



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

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Who's who?

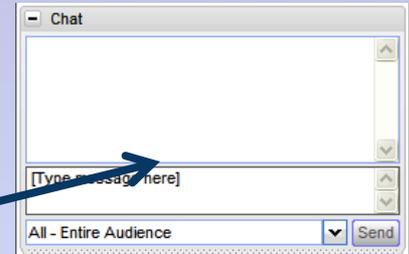


- Introductions of the host and facilitator
- Who's present?
- Who's ready to go?
 - Speakers working?
 - Microphone?
- Check out the “mute” webinar tool & make sure you are muted.
- When you're called on, unmute yourself, introduce yourself, and re-mute.
- Ready, Set, Go-To!



AGENDA: *Today we will...*

- Recognize the purpose of the Transitions Integration Framework (TIF)
- Explore the Developing a Future Pathway (DFP) category of the TIF and its skills > **Chat**
- Explore DFP sample activities found in the complete TIF > **Share Out**



- Use the A-C-E-S process to integrate DFP skills into a lesson
 - Open new tab; Access video:
 - Return to webinar in 20 minutes
 - **Chat**
- Explore TIF methods to integrate DFP skills into a classroom at all levels



ACES

ACADEMIC, CAREER, & EMPLOYABILITY SKILLS

MISSION

To ensure that ABE programs are able to provide effective contextualized instruction integrating post-secondary education and training readiness, employability skills, and career readiness *at all levels.*

It's a Bird, It's a Plane, No...It's a Poll!

- Where are you at with Developing a Future Pathway?
- Evaluate your current integration of Developing a Future Pathway (DFP) skills into your instruction.



DEVELOPING A FUTURE PATHWAY: MATCHING SKILLS & SUB SKILLS

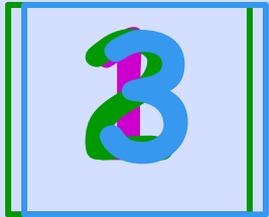


- The Developing a Future Pathway category of the TIF contains 3 skills
- Each skill is broken down into sub skills
- Read the Developing a Future Pathway skills on the next slide.
- Read each sub skill as it is introduced and *chat* which skill of the three it matches.
- You can also look on your handout p. 2

WHICH SKILL IS IT?

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



Explore the job market
and current employment
trends

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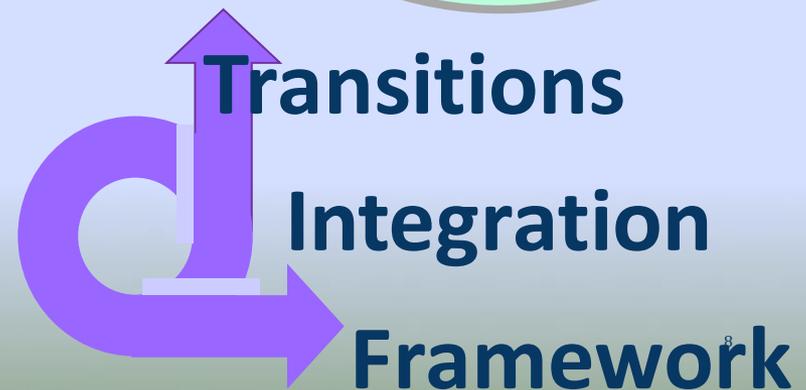
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TIF: TRANSITIONS INTEGRATION FRAMEWORK

Complete TIF contains:

- Categories & definitions
- Skills & sub skills
- Sample activities ranging from simple to complex
- Sample technology ideas to practice skills
- Ideas to contextualize for community, school, or work

Outlines the skills needed for successful transitions .
Serves as a guide for integrating transition skills into instruction.



“Zoom in” on Developing a Future Pathway: Complete TIF Sample Activities

- Let’s look at sample activities for a couple of subskills from DFP skill 1.
- Choose which level of complexity best matches the level you teach
- Choose a sample activity and decide what modifications you would make to that activity for your level and context
- Take notes on the grid on handout p. 4.
- “*Raise your hand*” to share out.

Complexity 

Categorize pictures of different kinds of activities* into: Things I like to do/Things I don't like to do.

Respond to Likert scale questions on an online survey, indicating for each activity* how much one does/does not like the activity (strongly dislike, somewhat dislike, like, somewhat like, and strongly like).

Brainstorm activities they like/dislike and create a "profile" of their interests that could be shared in a variety of ways*.

Use an online image search to find and print pictures of activities one likes. Write sentences about each picture and create a collage.

Use an online image search to find pictures of activities one likes and copy and paste them into a Word document. Write sentences about each picture.

Survey a partner about their personal interests. Find three websites he/she might like based on their interests and share them with the partner.

DFP Skill 1-Sub Skill c: Reflect on successes and challenges to identify skills and aptitudes

Complexity

Brainstorm individual skills* and label them with a skill level (I do this well, I do this very well, I do this the best). Identify how one knows this information from a provided list of possibilities (e.g., my parents told me, it is very easy for me, I like it the most, I was very good at this job). Match these skills to different activities, tasks, or jobs.

Brainstorm individual strengths and weaknesses* and rank them in order of skill level (I don't do this well, I do this mediocre, I do this well, I do this very well, I do this the best). Discuss how one knows this information by citing life experiences (e.g., my parents told me, it is very easy for me, I like it the most, I was very good at this job, I failed at this in high school). Determine how to build on weaknesses or utilize strengths (e.g., take a class, help others).

Brainstorm individual strengths and weaknesses in regards to a particular context.* Choose one strength and one weakness and write (using word processing) about the life experiences that helped determine whether it was a weakness or strength. Write a goal statement on how you plan to build on that weakness and utilize that strength (e.g., take a class, work on a promotion, volunteer) given available resources and opportunities.

Given a teacher-created digital template, keep a learning log that charts one's self-assessment (good, so-so, need work) on different learning activities that reflect different learning areas. After a particular period of time, identify learning areas of success and those where more work is needed.

Given a teacher-created digital template, keep a learning log that charts one's self-assessment (good, so-so, need work) and teacher's assessment scores on different learning activities that reflect different learning areas. After a particular period of time, identify learning areas of success and those where more work is needed. Determine action steps for improving problem areas.

Create a digital learning log to charts one's self-assessment and other assessment scores on different learning activities that reflect different learning areas. After a particular period of time, identify learning areas of success and those where more work is needed. Determine action steps for improving problem areas.

GIVE ME AN **A!** THE **ACES** PROCESS

A **ssess** instruction/materials/curriculum to identify where TIF skills are addressed

C **omplement** to intentionally integrate TIF skills

E **valuate** outcomes after delivering lesson/using materials/trying the activity

S **tudy** and reflect

What else do students need?

What else do I need?

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What else do students need?

What else do I need?

STEP 1: ASSESS

1. Look at the Pre A-C-E-S Lesson components and **ASSESS** each for the DFP skills and sub skills it contains
 - Refer to the “TIF @ a Glance: DFP Snapshot” on p. 3
 - Note the skills and sub skills in the “Assess” column of handout p. 6 (e.g. DFP 1a, 2b)
2. Chat the skills and sub skills you identify in each lesson component

Pre- ACES Lesson Plan

Warm-Up: Looking for Jobs Brainstorm



- 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.

PRE A-C-E-S LESSON: *ASSESS*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	DFP 3c			
Introduction				
Guided Practice				
Independent Practice				
Extension				

Pre- ACES Lesson Plan

Introduction: Types of Jobs Brainstorm



- 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 that is of interest to them.

PRE A-C-E-S LESSON: *ASSESS*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	DFP 3c			
Introduction	DFP 2b			
Guided Practice				
Independent Practice				
Extension				

PRE-ACES LESSON PLAN

GUIDED PRACTICE: WRITING QUESTIONS

- Students (Ss) choose one of the occupations that has been listed. It can be an occupation they are interested in learning more about.
- Teacher helps Ss write 7-10 questions that they have about the occupation they have chosen. These questions will serve to guide the students in their research.



PRE A-C-E-S LESSON: *ASSESS*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	DFP 3c			
Introduction	DFP 2b			
Guided Practice	DFP 2a-2c			
Independent Practice				
Extension				

PRE-ACES LESSON PLAN

INDEPENDENT PRACTICE: STUDENT RESEARCH

- Students (Ss) research their given occupation by reading an article or watching a video:

(Suggested source for an article:

www.citytowninfo.com/career-stories)



- Ss take notes and try to answer the questions they have written.

PRE A-C-E-S LESSON: *ASSESS*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	DFP 3c			
Introduction	DFP 2b			
Guided Practice	DFP 2a-2c			
Independent Practice	DFP 2a-2c			
Extension	NA			
Assessment	DFP 2a-2c			

ACES PROCESS: STEP 2: COMPLEMENT

1. Now watch the video clip of the “Post-ACES” TIF-ed lesson one segment at a time. Access video:
<https://www.youtube.com/watch?v=ZVXETVjmvB4>
2. How did the teacher **COMPLEMENT** each segment of the lesson with additional DFP skills and sub skills?
 - Refer to the TIF @ a Glance DPF Snapshot.
 - Note the skills and sub skills on the GRID in the “complement” column.
3. Share out skills & sub skills

POST-ACES LESSON PLAN

WARM-UP

Warm-up: *[video time: 0:00-5:00]*

- 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.

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	DFP 3c	DFP 3c		
Introduction	DFP 2b			
Guided Practice	DFP 2a-2c			
Independent Practice	DFP 2a-2c			
Extension	NA			

POST-ACES LESSON PLAN INTRODUCTION

Introduction: *[video time: 5:00-8:03]*

- 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

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	DFP 3c	DFP 3c		
Introduction	DFP 2b	DFP 1a; 2a-2c		
Guided Practice	DFP 2a-2c			
Independent Practice	DFP 2a-2c			
Extension	NA			

POST-ACES LESSON PLAN

GUIDED PRACTICE

Guided Practice: *[video time: 8:03-17:38]*

- 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.

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	DFP 3c	DFP 3c		
Introduction	DFP 2b	DFP 1a; 2a-2c		
Guided Practice	DFP 2a-2c	DFP 2a-2c		
Independent Practice	DFP 2a-2c			
Extension	NA			

POST-ACES LESSON PLAN

INDEPENDENT PRACTICE

30

Independent Practice: *[video time: 17:38-19:39]*

- 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.

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	DFP 3c	DFP 3c		
Introduction	DFP 2b	DFP 1a; 2a-2c		
Guided Practice	DFP 2a-2c	DFP 2a-2c		
Independent Practice	DFP 2a-2c	DFP 1a-1b; 2a-2c		
Extension	NA			

POST-ACES LESSON PLAN EXTENSION

32

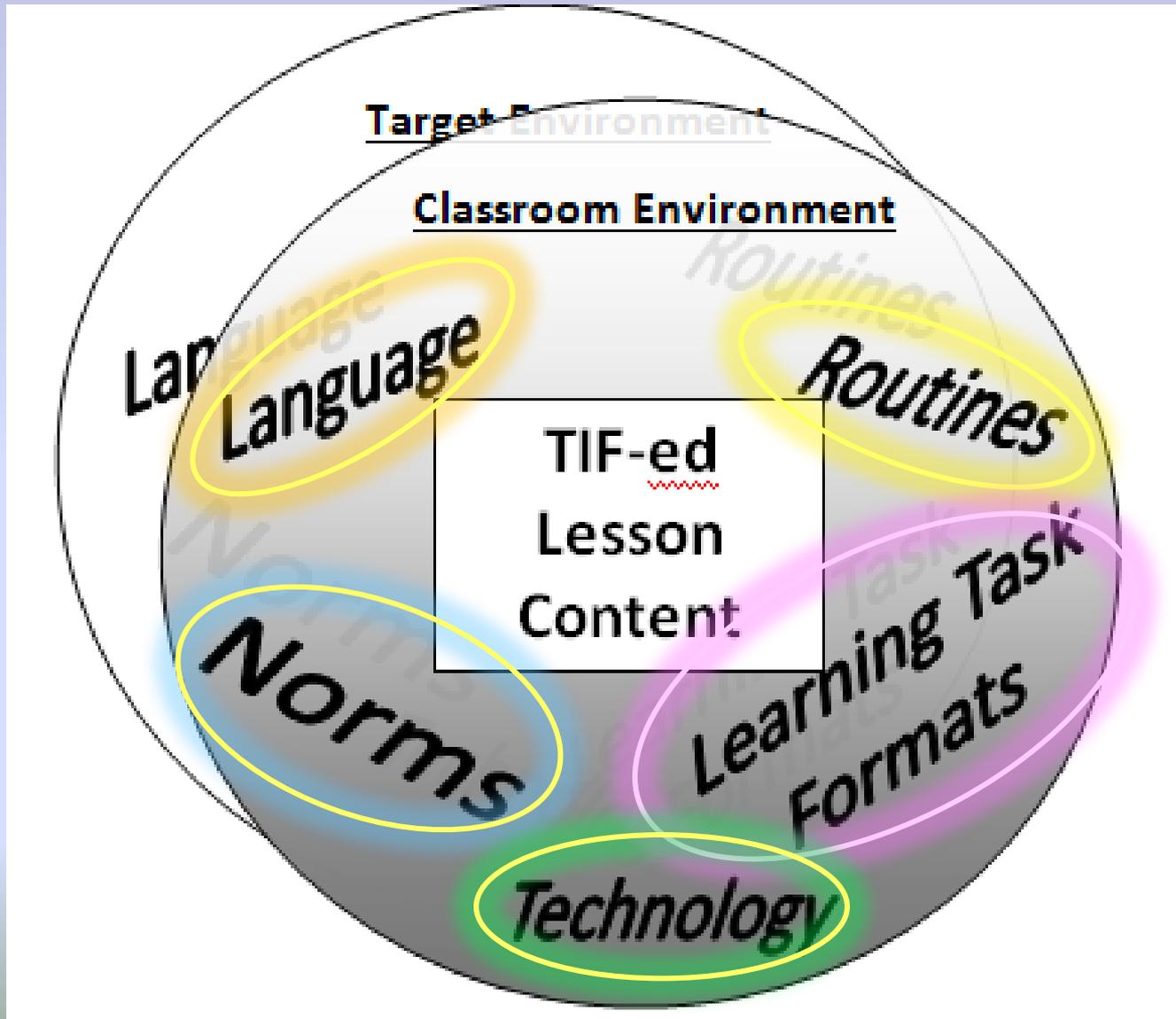
Extension: *[Not featured in video]*

- 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.

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	DFP 3c	DFP 3c		
Introduction	DFP 2b	DFP 1a; 2a-2c		
Guided Practice	DFP 2a-2c	DFP 2a-2c		
Independent Practice	DFP 2a-2c	DFP 1a-1b; 2a-2c		
Extension	NA	DFP 2b-2c; 3a		

TIF-ING YOUR CLASSROOM



TIF METHODS DEFINITIONS

- **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.

WHICH TIF METHOD IS WHICH?

- TIF methods can be labeled in more than one way:
 - Expecting students to email assignments is both *technology* and a *norm*.
 - Expecting students to speak courteously is a *norm* but when you highlight the language structures (e.g. Could/can/may I...), it is also a *language* method.
- The important thing is that all of these methods reinforce TIF skills *consistently* and *authentically* regardless of lesson content.

WHICH IS WHICH? GROUP ACTIVITY

- Look at the example of each TIF method on the following slides
- *Chat* the TIF method it primarily matches.
- Although there is one primary method for each example, they may match to other methods as well.

ROUTINE!

Example 1: Daily Sign in Sheets

- Students practice a work skill of signing in and out accurately with the correct time and signature.

Name	Badge ID	Signature	Time IN	Time OUT
Anderson, Bob	12345			
Brown, Mary	12346			
Brummel, James	32563			
Cinque, Chris	45555			
Gebhart, Mary	55566			
Hays, Darlene	13213			
Jacobson, Marian	10022			
Sommers, Stephanie	52227			
Turngren, Heather	12386			

NORM!

Example 2: Teamwork

- Working with a team is an important part of education and the workplace. In this class, you will often be required to work in a team. It is important that you take responsibility for your role in the team and complete the tasks you agree to do. It is also important to participate in the group discussions, giving your input in a positive and constructive way.

LANGUAGE!

Example 3: Using Polite Language and Tone

- It is an expectation in this class that we treat each other with respect and courtesy. One way to show respect is to make requests using polite language and tone. When you need help or simply want to get clarification, using the following phrases is the courteous way to achieve this:
- I would like... --Instead of -- I want/need...
- Could you.../Can you... --Instead of -- Give me...
- Could I.../Can I.../May I... --Instead of -- I'm going to...

LEARNING TASK FORMAT!

Example 3: Using a Writing Journal

- Teacher puts a weekly prompt on the board
- Ss respond to the prompt in their designated writing journal/notebook – Ss had to keep writing for the entire time period
- Teacher writes a short response
- NOTE: weekly prompts are about careers and interests

TECHNOLOGY!

Example 5: Schoology – Online Class Management System

- Teacher creates assignments in Schoology
- Ss log in to Schoology in the computer lab and complete work
- Ss can submit assignments, post in discussions, take an online quiz, etc.
- Teachers can link students to outside resources pertaining to career exploration or training opportunities

THINK-PAIR-SHARE:

TIF-ING YOUR CLASSROOM: DISCUSSION

1. What is a TIF method in your classroom that already addresses one or more of the DFP sub skills?
2. Briefly describe it to your partner.

HOW READY ARE YOU TO TAKE THE DFP PLUNGE?



ACES 6-pack ABES*!

The Muscle Behind the mission!

**Adult Basic Education Support*

1. ACES Resource Library 6-pack: www.atlasabe.org/resources/aces

- Pre & Post A-C-E-S Lesson Plan (3-pack)
- TIF-ed Lesson Video
- PowerPoint with Workshop Handouts and Activities
- Bonus pack of TIF methods

2. ACES Face-2-Face PLC s

3. ACES Hybrid PLCs

4. ACES Regional Workshops

5. ACES Webinars

6. ACES Collaborations



ACES RESOURCE LIBRARY

- ACES *Transitions Integration Framework* (TIF) at ATLAS website:
www.atlasabe.org/professional/transitions
 - *Complete TIF with sample activities and technology activities*
- ACES PLC and Support Materials
www.atlasabe.org/resources/aces
 - *Under construction: Sample pre and post TIF-ed lessons and classroom videos for each category of the TIF*

ACES RESOURCE LIBRARY

<http://atlasabe.org/resources/aces>

atlas

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ACES Resources

More info coming soon!

To learn even more about ACES in Minnesota ABE, visit the [ACES page](#).

If you are having trouble finding what you are looking for, try using the **SEARCH** function in the box above.



ACES RESOURCES

ACES PLC Facilitation
Effective Communication
Critical Thinking
Self-Management

THANK YOU!!

