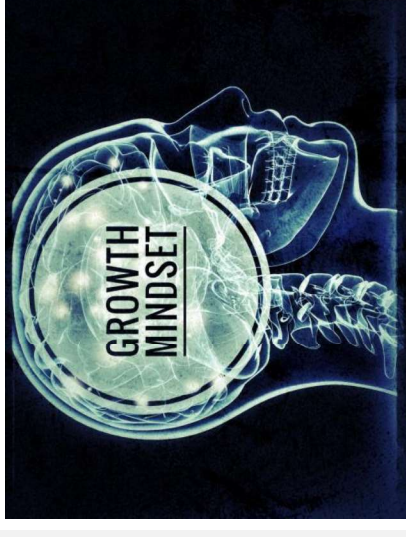


STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS

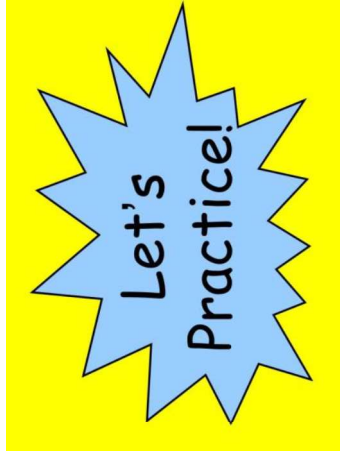
Promote Growth Mindset: People can be categorized according to their implicit beliefs about ability. People with a fixed mindset believe that abilities are innate, while people with a growth mindset believe that they can acquire abilities through effort and study.

Strategies

- Normalize Struggle, Taking Risks and Making Mistakes
- Encourage Engagement with Challenges – View Challenges as Opportunities
- Actually Provide Challenges
- Embrace the Word ‘Yet’
- Demonstrate Mistakes and Celebrate Corrections
- Develop Cooperative Exercises
- Avoid Over-praising Intelligence
- Value Process over Result
- Talk to Students about Having a Growth Mindset
- Experiment with Different Teaching Methods and Strategies



STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS



Fixed Mindset

I'm either good at it, or I'm not.

When I'm frustrated, I give up.

I don't like to be challenged.

When I fail, I'm no good.

Tell me I'm smart.

If you succeed, I feel threatened.

My abilities determine everything.

Growth Mindset

I can learn anything I want to.

When I'm frustrated, I persevere.

I want to challenge myself.

When I fail, I learn.

Tell me I try hard.

If you succeed, I'm inspired.

My effort & attitude determine everything.



STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS

Cultural Awareness: Being sensitive to the differences and similarities among cultures when communicating or interacting with members of other cultural groups. It encompasses values, attitudes, and knowledge that demonstrate openness and respect for different cultures, religions, languages, manner of dress, and communication styles.

Strategies

- Learn highlights from different cultures (ELL Teachers)
- Include multiple perspectives in instruction
- Contextualize issues within race, class, ethnicity, and gender
- Reflect on how your own culture impacts your teaching practices
- Give students opportunities to share information about their lives and cultures
- Choose texts and materials that explore cultural differences and are relevant to your students
- Differentiate instruction based on individual students' cultural backgrounds and learning preferences

Work with a partner. Discuss how you do or could address cultural awareness in your instruction using these (or other) strategies?



STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS

Characteristics of Effective Learning



As teachers, we often do a good job of integrating elements of effective instruction and not enough on reflections about learning. We are usually good about assessing **WHAT** our students learn, but not **HOW** they learn. And if we know it's important for us to understand how we learn and become aware of how we learn best, shouldn't our students understand how they learn and become aware of how they learn best?

Ask the questions:

- 1) What did you learn?
- 2) How did you learn it?
- 3) How will you remember it?



STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS

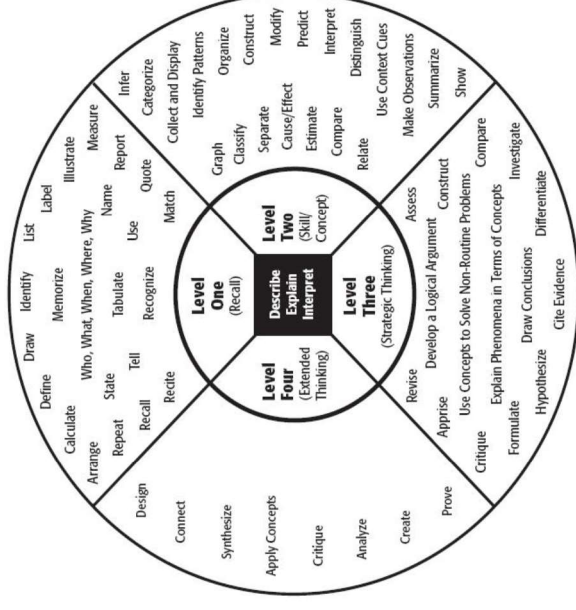
Address CCRS Instructional Shifts & Webb's Depth of Knowledge

CCRS Instructional Shifts: Even though the CCRS says to focus on certain shifts for ELA and math, we believe that these shifts are relevant for teaching any content.

- **Focus**
- **Coherence**
- **Rigor**
- **Complexity**
- **Evidence**
- **Knowledge**

How do we address the instructional shifts when teaching a skill like summarizing text?

Webb's DOK



Applying the Pillars of Success and Serving Low-Level Learners in a Career Pathways Environment

STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS

Example of Webb's Depth of Knowledge

Same Topic / Different Skill Level:

- **DOK 1**—Identify three characteristics of metamorphic rocks. (Requires simple recall)
- **DOK 2**—**Explain** the difference between metamorphic and igneous rocks. (Requires cognitive processing to determine the differences in the two rock types.)
- **DOK 3**—**Develop** a model that you might use to represent the relationships that exist within the rock cycle. (Requires a deep understanding of rock cycle and a determination of how best to represent it)



STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS

Multiple Groupings: Intelligent Design

Assign students to groups and create separate lessons or activities for each group. Students are assigned to a different group each time. The groupings are done in the following way:

- **Group 1** – A lesson or activity where students work with the teacher
- **Group 2** – A lesson or activity where students work with each other
- **Group 3** – A lesson or activity where students work independently

How to Group Students

- Performance levels
- Learning styles
- Random

Example: Employability Skills

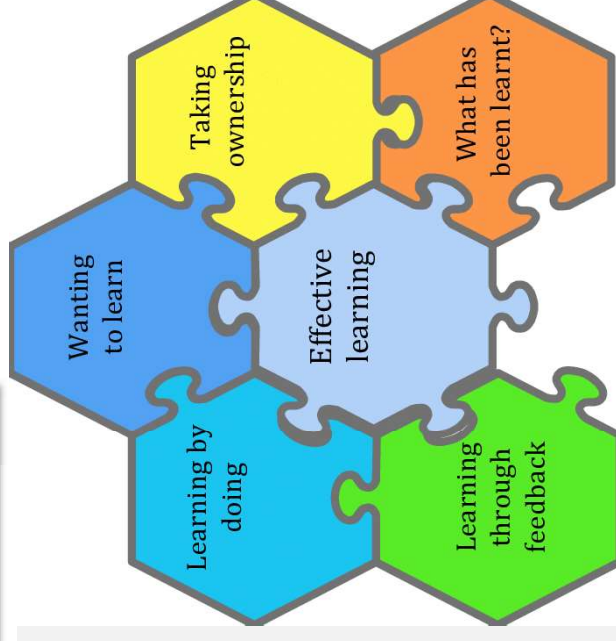
- **Group 1 (with teacher)** – Have students identify skills that are important to employers and that are important to keeping a job. Facilitate a discussion about what these skills mean and how they apply to specific work situations. Help them develop a PowerPoint presentation on employability skills, each student (or student pair) works on developing a slide and determining how they will present their assigned skill to the class. **Higher-Level**
- **Group 2 (in pairs)** – Hand student pairs an employability skill role play card. In pairs they will discuss what skill is being highlighted on the card and how they would handle the situation in the workplace. Encourage them to role-play employer-employee. **Lower-Level**
- **Group 3 (independently)** – Assign each student an employability skill that they must research using the computer and develop a paragraph or essay on what that skill means and how it applies to specific work situations. **Mid-Level**



STRATEGIES THAT INCREASE PERSISTENCE AND SUCCESS

Characteristics of Effective Learning

1. Provide students with opportunities to talk and discuss the content as well as the learning process
2. Incorporate physical movement and breaks in the lessons
3. Deliver information in small chunks
4. Use visual aids and images to enhance memory
5. Create hands-on activities that engage multiple senses



HELP STUDENTS FIND THEIR PATH

FINDING THE RIGHT PATH...



Autobiography of Five Short Chapters

Chapter 1

I WALK DOWN THE STREET.

There is a deep hole in the sidewalk.

I fall in.

I am lost...I am hopeless

It isn't my fault.

It takes forever to find a way out.

Chapter 2

I WALK DOWN THE SAME STREET.

There is a deep hole in the sidewalk.

I pretend I don't see it.

I fall in again.

I can't believe I'm in the same place.

But, it isn't my fault.

It still takes a long time to get out.

Chapter 3

I WALK DOWN THE SAME STREET.

There is a deep hole in the sidewalk.

I see it is there. I still fall in ...it's a habit.

My eyes are open.

I know where I am.

It is my fault.

I get out immediately.

Chapter 4

I WALK DOWN THE SAME STREET.

There is a deep hole in the sidewalk.

I walk around it.

Chapter 5

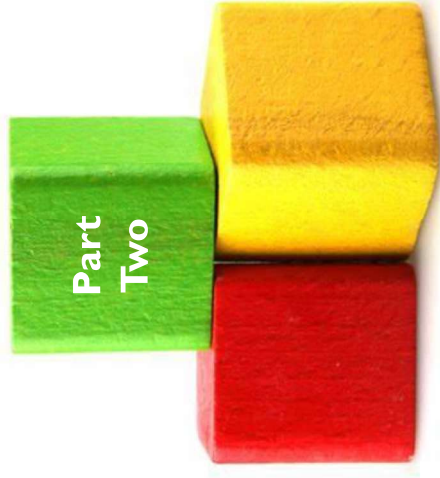
I WALK DOWN ANOTHER STREET.



Applying the Pillars of Success and Serving Low-Level Learners in a Career Pathways Environment

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PART 2 - SESSION OVERVIEW



- Selecting appropriate materials to support instruction
- Overview of a series from New Readers Press called **Career Power** – an instructional curriculum for reading, writing, math and employability skills in a career pathways context
- Using materials appropriately to support instruction
- If you are interested in the CEU's for this three-part conference session, your name **MUST** be on the sign-in sheet.



SELECTING INSTRUCTIONAL MATERIALS

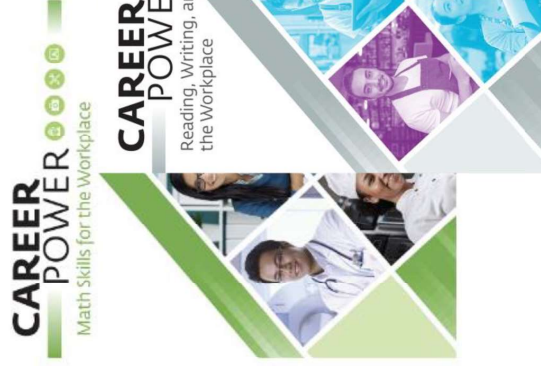
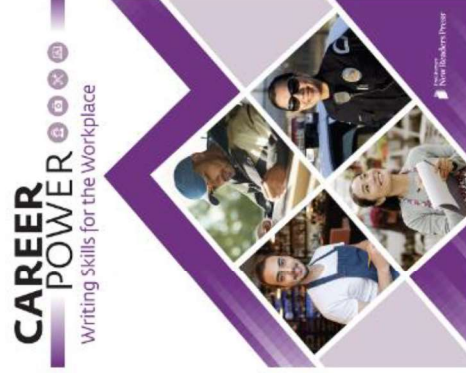
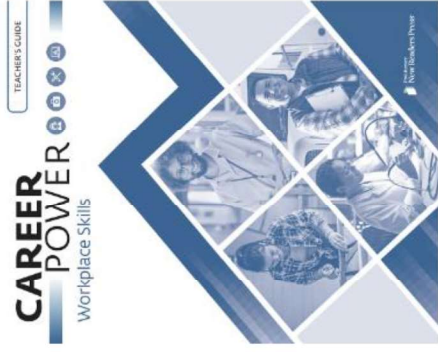
What do you look for when selecting instructional materials?

- **Evidence-Based:** grounded in research **AND** has been tested
- **Developed for an adult population** and for intended purpose
- **Competency-Based:** aligned to the CCR or ELP standards
- **Contextualized Instruction:** practical application for everyday **CURRENT** life
- **Cost and availability**



OVERVIEW OF CAREER POWER

A curriculum series published by New Readers Press intended to prepare students for career pathways and IET programs using contextualized lessons to teach academic and employability skills.



Applying the Pillars of Success and Serving Low-Level Learners in a Career Pathways Environment



EXPLORE CAREER POWER MATERIALS

- **Café** – a methodology that fosters collaborative conversation, its purpose is to allow different perspectives to respond to a question
- **Question: What do you notice as you review the Career Power materials?**
- You will be divided into 4 groups. Two groups will review Workplace Skills and two groups will review Reading Skills for the Workplace
- You will have 15 minutes to review the materials – take about 5 -7 minutes to review the materials on your own and about 8 – 10 minutes to share and discuss what you notice about the materials.
- Any questions?



Let's Harvest your conversations.



OVERVIEW OF CAREER POWER



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Applying the Pillars of Success and Serving Low-Level Learners in a Career Pathways Environment



OVERVIEW OF CAREER POWER



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Applying the Pillars of Success and Serving Low-Level Learners in a Career Pathways Environment



OVERVIEW OF CAREER POWER

**CAREER
POWER** 
Writing Skills for the Workplace



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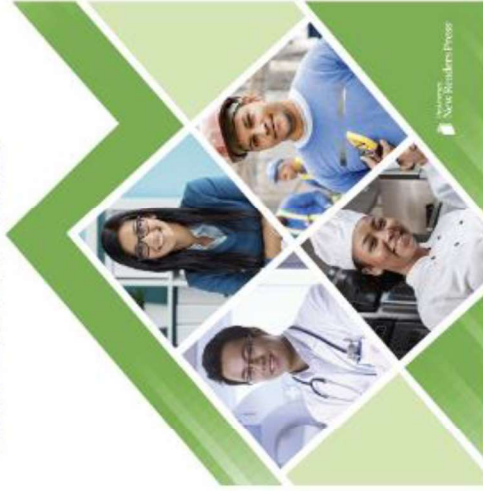
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OVERVIEW OF CAREER POWER

CAREER POWER
Math Skills for the Workplace



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EXPLORE CAREER POWER MATERIALS

- You will now work in the same groups as before, but now you will explore a specific lesson in the Career Power series
- Question: **What do you notice in a specific lesson in the Career Power materials?**
- You will review Lesson 1 in either the Workplace Skills book or the Reading Skills for the Workplace book. Review both the student book and the Teacher's Guide for Lesson 1.
- You will have 15 minutes to review the materials – take about 5 -7 minutes to review Lesson 1 on your own and about 8 – 10 minutes to share and discuss what you notice about Lesson 1.
- Any questions?



Let's Harvest your conversations.

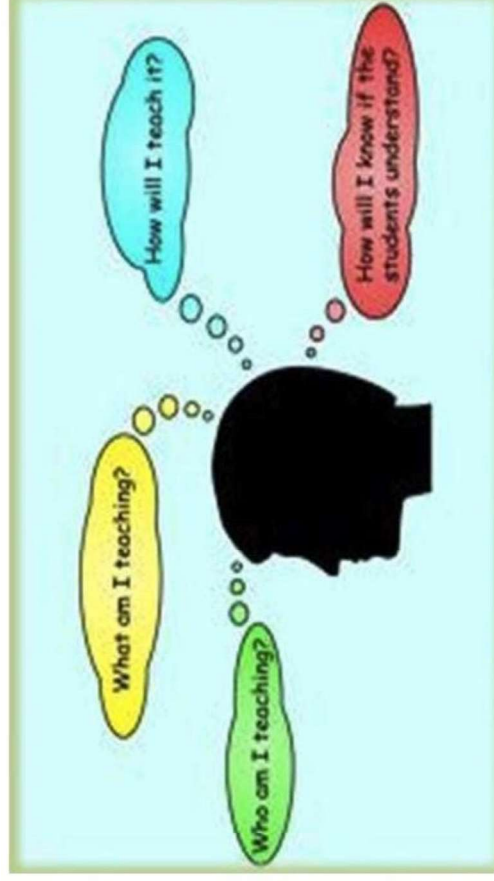


USING MATERIALS TO SUPPORT INSTRUCTION

- **Instructional materials are tools to support your teaching, they are NOT the teacher**
- **It's best to use a variety of instructional materials to support your instruction**
- **While it is important to use appropriate instructional materials to help shape how well students grasp, retain and apply skills, a teacher still needs to accommodate different styles of learning, meet varying needs in a multi-level classroom, choose activities at the appropriate level of knowledge for different student groups, incorporate coherence and rigor and allow for reflections on learning**



IMPORTANCE OF LESSON PLANNING

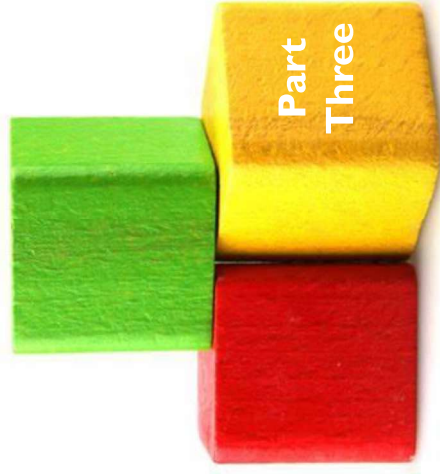


Why is Lesson Planning Important?

- Forces us to think through **WHAT** we want the students to learn.
- Forces us to think through **HOW** we will teach it.
- Allows us to decide in advance what equipment, supplies, and materials we will need to assemble for the class.
- Provides structure for both teacher and students.
- Increases likelihood that learning will occur.



PART 3 - SESSION OVERVIEW



- **Putting it all together – Using the X lesson planning framework provided, develop lessons that:**
 - **Align to the CCR standards,**
 - **Integrate employability skills,**
 - **Incorporate effective teaching strategies, and**
 - **Utilize evidence-based materials (such as Career Power).**
- **Keep it going – develop a repository of lessons using the X framework**
- **If you are interested in the CEU’s for this three-part conference session, your name **MUST** be on the sign-in sheet.**



PUTTING IT ALL TOGETHER – DEVELOPING EFFECTIVE LESSONS

My X Lesson Planning Framework:

Career Power: **Workplace Skills U2, LI and Reading for Workplace U3, LI**

Lesson Topic:

- **A Positive Attitude**
- **Reading Comprehension**

Standards (CCR or ELP):

- **RF.4.1-Refer to details in a text**
- **RF.4.2-Determine main idea of a text**
- **RF.4.4-Read text with understanding**

Employability Skills:

- **Self-Awareness**
- **Social Responsibility**

2 Hour Class

1. Connections

What do you already know?

Watch video: **Reframing Negative Thoughts and Reactions and discuss:**

- What makes you have a negative attitude?
- How do you change a negative attitude to a positive one?
- How can you maintain a positive attitude?

30 Min

45 Min

2. Teaching/Learning (Skill or Concept)

Small Chunks - Need to Know

Icebreaker: Each student gets a piece of paper with different type of text, they share the purpose of that type of text (or ask for help, if they aren't sure)

Teach: Reading for Purpose (p. 61-63)

15 Min

30 Min

3. Practice

Do or Apply

Use Maintaining a Positive Attitude – WS p 36-39

- Teacher Grp: Read Together

- Team Grp: Read and Do Guided Practice WS p 40 and R p 64

- Independent Grp: Read and Do Independent Practice WS p 41 and R p 65

Discuss how you read for understanding.

Do activity: **Reciprocal Questioning w/ Maintain Positive Attitude**

What and How?

4. Reflection: Summary / Assessment

Applying the Pillars of Success and Serving Low-Level Learners in a Career Pathways Environment



PUTTING IT ALL TOGETHER – DEVELOPING EFFECTIVE LESSONS

- You will now work in pairs and develop a lesson using the X lesson planning framework on the handout that is being provided.
- You must use the Career Power Materials **and** the strategies mentioned during this session **and/or** strategies and resources of your own
- You can choose from the following topics:
 - **Interpreting Maps, Graphs and Charts**
 - **Responsible Decision Making**
 - **Building Vocabulary**
 - **Follow Directions**
- You will have 20 to develop your lesson.
- Any questions?



Let's Harvest your work.



KEEP IT GOING – LESSON REPOSITORY

If you are interested in contributing to and accessing lessons and resources that utilize the strategies highlighted in this conference session, use the Career Power series and emphasize career pathways services for low-level learners, please join this Google Classroom.

Google Classroom:

<https://classroom.google.com/c/NzI2MzM2NTU5MTQw?cjc=4ssjaot>



FINAL THOUGHTS

Cognitive Entrenchment – teaching the same material the same way year after year because you don't want to give up on a comfortable routine that has ok performance.

The routines that help us today are the ruts we get trapped in tomorrow.

Don't stop yourself from rethinking how you do things. This helps you grow and excel as a teacher. Rethinking can liberate you.

Good teachers introduce new thoughts – great teachers introduce new ways of thinking.

The best way to prove yourself is to improve yourself.



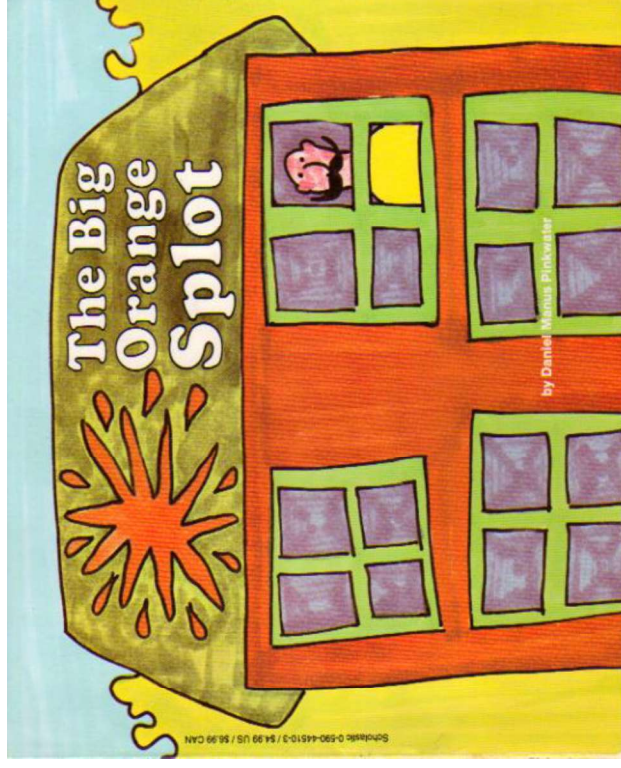
CLOSING CIRCLE: WHAT WILL YOU DO?

- **Closing Circle** – a methodology that gathers people for reflection, establishes a learning community, its purpose is to summarize learning
- Fundamental to adult learning theory is to reflect on your learning and make a commitment to do something as a result of your learning.
- Closing Circle is a type of assessment, which is critical in an effective lesson or teaching/learning environment. WHY?

Share one thing you learned today that you will do or use the next time you work with students?



HELP STUDENTS DISCOVER AND FOLLOW THEIR DREAMS



Applying the Pillars of Success and Serving Low-Level Learners in a Career Pathways Environment