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PLC Meeting ONE

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Note: Cut along the dotted line to create 1 complete set of matching strips for each small group (2 to 4 people). (pp. 2-5)

Effective Communication (EC)

_____ 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.

Learning Strategies (LS):

_____ 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.

Academic Language & Skills (ALS):

_____ encompasses describing and conceptualizing abstract and complex ideas in reading, writing, speaking, and listening in the contexts of work, school and community. This category includes the understanding and use of academic language functions (e.g. cause/effect; compare/contrast; elaboration), organizing ideas in speaking and writing, proper usage and grammar, or gathering and synthesizing information from multiple sources. Teaching skills in this category will help learners move into higher level jobs and to thrive in academic settings where the language demands are complex.

Numeracy (N):

_____ is the ability to identify and understand the role that mathematics plays in the world and the competence to use number concepts and skills to solve problems. Examples include balancing a bank account, creating a household budget, or navigating and understanding financial aid for post-secondary education. Teaching the skills in this category enables students to engage with mathematics to meet the needs of the workplace, in education, and as a constructive, concerned and reflective citizen.

Critical Thinking (CT):

_____ 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, these skills involve actively applying thinking strategies that range from analyzing relationships between components to drawing conclusions from a variety of data. These skills are increasingly essential for ABE learners to succeed in the workplace, higher education, and in navigating the complexities of 21st Century life.

Self-Management (SM):

_____ 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.

Developing a Future Pathway (DFP):

_____ 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.

Navigating Systems (NS):

_____ is the ability to successfully navigate within the institutions and organizational structures (such as school, workplace, or community organizations) in one's life. Successful learners 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.

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.

Skill 1: SWBAT...

Organize, analyze and illustrate relationships between components, items, and ideas

Sub Skills:

Skill 2: SWBAT...

Solve problems

Sub Skills:

Skill 3: SWBAT...

Use information to draw conclusions and make decisions

Sub Skills:

Skill 4: SWBAT...

Recognize bias, assumptions and multiple perspectives

Sub Skills:

Note: Cut along the dotted line to create 1 set of matching strips per category. Cycle sets through groups.

Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological)

Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion)

Synthesize information, ideas, and components in a meaningful and structured way

Support positions using prior knowledge and supporting evidence

Identify barriers to accomplishing a task or solving a problem

Clearly articulate the component parts of a problem

Identify information needed to solve a problem

Identify and evaluate potential solutions and possible consequences of those solutions

Identify, prioritize, and apply steps to solve problems

Articulate criteria for decision making as it pertains to a specified goal or purpose

Identify information needed to accomplish a task or meet a purpose

Evaluate the quality and validity of information (new reports, gossip, online resources)

Identify and evaluate options and consequences

Recognize a speaker or writer's intent or purpose

Identify and compare perspectives/points of view of self and others

Identify and evaluate bias and assumptions of self and others

Recognize bias in a variety of media (texts, broadcasts, blogs) and evaluate how it affects message and delivery

Identify steps to achieve a goal

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.

Skill 1: *SWBAT...*

Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals

Sub Skills:

Skill 2: *SWBAT...*

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

Sub Skills:

Skill 3: *SWBAT...*

Utilize a variety of technologies for communication

Sub Skills:

Note: Cut along the dotted line to create 1 set of matching strips per category. Cycle sets through groups.

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

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

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)

Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications

Repair communication breakdowns respectfully and effectively

Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions

Express expectations and acknowledge an understanding or acceptance of the expectations of others

Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team

Employ effective strategies for resolving conflict

Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately

Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)

Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch)

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:

Skill 2: *SWBAT...*

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

Sub Skills:

Skill 3: *SWBAT...*

Manage time effectively to complete tasks

Sub Skills:

Note: Cut along the dotted line to create 1 set of matching strips per category. Cycle sets through groups.

Identify time demands

Utilize tools for time management (planner, calendar)

Prioritize tasks using criteria (negotiable vs. non-negotiable, proximity of deadline, importance) to build efficiency and competence

Estimate time needed to complete tasks

Set deadlines

Evaluate progress and adjust accordingly
Identify steps to achieve a goal

Identify potential obstacles

Use strategies and resources to overcome obstacles

Monitor progress in achieving one's goal and make adjustments as needed

Persevere and stick with a task until completion

Evaluate the quality of the outcome or product of a task

Identify tools and organizational method (e.g., chronologically, categorically) for the organization of information and/or materials (academic binder with dividers, post-it notes)

Select and use appropriate organizational tool for given task (personal planner, online calendar)

Evaluate effectiveness of organization strategy
