Course Outline

Program: English as a Second Language (ESL) & Citizenship

Course of Study: English as a Second Language (ESL)

Course: 2:1060 ESL Vocational/Workplace

50-01-79

VESL/Soft Skills for Personal Success (ESL Intermediate Low)

Credits: 0   **Hours: 40**

Prerequisites:

ESL Intermediate Beginning High (50-01-52 or 50-01-92) or a score of 200 or higher on the CASAS test.

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

Course Description:

In this introductory, competency-based course, students develop personal success skills (also known as employability or "soft" skills) while developing English language proficiency. The course emphasizes the following three skill areas: *cognitive skills* for task success (basic literacy, numeracy, and critical thinking skills), *intrapersonal skills* for independent success, and *interpersonal skills* for community and team success.

Los Angeles Unified School District
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
adultinstruction.org

DACE

[This page left blank intentionally]

ACKNOWLEDGMENTS

Acknowledgement is given to DAVE COLEMAN for writing this course outline.

Thanks to ANA MARTINEZ, SONYA RAMIREZ, MARK KAVANAGH, PAUL KRATZER, AARON SAENZ, JULIETA FLORES, JOHN ALVAREZ, WENDY HEARD, and JENNIFER BEDON for reviewing the curriculum and making recommendations.

Thanks to ERICA ROSARIO for editing and preparing this course outline as competency-based.

<div align="right">

MATTHEW OBERLANDER
Coordinator
Adult Education Instruction

</div>

APPROVED:

JOSEPH STARK

Executive Director
Division of Adult and Career Education

TABLE OF CONTENTS

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES   Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES   pp. 9-13

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES   pp. 16

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the CLASSROOM AS WORKPLACE and INSTRUCTIONAL STRATEGIES sections of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Adult Basic Education, and Career Technical Education.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT   Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY-BASED COMPONENTS of the of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.   pp. 9-13

EVALUATION PROCEDURES   pp. 18-20

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the LESSON PLANNING and ASSESSMENT AND PROGRESS EVALUATION sections of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT   Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

FOREWARD
Soft Skills for College, Career, and Civic Readiness

WHAT ARE SOFT SKILLS?

"Soft skills" are the social, personal, and emotional skills necessary for success at all levels of the labor market, as well as in civic, family, and academic settings. Although these skills have a number of names—employability skills, workforce readiness skills, career readiness skills, 21st century skills, transferable skills—they all address the same set of core habits and dispositions that employers desire in employees.

Based on several nationally-recognized frameworks (see Crosswalk for frameworks and standards, p. 25), this course divides soft skills into three categories: cognitive, intrapersonal, and interpersonal.

COGNITIVE, "THINKING SKILLS"	INTRAPERSONAL, "INDIVIDUAL SKILLS"	INTERPERSONAL, "GROUP SKILLS"
▪ Foundation skills (basic reading, writing and math) for metacognition ▪ Questioning, Creativity, Critical thinking, Problem-solving and information use ▪ Digital literacies	▪ Executive functions and Social-emotional skills ▪ Professionalism	▪ Communication and Customer Service ▪ Sociability and Teamwork ▪ Presentation Skills

WHY ARE SOFT SKILLS SO IMPORTANT?

Soft skills increase the effectiveness of basic/foundational and hard/technical skills. For example, automotive service technicians may have the basic skill of reading an automotive manual and the hard skill of repairing a car, but if they want to support a successful business, they must also utilize their soft skills: communicating clearly and sensitively with diverse customers and employees, collaborating with colleagues to complete work in an efficient manner, applying creativity to develop strategic business plans, and thinking critically to find solutions for complex team- and business-related problems. This example illustrates the "4 Cs" of soft skills:

▪ **Communication**   ▪ **Collaboration**   ▪ **Creativity**   ▪ **Critical Thinking**

The demand for employees with soft skills is not new. However, the need for these skills has increased exponentially in recent years due to the following changes in our global community:

1. Increased global and economic competition

2. Increased emphasis on planetary sustainability and/or the search for new habitats

3. Increased diversity of people with whom workers interact

4. Increased technological advances, such as

    a. Profusion of knowledge and accessibility to it

    b. Automation and intelligent machinery leading to a decreased need for low-skilled workers

      c.   Variety and complexity of media to process

As the global workforce evolves to address these changes, desired workers will be those who match the descriptors below:

1. Effective communicators and collaborators

2. Lifelong learners adept in a diversity of fields and skill sets—including technology

3. Flexible and adaptable problem solvers

4. Risk takers and self-starters who grow from failure

5. Innovators who possess interpersonal awareness, perseverance, and passion

CONCLUSION

Employees need to learn quickly and continuously to stay competitive in an ever-changing job market. Jobs that did not exist at the beginning of this century--such as app developer, data scientist, and digital marketing specialist--are now integral to our global economy. To be prepared for jobs like these, and others yet to be created, adult learners must not only develop technical skills and digital fluency but also cultivate essential soft skills, including empathic ability, self-regulation, and creative problem-solving.

References:

ASCD. "Insights from the World of Work." *Educational Leadership: Learning for Life: Insights from the World of Work.* ASCD, Web. 07 July 2017.

North Carolina-Network for Excellence in Teaching, Employability Skills Resource Toolkit, 2012, p. iii.

"Really Ready." *Apex Learning.* Apex Learning, Web 07 July 2017.

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	OPTIONAL INSTRUCTIONAL SUPPORTS
I. Introduction to Soft Skills ***(4 hours)***	1. Identify course expectations and define learning goals. 2. Define soft skills and identify examples. 3. List benefits of soft skills for employment and workplace success. 4. Use language appropriately to build classroom community. 5. Discuss positive and negative team work behaviors. 6. Identify the importance of persistence and dependability. 7. Use language appropriately to create class commitments and group norms.	**Guiding Questions:** ▪ What are soft skills? ▪ Why are soft skills important? ▪ What class commitments and group norms support learning? **Work Product(s):** ▪ List of Soft Skills ▪ List of Class Commitments/Norms

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	OPTIONAL INSTRUCTIONAL SUPPORTS
II. Self-Assessment: Creativity, Curiosity, & Questioning Skills *(2 hours)*	8. Complete a soft skills personal pre-/post-course assessment to identify skills that need improvement/were improved. 9. Use language appropriately to define learning goals. 10. Define creativity for learning and networking. 11. Construct questions and statements that convey authentic personal interest.	**Guiding Questions:** ▪ What are your learning goals? ▪ Which soft skills do you need to improve? ▪ What activities can you do to speed up your language learning? ▪ How can you build relationships through networking? **Work Product(s):** ▪ Soft Skills Assessment ▪ List of Learning Goals ▪ Native speaker networking reports or labeled selfies/native speaker photos

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	OPTIONAL INSTRUCTIONAL SUPPORTS

III. Effective Communication: Active Listening & Focused Observation
 	
(3 hours)
	12. Identify and use appropriate greetings and behaviors in meeting, greeting and conversing with others in U.S. culture:
	
	   a. Shaking hands
	
	   b. Maintaining eye contact
	
	   c. Gesturing
	
	   d. Engaging in appropriate small talk
	
	   e. Questioning: Asking speakers to
	
	       i. Repeat
	
	       ii. Slow down
	
	      iii. Clarify
	
	   f. Paraphrasing
		Guiding Questions:
		
		▪ How do people from the U.S. meet and greet each other appropriately?
		
		▪ What are effective behaviors to create a positive, professional connection with others?
		
		▪ What does your body language and tone of voice say about you?
		
		Work Product(s):
		
		▪ Appropriate greetings, active listening demonstrations, or role plays (live or video) with completed rubric

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	OPTIONAL INSTRUCTIONAL SUPPORTS

IV. Effective Communication: Discussion Skills & Formal/Informal Language
 	
(5 hours)
	13. Use language appropriately for collaborative discussions.
	
	    a. Present an idea or opinion.
	
	    b. Express agreement and disagreement.
	
	14. Use clarification skills.
	
	    a. Ask for repetition when needed.
	
	    b. Ask for confirmation of information.
	
	    c. Ask for clarification of words and phrases.
	
	    d. Repeat back information or instructions.
	
	15. Adjust formality of language according to situation, relationship of speakers, and purpose of communication.
	
	    a. In speech (e.g., interview, discussion, telephone, small talk)
	
	    b. In writing (e.g., résumé, memorandum, email)
		Guiding Questions:
		
		▪ What language and actions promote effective discussions?
		
		▪ What is appropriate language in formal and informal speech and writing?
		
		Work Product(s) based on interest survey**:**
		
		▪ Group Discussion
		
		▪ Mock Interview
		
		▪ Sample Résumé
		
		▪ Sample Email

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	OPTIONAL INSTRUCTIONAL SUPPORTS
V. Critical Thinking: Overcoming Barriers to Personal and Professional Success **(4 hours)**	16. Identify barriers to success in the workplace. 17. List supports available to members of the workforce. 18. Discuss problem-solving protocols. 19. Understand and apply at least two problem-solving protocols to address an ethical issue or overcome a barrier. 20. Orally report a workplace problem to a supervisor. *(EL Civics for IL COAAP, Lesson 1 and Assessment Task 1)*	**Guiding Questions:** ▪ What are some barriers to success in the workplace? ▪ How can you overcome barriers and help others to overcome barriers? ▪ What processes can you use to solve problems and make decisions? **Work Product(s):** ▪ List of Workplace Supports ▪ List of Problem-Solving and Decision-Making Strategies ▪ COAAP

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	OPTIONAL INSTRUCTIONAL SUPPORTS

VI. Effective Collaboration: Team Building & Project Management
 	
(6 hours)
	21. Use language appropriately to interact with team members.
	
	   a. Report completion or lack of completion of tasks.
	
	   b. Request assistance and respond to requests for assistance.
	
	   c. Offer assistance and respond to offers of assistance.
	
	   d. Acknowledge assistance.
	
	22. Identify various problematic personality types and how they affect collaboration.
	
	23. Use strategies to collaborate with problematic personality types to improve collaboration.
	
	24. Use language appropriately to create team commitments and communication norms.
	
	25. Use a problem-solving protocol to determine a project focus.
	
	26. Use discussion skills to determine a project plan.
	
	27. Create a timeline, assign responsibilities, and complete project.
	
	28. Use a rubric to evaluate project participation of self and team members.
		Guiding Questions:
		
		▪ What are the steps of planning a team project?
		
		▪ What are essential team member roles and responsibilities?
		
		▪ What processes can you use to solve problems and make decisions?
		
		Work Product(s):
		
		▪ Project Proposal
		
		▪ Project Timeline
		
		▪ Team Project (e.g., Group Personality Types Family Tree)

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	OPTIONAL INSTRUCTIONAL SUPPORTS

VII. Effective Collaboration: Professionalism
 	
(9 hours)
	29. Identify good and bad workplace behaviors in the United States. *(EL Civics IL COAAP, Lesson 2)*
	
	30. Demonstrate understanding of effective workplace /civic skills:
	
	   a. Be on time
	   b. Work as a team
	   c. Offer to help
	   d. Follow directions
	   e. Ask questions about tasks to clarify understanding
	   f. Obey workplace rules
	   g. Make suggestions
	   h. Manage time efficiently
	   i. Complete work on time
	
	31. Identify similarities and differences in workplace behaviors in the U.S. and other countries. *(EL Civics IL COAAP, Lesson 3 and Assessment Task 2)*
	
	32. Describe and give examples of problems that arise from not knowing appropriate workplace behavior in the U.S. *(EL Civics IL COAAP, Lesson 2 and 3 and Assessment Task 2)*
	
	33. Identify connections between workplace/civic skills and effective collaboration.
	
	34. Discuss conflict resolution protocol(s) and consensus-building strategies.
	
	35. Understand and apply a conflict-resolution protocol or consensus-building strategy to support team success.
		Guiding Questions:
		
		▪ What makes a team effective?
		
		▪ What are key actions and attitudes for success in the U.S. work culture?
		
		▪ How do you deal with conflict between team members?
		
		Work Product(s):
		
		▪ Workforce Skills Cultural Comparison Chart
		
		▪ Self and Team Assessments
		
		▪ EL Civics

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	OPTIONAL INSTRUCTIONAL SUPPORTS

VIII. Effective Collaboration: Intrapersonal Skills
 	
(4 hours)
	36. Identify and use various methods to organize personal resources
	
	37. Identify intrapersonal skills, also known as Executive Function(ing) and Social-Emotional Skills.
	
	    a. Organizing resources and time
	
	    b. Prioritizing resources and time
	
	    c. Shifting one's thinking/Thinking flexibly
	
	    d. Accessing working memory
	
	    e. Self-monitoring/Self-checking
	
	38. Discuss positive and negative emotions and attitudes in the workplace.
	
	39. Use language appropriately for social interactions in the workplace.
	
	    a. Expressing feelings, greetings, apologies, and thanks
	
	    b. Giving and acknowledging compliments
	
	    c. Expressing sympathy
	
	40. Use checklists and rubrics to evaluate self and others.
		Guiding Questions:
		- How do you manage resources to work effectively?
		- How do your emotions affect others?
		- How do you manage your emotions in the workplace?
		- What emotions and attitudes will help me be successful in the U.S. workforce?
		
		Work Product(s):
		- List of Positive Intrapersonal Skills
		- Pre-/Post-Self-Assessment of Executive Functions
		- Completed checklists and rubrics

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES	OPTIONAL INSTRUCTIONAL SUPPORTS
IX. Reflection *(3 hours)*	41. Understand self-reflection strategies and their use in the workplace. 42. Evaluate and reflect on personal development. 43. Evaluate and reflect on team development. 44. Use language appropriately to provide feedback in the workplace.	**Guiding Questions:** ▪ What is the value of self-reflection? ▪ How have I grown in this class? ▪ Did I reach my learning goals? **Work Product(s):** ▪ Reflection Journal Entries ▪ Feedback about Course

VESL COURSE MODELS

There are three models of VESL programs: General VESL, Cluster VESL and Occupation-Specific VESL. VESL/Soft Skills is a General VESL course that serves as a preliminary or companion and support class for all vocational training.

General VESL

General VESL instruction is geared toward providing instruction in language for the workplace. Listening, speaking, reading, and writing skills, together with the cultural knowledge essential for securing and maintaining employment, are offered in these classes.

Some suggestions for teaching General VESL classes include:

1. Limit course content to areas that are directly related to work (safety, carrying out a procedure) and areas that are indirectly related to work (reading a bus schedule, introducing oneself). Non-work related content (supermarket shopping, renting an apartment) is not a priority in VESL classes.

2. Employ teaching techniques that permit students to perform hands-on activities that would be performed in the work place.

3. Utilize simulation activities as "rehearsals," providing meaningful contexts through which students can practice talking with a supervisor, following instructions, etc.

4. Help students develop positive work attitudes, such as following company rules regarding absences and tardiness, getting along with others, working as a team, and being dependable and honest.

5. Permit students to have a chance to make choices, resolve problems, and find their own best way to do things.

6. Review basic skills, including test-taking and math.

MODIFYING MATERIALS for VESL INSTRUCTION

Since few commercially-prepared VESL materials are available, particularly for Occupation-Specific and Cluster VESL classes, the VESL instructor must in many cases rely on authentic materials. These may be materials that are used in vocational classes, or they may be collected from actual worksites. The VESL instructor must learn how to modify these materials.

Suggestions for modifying materials for VESL instruction:

1. Isolate key vocabulary words and explain their meanings on the side of the page, on a separate handout, or on the chalkboard.

2. Develop a practice sheet (matching, identification, etc.) based on the identified vocabulary and expressions.

3. Simplify authentic materials.

4. Provide basic comprehension questions for vocational training textbooks and workplace materials.

5. Utilize illustrations in the materials to create practice activities and exercises.

6. Help students understand the materials by accentuating key points, headings, and important terms.

7. Isolate multiple examples of frequently used grammatical structures and develop special lessons using them.

8. Supplement the materials with visual aids (e.g., posters, objects).

9. Emphasize all safety information.

INSTRUCTIONAL STRATEGIES

Instructional Strategies for the VESL/Soft Skills course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

California Model Standards for ESL Instruction

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.

2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.

3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.

4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).

5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.

6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, and kinesthetic) of students.

7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.

8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).

9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

LESSON PLANNING

Planning is essential for implementation of the VESL/Soft Skills course in the classroom and meeting student needs successfully. Implementation involves assessing student needs, identifying learning objectives, planning lessons to address those learning objectives, and monitoring student progress in acquiring the competencies of the course.

A single learning objective may be addressed in an activity during a lesson, in a full lesson, or even during a unit consisting of several lessons in a row. If a learning objective is to be addressed in more than one day's lesson, each new class period should begin with a new Warm Up/Review and Introduction stage to re-focus students on the learning objective.

Warm Up/Review
An initial lesson stage in which content from previous lessons is reviewed and/or a brainstorming or interactive task gets the students thinking about a new topic.

Introduction
An initial lesson stage in which the teacher states the objective of the lesson and tells students what they will be doing. This should occur after the warm-up stage of the lesson.

Presentation
An initial lesson stage in which the teacher explains, models and drills the new information, language functions, or language forms which students will be using in that lesson. Any presentation of a new learning objective should be preceded by an introduction.

Comprehension Check
An essential part of the presentation stage in which the teacher confirms student understanding of what has just been taught before going on to the practice stage.

Guided Practice
A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson and before the communicative practice.

Communicative Practice
A mid-lesson stage in which students use the language they have been practicing to complete a communicative task, usually in pairs or groups. This should occur after the guided practice stage of the lesson.

Evaluation
A final lesson stage in which students demonstrate their knowledge of what they have learned by showing, explaining, analyzing or reflecting on what they have learned during the lesson.

Application
A final lesson stage in which students extend their knowledge of the lesson's material to a new situation or apply their knowledge to complete a new and different activity.

ASSESSMENT and PROGRESS EVALUATION
for <u>VESL/Soft Skills</u> Course

The VESL/Soft Skills course serves ESL students at levels ESL Intermediate Low/A (CASAS 200-210). Teachers should use a variety of test measurements in more than one language skill to gain information about the students. Assessments should be based on ESL tests at the appropriate level of language skill proficiency. They may be teacher-produced, textbook-related, or standardized assessment instruments. They may be designed to determine placement, progress, or promotion.

Placement Tests

Students are placed in VESL/Soft Skills based on completion of ESL Beginning High (b) or attainment of a score of 200 or higher on the CASAS test. Placement in VESL/Soft Skills may also be based on the Division-developed ESL Placement System for students who test at the entrance level for ESL Intermediate Low/A or a higher ESL level.

Ongoing Evaluation

In-class evaluations such as teacher-created pre-tests, needs assessments and class surveys are used to determine students' knowledge before introducing an objective or unit, or early in the term to indicate areas in which students need help.

Ongoing evaluations used to monitor student progress may include:
a. Paper-and-pencil tests (e.g., fill-in-the-blank, matching, cloze, sentence completion, short answer)
b. Applied performance tests (e.g., following oral or written directions, completing a form, completing a task)
c. Observation (e.g., while students are working individually or in groups)
d. Simulation (e.g., role playing)
e. Portfolios of students' work (e.g., completed work products, checklists and rubrics of class content)
f. EL Civics COAAPs (Soft Skills)

In addition, pre- and post-tests (e.g., CASAS Listening or Reading for Employability) may be used to assess progress in Vocational ESL competencies and language skill development.

Promotional Tests

Division-developed promotional tests are used to measure both language proficiency and mastery of specific instructional content. They may be used in conjunction with ongoing in-class evaluation and/or CASAS testing to determine a student's readiness to be promoted to the next ESL level within this multi-level VESL class. Students may attend VESL/Soft Skills until they attain a CASAS score of 211 in both listening and reading, but it is expected that they may leave the class when their competency in English allows them to begin full time vocational education or employment or if they would like to promote to ESL Intermediate High or Advanced Low, including the VESL Soft Skills course for these levels, 50-01-78. They may be enrolled in VESL/Soft Skills either prior to or concurrently with enrollment in the Career Technical Education (CTE) program.

Entry level for the VESL/Soft Skills Course is ESL Intermediate Low/A or a CASAS scale score of 200.

CASAS SCORE	ESL LEVEL	CASAS SKILL LEVEL DESCRIPTORS
201-210	**ESL Intermediate Low**	Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.

CLASSROOM AS WORKPLACE

"School is your job. The classroom is your workplace. I am your supervisor."

The following is from "Teaching Soft Skills through Workplace Simulations in Classroom Settings" by the Office of Disability Employment Policy, June 2010 (Office of Disability Employment Policy, U.S. Department of Labor, 1-866-odep-dol (633-7365), [www.dol.gov/odep)](www.dol.gov/odep)

The premise that soft skills are more important than even the technical and general education backgrounds of workers has been confirmed by not only multiple research projects, but also the daily experiences of teachers, counselors, and job placement professionals working with youth and others who are entering the workforce for the first time. Today, the need to coach new hires about soft skills is an accepted fact among employers and those who prepare individuals for the workforce.

The least expensive but most impactful way to teach soft skills is to alter aspects of the classroom setting where general education or hard skills are being taught to workforce entrants so that the classroom simulates the workplace. This approach provides an authentic context for teaching and practicing soft skills that entails minimal costs and effort, affords the teacher control over the teaching agenda, and creates a classroom environment that benefits from the improved soft skills of its students.

Achieve Workplace Authenticity in the Classroom Setting

Authenticity is both the greatest challenge and the most critical aspect of simulating a workplace environment in a classroom. The simulation must be able to mimic a business-like purposefulness, confront students with a boss who enforces workplace rules, and provide incentives that substitute for paychecks. The authenticity of the simulation determines to what extent students can suspend disbelief and accept the simulation as real. That acceptance is the motivating force that moves students to play their roles as employees.

The best way to achieve workplace authenticity is to model the classroom simulation after a real business and replicate its workplace rules and cultural nuances. The soft skills valued the most by employers are those that match the employers' perception of a good work ethic. Work ethic or professionalism is really the workers' ability to adapt to employers' expectations for behavior, dress, responsibility, initiative, enthusiasm, and honesty. Although workplace rules vary somewhat from place to place, having an authentic guide to teach workplace rules is at the heart of a good simulation. For the instructor, an actual business model provides a strong foundation for creating the context for teaching soft skills that requires minimal effort.

Any business that is willing to provide the information will serve this purpose well, but the selection of a business that is aligned with the students' employment interests would enhance the simulation's motivational effects. Selecting an appropriate business model also means paying attention to feasibility issues. Can students manage the clothing requirements? Are the workplace rules compatible with those of the school? Is the business in good standing in the community?

A consultation with the business serving as a model should provide ideas for selecting the name of the simulated business, an important tangible feature of the simulation. The name should reflect the "business" of the class, so, for example, if the class is vocational in nature and focused on computer-aided design, the business name might

be "Cad Unlimited." If the classroom teaches non-vocational topics, such as preparation for a general education diploma, the business name might be "GED Assist Inc."

Using guidance on workplace rules from the business model and with a name, the groundwork is laid for an "employee manual" where workplace rules are laid out. This manual should resemble as much as possible the real business's employee manual or handbook. Now the workplace simulation can be launched with a "new employee orientation" conducted by the new boss (teacher) of the new employees (students).

Dealing with the Boss

No workplace simulation is complete without the role of boss or supervisor. Authenticity in playing these roles sets the stage for students to experiment with appropriate responses to workplace authority with some degree of safety. The necessary give and take between the worker role and the authority role generates genuine conflict that students/workers must learn how to resolve through the use of a number of soft skills (e.g., communication skills and conflict resolution skills).

Workplace simulations require that teachers play the role of boss or supervisor. In business settings, there is usually a distinction between upper management bosses and front- line supervisors. Upper management bosses make the rules, determine salary, and make hiring and ring decisions. A front-line supervisor is less authoritative than upper management bosses and has greater responsibility for day-to-day supervision of the personnel who are directly involved in carrying out the work of the business. Supervisors don't make the rules, but are responsible for enforcing them. Supervisors also are responsible for workers' job performance and typically coach workers. Teachers or instructors may find the role of supervisor more similar to their roles as teachers for those reasons.

Personality and teaching style are also factors in determining how comfortable teachers will be in the role of supervisor. Teachers have to exercise discipline to remain constantly in their role to maintain authenticity. That will be an easier task if the chosen role is compatible with the teacher's values and teaching style.

Playing the role of supervisor requires some preparation. The business serving as the model can help by letting the teacher meet or observe one of its supervisors. At a minimum, the role requires that teachers meet the workplace rules for dress and deportment. The business model may represent a more conservative institution than the school does, or vice versa. Assuming one of the authoritative roles also may require shifting focus from informal relationships with students to more business-like relationships with workers. The latter are more distant and less nurturing.

In summary, teachers can make critical contributions to a workplace simulation by recognizing the small changes in their behavior that make their roles more authentic.

Create Business-Like Purposefulness

One of the challenges in creating authentic workplace simulations in classroom settings is making the shift from an informal atmosphere typical of many classrooms to the business-like purposefulness of a typical workplace. One way to make that shift and, at the same time, improve the self- management skills of students is to introduce students to planning tools such as day-planners. Day-planners (electronic or hard copy) are organizational tools that connect daily events to long-term goals. They are concrete tools for teaching abstract concepts of time

management and come in a variety of forms that t each student's needs, interests, and expense accounts. There are the traditional bound paper planners and their modern electronic versions. Since computers are now common in most classrooms, students can also access a variety of planning tools that are embedded in most Windows and apple operating systems. Planners can even be made by students as homework assignments. Planners are simply a means of linking months to weeks to days with an indexing system.

Teaching students how to use planning tools to organize their classroom work and personal agenda brings an air of purposefulness to a classroom that also has a hidden bonus. Day-planners work on the premise that major long-term accomplishments can be broken down into manageable, incremental tasks that can be aligned with a calendar in terms of monthly, weekly, and daily tasks. That leaves students with a daily "to-do" list. Teaching students to check off each daily item once achieved creates a highly effective self-motivational tool. Each checkmark is a self-congratulatory pat on the shoulder.

Provide Incentives for "Work" Performance

Shaping behavior toward specific standards requires a system of tangible incentives that can be applied with immediacy and consistency. Although praise from the teacher/supervisor is an important incentive, praise cannot be counted. For that reason, tangible incentives are needed. Also, authenticity of the workplace simulation benefits from an incentive that mimics the incentive of a paycheck and reinforces the practice of soft skills and student/worker productivity— the combination that determines whether workers hold their jobs or are red. Such a system that meets all requirements must be affordable and simple to use.

One approach is to use tokens of various sizes, shapes or colors that correspond to the different soft skills. Any craft store offers a variety of items that can serve as tokens. Using a system of tokens as symbols of the different soft skills, the teacher/ supervisor can bestow the tokens to reward appropriate behavior as he/she observes it. This simple action is efficient and communicates a form of approval that can be counted and is cumulative. Students can see how small changes add up over time.

The tokens are a simple mechanism that is tangible and, along with grades and other symbols of learning productivity, can be converted at the end of the week into a symbolic "paycheck." Tokens, like real paychecks and cash, become representative symbols of monetary value but have the additional advantage of being easily bestowed as immediate rewards for specific behaviors.

10 EASY THINGS YOU CAN DO TO
INTEGRATE WORKPLACE BASICS (SCANS COMPETENCIES)
INTO YOUR CLASSROOM

The following list suggests ways to incorporate SCANS skills into your daily instruction. The bold-faced type indicates the classroom strategy, and the list below indicates the SCANS skill to which it corresponds.

1 Start each class with an agenda on the board.
SCANS:
1. Information: organizing
2. Resources: allocating time
3. Interpersonal: negotiating

2 Put students in teams and assign teams classroom maintenance jobs.
SCANS:
1. Interpersonal: working in teams, taking individual responsibility
2. Personal Qualities: demonstrating sociability
3. Systems: developing system to improve performance

3 Conclude every lesson by calling attention to the workplace relevance of the lesson and the classroom activities.
SCANS:
1. Systems: monitoring performance

4 Teach students how to organize their classroom materials.
SCANS:
1. Interpersonal: teaching others
2. Systems: monitoring performance

5 Monitor students' progress with checklists and weekly tests.
SCANS:
1. Interpersonal: organizing and maintaining information
2. Systems: monitoring/correcting performance

6 Pay attention to classroom incidents and conflicts. Develop lessons that teach students how to deal with these issues appropriately.
SCANS:
1. Interpersonal: working in teams, negotiating
2. Thinking skills: solving problems, making decisions
3. Personal qualities: demonstrating sociability

7 Model appropriate workplace behavior: arrive on time, come with an organized plan, dress appropriately, and maintain a positive attitude.
SCANS:
1. Personal qualities: taking responsibility, managing self
2. Systems: understanding systems

8 Encourage students to use, fix, or make minor adjustments in equipment, such as hole punch, pencil sharpener, overhead projector, etc.
SCANS:
1. Technology: maintaining & troubleshooting equipment and applying technology to task

9 Designate student trainers, tutors or experts who can train new students and assist classmates as needed.
SCANS:
1. Interpersonal: teaching others
2. Systems: improving or designing systems

10 Encourage self and peer revision whenever possible. Teach the appropriate language to make revisions.
SCANS:
1. Systems: monitoring/correcting performance
2. Interpersonal: taking individual responsibility
3. Personal qualities: assessing/managing self

Source: California Adult Literacy Project (CALPRO)

For more information about SCANS, visit: http://wdr.doleta.gov/SCANS/whatwork/

Crosswalk: Soft Skills Frameworks and Standards for English Language Arts and CTE

	COGNITIVE ("Thinking Skills")			INTERPERSONAL ("Group Skills")		INTRAPERSONAL ("Individual Skills")	
FRAMEWORK OR STANDARD SET	**FOUNDATION SKILLS** Reading, Writing, Basic math	**THINKING & INFO. USE** Critical thinking, Problem solving, Decision making	**DIGITAL LITERACIES** Technology	**COMMUNICATION** Communication, Customer Relations	**SOCIABILITY & TEAMWORK** Collaboration, Cultural/Global competence*	**EXEC. FUNCTIONS & SELF-CONCEPT** Self- management, Self-esteem, Resource management	**PROFESSIONALISM** Integrity, Responsibility, Commitment to Quality and Detail, Leadership, Creativity
Standards for Career Ready Practice (CTE)	1	5, 12	4, 11	2	2, 9	3, 6	7, 8, 10
Employability Skills Framework (CTE)	Applied Academics	Systems Thinking, Information Use	Technology Use	Communication Skills, Interpersonal Skills	Communication Skills, Interpersonal Skills	Resource Management	Personal Qualities, Interpersonal Skills
CCRS Strands (Academic ELA: ESL, ABE, ASE)	Reading, Writing, Language (all anchors)	Reading, Writing (various anchors)	Reading, Writing (various anchors)	Listening and Speaking (various anchors)	Listening and Speaking (various anchors)		
ELP Standards for ESL (see next pg.)	1-10	4-7, 9	1,3, 5, 6, 7	1, 2, 4, 6, 7, 8-10	2-10	5, 7	4-7, 9-10
CASAS Workforce Skills Certification System/LRI (All)	Reading/Math	Decision Making		Customer Relations	Sociability	Self-esteem	Integrity, Responsibility, Commitment to Quality
Skills to Pay the Bills (All)		5. Problem-solving and critical thinking	4. Networking	1. Communication, 2. Enthusiasm and attitude	2. Enthusiasm and attitude, 3. Teamwork	2. Enthusiasm and attitude	6. Professionalism
NC-NET framework (All)		4. Problem Solving and Decision Making	6. Information Processing	2. Communications	1. Interpersonal Skills and Teamwork	8. Entrepreneurship	3. Integrity and Professionalism 5. Initiative and Dependability 6. Adaptability and Lifelong Learning

The ELP Standards for Adult Education. An English Language Learner can…

1. **Construct meaning** from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
2. **Participate in level-appropriate oral and written exchanges** of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
3. **Speak and write about level-appropriate complex literary and informational texts** and topics.
4. **Construct level-appropriate oral and written claims and support them** with reasoning and evidence.
5. **Conduct research and evaluate and communicate findings to answer questions or solve problems.**
6. **Analyze and critique the arguments of others** orally and in writing**.**
7. **Adapt language choices to purpose, task, and audience** when speaking and writing.
****
8. **Determine the meaning of words and** phrases in oral presentations and literary and informational text.
9. **Create clear and coherent level-appropriate speech and text.**
10. **Demonstrate command of the conventions of standard English** to communicate in level-appropriate speech and writing.

American Institute for Research, English Language Proficiency Standards for Adult Education, p. 15

GLOSSARY of COMMON ESL TERMS

Application – A final lesson stage in which students apply or extend their knowledge of the lesson's material to complete a new and different activity. See team task as an example activity for this stage.

Assessment – Subjective or objective evaluation of student attainment of competencies.

Authentic Materials – Actual materials from sources not originally intended for ESL classroom use, such as menus, newspapers, recorded radio announcements, brochures, etc. See **Realia**.

Brainstorm – An oral activity in which members of a group randomly suggest ideas about a topic. Every idea is recorded. Then the information is refined by the group in accordance with the assignment or the group's purpose.

CASAS – Comprehensive Adult Student Assessment System.

CASAS Competencies – A set of life skill competencies compiled by CASAS. Examples: Respond appropriately to common personal information questions (0.2.1), fill out medical history forms (3.2.1).

CATESOL – California Teachers of English to Speakers of Other Languages, a professional organization.

CBET – (Community-Based English Tutoring) is an English language program for adults who pledge to tutor school-age children who are English language learners (ELLs), with the goal of raising the English level of the local community.

CCAE – California Council for Adult Education, a professional organization.

Chain Story Writing – An activity in which each member of a group takes turns contributing sentences to a story.

Cloze – A reading or listening activity with missing words. Students fill in the missing words by using the context of the passage and/or listening to the passage.

Communicative Competence – The ability of the student to use appropriate language functions to communicate effectively. The focus is on expressing meaning rather than simply knowing about functions and grammatical forms.

Communicative Practice – A mid-lesson stage in which students use the language they have been practicing to complete a communicative task, usually in pairs or groups. This should occur after the guided practice stage of the lesson. See team task or information gap as example activities for this stage.

Competency (or minimal competency) – A specific objective, such as the ability to leave a message on an answering machine.

Competency Area – A category which includes related competencies. For example, the competency area of "Health & Safety" includes the competency of reading a prescription.

Comprehension Check – A lesson stage in which the teacher confirms student understanding of what has just been taught in the presentation stage before going on to the practice stage.

Content-based instruction – Language instruction which emphasizes learning of concepts and skills in subjects such as math, science, and history. Grammatical accuracy is not the focus of instruction.

Context Clues – Verbal and other visual elements of a text which help the learner to understand the meaning of new words or whole paragraphs. For example, word elements like prefixes and suffixes, clauses which define *(which is, that is, who is*...), example phrases and markers (*e.g., for example*), pictures or diagrams, coordinating conjunctions *(but, so, however, although)* and overall text organization and layout.

Contextualized – Presenting language in a meaningful framework or situation. For example, a set of vocabulary words are introduced as part of a topic rather than in a list of unconnected words.

Cooperative learning – Group or pair activities in which students must work together (inform, negotiate, problem solve, etc.) in order to complete a task. Each student may be assigned a role in the group: i.e. writer, leader, presenter, etc. See jigsaw reading for an example activity.

Critical thinking – Cognitive skills such as drawing conclusions or inferences, analysis, evaluation, synthesis and summary. This includes the SCANS thinking skills of reasoning, decision making and problem solving.

Dialog Substitution – A drill activity in which students read a written dialog aloud. Then, a similar dialog is used to complete grammar substitution drills.

Dictation: Visual & Oral – Teacher or student reads words or sentences for others to write (traditional oral); teacher or student points to a picture or performs an action and others write the word or sentence (visual).

Drill – A controlled activity which focuses on the language form rather than expressing meaning. See dialog substitution.

EFL – English as a Foreign Language (English learned in a country where it is not the primary language of the country).

ELL – English Language Learner.

GLOSSARY of COMMON ESL TERMS (continued)

ESL – English as a Second Language (English learned in a country where it is the primary language).

Evaluation – A final lesson stage in which students demonstrate their knowledge of what they have learned by presenting, explaining, analyzing or reflecting on what they have done during the lesson. See role play, problem solving or peer revision as example activities for this stage.

"Find someone who..." – An interview activity in which students stand, circulate the room and complete a grid or survey by finding students who fit different categories. For example, someone who works late, someone who has three children, etc.

Focused Listening – A listening exercise in which students are asked to comprehend only specific information.

Form – See Language Form

Grammar – See Language Form

Grammar: Form, Meaning, Use – <u>Grammar</u> is the structure or form of language (e.g., "-er" added to short-word adjectives); <u>Meaning</u> is the significance of the structure in communication (e.g., the "-er" added to short-word adjectives indicates a comparison); <u>Use</u> refers to when or why the structure is used (e.g., to evaluate).

Guided Practice – A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson. See dialog substitution as an example activity for this stage.

Information Gap – An interactive activity which involves the transfer of information from one person to another. For example, each member of a pair has part of the total information (half of a chart, an incomplete picture) which he must convey to the other using oral communication skills.

Integration of Skills – Instruction which combines the four skills of listening, speaking, reading, and writing.

Interactive – Activities which encourage meaningful communication between students. See information gap or interviews.

Interviews – An activity in which pairs or groups ask each other questions in order to complete a survey or questionnaire. See "Find Someone Who…" as an example.

Introduction – An initial lesson stage in which the teacher states the objective of the lesson and tells students what they will be doing. This should occur after the warm up stage of the lesson.

Jigsaw Reading – A cooperative activity in which groups are assigned different sections of the same reading. Each group reads their section and creates a summary. Then, new groups are formed consisting of a representative from each original group. This new group compiles a summary of the entire article from each representative's summary.

Language Form – The structural or grammatical items of the language, as opposed to the meaning or use of those items.

Language Function – The use of a language form. "Use" refers to when and why the language form is used. For example, the form "could" has several functions: a. past ability (I couldn't go last night), b. possibility (He could be sick) and c. polite requests (Could you help me?).

Language Proficiency – General or specific language abilities within each of the four language skills. For example, "reading" could include abilities such as predicting, summarizing or inferencing.

Language Skills – The four skills of speaking, listening, reading and writing.

Learning Modalities – Ways in which information is taken in (e.g., visually, aurally, kinesthetically, through touch).

Learning Strategies – Actions taken by learners to help themselves become more self-directed, solve problems and achieve communicative competence. Strategies include: memory (imagery, review); cognitive (categorizing, analyzing); compensation (describing an unknown word, using gestures); metacognitive (setting goals, self- evaluation); affective (lowering anxiety, encouraging yourself) and social (asking for clarification, cooperating with others.)

Learning Styles – The combination of one's preferred learning modalities (e.g., visual, auditory, kinesthetic) and preferred learning strategies.

Life Skills – Language and non-language skills necessary to function within society.

Minimal Pair – Two words which differ in only one sound (e.g., it/eat, wash/watch).

ESL Model Standards – A set of California State guidelines for adult ESL programs.

Multilevel Classes – Classes of students with a wide range of language abilities.

Needs Assessment – An evaluation of students' language learning needs, usually in relation to the situations in which they must use English.

Non-Verbal Techniques – Techniques, such as hand gestures and mime, used to illustrate activities and meaning.

Objective – The learning goal of a particular lesson. It is expressed in terms of what the learner will be able to do at the end of the lesson. One learning objective may be addressed in a short or long activity as needed; i.e. a short activity, a lesson that takes a full class period, or even a series of lessons that takes a week to complete.

Peer Correction – A pair activity in which two students trade writing or dictation papers and use a checklist to correct each other's spelling, punctuation or grammar.

Peer Dictation – A pair activity in which one student reads an assigned passage aloud while the other student writes it down. Then, they switch roles. This may be followed by peer correction.

Portfolio – Audio, video, or written collection of student work chosen by the teacher, the student, or by both.

Post-reading – An activity following the reading of a passage. It is intended to encourage the student's critical thinking about the passage.

Pre-reading – An activity prior to reading a passage. It is intended to give the student tools that assist in overall comprehension of the subject; i.e. by eliciting prior knowledge, using context clues for prediction, or showing students how to skim a text

Presentation – An initial lesson stage in which the teacher explains, models and drills the new information or language forms (grammar, vocabulary, etc.) which students will be using in that lesson. This should occur after the introduction stage of the lesson.

Problem Solving – An interactive activity in which students attempt to suggest solutions to problems posed by teachers or students.

Realia – Real objects which the teacher brings into the classroom to aid student comprehension. For example, medicine bottles, food boxes, tools, toiletries, etc.

Receptive/Productive Language Skills – Receptive skills refer to listening and reading. Productive skills refer to speaking and writing.

Recycling – Reusing vocabulary or grammatical structures in different lessons throughout the course.

Role Play – An interactive activity in which students improvise their own dialog about a given situation.

GLOSSARY of COMMON ESL TERMS (continued)

Round Table/Report Back – An interactive activity in which the teacher suggests a category or asks a question with many possible items or answers. In each group, a paper and pencil are passed around the table and each member contributes an answer. Each group then shares their answers with the class.

Scan – Quickly searching a text for specific information.

SCANS – SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used to describe the set of workplace skills and competencies established by this commission. For more information, see SCANS COMPETENCIES and FOUNDATION SKILLS in the ESL CLASSROOM section of this course outline.

Skim – Quickly going over a text to get the general idea.

Spiraling – Reusing or recycling vocabulary, grammar, or concepts throughout a lesson or course.

Structure – See Language Form.

Task – An interactive activity which focuses on using language to accomplish a goal rather than on practicing language forms. Tasks often have several activities and encourage student use of all four language skills. See also Team Task.

Team Task – A communicative activity which requires a group of learners to apply information (from textbook or authentic materials) to a particular set of objectives. Usually, team members must discuss opinions, make decisions and/or solve problems in order to complete the task. Example 1) Objective: to choose the best apartment for one group member. Material: 10 classified ads, list of person's needs. Example 2) Objective: to determine which programs kids under 10 can watch. Material: TV Guide, descriptions of shows.

TPR – T.P.R. is a listening comprehension activity in which students respond physically to the teacher's direct commands. It is based on the Total Physical Response method of language teaching and learning.

VESL – Vocational English as a Second Language, classes or activities designed to teach English involved in work situations.

Warm up – An initial lesson stage in which content from previous lessons is reviewed and/or a brainstorming or interactive task gets the students thinking about the day's topic. See **Interviews** as an example.

SUGGESTED INSTRUCTIONAL RESOURCES

PRIMARY RESOURCES

LAUSD VESL Soft Skills for Personal Success ("Skills to Pay the Bills"), Course 1: Curriculum Packet

United States Department of Labor, Soft Skills to Pay the Bills, U.S. Government Office of Disabilities
https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf (Toolkit of curriculum)

EL Civics: Soft Skills Lessons and COAAP Task

Integrating SCANS Competencies into ESL Instruction Resource Packet, Brigitte Marshall, Spring Institute for International Studies, ELT Technical Assistance for English Language Training Projects, 1997-2000, Office of Refugee Resettlement.

- Employability Skills Resource Toolkit, North Carolina Network for Excellence in Teaching
  http://www.nc-net.info/employability.php (Toolkit of curriculum)

- National Center for Families Learning "Learn to Earn Toolkit"
  http://www.nc-net.info/employability.php (Readings and activities with links to other resources)

SUPPLEMENTAL RESOURCES

College and Career Readiness Standards for Adult Education
https://www.vrae.org/images/customer-files/ccrstandardsadulted.pdf

English Language Proficiency Standards for Adult Education
https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf

United States Department of Education, Employability Skills Framework
http://cte.ed.gov/employabilityskills/ for overview reports, assessment and planning resources

TEACHER FEEDBACK FORM

The ESL Program would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the corrected course outline page if necessary.   You can also find provide feedback at www.wearedace.org.

Name _____ Date _____

School _____ Email address or contact number_____

ESL Course Outline Number and/or Title _____

Comments: _____

_____

_____

_____

_____

_____

_____

_____

Correction(s) and corresponding page number(s): _____

_____

_____

_____

_____

_____

Please fax this form to ESL/Curriculum and Instruction at fax number 213-241-8998 or send by school mail to ESL/Curriculum and Instruction, DACE, Beaudry Building, 18th Floor.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, orientation, or physical disability.