



EMPLOYABILITY STANDARDS

IMPLEMENTATION GUIDE FOR INSTRUCTIONAL PRACTICES

E.1

Effectively contribute to a team through cooperation, leadership, and giving and accepting critical feedback to work toward a common goal.

Teaching Strategies:

- Introduce rubrics for a collaborative project ([Rubistar](#))
- [Case-based teaching](#) - a scenario of a story or text about people in a team - with [Anticipation Guide](#).
- Discuss roles and responsibilities within teams and have students complete a self-evaluation of effectiveness within team.
- Name (and post) steps (and keep them to a few) for working with the group, for leading a discussion, for giving feedback, etc.
- Teach [habits of discussion](#)
- Set high expectations - communicate your belief that ALL students can meet this standard
- Utilize guided practice section of lessons as paired work or group work to reinforce and practice concepts taught.
- Signal student group discussion wrap-up with a familiar song or sound each time to keep students on track.
- Redesign the classroom by putting desks/tables into groups to increase collaboration.
- Provide sentence stems to guide student discussion, such as required follow-up questions like “Why do you believe this is true?” or “...And why is that important?”
- Acquaint students with characteristics of effective feedback.
- Use KCM Master Mathematics Teacher, Ann Burgunder’s group norms for high performing learning communities, along with [Burgunder’s Obstacles to Learning Self-Assessment](#).

Class Activities:

- In groups, students will address an authentic issue that is relevant to the community or individuals in the class, with [assigned roles](#).
- Students complete a brief written assignment and hand in 1 copy to the instructor and 1 copy to a classmate. Classmates review and then discuss corrections or improvements that need to be made. ([peer review](#) with rubric or checklist).
- [Example of using a case study](#) for this.
- Students complete an [exit slip](#) giving the teacher critical feedback about the lesson (teacher will address questions during next class).
- Identify a community need, and organize and execute a fundraiser. Follow up with reflection, evaluation, and assessment of the event.
- During orientation or first class meeting, students work in groups to identify possible barriers to earning their GED®s and brainstorm solutions,
- Student teams use “Jeopardy!” style to compete while reviewing learned skills and concepts.
- Students create and maintain a class blog.
- Host a [gallery walk](#) for student work. Each student provides feedback on a sticky note for each piece of work.
- Students check their work with 5 other classmates. When answers conflict, participants engage in discussion for how they arrived at their answers and reach a consensus on the correct answer.
- Share and practice [Teaching Channel Strategy](#) for giving peer feedback.
- Acquaint students with the characteristics of [effective feedback](#), create a self-assessing rubric with a few of the characteristics, or have student write about.

E.2**Utilize workplace tools and technologies to communicate effectively (e.g., memos/e-mails, basic computer programs, phone systems).****Teaching Strategies:**

- Communicate regularly (at least weekly) with students via email, remind.com, blogs, [Twitter](#), Facebook, Edmodo and teach them how to reply.
- Send class files through email, [DropBox](#), [GoogleDocs](#), etc.
- Use [SKYPE](#) or [ZOOM](#) for a class meeting.
- Post lesson targets or objectives daily using different types of workplace tools/technologies and reinforce by discussing in class.
- Create private YouTube Channel using [KYAE YouTube Channel video tutorial](#).
- Share links with students via Facebook to content posted to private channel.
- Simulate a conference call scenario during a class meeting with students on the learning center phone system and instructor using outside line.

Class Activities:

- Students learn to use email, social media, blogs, wikis, Edmodo, etc., for assignments.
- Students work in collaborative groups using the presentation mode in [GoogleDocs](#), [Prezi](#), or other Web 2.0 app.
- Students read (or write) a script that addresses a CCR Standard being covered ([Reader's Theater](#)), pretending to be a receptionist answering the phone, or participating in chat.
- Students record professional voicemail replies.
- Students reply to an email from the instructor using professional language and format.
- Revise sample messages to be more workplace-appropriate.
- Students obtain Digital Driver's License.
- Students clock in and clock out.
- Create a [Thinglink](#) presentation to convey various facets of career pathways or workplace best practices.
- Students complete free, [online basic digital literacy modules](#) with printable certificate of completion that provides a credential for employment.

E.3**Model compliance of workplace policies and procedures.****Teaching Strategies:**

- Create a contract for students to sign as a commitment to follow rules, goals, policies, etc., for the center or for the class.
- Model using Venn Diagrams for comparing/contrasting behaviors about workplace policies/procedures ([printables](#)).
- Tell a story/scenario about workplace compliance/policies using [Skills to Pay the Bills](#).
- Use a local business policy manual, emphasizing vocabulary specific to workplace compliance/policies.
- Emphasize and reteach your class policies and procedures often at the beginning of the year and throughout the year.
- Use examples and non-examples of policies vs. procedures.

Class Activities:

- From an example (such as a local business) of compliant/non-compliant workplace behaviors, students use a Venn Diagram to compare/contrast.
- Students will share positive and/or negative experiences or issues they may have had in the workplace setting (as a worker or as a customer). Complete a [Learn to Listen/Listen to Learn](#) activity.
- Class will write a mission statement for the course with specific expectations for both learners and instructors. Jointly create rubric to measure compliance of all members ([Video](#) - how to write a mission statement).
- Create a class dress code.
- Create a [Thinglink](#) presentation to convey various facets of career pathways or workplace best practices.

	<ul style="list-style-type: none"> Ask students to create a Quora account and post a question about typical workplace policies and procedures of a career pathway of interest. Then share with class.
--	--

E.4	Utilize and support workplace organizational structures (e.g., company departments, corporate goals, chain of command).
------------	--

Teaching Strategies:	Class Activities:
<ul style="list-style-type: none"> Provide mind-mapping, Webbing, Concept-mapping (PowerPoint, or several good Web 2.0 apps for this - flowchart.com, mindomo.com) to create an organizational chart of a business. Show and discuss learning center organizational chart, and discuss chain of command for your position. Create a “Voice Your Opinion” process for anonymous student feedback on the learning center, and review the appropriate manner in which to make a complaint or compliment. Teach basic governmental structures and the voting and electoral process. 	<ul style="list-style-type: none"> Students read scenarios involving workplace or classroom complaints or problems and review how to proceed with them. Compare/contrast local businesses' structures and policies for complaints/problems. Class “scavenger hunt” to identify and locate resources in organizational structures within the facility where classes are held. Students flow-chart an organizational structure with diagrams (PowerPoint, etc.) using a family or a sports team as an example. Together, students in class create goals for class projects. When applicable in group projects, students are assigned roles/responsibilities (much like corporate roles); students evaluate performance in assigned roles. Students research roles and ranks in the military or other similar organization of interest. Students make connections by innovation. Three ways to innovate: invent something new; make an existing thing better; relate two things in a new way (computer and a phone—the smartphone).

E.5	Utilize resources responsibly.
------------	---------------------------------------

Teaching Strategies:	Class Activities:
<ul style="list-style-type: none"> Model efficient use of resources and mention it (such as recycling, carpooling, bring your lunch, reusable drink cup, use of paper, printer cartridges, time, etc.). Require students to return all materials to the proper place at the end of class. Teach time management skills, including having a plan for unexpected occurrences, balancing responsibilities, and creating a personal schedule. 	<ul style="list-style-type: none"> Students mindfully conserve paper when printing, using office supplies and technology Students set up class rules for using resources responsibly (i.e., Internet use, email netiquette, etc.). Students investigate why we (or any organization) care about responsible resource use. Students receive and utilize a planner as a required resource for class. Using PocketMod, students create a visual document to organize their time.

E.6**Identify and effectively use skills and materials needed for a particular task.**

Teaching Strategies:	Class Activities:
<ul style="list-style-type: none"> ● Model skills for particular tasks (such as note-taking) on the board - “Make your paper look like mine.” (Example of a way of taking notes by the two-column method.) ● Model listening (such as a customer service scenario) by using time after questions. Give all students time to think of answers before calling on them. ● Help students decide what skills and resources are needed for tasks (i.e., leading a study group, planning a recycling project, laying carpet in a Habitat house, creating a community garden, advertising an event). ● Model chunking new or unfamiliar material for easier understanding. 	<ul style="list-style-type: none"> ● Students work as a group to complete a community service project. ● Students collaboratively decide upon missing information, instructions or resources needed for a task. ● Students use a checklist format listing the skills for a variety of tasks and make this a daily warm up activity. ● Students use an IKEA set of instructions and discuss what is needed. ● Students write directions for creating a peanut-butter-and-jelly sandwich; teacher then follows instructions of students verbatim. ● Students take 2-4 minutes to write an example or two about how the concept or skill being taught could apply to everyday life (shopping, banking, yard work, cooking etc.). ● Group students to create a PowerPoint using only images to convey an idea. Students must then give an auditory presentation of their images to explain their idea.

E.7**Accurately analyze information and respond appropriately.**

Teaching Strategies:	Class Activities:
<ul style="list-style-type: none"> ● Teach lessons regarding Reading for Information Standards. ● Use Document Analysis Form for any type of lesson information. ● Model the evaluation of webpages. ● Model thinking through a problem or assignment (demonstrate with think-aloud). ● Use follow-up questions to help extend knowledge and test for reliability (ask for evidence, another way to answer, a better word) by using Socratic Seminar. ● Use SurveyMonkey to have class members collect information about each other; then use table and chart features to interpret and make conclusions about the results. ● Search NewsELA or a similar site for timely, thought-provoking articles and challenge students to analyze and evaluate evidence used to support the author’s arguments. 	<ul style="list-style-type: none"> ● For directions, for any assessment/assignment, students discuss different strategies for understanding (chunking, context clues, etc.). ● Students evaluate bogus web pages - Website Usability Activity. ● Near the end of the class, students work in pairs to prepare an “elevator speech” on one skill/topic discussed that day. Allow 5 minutes to prepare and 30-60 seconds to present. ● After one student has volunteered the answer to a question, have another student summarize that answer, then ask if the student has anything to add to the answer to provide further clarity or prompt a new discussion. ● Challenge students to analyze and evaluate evidence used to support the arguments made in a non-fiction text and use the GEDTS Both Sides Now Graphic Organizer for same. (Organizer found on Page 14.)

E.8**Interact with others in a professional manner.**

Teaching Strategies:	Class Activities:
<ul style="list-style-type: none"> ● Discuss with class the attire that would be appropriate to wear for an interview (compare/contrast). ● Group work requiring student interaction, with self- and group-assessment of performance in differing roles within the group (i.e., scribe, technology leader). ● Conduct a debate according to rules and procedures agreed upon by the class (adhering to time limits, use of respectful speech, or use Take-A-Stand). ● Provide (or have students create) mnemonics for answering phone, introductions (anagrams, etc.). ● Model, always model, this standard around students. ● Quickly re-state correctly words or sentences that are grammatically incorrect, to model without drawing attention. ● Use question stems to host a whole group discussion on group norms. Formulate questions by using HOTS (Higher-Order Thinking Skills) question stems. 	<ul style="list-style-type: none"> ● Students role-play various professional interactions in the workplace. ● Students conference often with instructor for student evaluations. ● Students play a game (You're FIRED!, for example), by choosing cards and demonstrating the action on the cards. (Card examples include dress, language, body language, cell phone usage. etc.) ● Students work together to create a class dress code. ● Students create a set of customized group norms after completing a group norm activity that challenges them to consider various unwelcome and welcome group member types.

E.9**Analyze self-performance to better understand strengths and areas for improvement.**

Teaching Strategies:	Class Activities:
<ul style="list-style-type: none"> ● Lead intake and orientation discussion around potential barriers to success and ways to increase the likelihood of success. ● Use the Myers-Briggs test, interest inventory, self-assessment through rubric for assignments ● Model (think-aloud) how to complete a journal. Discuss with students. ● Provide prompts at times for journals. Collect journals, read responses, and make notes. Consider using journals to set and track progress toward stated goals. ● Hold periodic, incremental student evaluations (progress/goal checks). 	<ul style="list-style-type: none"> ● Student self-assesses strengths using a teacher-made tool. ● At end of every class, students journal about their performance on a learning target. Example lesson. ● Students role-play (or use a script) about taking constructive criticism (and giving it). ● On the 1st or 2nd day of class, have students list a few learning/life goals that they hope to achieve, then rank them in order of importance. Periodically throughout the course, ask students to assess their progress so that all goals are met by the end of the course ● Rather than answering questions with, "I don't know," require students to answer with, "What I know is..." instead. ● Ask the class to complete an online personality inventory and participate in a discussion about strengths of their type and common pitfalls and strategies to overcome them.

E.10**Seek out opportunities for advancement and improvement of personal skills and abilities.****Teaching Strategies:**

- Stress importance of knowing when to ask for help or additional items of interest
- Offer a list of opportunities for enrichment (additional resources such as Fast Forward or ITTS--let students take the initiative to ask for these resources).
- Provide remediation and enrichment in every class.
- Use an Exit Slip prior to the end of class have students write down questions about the content with any thoughts on how they could seek further clarification outside of class (Internet, friend, and professionals in the community). Select one or more to begin the next class meeting.
- Use good [Questioning Techniques](#).

Class Activities:

- Students discuss an application and/or job evaluation form from a local business
- Students practice completing an online application for a local job.
- Students select a character from a favorite story and jot down and share the character's strengths/ areas for growth ([perhaps create a Life Road Map](#)). Next discuss how weaknesses could impact behavior in the workplace.
- Students utilize online academic enrichment opportunity outside of the center (Fast Forward, ITTS, Edmodo, teacher-created class, etc.).
- Students create a GEDTS® account and access GEDTS® [Pathsource](#) to complete inventory and access video vignettes of GED® graduates who have cultivated personal skills and abilities. Ask students to share highlights of this personal research with class.

Group Norm Activity

One of the most noteworthy attributes of a healthy team is its development of norms that govern team interactions. Useful norms are not merely dictated by a supervisor or teacher. Rather, useful norms are formally and informally developed by the team.

Review the list of the most unwelcome group members below. Then, contrast each unwelcome group member to its corresponding welcome member. Do you recognize yourself in any of the member descriptions? As you compare these paired opposites, consider that we all may have the capacity to exhibit either of the paired identities, given the right work or classroom circumstances.

Most Unwelcome Group Members:	Most Welcome Group Members:
1. Chronically Disorganized	1. Detail-oriented Contributor
2. Never-erring Over-participator	2. Encourager
3. Dominating Interrupter	3. Participation Elicitor
4. Reluctant Passivist	4. Self-starter
5. Rushed to Finish	5. Invested Inquisitor
6. Apathetic Careless	6. Respecter of Others
7. Digressor	7. Humorous Involver
8. Grudge-nursing Feuder	8. Consensus Builder
9. Helpless Abdicator	9. Responsible Independent
10. Superficial Perfectionist	10. Modest Authentic

Work with your table partners to create a list of norms that will govern our interactions. Choose norms that will help you become a welcome group member. Create as many norms as possible in the time allotted. Be prepared to share your results with the group at large. From your table lists, we will create a master set of norms that will govern our interactions.

Effective feedback has the following characteristics:

- It is evidence-based, specific, concrete, and descriptive (“You called on Will three times,” rather than “You tend to call on men a lot.” Or “Several students were looking at their phones throughout the class,” rather than “Many students were bored.”).
- It is focused on behavior rather than the person.
- It takes into account the needs of the receiver of the feedback. It involves the amount of information the receiver can use rather than the amount the observer would like to give. It is differentiated to meet individual beginning teachers’ needs.
- It is solicited rather than imposed. Feedback is most useful when the receiver has formulated a question to which the observer can respond. It is selective. It focuses on areas the beginning teacher has prioritized and is paced appropriately.
- It involves sharing information rather than giving (unsolicited) advice. Beginning teachers improve most when their learning is self-directed and is based on information about the results of their own instructional efforts.
- It is based on data that are shared in a way that builds trust and encourages reflection and new questions.
- It is timely and well timed. In general, immediate feedback is most useful (depending on the receiver’s readiness to hear it and the support available from others).
- It concerns what is said or done, or how it is said or done, not why. Addressing “why” moves the discussion from the observable to the inferred and involves assumptions regarding motive or intent.
- It includes high-level questions.
- It is clear communication. One way of assessing this is to have the receiver rephrase the feedback received to see whether it corresponds to what the sender has in mind. It also involves active listening by the mentor. This signals to the beginning teacher that they are being heard and understood.
- It involves balanced communication (50/50) between the mentor and beginning teacher. One way to encourage balanced communication is for the mentor to ask reflective and follow-up questions.
- It is actionable; it can be used. (“Good job!” or “That’s not quite it,” are not effective feedback comments in isolation because it is unclear what is satisfactory or unsatisfactory about the practice.)
- It is linked to planning for professional growth and ends with action strategies and opportunities for practice.ⁱ

ⁱ Center on Great Teachers and Leaders. (2014). *Preparing educators for evaluation and feedback: Planning for professional learning*. Washington, DC: American Institutes for Research.

Community of Learners

As a member of a professional community of learners, I agree to:

Demonstrate a willingness to improve

Adopt or retain a disposition to consider ideas other than my own

Manage my own learning and obstacles to my own learning

Engage in productive learning behaviors – even at times when I experience things that are not new

What are the obstacles to learning?

My Obstacles	Students' Obstacles	Enemies of learning are those human tendencies, personal habits and/or cultural norms that make learning difficult and often prevent people from accomplishing the very things they want most. Here is a partial list:
		1. Being unable to admit we don't know (don't want to look stupid)
		2. Having the pretense of knowing--(e.g. I already do that, know that, have heard that)
		3. Not granting permission to others to teach you anything (e.g. I'm a professional, I don't need this training)
		4. Needing to look good (low tolerance for mistakes, incompetence)
		5. Being blind to your cognitive blindness (don't know we don't know; can't see own biases)
		6. Needing too much clarity--show me "HOW"-- (low tolerance for complexity, uncertainty)
		7. Not having time (impatience; need to see immediate relevance; short-term, detail focus)
		8. Making and taking attitude (not willing to dive deeply; theory discounted)
		9. Being overly serious and self-important (I have the answer; I'm the only one who really cares; this is so important there is no room for playful inquiry)
		10. Being trivial/cynical--(everything is a joke, unimportant, whatever, it won't matter anyway, this too shall pass.)
		11. Confusing obedience with knowing (wanting approval, tendency to comply without question—"My boss told me to. It is the policy.")
		12. Confusing knowing with learning (not wanting to inquire into, want to be "right")
		13. Confusing learning with gathering information (credentials vs. wisdom)
		14. Excluding emotions from learning (e.g. I hate math. I'm nervous whenever I have to share.)
		15. Excluding the body from learning (e.g. I'm hungry; have a headache)
		16. Lacking questions about our questions--(What is the hidden assumption? Why have we always done it this way? What about this really matters?)
		17. Taking the obvious for granted (not questioning what is right in front of us, tradition)
		18. Being addicted to novelty--(unwilling to dwell, rigor)
		19. Living in permanent assessment (assessing everyone and everything all the time--more assessing without action or enough time for that action to yield results)
		20. Thinking "I have to do this by myself" (not knowing when/how to seek assistance; not giving oneself permission to ask for help)
		21. Believing in independence (what I do is separate from and not impacted by others)
		22. Judging yourself as you attempt to learn (self-conscious, inhibited)
		23. End-gaming (jumping to the goal without taking the necessary steps in the process— leads to superficial learning)
		24. Being unaware of our own stories (the things we tell ourselves; our models of reality)
		25. Confusing our model of reality with reality
		26. Belief that "talent" matters more than motivation/effort/practice (ability based thinking)
		27. Denigrating passion
		28. Encouraging uniformity (mechanistic thinking)

(adapted from talk given by Julio Olalla; Newfield Network) Updated: 3/19/2010