

The TIF-Lens Series: “Zoom in” on Navigating Systems



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Objectives:

You will...

1. Recognize the purpose of the Transitions Integration Framework (TIF)
2. Explore the Navigating Systems category of the TIF and its skills
3. Use the A-C-E-S process to integrate Navigating Systems skills into a lesson
4. Explore TIF-ing methods to integrate Navigating Systems 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 Navigating Systems Skills

Read the following Navigating Systems (NS) **skills** and decide which NS **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.

NS Skills: Students will be able to...

Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems

Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures

Skill 3: Identify and follow norms of an organizational structure

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

- | | |
|--|--|
| <input type="checkbox"/> Identify the hierarchy or chain of command of an institution | <input type="checkbox"/> Actively reflect on personal performance and seek feedback |
| <input type="checkbox"/> Recognize, develop, and maintain relationships that may provide further or future assistance | <input type="checkbox"/> Demonstrate appropriate self-advocacy when faced with barriers |
| <input type="checkbox"/> Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use) | <input type="checkbox"/> Identify and utilize resources (print, electronic, and human) that aid in navigating specific systems (e.g., employee handbooks, HR department, student support services) |
| <input type="checkbox"/> Acknowledge mistakes, recognize consequences for them, and offer options for redress | <input type="checkbox"/> Choose appropriate processes for communication within a hierarchy (e.g., scheduling a meeting, using communication forms, completing documentation) |
| <input type="checkbox"/> Differentiate formal and informal speech, dress and communication and apply appropriately to various situations | <input type="checkbox"/> Use appropriate documentation processes for tasks (filing emails, cc-ing emails to others, taking messages) |
| <input type="checkbox"/> Recognize one's rights and processes for appeals within an organization | <input type="checkbox"/> Identify opportunities for advancement within an organization |

TIF @ a Glance: Navigating Systems Snapshot

Navigating Systems (NS): Navigating Systems is the ability to successfully within the institutions and organizational structures (such as school, workplace, or community organizations) in one’s life. Successful learners and are those who are able to adapt to their environment and problem solve when issues arise. Examples of activities in this category could include looking at and evaluating processes, evaluating and fitting into a particular environment, and understanding and breaking down policies. Teaching the skills in this category will assist the learner in understanding new experiences, and help them to become their own best advocate.

Skill 1: Seek information or assistance appropriately from others in order to successfully navigate
SWBAT... specific systems

Sub Skills:

- a. Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems
- c. Recognize, develop, and maintain relationships that may provide further or future assistance
- d. Demonstrate appropriate self-advocacy when faced with barriers

Skill 2: Identify and comply with rules, policies and performance expectations within institutions
SWBAT... and organizational structures

Sub Skills:

- a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use)
- b. Use appropriate documentation processes for tasks (filing emails, cc-ing emails to others, taking messages)
- c. Differentiate formal and informal speech, dress and communication and apply appropriately to various situations
- d. Actively reflect on personal performance and seek feedback
- e. Acknowledge mistakes, recognize consequences for them, and offer options for redress

Skill 3:
SWBAT... Identify and follow norms of an organizational structure

Sub Skills:

- a. Identify the hierarchy or chain of command of an institution
- b. Choose appropriate processes for communication within a hierarchy (e.g., scheduling a meeting, using communication forms, completing documentation)
- c. Recognize one’s rights and processes for appeals within an organization
- d. Identify opportunities for advancement within an organization

Navigating Systems Sample Activities

Given each Navigating Systems **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: Navigating Systems | | | |
|----------------------------------|-------|----------------------|------------------------|
| 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 (Advanced)

| Pre A-C-E-S |
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| <p>Warm-up: N/A</p> |
| <p>Introduction:</p> <ul style="list-style-type: none"> • Explain the basic concept of a learning styles inventory to Ss. (<i>To find out how one learns best – there are 3 primary learning styles Visual, Auditory, Kinesthetic/Tactile.</i>) • Brainstorm with Ss examples of each learning style and what it could look like in a classroom setting. (<i>Visual = seeing and reading – Auditory = listening and speaking – Kinesthetic/Tactile = touching and doing</i>) • Explain to Ss that they are going to have an opportunity to take a learning style inventory online (or in a paper format if a computer is not available) to help them determine how they may best learn. |
| <p>Guided Practice:</p> <ul style="list-style-type: none"> • Model with Ss how to use the online learning style inventory by going to the URL and reading the questions aloud and choosing the answer that represents you. (You can do this with an overhead projector or have a copy of the questions in a paper format for Ss to preview prior to doing the online inventory.) • Remind Ss they should think about the statement carefully before choosing their answer. |

| Post A-C-E-S |
|---|
| <p>Pre-Lesson Work:</p> <ul style="list-style-type: none"> • Ss worked on learning goal(s) while in ABE Orientation class. • Ss notified their teacher(s) of their goal(s) with a written essay on their goals. • Ss created a MyGED account in ABE Orientation or in the computer lab with classmates. • Ss took an official GED Ready! RLA practice test while in class. They shared their scores with the local program in order for the teacher(s) to view diagnostic reports. • Ss discussed the practice test in class the day following the practice test. |
| <p>Warm-up:</p> <ul style="list-style-type: none"> • Brainstorm with Ss on learning styles and methods of learning. Try to elicit examples of each learning style and what it could look like in a classroom setting. (<i>Visual = seeing and reading – Auditory = listening and speaking – Kinesthetic/Tactile = touching and doing</i>) |
| <p>Introduction:</p> <ul style="list-style-type: none"> • Explain to Ss that they are going to have an opportunity to take a learning style inventory online (or in a paper format if a computer is not available) to help them determine how they may best learn. • Model with Ss how to use the online learning style inventory by going to the URL and reading the questions aloud and choosing the answer that represents you. (You can do this with an overhead projector or have a copy of the questions in a paper format for Ss to preview prior to doing the online inventory.) • Remind Ss they should think about the statement carefully before choosing an answer. • Model how to submit answers and review the corresponding learning style inventory. • Ss then perform their own learning style inventory and record results. |
| <p>Guided Practice:</p> <ul style="list-style-type: none"> • Explain to Ss that they will do a jigsaw reading on learning style inventories and strategies for each learning style. There are 3 sections with information on the three learning styles. Ss will learn the information to become content experts and then present to the class. • Put Ss into 3 groups based on their learning style Group A = auditory learners, Group B = visual learners, Group C = tactile/kinesthetic learners (Note: if the class is large, you may need to have 2 groups for each learning style) |

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|---|
| <ul style="list-style-type: none"> • Model how to submit answers and review the corresponding learning style inventory. |
| <p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> • Ss will perform an online learning style inventory. • Help Ss complete the learning style inventory and note or print results as needed. • The online learning style inventory (http://www.personal.psu.edu/bxb11/LSI/LSI.htm) consists of 24 questions and should take about 10 – 15 minutes. |
| <p><u>Extension:</u> N/A</p> |
| <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Ss complete online learning style inventory and note results. • Check through the results Ss generated and make sure they are noted and understood. |

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| <ul style="list-style-type: none"> • Distribute the various parts of the handout to the groups. They will follow the directions on the top of each page. • Ss present their sections to the class while other Ss take notes on each style presented on a separate notes page • Check for comprehension orally to review of the main points covered in each presentation |
| <p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> • Ss will review material pertaining to their own learning style and develop a plan that includes strategies that support their preferred method of learning. • Ss will fill out information in Educational Plan and Testing Log document. |
| <p><u>Extension:</u></p> <ul style="list-style-type: none"> • Ss will use the Education Plan and Testing Log with teacher during conferences. • After a few weeks of learning plan implementation, Ss will reflect on the plan and make adjustments as needed. |
| <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Ss complete the chart with information gathered from their learning style inventory. • Examine the charts Ss generated after completion and again during conferencing. • Teacher uses diagnostics from TABE and GED Practice Tests to inform instruction. |

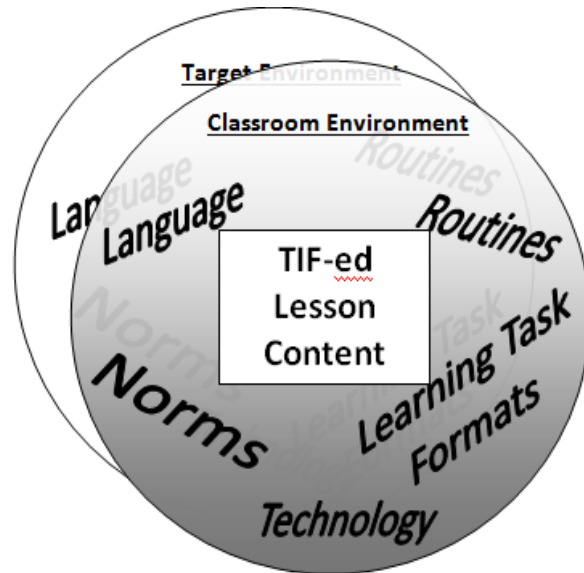


GRID 1: TIF-ing a Lesson

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> | N/A | | | |
| <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.