

Kentucky Adult Education Standards (KYAE) Crosswalk to WIN Learning's Soft Skills Curriculum Online Content

KYAE Education Standards	WIN Learning's Soft Skills Modules and Learning Objectives																			
	Conveying Professionalism					Communicating Effectively					Promoting Teamwork and Collaboration					Thinking Critically and Solving Problems				
	OB1	OB2	OB3	OB4	OB5	OB1	OB2	OB3	OB4	OB5	OB1	OB2	OB3	OB4	OB5	OB1	OB2	OB3	OB4	OB5
E.1 Effectively Contribute to a team through cooperation, leadership, and giving and accepting critical feedback to work toward a common goal.																				
E.2 Utilize workplace tools and technologies to communicate effectively (e.g., memos/emails, basic computer programs, phone systems).																				
E.3 Model compliance of workplace policies and procedures.																				
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E.5 Use resources responsibly.																				
E.6 Identify and effectively use skills and materials needed for a particular task.																				
E.7 Accurately analyze information and respond appropriately.																				
E.8 Interact with others in a professional manner.																				
E.9 Analyze self-performance to better understand strengths and areas for improvement.																				
E.10 Seek out opportunities for advancement and improvement of personal skills and abilities.																				

**KYAE Employability Standards Implementation
Guide for Instructional Practices**

Great teachers plan *objectives*, then *assessments*, then *activities*.

--Doug Lemov

The employable adult should be able to:

E.1 Effectively contribute to a team through cooperation, leadership, and giving and accepting critical feedback to work toward a common goal.

Learning Strategies	Teaching Strategies
<ul style="list-style-type: none"> ● In groups students will address an authentic issue that is relevant to the community or individuals in the class, with assigned roles. ● Students complete a brief written assignment and hand in 1 copy to the instructor and 1 copy to a classmate. Classmates review and then discuss corrections or improvements that need to be made. (peer review with rubric or checklist) <ul style="list-style-type: none"> ○ See an example that uses a case study. ● Students complete an exit slip giving the teacher critical feedback about the lesson (teacher will address questions in next class). 	<ul style="list-style-type: none"> ● Introduce rubrics for a collaborative project (Rubistar). ● Case-based teaching a scenario of a story or text about people in a team using Anticipation Guides. ● Discuss roles and responsibilities within teams and have students complete a self-evaluation of effectiveness within team. ● Name (and post) steps (and keep them to a few) for working with the group, for leading a discussion, for giving feedback, etc. ● Teach habits of discussion. ● Set high expectations - communicate your belief that ALL students can meet this standard, <ul style="list-style-type: none"> ○ but WORK to keep students engaged. ● Help groups with quick reminders of what they should be doing at that point by using Guidelines for using Groups Effectively.

E.2 Utilize workplace tools and technologies to communicate effectively (e.g., memos/emails, basic computer programs, phone systems).

Learning Strategies	Teaching Strategies
<ul style="list-style-type: none"> ● Students learn to use email, social media, blogs, wikis, <i>Edmodo</i>, etc., for assignments. ● Students work in collaborative groups using the presentation mode in GoogleDocs, Prezi, or other Web 2.0 app. ● Students read (or write) a script that addresses a CCR Standard being covered (Reader's Theater) by pretending to be a receptionist answering the phone, or participating in a chat. 	<ul style="list-style-type: none"> ● Communicate regularly (at least weekly) with students via email, remind.com, blogs, Twitter, FaceBook, personal website - and teach them how to reply. ● Send class files through email (DropBox, GoogleDocs etc.). ● Use SKYPE or ZOOM for a class meeting. ● Post lesson targets or objectives daily using different types of workplace tools/technologies and reinforce by discussing during class.

E.3 Model compliance of workplace policies and procedures.

Learning Strategies	Teaching Strategies
<ul style="list-style-type: none"> ● From an example (such as a local business) of compliant/non-compliant workplace behaviors, students use a Venn Diagram to compare/contrast. ● Students share positive and/or negative experiences or issues they may have had in the workplace setting (as a worker or as a customer). Students complete a Learn to Listen/Listen to Learn activity. ● Class writes a mission statement for the course with specific expectations for both learners and instructors. Jointly create rubric to measure compliance of all members. <ul style="list-style-type: none"> ○ Video - how to write a mission statement) 	<ul style="list-style-type: none"> ● Create a contract for students to sign as a commitment to follow rules, goals, policies, etc., for the center or for the class. ● Model using Venn Diagrams for comparing/contrasting behaviors about workplace policies/procedures (printables). ● Tell a story/scenario about workplace compliance/policies by using Skills to Pay the Bills. ● Use a local business policy manual, emphasizing vocabulary (that may be new to students) specific to workplace compliance/policies. ● Emphasize and re-teach your class policies and procedures often, at the beginning of the year and throughout the year.

E.4 Utilize and support workplace organizational structures (e.g., company departments, corporate goals, chain of command).

Learning Strategies	Teaching Strategies
<ul style="list-style-type: none"> ● Students read scenarios involving workplace or classroom complaints or problems and review how to proceed. ● Compare/contrast local businesses' structures and policies for complaints/problems. ● Students flow chart an organizational structure with diagrams (PowerPoint, etc.) using a family or a sports team as an example. ● Together, students in class create goals for class projects. ● When applicable in group projects, students are assigned roles/responsibilities (much like corporate roles). Students evaluate performance in assigned roles. 	<ul style="list-style-type: none"> ● Class uses "scavenger hunt" to identify and locate resources in organizational structures (websites) within the facility (where classes are held). ● Provide mind-mapping, Webbing, Concept-mapping (PowerPoint or several good Web 2.0 apps for this - flowchart.com, mindomo.com, mindmeister.com) to create an organizational chart of a business. ● Use humor by accessing joke sites on the Internet; also, episodes from <i>The Office</i>, or <i>Dilbert</i> cartoons.

E.5 Use resources responsibly.

Learning Strategies	Teaching Strategies
<ul style="list-style-type: none"> ● Students mindfully conserve paper when printing by using office supplies and technology. ● Students set up class rules for using resources responsibly (i.e., Internet use, email netiquette, etc.). ● Students read and discuss <i>The Lorax</i>, by Dr. Seuss. ● Students investigate why organizations care about responsible resource use. 	<ul style="list-style-type: none"> ● Model efficient use of resources and mention it (e.g., recycling, carpooling, bring your lunch, reusable drink cup, use of paper, printer cartridges, time, etc.). ● Use My Three Lifelines for student groups. ● Use Reader’s Theater about conserving resources. ● Use Think-Pair-Share which utilizes short scenarios about sharing resources.

E.6 Identify and effectively use skills and resources needed for a particular task.

Learning Strategies	Teaching Strategies
<ul style="list-style-type: none"> ● Students work as a group to complete a community service project. ● Students collaboratively decide upon missing information, instructions or resources needed for a task. ● Students use a checklist format listing the skills for a variety of tasks and make this a daily warm up activity. ● Students use an IKEA set of instructions and discuss what is needed. ● Students write directions for creating a peanut-butter-and-jelly sandwich; teacher then follows instructions of students verbatim. ● Students take 2-4 minutes to write an example or two about how the concept or skill being taught could apply to everyday life (shopping, banking, yard work, cooking, etc.). 	<ul style="list-style-type: none"> ● Model skills for particular tasks (such as note-taking) on the board - “Make your paper look like mine.” Use example of a way of taking notes by the two-column method. ● Model listening (such as a customer service scenario) by using wait time after questions. Give all students time to think of answers before calling on them. ● Help students decide what skills and resources are needed for tasks (e.g., leading a study group, planning a recycling project, laying carpet in a Habitat house, creating a community garden, advertising an event).

E.7 Accurately analyze information and respond appropriately.

Learning Strategies	Teaching Strategies
<ul style="list-style-type: none">● For directions for any assessment/assignment, students discuss different strategies for understanding (chunking, context clues, etc.)● Students evaluate bogus webpages by using Website Usability Activity.● Near the end of the class, students work in pairs to prepare an “elevator speech” on one skill/topic discussed that day. Allow 5 minutes to prepare and 30-60 seconds to present.● After one student has volunteered the answer to a question, have another student summarize that answer; then, ask if the student has anything to add to the answer to provide further clarity or prompt a new discussion.	<ul style="list-style-type: none">● Teach lessons regarding Reading for Information Standards.● Use Document Analysis Templates for any type of lesson information.● Model the evaluation of webpages.● Model thinking through a problem or assignment (demonstrate with think-aloud).● Use follow-up questions to help extend knowledge and test for reliability (ask for evidence, another way to answer, a better word) by using Socratic Seminar.● Use SurveyMonkey to have class members collect information about each other; then use table and chart features to interpret and make conclusions about the results.

E.8 Interact with others in a professional manner.

Learning Strategies	Teaching Strategies
<ul style="list-style-type: none">● Students role-play various professional interactions in the workplace.● Students conference often with instructor for student evaluations.● Students play a game (You’re FIRED!, for example), by choosing cards and demonstrating the action on the cards (card examples include dress, language, body language, cell phone usage, etc.).● Students work together to create a class dress code.	<ul style="list-style-type: none">● Discuss with class the attire that would be appropriate to wear for an interview (compare/contrast).● Group work requiring student interaction by using self- and group-assessment of performance in differing roles within the group (e.g., scribe, technology leader).● Conduct a debate according to rules and procedures agreed upon by the class (adhering to time limits, use of respectful speech, or use Take-A-Stand).● Provide (or have students create) mnemonics for answering phone, introductions (anagrams, etc.).● Model (always model) this standard around students.● Quickly re-state correctly words or sentences that are grammatically incorrect in order to model without drawing attention.

E.9 Analyze self-performance to better understand strengths and areas for improvement.

Learning Strategies	Teaching Strategies
<ul style="list-style-type: none"> ● Student self-assesses strengths by using a teacher-made tool. ● At the end of every class, students journal about their performance on a learning target (example Journaling). ● Students role-play (or use a script) about taking constructive criticism (and giving it). ● On the 1st or 2nd day of class, have students list a few learning/life goals that they hope to achieve, then rank them in order of importance. Periodically throughout the course, ask students to assess their progress so that all goals are met by the end of the course. 	<ul style="list-style-type: none"> ● Use the Myers-Briggs test, interest inventory, self-assessment through rubric for assignments. ● Model (think-aloud) how to complete a journal and then discuss with students. ● Provide prompts at times for journals. Collect journals, read responses and make notes. Consider using journals to set and track progress toward stated goals ● Hold periodic, incremental student evaluations (progress/goal checks).

E.10 Seek out opportunities for advancement and improvement of personal skills and abilities.

Learning Strategies	Teaching Strategies
<ul style="list-style-type: none"> ● Students discuss an application and/or job evaluation form from a local business. ● Students practice completing an online application for a local job. ● Students select a character from a favorite television show (show funny clip of performance review to start), jot down and share his/her strengths/areas for growth (perhaps create a Life Road Map). Next, discuss how weaknesses could impact behavior in the workplace. ● Students use an online academic enrichment opportunity outside of the center (<i>FastForward</i>, <i>ITTS</i>, <i>Edmodo</i> teacher-created class, etc.). 	<ul style="list-style-type: none"> ● Stress importance of knowing when to ask for help or additional items of interest. ● Offer a list of opportunities for enrichment (e.g., <i>FastForward</i> or <i>ITTS</i>--let students take the initiative to ask for these resources). ● Provide remediation and enrichment in every class ● Use an Exit Slip prior to the end of class. Have students write down questions about the content with any thoughts on how they could seek further clarification outside of class (Internet, friend and professionals in the community). Select one or more questions to begin the next class meeting. ● Use good questioning techniques .

EMPLOYABILITY STANDARDS

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E.2

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E.3

Model compliance of workplace policies and procedures.

E.4

Utilize and support workplace organizational structures (e.g., company departments, corporate goals, chain of command).

E.5

Utilize resources responsibly.

E.6

Identify and effectively use skills and materials needed for a particular task.

E.7

Accurately analyze information and respond appropriately.

E.8

Interact with others in a professional manner.

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Analyze self-performance to better understand strengths and areas for improvement.

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Seek out opportunities for advancement and improvement of personal skills and abilities.