Transitions Integration Framework

At a Glance

An ATLAS project to advance transitions instruction for all ABE learners in Minnesota

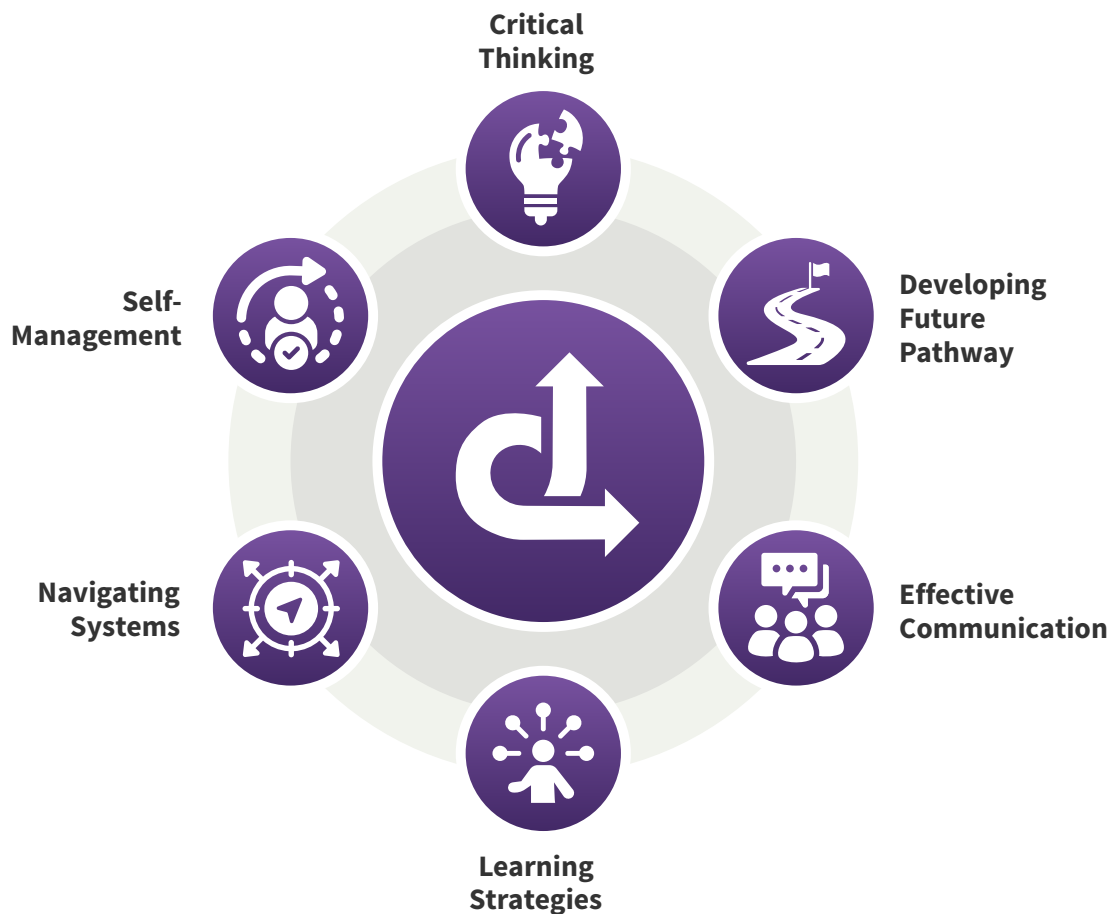**Revised in 2016 and 2023**
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atlas
ABE Teaching & Learning Advancement System

HAMLINE UNIVERSITY

This document is available at:
atlasabe.org/resource/transitions-integration-framework/

The goal of ACES (Academic, Career & Employability Skills) is to support instructors in teaching the hard-to-define, yet make-or-break skills needed to succeed in the workplace, college, and community.

Critical Thinking

Developing Future Pathway

Self-Management

Navigating Systems

Effective Communication

Learning Strategies

Transitions Integration Framework (TIF)

The **Transitions Integration Framework** **(TIF)** is the cornerstone of ACES, and it is one of three documents comprising the state-adopted **content standards** for Minnesota Adult Education. Visit the **CCR Standards** page to see how ACES fits into the broader content standards for ABE, including the College & Career Readiness Standards for Adult Education (CCRS).

The TIF was designed to provide ABE programs and instructors with guidance on the effective integration of transitions skills (also known as soft skills or professional skills) into instruction at all levels of ABE.

Want more information on implementing the TIF in your own practice? Check out the **ACES resource library**! On the following pages, each of the six categories are divided into skills and subskills, with direct links to specific resources.

Effective Communication (EC)

Effective communication is a two-way process between individuals of diverse backgrounds and experience in which information is conveyed and received in ways that are mutually understood as intended. This can include speaking, writing, and all forms of nonverbal communication. Examples of activities in this category could include adjusting communication to suit various audiences, questioning to clarify meaning and to enhance understanding, or articulating differences and appreciating how differences can affect communication. Teaching the skills in this category will help the learner give and receive information in a purposeful, appropriate, and collaborative manner.

See Resources

Skill 1

Students will be able to (SWBAT) Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals

Sub Skills:

- [ ] a. Seek and offer clarification (clarifying questions, paraphrasing, restating)appropriately in spoken and written communications
- [ ] b. Repair communication breakdowns respectfully and effectively
- [ ] c. Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions
- [ ] d. Express expectations and acknowledge an understanding or acceptance of the expectations of others
- [ ] e. Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team
- [ ] f. Employ effective strategies for resolving conflict

Skill 2

SWBAT... Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication

Sub Skills:

- [ ] a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately
- [ ] b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)
- [ ] c. Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch)

Skill 3

SWBAT... Utilize a variety of technologies for communication

Sub Skills:

☐ a. Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (e-mail, texting, Skype, social media, cell phone)

☐ b. Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media)

☐ c. Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work)

Learning Strategies (LS)

Learning strategies are planned methods, steps, actions or techniques for facilitating and enhancing the learning and the use of new material. Examples in this category include organizing information, reading or listening for a specific purpose, keeping a learning log, note-taking, or making educated guesses. A successful learner knows when and how to apply a particular strategy. Teaching the skills in this category will help learners work with and understand new material more independently.

See Resources

Skill 1

Students will be able to (SWBAT) Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor's directions, listening to a lecture)

Sub Skills:

- [ ] a. Make use of background knowledge to understand new information
- [ ] b. Make predictions before and during reading and listening
- [ ] c. Use context clues to understand new information (formatting, pictures, surrounding text)
- [ ] d. Identify main ideas or themes when reading or listening
- [ ] e. Scan written text or listen to oral text for specific information and details
- [ ] f. Monitor comprehension (reread if necessary, connect to prior knowledge, stop and rephrase, visualize)
- [ ] g. Make inferences and logical guesses (read and listen between the lines)

Skill 2

SWBAT... Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall

Sub Skills:

- [ ] a. Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons)
- [ ] b. Select and use graphic organizers appropriate for a task (T-chart for pros and cons, Venn diagram for compare/contrast)
- [ ] c. Choose and apply preferred note-taking strategies based on personal preference or task (lists, outlines, word maps, highlighting, 2-column notes)
- [ ] d. Choose and use strategies for reviewing, evaluating, and summarizing information (oral retell, flashcards, outline, highlight main points)

Skill 3

SWBAT... Articulate awareness of what helps one learn language and content

Sub Skills:

- ☐ a. Identify preferences for learning styles/modalities (learning through reading, writing, listening)
- ☐ b. Determine what types of activities help one learn best (cooperative learning, using digital tools, hands-on learning
- ☐ c. Articulate one's strengths and areas for growth as a learner

Critical Thinking (CT)

Critical thinking requires disciplined thinking that is open-minded, rational, and informed by evidence in order to arrive at decisions or conclusions that go beyond factual recall. In ABE classrooms, CT skills involve actively applying thinking strategies that range from analyzing relationships between components to drawing conclusions from a variety of data. CT skills are increasingly essential for ABE learners to succeed in the workplace, higher education, and in navigating the complexities of 21st Century life.

See Resources

Skill 1

Students will be able to (SWBAT) Organize, analyze and illustrate relationships between components, items, and ideas

Sub Skills:

- ☐ a. Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological)
- ☐ b. Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion)
- ☐ c. Synthesize information, ideas, and components in a meaningful and structured way
- ☐ d. Support positions using prior knowledge and supporting evidence

Skill 2

SWBAT... Solve problems

Sub Skills:

- ☐ a. Identify barriers to accomplishing a task or solving a problem
- ☐ b. Clearly articulate the component parts of a problem
- ☐ c. Identify information needed to solve a problem
- ☐ d. Identify and evaluate potential solutions and possible consequences of those solutions
- ☐ e. Identify, prioritize, and apply steps to solve problems

Skill 3

SWBAT... Use information to draw conclusions and make decisions

Sub Skills:

- ☐ a. Articulate criteria for decision making as it pertains to a specified goal or purpose
- ☐ b. Identify information needed to accomplish a task or meet a purpose
- ☐ c. Evaluate the quality and validity of information (new reports, gossip, online resources)
- ☐ d. Identify and evaluate options and consequences

Skill

SWBAT... Recognize bias, assumptions and multiple perspectives

Sub Skills:

- [ ] a. Recognize a speaker or writer's intent or purpose
- [ ] b. Identify and compare perspectives/points of view of self and others
- [ ] c. Identify and evaluate bias and assumptions of self and others
- [ ] d. Recognize bias in a variety of media (texts, broadcasts, blogs) and evaluate how it affects message and delivery

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.

See Resources

Skill 1

Students will be able to (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

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.

See Resources

Skill 1

Students will be able to (SWBAT) Evaluate personal skills, strengths, values, and beliefs to inform decisions about one's future pathway

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

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

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 2

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

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)

Navigating Systems (NS)

Navigating Systems is the ability to successfully operate 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.

See Resources

Skill 1

Students will be able to (SWBAT) Seek information or assistance appropriately from others in order to successfully navigate specific systems

Sub Skills:

- ☐ a. Identify and utilize resources (print, electronic, and human) that aid in navigating specific systems (e.g., employee handbooks, HR department, student support services)
- ☐ b. Recognize, develop, and maintain relationships that may provide further or future assistance
- ☐ c. Demonstrate appropriate self-advocacy when faced with barriers

Skill 2

SWBAT... Identify and comply with rules, policies and performance expectations within institutions 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... Use information to draw conclusions and make decisions

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