Designing Career Focused Instruction for Developmental Students

July 17, 2014

College and Career Pathways Institute
LaGuardia Community College/CUNY
www.laguardia.edu/pcap

Introductions

Share an example of coursework you have designed or are interested in designing that connects career exploration to basic skills development.

Learning Objectives

❑Develop a working definition for contextualized instruction

❑Establish methods for connecting developmental skills instruction to college and career preparation

❑Identify new teaching strategies and techniques to support developmental skills

❑Design a contextualized activity to use in your classroom

Agenda

✓Introductions

✓Explore Sample Bridge Program Materials

✓Learn More About LaGuardia's Approach

✓Participate in a Healthcare Focused Activity:
    First Do No Harm Reading or Cholera Math

✓Define Contextualized Instruction

✓Prepare for Tomorrow's Workshop

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R.E.A.C.T. and Your Own Practice

Working on your own, write for 5 minutes about the REACT strategies, page 4

DESIGNING CAREER EDUCATION FOR DEVELOPMENTAL STUDENTS

R.E.A.C.T.

Take 5 minutes to read back over the Crawford's REACT strategies. Reflect on your own teaching practice and what REACT strategies you might already use. Take another five minutes or longer to write on the following prompts. Be prepared to share your ideas...

Please identify and define in your own words one REACT strategy that you already use in your own teaching. Please give an example of how this strategy appears in your teaching?

Spend the next 12 minutes working with your group to respond to
questions about Crawford's core strategies for contextualization.

Be prepared to share your ideas with everyone.

"Teaching Contextually:" Your Field Notes

Work with your group members to brainstorm examples and ideas about Crawford's 5 core strategies[1] for implementing contextualization in adult education classrooms. Be prepared to share your ideas…

Relating is learning in the context of one's experience or one's own life.

When could you use relating in class?

What are some examples of relating that your students are asked to do?

Use this note sheet on page 5 to record any interesting observations your peers share about the REACT strategies.

R.E.A.C.T Strategies[1]

Relating – learning in the context of one's life experiences or preexisting knowledge

Experiencing – learning by doing, or through exploration, discovery, and invention

Applying – learning by putting the concepts to use
Cooperating – learning in the context of sharing, responding, and communicating with other learners

Transferring – using knowledge in a new context or novel situation—one that has not been covered in class

Use this space to record your notes from the REACT Strategies discussion.

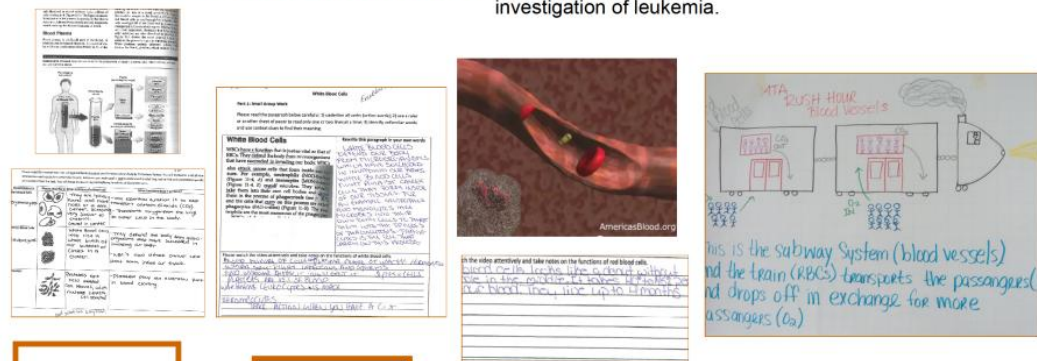|	
Relate	
Experience	
Apply	
Cooperate	
Transfer	

[1] Crawford, Michael. "Teaching Contextually" CORD. 2001. Web. 24 June 2013.

How do Bridge Program lessons use REACT Strategies?

- Take 15 minutes to visit at least three posters with a partner
- Review lesson steps and sample work
- Identify and post REACT strategies on the posters

Working on your own:
Write for 10 minutes about the Bridge samples, page 6

Geraldine

Kabhir

Juan

- Large, urban campus in the most diverse US county

- Students from 160 countries and speak 125 languages

- 80% of students report annual incomes of $25,000 or less

- 20% of nearby residents lack a high school diploma

Bridge to College and Careers Program at LaGuardia Community College

LaGuardia's Bridge Program Goals

TRANSITION

GRADUATION

ENGAGEMENT

ACCESS

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Bridge to College and Careers Program

at

LaGuardia Community College
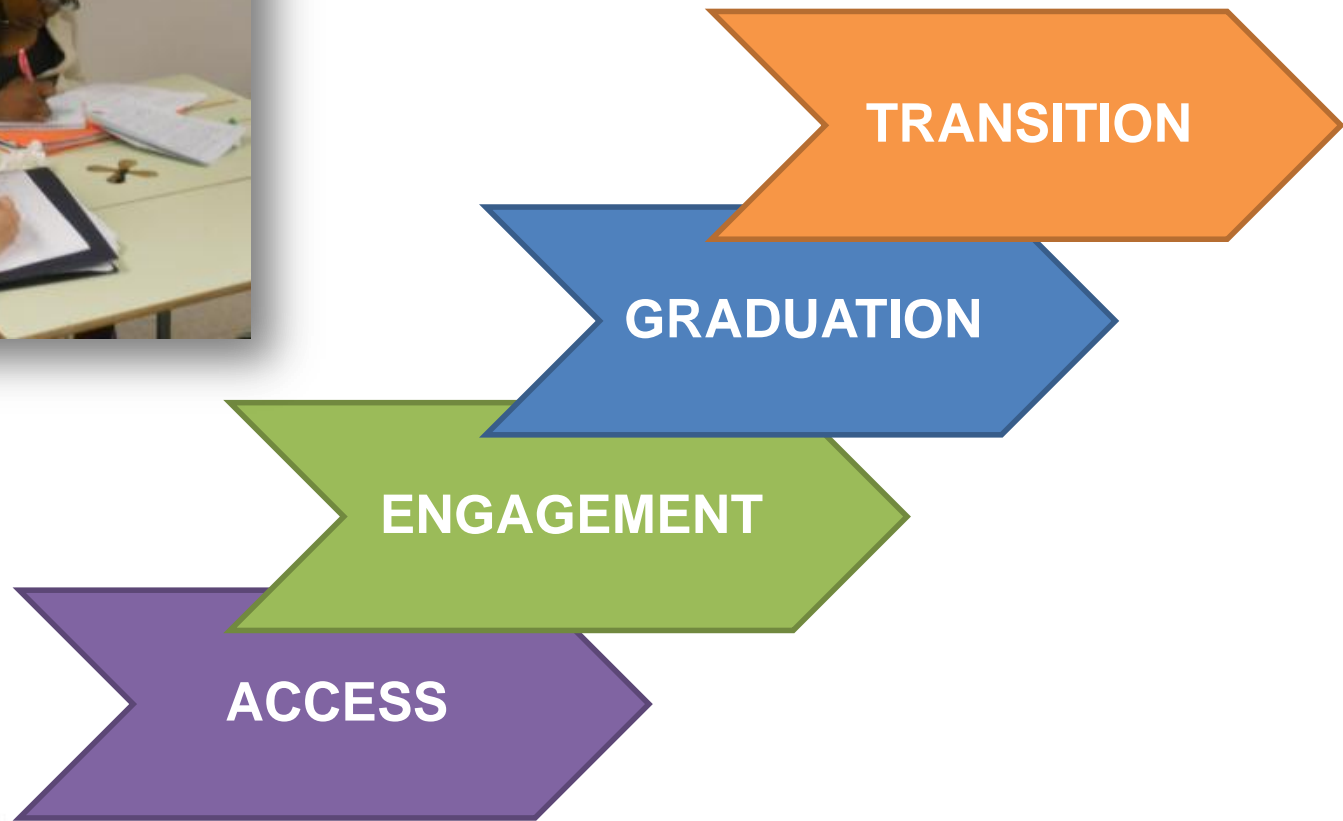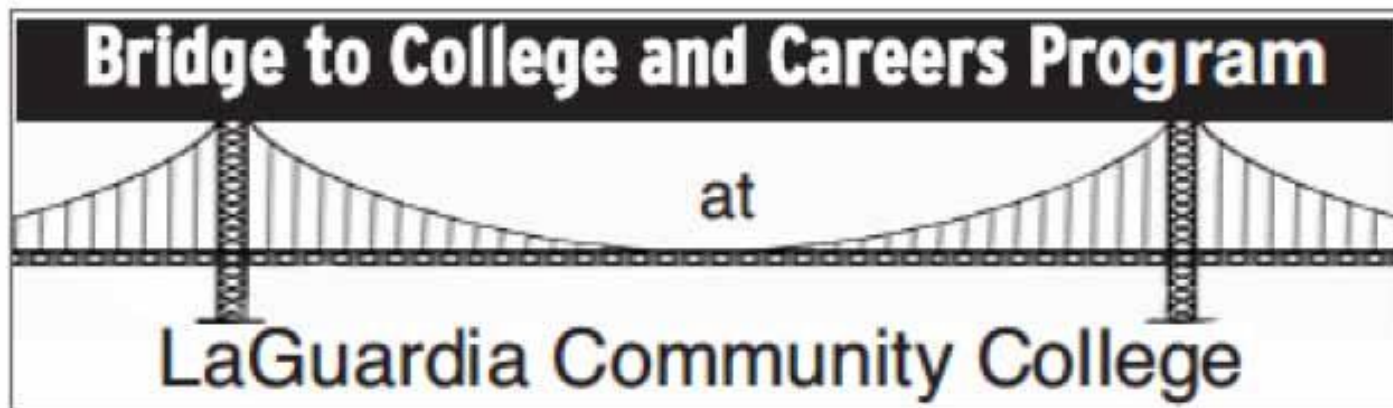
| Bridge to Healthcare Careers | Bridge to Business Careers | Bridge to Science Careers |

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Higher G.E.D pass rates and enrollment in postsecondary education
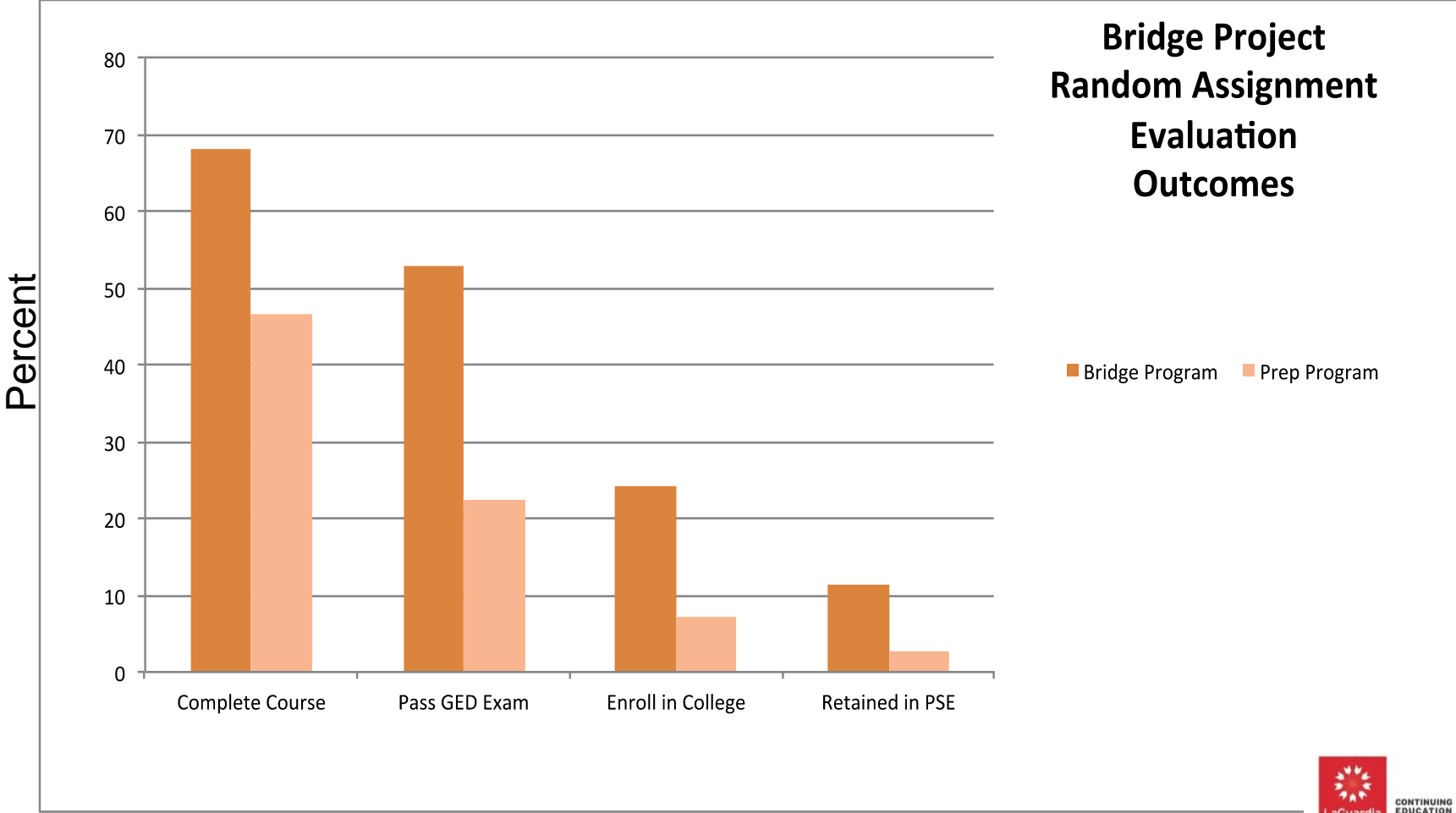
What is the Bridge Program Model?

- Managed enrollment vs. open enrollment
- Comprehensive admissions process
- 7th grade reading level and above (TABE)
- 12 week/ 6 week cycle with a year-long model
- 108 hours of in-class instruction over 12 weeks; 9 class hours per week
- Part time program for students 19 and over
- Career focused contextualized curriculum

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How does the Bridge program support PSE Transitions?

- Integrated college and career exploration curriculum

- Group and individualized advisement

- Financial aid and application support

- Alumni speakers & mentors

Contextualized instruction is a sector-focused approach to HSE and PSE preparation that uses authentic materials from a career area to build basic skills.

Contextualized Curriculum: Moving Beyond Test Prep

- Build college & career readiness skills that support effective transitions

- Explore key concepts in a career sector

- Support academic persistence

- Develop aspirational culture

What does contextualized instruction look like in the Bridge classroom?

Teachers are…	Students are…
• Linking instruction across disciplines • Choosing authentic materials to explore the sector focus • Facilitating, not lecturing • Aligning instruction to college and career readiness standards and HSE exams • Designing scaffolded activities to develop students' skills	• Learning collaboratively • Practicing academic persistence • Documenting progress & skill development • Exploring college and career options • Building deep conceptual knowledge and analytical skills across the curriculum

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What does the Bridge curriculum look like?

College and Career Exploration

- Career Narratives
- Goal Setting
- PSE planning & research

Healthcare

- Nutrition
- Patient Care
- Epidemics and Infection Control

Business

- Entrepreneurship
- Professional Ethics
- Basic Economic Principles

Science

- Cells and Genetics
- The Scientific Method
- Evolution

What are some questions you have about the Bridge program model and goals?

Patient Case Notes

- Take 10 minutes to individually fill out the patient case notes

Case Notes for *First, Do No Harm*

Patient Name: Patrick Dismuke
Age: **Gender:**
Attending Nurses/Doctors:

Symptoms	Page #	Tests	Page #	Diagnosis	Page #	Treatment	Page #	Side Effects	Page #	Notes
										-

Patient Name: Patrick Dismuke   **Age:**   **Gender: Male**
Attending Nurses/Doctors: Dr. Javier Aceves

Symptoms	Page #	Tests	Page #	Diagnosis	Page #	Treatment	Page #	Side Effects	Page #	Notes
-Unable to digest food -Feeding line clogged by infection -Veins collapsed				Hirshsprungs Disease -Pnuemonia -Bacterial infection -Kidney infection	p. 4	- Antifungal: Amphotericin -Breathing Tube -Snipped out parts of his intestine -Surgery Thoractomy to stitch plastic tube into heart -Multiple antibiotics -Ventilator		-Violent fevers -Chills -Kidney tissue being eaten -Unable to digest food -Tube caused infection (yeast and fungi) -Feeding tube clogged		-Most patients didn't stay on ampho for 12 weeks -20 surgeries since birth -The committee lost hope for him. They thought "he was a dying kid."

Defining an Ethics Committee

With your group for the next 5 minutes to record a definition of an ethics committee, page 7

Ethic Committee's Point of View

- In groups, take 10 minutes to record the two opposing viewpoints and identify supports from the text for each of them, page 8

Point of View 1:	Point of View 2:
Support for this P.O.V.:	Support for this P.O.V.:

Pretend you are a member of Patrick's Ethics Committee

- What course of action would you suggest, and how would you support your opinion?

What academic skills did you work on or develop in this activity?

What healthcare focused content did you explore?

Epidemics Unit Roadmap

Material	Guiding Questions	Purpose and Academic Skills
Writing: Epidemic Free-Write	What is an epidemic?	• Writing as a brainstorm • Using prior knowledge
Math: John Snow's Cholera Chart	What does an epidemic look like when graphed? How can a set of data be portrayed in graph form?	• Interpret Visual Information • Creating a line graph • Interpreting Data
Reading/Writing: "TB Patients Chafe Under Lockdown" NYT Article	What are some of the social issues connected to epidemics? Healthcare professional POV vs. patients POV?	• Practice active reading • Considering various perspectives
Reading/Writing: *Ghost Map* by Steven Johnson	What are some issues, social and medical, that an epidemic creates?	• Close reading skills • Formal Writing skills

Healthcare/Professional Skills

- Develop an understanding of professional considerations
- Develop an understanding of problem solving strategies
- Develop an understanding of end of life decision making factors
- Develop an ability to work with others in a team
- Develop an ability to finish a task

Reading/Writing

- Ability to identify and understand point of view
- Develop and practice close reading skills
- Ability to locate and identify specific information in a text
- Ability to identify and locate details supporting the main idea
- Ability to answer a question in writing using specific examples from the text
- Ability to paraphrase and re-state ideas in their own words

Defining Contextualization

In groups, take 10 minutes to create your own definition of contextualization, page 9

Group Work: What is Contextualization?

In your group, devise a working definition for contextualized instruction. Make a list of contextualization's key features based on your observations. Record evidence from the classroom samples, our discussion, and the readings you completed for homework to support your definition. Be prepared to share your definition with the whole group.

Definition	Key Instructional Features	Evidence

Prepare for Tomorrow's Workshop

- NY Times Article: "Even for Cashiers, College Pays Off", by David Leonhardt, page 10

- **Complete the journal entry handout for**

Understanding by Design, Chapter 1: Backward Design, page 14

UBD Quote	My interpretation of the quote	Significance of/ application to my practice
There is a certain psychological difficulty in turning around, in going away from the goal, in working backwards…Yet, it does not take a genius to solve a concrete problem working backwards; anyone can do it with a little common sense. We concentrate on the desired end, we visualize the final position in which we would like to be. From what foregoing position could we get there? -Polya, in Wiggins p. 20	Polya highlights the challenge of moving opposite the way we usually proceed. He also provides a bit of insight into the process you can take to get there.	This is a good explanation of the value of working backwards from a goal. I have seen how Polya uses this idea to help students understand math concepts and processes, but I think it is interesting to take a mathematician's approach to lesson planning. I also notice the emphasis on "where to start," which is a very important consideration for engaging students.

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Thanks for a great first day!
See you tomorrow at 9am.