

The TIF-Lens Series: “Zoom in” on Self-Management



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Objectives:

You will...

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

Read the following Self-Management (SM) **skills** and decide which SM **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.

SM Skills: Students will be able to...

Skill 1: Set realistic goals and work independently to achieve them

Skill 2: Manage information and materials for one's own learning and goals

Skill 3: Manage time effectively to complete tasks

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

- | | |
|---|--|
| <input type="checkbox"/> Identify time demands | <input type="checkbox"/> Evaluate the quality of the outcome or product of a task |
| <input type="checkbox"/> Select and use appropriate organizational tool for given task | <input type="checkbox"/> Identify steps to achieve a goal |
| <input type="checkbox"/> Use strategies and resources to overcome obstacles | <input type="checkbox"/> Evaluate progress and adjust accordingly |
| <input type="checkbox"/> Persevere and stick with a task until completion | <input type="checkbox"/> Utilize tools for time management |
| <input type="checkbox"/> Identify tools and organizational method for the organization of information and/or materials | <input type="checkbox"/> Identify potential obstacles |
| <input type="checkbox"/> Estimate time needed to complete tasks | <input type="checkbox"/> Monitor progress in achieving one's goal and make adjustments as needed |
| <input type="checkbox"/> Prioritize tasks using criteria (e.g., proximity of deadline) to build efficiency and competence | <input type="checkbox"/> Evaluate effectiveness of organization strategy |
| <input type="checkbox"/> Set deadlines | |

TIF @ a Glance: Self-Management Snapshot

Self-Management (SM): Self-management refers to steps, strategies, and skills that individuals can use toward the achievement of goals. Some examples include organizing study materials, setting goals, and monitoring progress. Teaching self-management will prepare learners to succeed in environments where there is little guidance, structure and monitoring.

Skill 1:

SWBAT... Set realistic goals and work independently to achieve them

Sub Skills:

- a. Identify steps to achieve a goal
- b. Identify potential obstacles
- c. Use strategies and resources to overcome obstacles
- d. Monitor progress in achieving one's goal and make adjustments as needed
- e. Persevere and stick with a task until completion
- f. Evaluate the quality of the outcome or product of a task

Skill 2:

SWBAT... Manage information and materials for one's own learning and goals

Sub Skills:

- a. Identify tools and organizational method (e.g., chronologically, categorically) for the organization of information and/or materials (academic binder with dividers, post-it notes)
- b. Select and use appropriate organizational tool for given task (personal planner, online calendar)
- c. Evaluate effectiveness of organization strategy

Skill 3:

SWBAT... Manage time effectively to complete tasks

Sub Skills:

- a. Identify time demands
- b. Utilize tools for time management (planner, calendar)
- c. Prioritize tasks using criteria (negotiable vs. non-negotiable, proximity of deadline, importance) to build efficiency and competence
- d. Estimate time needed to complete tasks
- e. Set deadlines
- f. Evaluate progress and adjust accordingly

Self-Management Sample Activities

Given one Self-Management **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. Share with your working group:

- * 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
- * Share out with the larger group [*Note: This is a jigsaw activity, so you will hear from others about activities from the other 2 Self-Management skills.*]

TIF Category: Self-Management			
TIF Skill/Sub Skill	Level	Activity Description	How will you modify 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

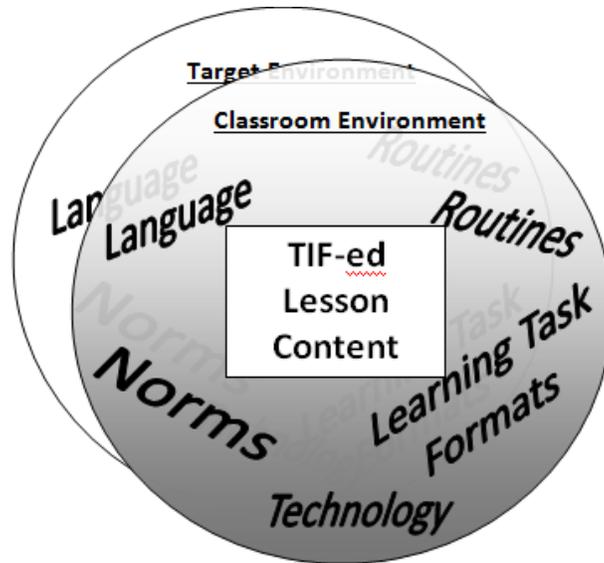
Pre A-C-E-S	Post A-C-E-S
<p>Warm-up:</p> <ul style="list-style-type: none"> Ask students (Ss) – “How well are your class materials organized?” Elicit several responses in large group 	<p>Warm-up:</p> <ul style="list-style-type: none"> Think-pair-share – Why/what/how questions about organizing documents in Ss’ lives
<p>Introduction:</p> <ul style="list-style-type: none"> Introduce key vocabulary re methods and tools for organizing documents Show organizing tools – binder, pocket folder, dividers, tabs, etc. Show well-organized binder of class materials that meets teacher expectations 	<p>Introduction:</p> <ul style="list-style-type: none"> Full group discussion – organizing class materials – why, what Introduce key vocabulary re methods and tools for organizing documents Show organizing tools Show example of well-organized binder of class materials Invite Ss who have organized materials to “show and tell”
<p>Guided Practice:</p> <ul style="list-style-type: none"> Ss read Document Organization Guidelines to themselves Ss circle target vocabulary in article Ask comprehension questions, what they need explained Read guidelines to Ss, pausing to explain as necessary Hand out and preview document organizing rubric 	<p>Guided Practice:</p> <ul style="list-style-type: none"> Ss read Document Organization Guidelines to themselves Ss highlight target vocabulary in article S triads discuss comprehension of guidelines and target vocabulary, help each other, identify common difficulties in understanding to ask instructor Ask each triad to tell one key point they understood from the article, and one thing they need help with for comprehension Read guidelines to Ss, pausing to explain as necessary Ss sort student-record cards using various organizing methods Full group discussion – choosing best method for organizing documents Hand out and preview document organizing rubric
<p>Independent Practice:</p> <ul style="list-style-type: none"> Ss complete vocabulary worksheet independently, check with partner, check as class Ss organize class materials in binder per rubric standards; get help from classmates, volunteer, teacher as needed; submit to teacher 	<p>Independent Practice:</p> <ul style="list-style-type: none"> Ss complete vocabulary worksheet independently, check with partner, check as class Ss write about their own current organizing practice/methods/quality Ss interview two classmates about their current organizing practice, using interview grid Ss decide on the tools and other strategies they want to use to get and stay organized with class materials, using worksheet Ss organize class materials in binder per rubric standards, by due date; request help from classmates, volunteer, teacher as needed
<p>Extension: NA</p> <p><i>(continued)</i></p>	<p>Extension:</p> <ul style="list-style-type: none"> S teams investigate a type of workplace re documents and how they are organized Teams make plan for tasks and timeline, per project due date, using plan grid Teams complete grid re workplace documents; attach document examples Team member types up table in Word (optional) S teams present their findings to class, including projecting their completed table
<p>Assessment:</p> <ul style="list-style-type: none"> Teacher (T) or volunteer evaluates each S binder using rubric; returns binder and rubric to S Ss review evaluation, make recommended improvements 	<p>Assessment:</p> <ul style="list-style-type: none"> Ss self-evaluate class document organization using rubric Ss evaluate peer’s document organization Ss show binder to teacher/volunteer, explain organizing method, discuss successes and difficulties; teacher/volunteer completes evaluation rubric Repeat student/peer/teacher evaluation with rubric monthly / periodically

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
Warm-up: Video Time: 0:00-3:14				
Introduction: Video Time: 3:14-6:43				
Guided Practice: Video Time: 6:43-10:51				
Independent Practice: Video Time: 10:51-15:27				
Extension: Not featured in video-see lesson				
Assessment:				

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.

- **Routine:** 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, having students check email independently at the beginning of each computer session is both *technology* and a *routine*. Expecting students to complete and submit special assignments on time is a *norm*, but when you highlight the necessary language structures to do this effectively (e.g., What is the due date for this assignment? Is it possible to get an extension?), 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.