

The TIF-Lens Series: “Zoom in” on Developing a Future Pathway



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Objectives:

You will...

1. Recognize the purpose of the Transitions Integration Framework (TIF)
2. Explore the Developing a Future Pathway category of the TIF and its skills
3. Use the A-C-E-S process to integrate Developing a Future Pathway skills into a lesson
4. Explore TIF-ing methods to integrate Developing a Future Pathway skills into a classroom at all levels

ACES Webpage @ www.atlasabe.org

- *Transitions Integration Framework:* www.atlasabe.org/professional/transitions
- ACES PLC and Support Materials: www.atlasabe.org/resources/aces

Matching Developing a Future Pathway Skills

Read the following Developing a Future Pathway (DFP) **skills** and decide which DFP **sub skills** (below) go with each skill. Write the number of the skill (**1, 2, or 3**) in the small box to the left of each sub skill.

DFP Skills: Students will be able to...

Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway

Skill 2: Explore available options in order to identify one's future pathway

Skill 3: Effectively complete the steps needed to enter into a selected pathway

DFP Sub Skills: Students will be able to...

- | | |
|--|---|
| <input type="checkbox"/> Recognize how one's values and beliefs impact choices regarding a future pathway | <input type="checkbox"/> Conduct research on community resources, education, and training options |
| <input type="checkbox"/> Link personal skills and interests to various careers or community opportunities | <input type="checkbox"/> Identify personal interests |
| <input type="checkbox"/> Research and outline the process needed to enter into a volunteer opportunity, educational program, or career | <input type="checkbox"/> Recognize and use vocabulary related to skills, values and beliefs |
| <input type="checkbox"/> Reflect on successes and challenges to identify skills and aptitudes | <input type="checkbox"/> Gather and organize requisite information and documents needed for a particular step in the process (e.g., work history, awards and certificates, financial information) |
| <input type="checkbox"/> Implement appropriate strategies to complete each step (networking, job shadowing, conducting informational interviews) | <input type="checkbox"/> Explore the job market and current employment trends |

TIF @ a Glance: Developing a Future Pathway Snapshot

Developing a Future Pathway (DFP): Developing a future pathway builds the aptitude to more fully understand one's own skills, interests and talents and how these are transferable to a successful career or success in one's family or larger community. Activities include using a variety of data and research methods to identify and choose a potential pathway, goal setting, and learning about the culture of being a professional in the United States. Teaching the skills in this category will help learners to be more self-actualized and purposeful in the choices that they make about their future.

Skill 1: Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway
SWBAT...

Sub Skills:

- a. Recognize and use vocabulary related to skills, values and beliefs
- b. Identify personal interests
- c. Reflect on successes and challenges to identify skills and aptitudes
- d. Recognize how one's values and beliefs impact choices regarding a future pathway

Skill 2: Explore available options in order to identify one's future pathway
SWBAT...

Sub Skills:

- a. Link personal skills and interests to various careers or community opportunities
- b. Explore the job market and current employment trends
- c. Conduct research on community resources, education, and training options

Skill 3: Effectively complete the steps needed to enter into a selected pathway
SWBAT...

Sub Skills:

- a. Research and outline the process needed to enter into a volunteer opportunity, educational program, or career
- b. Gather and organize requisite information and documents needed for a particular step in the process (e.g., work history, awards and certificates, financial information)
- c. Implement appropriate strategies to complete each step (networking, job shadowing, conducting informational interviews)

Developing a Future Pathway Sample Activities

Given each Developing a Future Pathway **skill** from the complete TIF, read the sample activities (including technology activities) that are provided for that skill. Choose one sample activity at the level you teach (Beginning, Intermediate, or Advanced) that interests you.

Fill out the corresponding row on the grid below with your choice. Indicate the sub skill and activity level

- * Write a brief description of the activity
- * Describe how you might use this activity with your students, including any modifications you would make
- * “Raise your hand” to share out with the larger group.

TIF Category: Developing a Future Pathway			
TIF Skill/Sub Skill	Level	Activity Description	How will you tweak it?
<u>Skill 1/Sub skill</u>			
<u>Skill 2/Sub skill</u>			
<u>Skill 3/Sub skill</u>			

TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side

Pre A-C-E-S
<p>Warm-up:</p> <ul style="list-style-type: none"> Teacher leads students in a brainstorming activity to think of ways to look for and learn about jobs. Teacher introduces the concept of an informational interview as a way to learn more about a job.
<p>Introduction:</p> <ul style="list-style-type: none"> Students (Ss) brainstorm different types of jobs in small groups. They try to list as many as they can within 5-10 minutes. The groups share out their ideas while the teacher writes them on the board. Teacher explains that one way to learn more about a job is by doing research. Today Ss will have the opportunity to research a particular job which is of interest to them.
<p>Guided Practice:</p> <ul style="list-style-type: none"> Ss choose one of the jobs that has been listed. It can be a job they are interested in learning more about. Teacher helps Ss write 7-10 questions that they have about the job they have chosen. These questions will serve to guide the students in their research.
<p>Independent Practice:</p> <ul style="list-style-type: none"> Ss research their given job by reading an article or watching a video: www.citytowninfo.com/career-stories Ss take notes and try to answer the questions they have written.
<p>Extension: NA</p>
<p>Assessment:</p> <ul style="list-style-type: none"> Read student questions and answers checking for accuracy and correct grammar, punctuation, spelling, etc.

Post A-C-E-S
<p>Warm-up:</p> <ul style="list-style-type: none"> Teacher leads students in a brainstorming activity to think of ways to look for and learn about jobs. Teacher introduces the concept of an informational interview as a way to learn more about a job.
<p>Introduction:</p> <ul style="list-style-type: none"> Teacher distributes half sheets of paper that give basic information about a job. Students (Ss) work in pairs or small groups to complete a K-W-L Chart about the job they were given. Ss work together to make the 'K' section of their charts as complete as possible
<p>Guided Practice:</p> <ul style="list-style-type: none"> Ss use the 'W' section of their chart to create 7-10 questions about the job. Teacher helps Ss create the questions as needed. Working in small groups, Ss choose their best questions to write on a large sheet of poster paper. Ss share out their questions.
<p>Independent Practice:</p> <ul style="list-style-type: none"> Ss research their given job by reading an article or watching a video: www.citytowninfo.com/career-stories Ss take notes and try to answer the questions they have written. Ss complete the 4-Square graphic organizer with information about the job.
<p>Extension:</p> <ul style="list-style-type: none"> Help Ss to write a letter or e-mail to someone who works in the job that they researched. Ss ask 3-5 questions requesting more information about the job. Ss prepare short presentations for the class in which they give 3-5 pieces of information that they learned from reaching out to someone in a given job.
<p>Assessment:</p> <ul style="list-style-type: none"> Ss conduct mock informational interviews with classmates. Evaluate the mock interviews using a simple rubric.

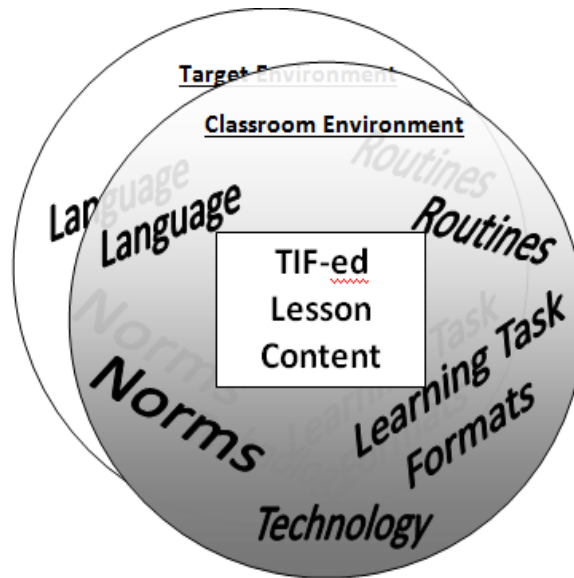
GRID 1: TIF-ing a Lesson



1. The first column outlines standard lesson components.
2. **Assess** the original “Pre-ACES” lesson to identify which TIF skills are addressed in each applicable lesson component.
 - Write the skills in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that integrate *additional* TIF skills.
 - Watch the video lesson. Write these skills in the “Complement” column.
4. **Evaluate** the outcomes of the lesson after instruction using **student evidence**.
 - What evidence of student learning did you see in the video? Note this in the “Evaluate” column.
5. **Study** and reflect about what else the students need as well as what the instructor needs.
 - What more do the teacher and students need? Note in the “Study & Reflect” column.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
<u>Warm-up:</u>				
<u>Introduction:</u>				
<u>Guided Practice:</u>				
<u>Independent Practice:</u>				
<u>Extension:</u>	NA			
<u>Assessment:</u>				

TIF Methods



This TIF-ing the Classroom model presents the classroom environment as a mirror of the target environment, i.e. the environment into which your students plan to transition such as post-secondary education and training, the workplace, or increased participation in one's community or family. Inside the box, is the lesson content with integrated TIF skills. Outside the box, within the circle of the classroom environment, are the methods we can use to integrate TIF skills regardless of lesson content.

- **Routines:** a sequence of *actions* regularly followed; a routine *process*
- **Norms:** standards of acceptable *behavior*; *expectations* within a specified context
- **Learning Task Formats:** routine *structures* for activities and tasks that provide practice of lesson content
- **Language:** *vocabulary* and *language structures* that are necessary to effectively address a specified TIF skill
- **Technology:** technology use that mirrors what is necessary in the “target” environment.

These methods can be labeled in more than one way. For example, setting up the expectation for students to email completed assignments is both *technology* and a *norm*. Expecting students to speak courteously in class is a *norm* but when you highlight the necessary language structures to do this effectively (e.g. Could/can/may I...), it is also a *language* method. The important thing to note is that all of these methods provide a way to reinforce TIF skills consistently and authentically regardless of lesson content.