Workforce Development Instructor's Guide

Workforce Development

Instructor's Guide

WFD4108

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Introduction to the Workforce Development System

Pace Learning Systems (PLS) has a passion for student success. Since 1977, we have designed learning systems that reach the struggling adult learner. Our systems ensure success in small steps, create a learning environment that allows the adult student to take ownership of their learning, and provide the student an avenue to quick, consistent progress.

The Workforce Development System is one of two programs in the Transition Skills Lab. Workforce Development is a fully individualized, competency-based instructional system. It is designed to assess the needs of each learner and provide a self-paced learning experience to develop effective pre-employment, work readiness, and work maturity skills. The system is self-contained and includes everything needed to teach these skills in a mixed-level, individualized class with students reading at the 5th grade independent reading level or higher.

This system is unique, and it follows carefully designed procedures and methods for ensuring quick, consistent learning success. This includes specific methods for orientation, assessment, placement and prescription, design of instruction, instructional delivery, student workflow, learning management, and evaluation. This guide provides step-by-step instructions for understanding the Workforce Development System, utilizing its components, and operating the system to maximize learning gain. It is important that the Instructor read this guide thoroughly and become familiar with the concepts and tools it contains.

If you have immediate questions about our learning systems, please feel free to contact us between 8:00 a.m. and 5:00 p.m. Central Time at (800) 826-7223 or at **pacelearning.com**.

Workforce Development System Objectives

The Workforce Development System contains two standards. The first, Getting a Job (300s), is designed to assess a student's pre-employment skills. Students learn about prospecting for jobs, career planning, resume building, networking, job application processes, interview skills, and managing job searches over time. The second standard, Keeping a Job (400s), teaches students work maturity skills that play an important role in staying employed over time and demonstrating value to employers. Keeping a Job focuses on topics related to performance, attitudes, and behaviors that are required to demonstrate work ethic, work initiative, punctuality and attendance, planning and prioritizing, managing one's appearance, and communicating at work.

One of the major benefits of the Workforce Development System is its flexibility. Although it may not be sufficient to meet the needs of all participants all the time, Workforce Development serves as a foundation for teaching pre-employment and work maturity skills. The system is flexible and allows Instructors to supplement lesson instruction with additional materials and activities, such as individual counseling, group

work, guest speakers, out-of-class trips, and videos. Students may also demonstrate and apply lesson instruction through role-playing scenes and role modeling.

Because employability skills are a subset of social skills and are complex by nature, learning these skills requires many opportunities for practice, demonstration, and discussion. The overall goal of Workforce Development is to develop conceptual understanding, work vocabulary, and identify specific behaviors to practice (or to avoid) in the long-term development of soft skills. It is impossible to master soft skills in the scope of a single class or course. These skills require ongoing, consistent practice in students' personal lives, in order to maintain high performance. Therefore, self-development planning and highly personalized feedback is of utmost importance to students' long-term success in soft skills performance.

Placement and Prescription in the Workforce Development System

Pace Learning Systems utilizes small student successes in order to help students and programs achieve great successes. Failure in learning activities tends to create more failure. In the same way, success breeds success, and over time, individuals can develop a cycle of success in learning activities. This is the principle behind our motto: Nothing Teaches Like Success®.

Students who experience success and see their progress tend to achieve learning goals more quickly, because they have the necessary motivation. They expect to succeed, so their success comes more easily. For this reason, student placement is crucial to maximizing student success and learning, while minimizing time spent achieving learning goals, whether students are learning to read and write or preparing for high school equivalency testing.

For students to have the success they need to progress at their optimal pace, any instruction or supplemental instructional materials they receive must work with their current competency levels. A learning and teaching approach that individualizes instruction and carefully places students in order to ensure immediate success can have a dramatically positive effect on student and program achievement.

The Workforce Development System is self-instructional in nature and requires an independent reading level of 5.0 or higher in order to ensure successful learning. To assist low-level readers, terms beyond the 5th grade vocabulary level are phonetically respelled and defined in the Lesson Glossary, according to how the words are used in the lesson.

Placement in the system begins with the Pretest, either for Getting a Job (300s) or Keeping a Job (400s). You may decide to place students into the Keeping a Job (400s) standard only. Students placed only into Keeping a Job (400s) should have knowledge of pre-employment skills or an alternative course of study for pre-employment skills including prospecting for jobs, career planning, resume building, networking, job application processes, interview skills, and managing job searches over time.

The Instructor's Role in Administering a Pace Learning System

Your objective in using this system is to help your students achieve significant improvements in their pre-employment and work-maturity skills. It is important to notice and acknowledge the students' progress, being sure they are aware of the improvements they have made every step of the way. Students respond to encouragement and positive statements about their performance; they are motivated to learn by your attention and interest. In addition to your role as Instructor, you fulfill other roles such as motivator, counselor, positive reinforcer, Learning Manager, and mentor. What you say to your students carries considerable weight. Your reassurance and encouragement are vital to your students' success.

The self-instructional, tutorial design of the lessons allows Instructors to see themselves as Learning Managers rather than as didactic teachers. The focus is on proper diagnosis and assignment, efficient classroom management, and observation of learning behavior and the learning environment. This focus frees up the Instructor to monitor, motivate students, provide feedback, and make adjustments. It also allows the Instructor to guide individual students who need help, when and where help is needed most.

As a Learning Manager, you are responsible for the efficiency of your classroom as well as the results of instruction. The Workforce Development System is well organized to promote classroom efficiency, and it embodies sound learning theories and practices. A Pace Learning system also employs a systems approach to teaching. Students may enter the program at any time, receive instruction to achieve specific objectives, then exit when they have met those objectives. Instruction is designed and sequenced so that skills and knowledge can be developed, practiced, and mastered quickly and consistently.

In addition, program accountability features allow Instructors to examine problems systematically so that they can adjust instruction or implement remediation plans. This system also offers an evaluation checklist, which you can use to make such observations and adjustments. See Appendix H to review the Evaluation of a Pace Learning Lab checklist. This checklist can help you recognize and inventory positive characteristics of the learning environment, as well as positive behaviors of the Learning Manager and students.

In order to be a more effective Learning Manager, you will want to read this Instructor's Guide thoroughly and familiarize yourself with all of the components of the Workforce Development System. This will enable you to assess your students' needs accurately, maintain efficiency and productivity in your program, and provide students with a high level of instructional assistance as they progress through the system.

First Steps Using the Workforce Development System

Before implementing the Workforce Development System in your program, there are a few steps to take to help you get started. First, use the Component List in Appendix E to check your materials. The Component List separates items into management materials and lessons. Review the management materials and store them appropriately. Tests and Answer Keys should be secured in an easily accessible location for the Instructor. Contact us at (800) 826-7223 if you have questions or need assistance when checking your materials against the Component List.

Next, take time to review this Instructor's Guide and familiarize yourself with the system's processes. This will enable you to gain insight and confidence in implementing your program. Finally, use the section of this Instructor's Guide entitled The Five Steps, located on page 10, to review each step of the Workforce Development System.

We hope that this guide and the Workforce Development System will be valuable resources to you in reducing your training time and costs, as well as increasing the effectiveness of your program.

Find Out More

Visit us online at **pacelearning.com** to:

- Get answers to your questions regarding the implementation and use of a Pace learning system
- Reorder instructional materials
- Receive information about other Pace Learning Systems products
- Find valuable teaching tips for your classroom
- Sign up for our professional development webinars

Features of the System

- **Individualized**

  The student's individual education plan is called a Study Schedule. It is developed from the diagnosis of each student's strengths and needs before instruction begins. Students work on only the competencies or skills that they have not yet mastered.

- **Mastery-Based**

  This mastery-based system consists of learning objectives that define the intended results of instruction. Student progress is measured by Mastery Tests given at the end of each lesson. Therefore, Instructors and programs can be evaluated based on student progress and student achievement over time.

- **Self-Paced, Self-Instructional**

  Students learn independently and at their own rate of learning. Most students progress rapidly, since they are not hindered by difficult text or by other students. Because the lessons are self-instructional, the Instructor has more time to interact with individual students or small groups of students as needed.

- **Programmed**

  Instructional materials are presented in a programmed instruction format. Subject matter is presented in small steps, called Frames, using simple language that the student can understand and master. Lessons require active, constructed responses, which are given immediate feedback. This assists the student and Instructor in quickly identifying and overcoming learning breakdowns.

- **Flexible**

  This program is designed to be flexible in meeting the requirements of the students and the Instructor. Not all educational programs are the same; likewise, each student has his or her own individual learning style. Lessons may be followed sequentially or may be explored in other ways appropriate to a particular program or student population. For example, you may choose to apply an integrated approach to your instruction in order for your students to make connections between ideas and concepts across multiple subject areas. Additionally, Instructors are encouraged to include additional materials and activities as part of the instructional program.

- **Interactive**

  Students are actively and continuously involved in the learning process. They interact directly with the material by writing their responses to teaching frames and by completing other lesson-related activities, such as lesson worksheets.

- **Reinforcing**

  Students receive constant, positive feedback in the lessons by self-checking their work after each page. This immediate feedback continuously reinforces their understanding of the concepts and skills taught.

- **Motivating**

  Because the instructional material is written, organized, and sequenced carefully, students can master it easily. They will succeed and recognize their accomplishments through consistent accuracy of their written responses, through the Practice Test at the end of the lesson, and through the end-of-lesson Mastery Tests. Often, students start scoring 90% and 100% for the first time in the history of their learning careers. Successful learning experiences enhance students' self-confidence and help in motivating students. After successfully completing the Workforce Development System, students receive a Certificate of Achievement for their accomplishments.

- **Accountable**

  The information detailed on a student's Study Schedule provides the means for monitoring and documenting a student's progress and performance. This form is used to the record times and dates students work on lessons and worksheets, completion dates, and test scores. Mastery Tests evaluate a student's mastery of each lesson, and Posttests measure competencies gained over the course of the program. The Evaluation of a Pace Learning Lab, found in Appendix H of this guide, assists in making an assessment of the Learning Manager, the students, and the learning environment.

Pace Learning Systems' Approach to Instruction

With a Pace learning system, students work on only what they need and at their own functional levels and individual rates of learning. The structure of the program encourages students to become self-directed and take responsibility for their learning. With a Pace system, the teacher is a facilitator who coaches and mentors students through the process and who consistently reinforces their progress and success.

One of the first steps in using this system is to assess the strengths and weaknesses of each student. The next step is to develop a plan to meet the particular needs of each student with a personalized plan of instruction, or prescription. Students learn concepts and skills in small, manageable steps. Through frequent feedback and reinforcement during this process, students experience success at every step. The commitment of Pace Learning Systems is to provide "fail-safe" learning for all students.

What characteristics make up effective individualized instruction? First, it must have well-designed instructional materials. Second, it must be delivered to the students in a format that allows a student to be successful through every stage. A Pace learning system has both of these components: lessons which feature instructionally sound principles of programmed learning, along with our unique delivery method called a "systems approach to learning" and the "systems approach" to instructional delivery.

Principles of Instruction Basic to Pace Learning Systems

Educational research indicates that most students who experience early and consistent success in learning continue to succeed. Research also shows that students who experience consistent failure in learning continue to fail and may give up on learning altogether. Successful learning experiences, not experiences ending in failure, enable students to reach skill mastery. Pace learning systems are designed to provide students with successful learning experiences.

The unique format employed in a Pace learning lesson is referred to as "programmed instruction." The resulting interaction between student and instructional program is referred to as "programmed learning."

Programmed instruction is designed with small, manageable steps called Frames. There is never too much text on a page; the content is easy to approach and doesn't overwhelm the student. This "framing" of instruction promotes an even, consistent progression.

By working through instruction that is carefully constructed, or programmed, students can acquire and master new skills and knowledge with few errors. Throughout the instruction, students experience success rather than failure. Students learn efficiently as they work through a series of small, manageable learning tasks.

There are five basic principles of learning found in Pace Learning Systems' programmed instructional lessons. These principles are:

1. Small Steps
2. Active Responding
3. Immediate Feedback
4. Self-Paced Instruction
5. Validation Data

Small Steps

Unlike students in a traditional classroom – who are expected to digest an entire chapter of material covering numerous skills, sub-skills, and concepts all at once – students learning with a Pace learning system read and interact with small, "bite-sized" portions of instructional material. A Pace lesson focuses on a specific competency or set of related skills. Lessons are presented in small segments of instruction called Frames. Students proceed through each lesson, interacting with the content taught frame by frame.

Active Responding

When students respond while learning, they learn more quickly and are able to retain concepts and skills longer. Pace tutorials require active, constructed responses throughout the lesson. In all of the Pace learning system lessons, a variety of interactions are present to ensure active responding. Active, constructed responses keep students involved with the material they are learning.

Immediate Feedback

This principle is key to the success of a programmed lesson. The secret is that feedback (either corrective or reinforcing) is immediate; it is not too far removed from the student's constructed response. Students learn best when they can check their answers immediately after responding. This feedback is important because it confirms that the student is on the right track for learning. Feedback in the lesson is constant and positive. Frequent feedback, practice opportunities, and instructional reinforcement of key concepts help students to become fluent in their skills.

We have found that feedback should be built in at all possible points in an instructional program or learning activity – embedded within tutorial material (constructed response, immediate feedback within the lesson), at the competency level (short term, skill mastery/fluency with Practice and Mastery Tests), and at the course level (long-term learning goal with the Posttest). At all times, students see and feel their progress, and they understand how their learning activities apply to their greater learning goals.

Self-Paced Instruction

Students have their own rate of learning. Students will proceed more rapidly or more slowly than others. If the pace of instruction is too fast or too slow for students, they may not learn as well as they can when they work at their own optimal rate of learning. With Pace learning systems, students can work at their own pace, even as that pace changes by day, time of day, or content topic.

Validation Data

Finally, as students work through lessons, they generate performance data for evaluating and validating learning. If the data show that students are not successfully meeting the objectives of a lesson, Instructors can explore the reasons for the students' failure. Some factors affecting performance may be a student's functional reading level, classroom management procedures, or inaccurate testing and prescribing.

In keeping data on a student's performance through the lessons, the Instructor can validate whether the student is making progress. The results of the Practice Test and Mastery Test at the end of a lesson determine whether students have mastered the skills and concepts taught in a lesson.

A Systems Approach to Teaching

A Pace learning system is unique in its instruction and in its method of delivery. Both the method of instruction and the method of delivery contribute to success in individualizing instruction. A Pace learning system utilizes programmed instruction, but the framework by which the instruction is provided is called a "Systems Approach" to teaching.

Certain characteristics come to mind when we describe familiar systems such as transportation systems or computer systems. One definition of a system is "an organized process by which parts work together to achieve a plan, goal, or an objective." Additionally, effective systems of any type include assessment, management, and evaluation. Pace Learning Systems applies these characteristics of a system to the processes of teaching and learning.

The Five Steps

The five steps in operating a Pace learning system are as follows:

Step 1: Orientation
Step 2: Diagnosis
Step 3: Prescription
Step 4: Instructional Management
Step 5: Evaluation

Step 1: Orientation

Orientation is an important first step in a systems approach to teaching. With this step, you promote the students' enthusiasm for and commitment to the program. You help students to define their educational goals and establish a positive working relationship with students. In addition, you familiarize students with your program's goals and inform students of program policies and procedures that lay the foundation for classroom management. During orientation, you gather information from students, have them complete necessary paperwork, and prepare them for Step 2: Diagnosis.

The following is an outline that may assist you in preparing for your students' orientation:

I. Your Program

   Consistently, Pace learning systems produce the results for which they were designed. You should plan, implement, and operate an efficient program. This requires actively establishing program objectives, policies, and procedures that ensure the success of the students and, in turn, the success of the program.

   A. Establish rapport with students and enlist their enthusiasm (ongoing).
   B. Explain your program objectives.
   C. Complete personal and program data forms.
   D. Help define individual student objectives (ongoing).

II. Instructional Setting

   A. Explain how a Pace learning system works.
   B. Identify student and Learning Manager responsibilities.
   C. Post and review class rules and procedures.
   D. Give an overview, rationale, and directions for pre-instructional assessment.
      1. Objective pretest

2. Subjective assessment
    a. Getting a Job (300s) only
        i. Completion of Entry Questionnaire
        ii. Submission of resume
        iii. Completion of job application
        iv. Interview
    b. Keeping a Job (400s) only
        i. Completion of Entry Questionnaire
        ii. Other assessment tools you choose to add
        iii. Interview
    c. Both Getting a Job (300s) and Keeping a Job (400s)
        i. Entry Questionnaires for 300s and 400s
        ii. Submission of resume
        iii. Completion of job application
        iv. Interview

Early efforts to build enthusiasm and commitment will pay off consistently. “Sell” the program with genuine enthusiasm. How you describe this program to a new student is of key importance. You should present the program as the student’s resource – a resource designed to help them teach themselves the skills they need to learn, grow, and achieve learning goals.

Below is an example of an orientation script you may use to assist in the orientation of your students to the Pace program. Please note, it is important that you tailor the following script for use in your particular program – your orientation should not seem scripted to the student. You should not read from this script during orientation. Instead, present the orientation with genuine enthusiasm for students’ opportunity in this class and the system they will be using to learn.

> “Good morning, my name is (Ms., Mr., Mrs.) _____, and over the next few days I'm going to help you get started in a new program that will teach you skills you will need to become an get and keep a job. Everyone has a set of skills they can work on to improve or new things they can learn. The goal of this class is to learn new things, or review and master skills you have used before. When you have completed this program, you will know how to effectively search for jobs and gain employment. You will also know how to demonstrate your value to your employer in order to keep your job or advance in your job.

The program that will be part of your training here is called a Pace learning system (p-a-c-e), and it is going to work for you because it is specifically designed for you and your fellow students. The program is called “Pace” because you are given the opportunity to work at your own pace. Students who are allowed to work as slow or as fast as needed to suit their learning needs are more likely to learn effectively.

While this program teaches certain skills you will need moving forward, it also teaches you to learn independently and take responsibility for your own learning. The program is not designed to “test” you. It is designed to direct you quickly to the skills you need improve, and to help you effectively teach yourself those skills.

I'm confident that you will succeed.

What a Pace learning system offers you is unique. There are a few ways this program is different from traditional classes, and they are important to review. The first difference is me, your teacher. I will not usually stand in front of you teaching chapters from a textbook, lecturing, and writing on the board. My main role is to be your guide as you learn independently, and to help you manage your learning activities. I will always give you help when you need it, give you guidance and encouragement like a coach, and manage the classroom and resources. If there is a concept or skill you do not understand, I will work hard to help you understand it. It is important for you to ask for help when you need it. While you should never hesitate to ask for assistance, you should also actively work to understand problems you encounter. You should always do your absolute best.

You will be responsible for working through assignments independently, and at a speed or pace that is most comfortable for you. There won't be any pressure to "keep up" with the group. Alternatively, there won’t be any delay waiting for classmates to keep up with you. You can move successfully through your own program, at your own best rate of learning. You should work hard to improve your rate of learning and you should be consistent in your efforts. I will assist you in reviewing your work and finding ways to improve.

This class is oriented to the individual. While we may work in groups, discuss certain things, and work together at times, group comparisons won't usually be made. Each of you has knowledge and interests that are yours alone. Each of you also has your own life, decisions, and consequences. Therefore, while you are all in this class to learn the same general skills, you probably have different long-term learning goals that relate to who you are as an individual. It is important that you are given an opportunity to take control of your own learning and gain more control of your own future, within the class procedures and rules. The goal is for you to work independently as much as possible – this way, you will be more likely to successfully use what you have learned in other activities.

Each of you will have a personalized plan called a Study Schedule. On the Study Schedule will be the names of lessons you will work through to learn the skills you

need. You may also have opportunities to skip lessons that teach skills you've already mastered. We will work together to record your progress on your Study Schedule. This tool will help us keep track of what you are learning and how quickly and effectively you are progressing.

Again, you won't be using a standard textbook. The lessons you will work through are designed to guarantee you succeed if you use them as directed. Knowledge and skills are taught in a series of small steps, leading you from simple to more complex tasks. It's like learning to ride a bike: you shouldn't jump on the first time and pedal five miles through mountainous terrain. It's a lot easier to learn quickly if you manage and master a small step at a time.

This is why instruction in lessons for this class is broken down into small, numbered parts called "frames." While you are working through a lesson, you will be continuously informed about your progress through a work process called "Read, Write, Check." With self-pacing and self-checking as directed, minutes won't pass without your knowing whether you are on the right track for learning. This makes learning easy, fast, and enjoyable.

You will be given tests along the way to help us both gauge your progress. While these tests are graded for correct or incorrect answers, you cannot "fail" them. They are designed to help us both adjust your learning process so you can learn more quickly and effectively. During these tests, you will have as much time as you need, because accuracy will be very important. The results will be used to determine or adjust your course of study. On an ongoing basis, we will map out your plan of study and establish what skills you need to learn.

I would like for each of you to make a commitment to this program, just as I am making a commitment to help you in your learning and skills development. I ask you to apply yourself to this program in four ways. Let's look at the word "pace" – spell it out, "p-a-c-e." Each letter represents an action I will personally commit to. I would like you to think about each letter and what it represents, and make this commitment as well. If you do this, you will get the most you can out of the time you spend in this class.

P = Participation. Each of you has already shown some commitment today by being here and completing the program requirements. You must regularly attend class. Participation also involves following the directions carefully for working through the lessons, following class rules and procedures, and making sure to ask for help when you need it. Finally, participation means thoughtfully contributing to class discussions when asked.

A = Attitude. You must commit to a positive attitude. You're doing that right now by listening respectfully to me as I talk, without being disruptive. Showing respect for others, property, yourself, and your work demonstrates a positive, productive attitude. Having a willingness to try something new and believing you can learn

and succeed will help you get where you want to go. A consistently positive attitude will improve your outcomes dramatically in anything you do.

C = Cooperation. This class requires that you cooperate with your teacher and class members. To have the privilege of working in this class, you must demonstrate both responsibility and maturity through cooperation. Cooperation also means using the materials as directed. Using the materials in any way other than how I demonstrate will slow your progress.

Finally,

E = Effort. Do your absolute best. Stay on task and work quickly and quietly, and you will achieve and succeed in this course. As an Instructor in this program, I am here to assist you each step along the way. My goal is for you to learn successfully on an independent basis as much as possible. This will give you the confidence you will need to advance your education and continue to learn beyond this program. When you don't understand something or can't work through a problem, raise your hand and I'll help you. Your success will come naturally if you are able to listen well, work hard, and be consistent."

Step 2: Diagnosis

You may choose from three options for assessing your students' skills at the beginning of the program:

- Objective Assessment: The Pretest
- Subjective Assessment: The Entry Rating Sheet
- Combining Objective and Subjective Assessment Methods

There are separate objective and subjective assessment tools for Getting a Job (300s) and Keeping a Job (400s) in the Workforce Development (WFD) system.

Objective Assessment: Diagnosing Using the Pretest

The Pretest is a criterion-referenced, multiple-choice test that helps to determine the student's mastery of skills taught in the lessons of the system. The pretest for Getting a Job (300s) consists of 37 items. The pretest for Keeping a Job (400s) consists of 33 items.

NOTE: Workforce Development pretests and posttests are interchangeable.

Before administering the Pretest, encourage students to do their best so that the results of the Pretest will be accurate and will indicate the instruction that they truly need. You should stress the importance of reading each test item carefully before marking an answer. Students should not go through the test marking answers randomly.

To administer the Pretest,

1. Give students a copy of the Pretest and a Pretest/Posttest Answer Sheet. Instruct students not to begin until you direct them. Ask students to place a check in the appropriate space for Pretest or Posttest in the top, right-hand corner of the Answer Sheet.

2. Also, instruct students to write on the Answer Sheet only. They should not write on the test itself.

3. Tell students to fill in the space on the answer sheet that corresponds with the answer they choose for each test item.

4. Instruct students that they should not guess if they do not know an answer after carefully considering the answer choices. Tell them to put an X through the number of a question they do not answer on their answer sheets, and go on to the next question.

When students finish the Pretest, you should score it using the Pretest Answer Key. You will use the test results of the Pretest to help you develop each student's Study Schedule, the student's individual training plan.

To Instructors using Getting a Job (300s) only:
You should allow approximately 45 minutes for students to complete the Pretest.

To Instructors using Keeping a Job (400s) only:
You should allow approximately 40 minutes for students to complete the Pretest.

To Instructors using both Getting a Job (300s) and Keeping a Job (400s):
If you administer all 70 pretest items to your students, you should allow approximately 85 minutes for students to complete them. You may choose to administer the Getting a Job Pretest and the Keeping a Job Pretest at separate times.

Subjective Assessment: Diagnosing Using the Entry Rating Sheet

The Entry Rating Sheet is a document that assists you in compiling information from the student's completion of:

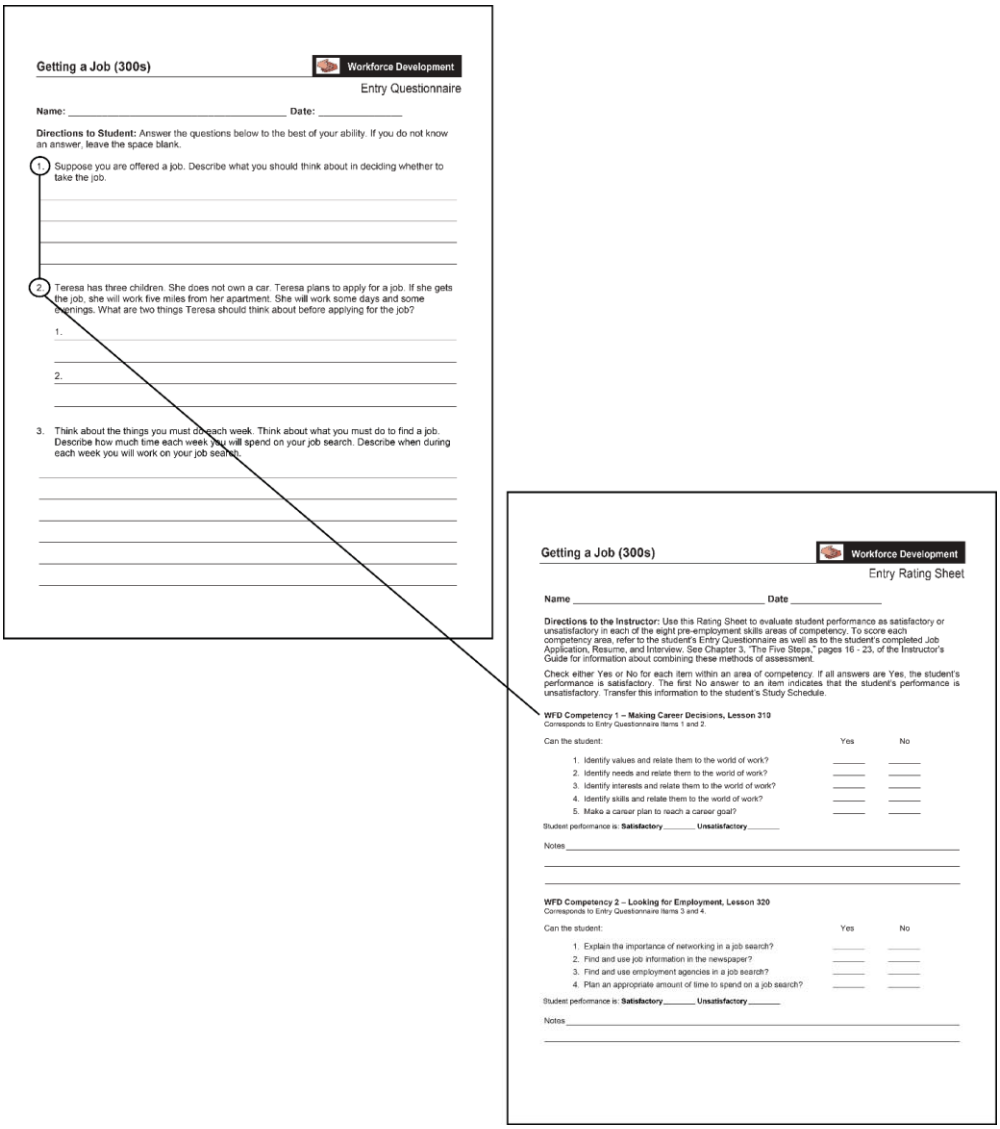
- The Entry Questionnaire
- The sample job application
- His or her resume
- An initial interview or mock job interview

The information provided on the completed Entry Rating Sheet can give you insights into student needs that may not be evident from the results of the multiple-choice

Pretest. This method of assessment takes more time than administering the Pretest because it requires planning, interviewing, and evaluating time. However, the Entry Rating Sheet is a valuable diagnostic tool, and we recommend its use. Copies of the Entry Rating Sheets are in Appendix A of the Instructor's Guide.

Entry Questionnaire

The Entry Questionnaire poses two questions that relate to each competency listed on the Entry Rating Sheet. The Questionnaire requires that students respond to open-ended questions in writing; consequently, the answers students give will vary widely depending upon their experience, writing skills, and the specificity with which they answer the questions. The Questionnaire is one of several subjective assessment tools and is intended primarily as a starting point for planning your strategy with each student.



Getting a Job (300s) Workforce Development

Entry Questionnaire

Name: _____ Date: _____

Directions to Student: Answer the questions below to the best of your ability. If you do not know an answer, leave the space blank.

1. Suppose you are offered a job. Describe what you should think about in deciding whether to take the job.

2. Teresa has three children. She does not own a car. Teresa plans to apply for a job. If she gets the job, she will work five miles from her apartment. She will work some days and some evenings. What are two things Teresa should think about before applying for the job?

   1. _____

   2. _____

3. Think about the things you must do each week. Think about what you must do to find a job. Describe how much time each week you will spend on your job search. Describe when during each week you will work on your job search.

Getting a Job (300s) Workforce Development

Entry Rating Sheet

Name _____ Date _____

Directions to the Instructor: Use this Rating Sheet to evaluate student performance as satisfactory or unsatisfactory in each of the eight pre-employment skills areas of competency. To score each competency area, refer to the student's Entry Questionnaire as well as to the student's completed Job Application, Resume, and Interview. See Chapter 3, "The Five Steps," pages 16 - 23, of the Instructor's Guide for information about combining these methods of assessment.

Check either Yes or No for each item within an area of competency. If all answers are Yes, the student's performance is satisfactory. The first No answer to an item indicates that the student's performance is unsatisfactory. Transfer this information to the student's Study Schedule.

WFD Competency 1 – Making Career Decisions, Lesson 310
Corresponds to Entry Questionnaire items 1 and 2.

Can the student:	Yes	No
1. Identify values and relate them to the world of work?	_____	_____
2. Identify needs and relate them to the world of work?	_____	_____
3. Identify interests and relate them to the world of work?	_____	_____
4. Identify skills and relate them to the world of work?	_____	_____
5. Make a career plan to reach a career goal?	_____	_____

Student performance is: **Satisfactory**_____ **Unsatisfactory**_____

Notes _____

WFD Competency 2 – Looking for Employment, Lesson 320
Corresponds to Entry Questionnaire items 3 and 4.

Can the student:	Yes	No
1. Explain the importance of networking in a job search?	_____	_____
2. Find and use job information in the newspaper?	_____	_____
3. Find and use employment agencies in a job search?	_____	_____
4. Plan an appropriate amount of time to spend on a job search?	_____	_____

Student performance is: **Satisfactory**_____ **Unsatisfactory**_____

Notes _____

Copies of the Entry Questionnaires and Entry Questionnaire Answer Keys are in Appendix B of the Instructor's Guide. Students' answers on Entry Questionnaires will vary; however, the Answer Keys provide sample answers that may be helpful to you when deciding how to assess students' answers.

Sample Job Application

A copy of the Sample Job Application is in Appendix C of the Instructor's Guide. It is the same application used in Lesson 350, *Completing a Job Application.*

NOTE: You will not use the Sample Job Application for diagnosis if you are using only Keeping a Job (400s) for instruction.

Initial Interview

To Instructors using Getting a Job (300s) only:

During the initial interview, discuss with students their answers to the Entry Questionnaire. Elicit comments from the student regarding the completed job application and the student's resume. Observe the student's behavior during the interview. Use the student's responses and your observations of behavior to record information on the Entry Rating Sheet.

You may also wish to use the initial interview as an opportunity to orient the student to your program guidelines and objectives, to encourage the student's commitment to and enthusiasm for your program, and to schedule a mock interview. You may choose to conduct an initial interview in addition to or in place of a mock job interview.

To Instructors using Keeping a Job (400s) only:

During the initial interview, discuss with students their answers to the Entry Questionnaire. Elicit comments from the student regarding the characteristics of a strong work ethic and behavior that is appropriate at work. Also, discuss any other records or documents you have chosen to use for assessment. Observe the student's behavior during the interview. Use the student's responses and your observations of his behavior to record information on the Entry Rating Sheet.

You may also wish to use the initial interview as an opportunity to orient the student to your program guidelines and objectives and to encourage the student's commitment to and enthusiasm for your program.

To Instructors using both Getting a Job (300s) and Keeping a Job (400s):

During the initial interview, discuss with students their answers to the Entry Questionnaires. Elicit comments from the student regarding the completed job application and the student's resume. Elicit comments from the student regarding the

characteristics of a strong work ethic and behavior that is appropriate at work. Also, discuss any other records or documents you have chosen to use for assessment. Observe the student's behavior during the interview. Use the student's responses and your observations of behavior to record information on the Entry Rating Sheets.

As with the administration of the Pretest and the completion of the diagnostic documents, you may wish to break the interview into two parts.

You may also wish to use the initial interview as an opportunity to orient the student to your program guidelines and objectives, to encourage the student's commitment to and enthusiasm for your program, and to schedule a mock interview. You may choose to conduct an initial interview in addition to or in place of a mock job interview.

Mock Job Interview

To Instructors using Getting a Job (300s) only:

To assess students' current pre-employment skills, you should conduct a mock job interview in the context of a realistic scenario. You may choose to conduct a mock job interview in addition to or in place of an initial interview. In any case, the student's resume, completed job application, and completed Entry Questionnaire will be helpful to you during the interview. You should also have the Entry Rating Sheet on hand.

While conducting the mock interview, make note of the student's:

- Appearance
- Punctuality
- Communication skills
- Attitude and behavior

Based upon the student's performance in the interview, complete the items on the Entry Rating Sheet.

NOTE: You may wish to record students' interviews and file their resumes, job applications, and Entry Questionnaires. For their end-of-system evaluation, students may go through another interview, submit a second resume, fill out another job application, and complete again the Entry Questionnaire. By comparing the data from their assessment at the beginning of your program with the end-of-system evaluation, you will be better able to document accurately the progress students make.

To Instructors using Keeping a Job (400s) only:

The mock job interview is not intended for use to diagnose for Keeping a Job; however, an initial interview is appropriate.

To Instructors using both Getting a Job (300s) and Keeping a Job (400s):

To assess students' current pre-employment and work maturity skills, you should conduct a mock job interview in the context of a realistic scenario. You may choose to conduct a mock job interview in addition to or in place of an initial interview. In any case, the student's resume, completed job application, completed Entry Questionnaires, and other records or documents you choose to use will be helpful to you during the interview. You should also have the Entry Rating Sheet on hand.

While conducting the mock interview, make note of the student's:

- Appearance
- Punctuality
- Communication skills
- Attitude and behavior
- Posture and eye contact

Use the items listed for each of the competencies on both Entry Rating sheets, reviewing the student's responses on both Entry Questionnaires to aid you. Tailor your questions to gather information about the student's pre-employment and work maturity skills. Based on the student's performance in the interview, complete the items on each Entry Rating Sheet.

NOTE: You may wish to record students' interviews and file their resumes, job applications, and Entry Questionnaires. For their end-of-system evaluation, students may go through another interview, submit a second resume, fill out another job application, and complete again the Entry Questionnaires and other records or documents. By comparing the data from their assessment at the beginning of your program with the end-of-system evaluation, you will be better able to document accurately the progress students make.

Staged Interview

To Instructors using Getting a Job (300s) only:

As an alternative to the mock job interview, you may have students view a “staged" interview and respond to it in addition to submitting a resume, completing a job application, and responding to an Entry Questionnaire. An example of a role-play script, “An Interview Role-play Script," is presented in Appendix D.

The data about students gathered from a staged interview will be quantitatively and qualitatively less informative than the data you gather from a mock job interview. It is for this reason that the mock interview is the recommended assessment tool.

Diagnosing Using the Entry Rating Sheet

Because the Entry Rating Sheet is a subjective assessment tool, you must decide how you will complete it and what data you will use. You may wish to follow these guidelines:

To Instructors using Getting a Job (300s) only:

1. Familiarize yourself with the questions on the Entry Rating Sheet and Entry Questionnaire. Also, be familiar with the content of the lessons. This will help you to assess more accurately your students' instructional needs. You will be better able to complete the Entry Rating Sheet accurately and completely.

2. Prepare a folder for each student to hold all diagnostic documents that you will use, including the Entry Questionnaire, sample job application, student's resume, and Entry Rating Sheet.

3. Have the student respond to the Entry Questionnaire as completely as possible. Instruct students to try to answer all questions to the best of their ability. Students may not be able to answer all of the questions, which is acceptable. Unanswered questions identify areas in which the student needs instruction.

4. Have the student complete the Sample Job Application as if they are applying for a real job.

NOTE: You should allow approximately 45 minutes for the student to complete the Entry Questionnaire and the job application, though some students may require more time. When the student finishes these forms, file them where they will be available to you when you conduct an interview.

5. Obtain a copy of the student's resume.

6. Use the student's completed Entry Questionnaire, completed job application, and resume to respond to as many items as possible on the Entry Rating Sheet. If you respond No to one item in a particular competency, the student's performance for that competency is automatically unsatisfactory. (See the directions for the Entry Rating Sheet.) It is not necessary to address the competency in the student's interview.

7. Conduct an interview with the student. Based on the student's behavior and conversation during the interview, respond to the items in each of the remaining competencies on the Entry Rating Sheet. When you respond No to an item, you may mark the student's performance as unsatisfactory and move on to the next competency. The Entry Rating Sheet has space for notes you may wish to make regarding the student's performance in each competency.

To Instructors using Keeping a Job (400s) only:

1. Familiarize yourself with the questions on the Entry Rating Sheets and Entry Questionnaires. Also, be familiar with the content of the lessons. This will help you to assess more accurately your students' instructional needs. You will be better able to complete the Entry Rating Sheet accurately and completely.

2. Prepare a folder for each student to hold all diagnostic documents that you will use, including the Entry Questionnaire and Entry Rating Sheet. Depending on your student population and your program, you may have access to information about students' work maturity skills; you may observe students' work maturity skills in a training situation. You may choose to use the data you gather from various sources as part of student assessment for Keeping a Job (400s).

3. Have the students respond to the Entry Questionnaire as completely as possible. Instruct students to answer the questions to the best of their ability. Students may not be able to answer all of the questions, which is acceptable. Unanswered questions identify areas in which the student needs instruction.

NOTE: You should allow approximately 35 minutes for the student to complete the Entry Questionnaire, though some students may require more time. When the student finishes the questionnaire, file it where it will be available to you when you conduct an interview.

4. Use the student's completed Entry Questionnaire and other records or documents you are using to respond to as many items as possible on the Entry Rating Sheet. If you respond No to one item in a particular competency, the student's performance for that competency is automatically unsatisfactory. (See the directions for the Entry Rating Sheet.) There is no need to address the competency in the student's interview.

5. Conduct an initial interview with the student. Based upon the student's behavior and conversation during the interview, respond to the items in each of the remaining competencies on the Entry Rating Sheet. When you respond No to an item, you may mark the student's performance as unsatisfactory and move on to the next competency. The Entry Rating Sheet has space for notes you may wish to make regarding the student's performance in each competency.

Because the student's response to the Entry Questionnaire alone gives you limited, although valuable, information about the student’s work maturity skills, we recommend that you combine objective and subjective methods of assessment for Keeping a Job (400s) rather than using the subjective assessment alone.

To Instructors using both Getting a Job (300s) and Keeping a Job (400s):

1. Familiarize yourself with the questions on the Entry Rating Sheets and Entry Questionnaires. Also, be familiar with the content of the lessons. This will help you to assess more accurately your students' instructional needs. You will be better able to complete the Entry Rating Sheets for each part of the Workforce Development System accurately and completely.

2. Prepare a folder for each student to hold all diagnostic documents that you will use, including the Entry Questionnaires (300s and 400s), sample job application, student's resume, and Entry Rating Sheets (300s and 400s).

3. Have the student respond to the Entry Questionnaires as completely as possible. Instruct students to answer the questions to the best of their ability. Students may not be able to answer all of the questions, which is acceptable. Unanswered questions identify areas in which the student needs instruction.

4. Have the student complete the sample job application as if they are applying for a real job.

NOTE: You should allow approximately 45 minutes for the student to complete the Getting a Job Entry Questionnaire and the job application, though some students may require more time. You should allow approximately 35 minutes for the student to complete the Keeping a Job Entry Questionnaire, though some students may require more time. You may wish to have the student complete the Getting a Job questionnaire and application at one time and the Keeping a Job questionnaire at a later time. When the student finishes these forms, file them where they will be available to you when you conduct an interview.

5. Obtain a copy of the student's resume.

6. Use the student's completed Entry Questionnaires, completed job application, resume, and any other records or documents you use to respond to as many items as possible on the Entry Rating Sheet. If you respond No to one item in a particular competency, the student's performance for that competency is automatically unsatisfactory. (See directions on the Entry Rating Sheet.) There is no need for you to address the competency in the student's interview.

7. Conduct an interview with the student. Based upon the student's behavior and conversation during the interview, respond to the items in each of the remaining competencies. When you respond No to an item, you may mark the student's performance as unsatisfactory and move on to the next competency. The Entry Rating Sheet has space for notes you may wish to make regarding the student's performance in each competency.

If you use all or part of the Entry Rating Sheet as a diagnostic assessment, you should also use it as part of your end-of-system evaluation after students have completed their instructional prescriptions.

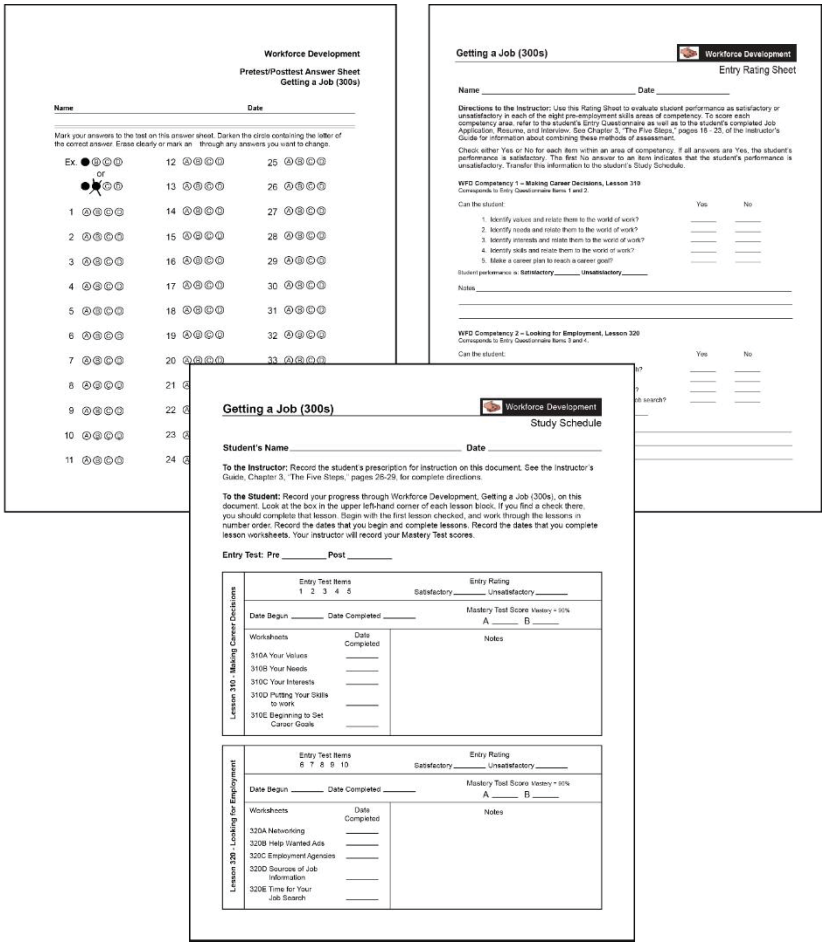
Combining Objective and Subjective Assessment Methods

Our recommendation is to use the results of the Workforce Development Pretest(s) along with the completed Entry Rating Sheet(s) for diagnosing students' employability needs. By combining objective and subjective assessment methods, you can develop a more accurate and comprehensive prescription for each of your students.

Step 3: Prescription

After you have completed the diagnostic tasks, you are ready to begin the prescribing process. You should have before you each student's:

- Scored Pretest Answer Sheet
- Completed Entry Rating Sheet (if using subjective assessment or combining assessment methods)
- Study Schedule



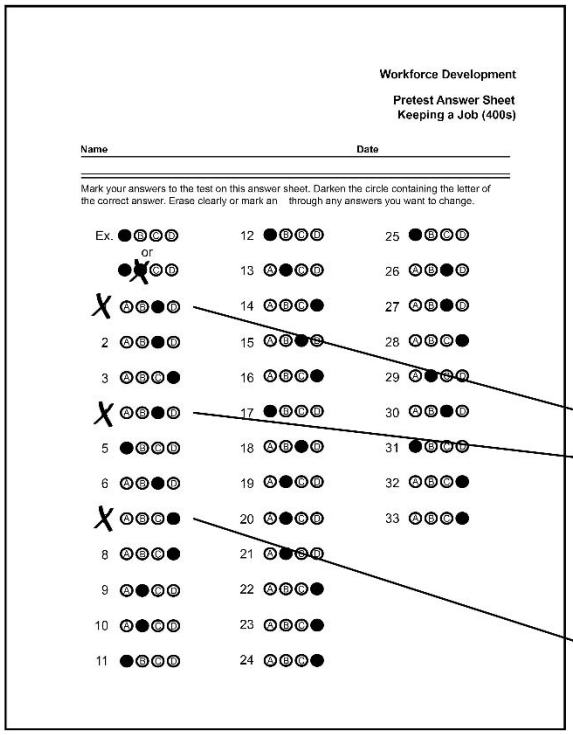
Objective Assessment: Prescribing Using the Pretest

To determine which lessons each student should be assigned, follow these steps:

1. For each item on the Pretest(s) that the student answered incorrectly or not at all, locate and circle the corresponding number on his or her Study Schedule(s). Pretest item numbers are located on the Study Schedule under the heading Entry Test Items in each lesson block.

2. If you circle one or more of the items listed under the Entry Test Items heading for a particular lesson, check the box in the upper left-hand corner of the block for that lesson as shown below. This lesson becomes part of the student's instructional prescription.

NOTE: For students working through Getting a Job (300s), you should check Lesson 310, Making Career Decisions; Lesson 320, Looking for Employment; and Lesson 330, Preparing Your Resume. We recommend that these lessons be part of every student's prescription for instruction, regardless of the results of his or her initial assessment.



Workforce Development

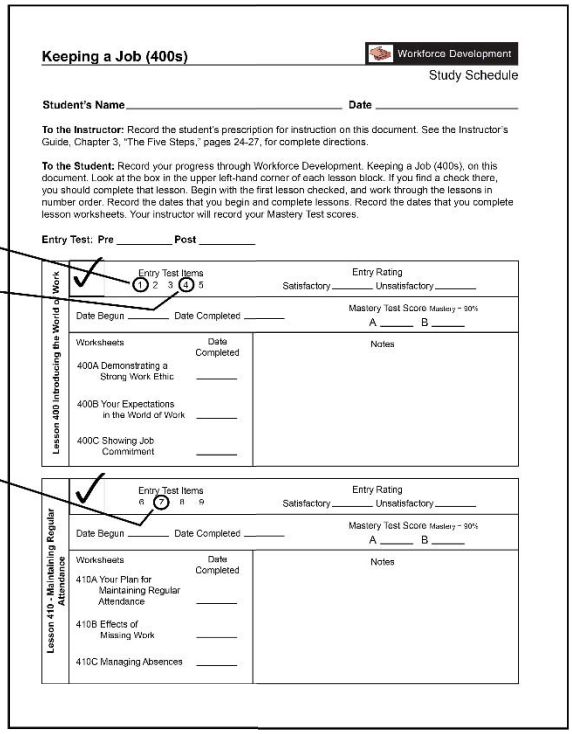
Pretest Answer Sheet
Keeping a Job (400s)

Name _____ Date _____

Mark your answers to the test on this answer sheet. Darken the circle containing the letter of the correct answer. Erase clearly or mark an through any answers you want to change.

Ex. ● B C D
or
● ✗ C D

✗ A B ● D	12 ● B C D	25 ● B C D
2 A B ● D	13 A ● C D	26 A B ● B
3 A B C ●	14 A B C ●	27 A B ● E
✗ A B ● D	15 A B ● D	28 A B C ●
5 ● B C D	16 A B C ●	29 A ● C D
6 A B ● D	17 ● B C D	30 A B ● D
✗ A B C ●	18 A B ● D	31 ● B C D
8 A B C ●	19 A ● C D	32 A B C ●
9 A ● C D	20 A ● C D	33 A B C ●
10 A ● C D	21 A ● C D	
11 ● B C D	22 A B C ●	
	23 A B C ●	
	24 A B C ●	



Keeping a Job (400s) Workforce Development

Study Schedule

Student's Name _____ **Date** _____

To the Instructor: Record the student's prescription for instruction on this document. See the Instructor's Guide, Chapter 3, "The Five Steps," pages 24-27, for complete directions.

To the Student: Record your progress through Workforce Development, Keeping a Job (400s), on this document. Look at the box in the upper left-hand corner of each lesson block. If you find a check there, you should complete that lesson. Begin with the first lesson checked, and work through the lessons in number order. Record the dates that you begin and complete lessons. Record the dates that you complete lesson worksheets. Your instructor will record your Mastery Test scores.

Entry Test: Pre _____ **Post** _____

Lesson 400 Introducing the World of Work

Entry Test Items ① 2 3 ④ 5 — Entry Rating: Satisfactory _____ Unsatisfactory _____

Date Begun _____ Date Completed _____ — Mastery Test Score Mastery = 90% A _____ B _____

Worksheets	Date Completed	Notes
400A Demonstrating a Strong Work Ethic		
400B Your Expectations in the World of Work		
400C Showing Job Commitment		

Lesson 410 - Maintaining Regular Attendance

Entry Test Items 6 ⑦ 8 9 — Entry Rating: Satisfactory _____ Unsatisfactory _____

Date Begun _____ Date Completed _____ — Mastery Test Score Mastery = 90% A _____ B _____

Worksheets	Date Completed	Notes
410A Your Plan for Maintaining Regular Attendance		
410B Effects of Missing Work		
410C Managing Absences		

A student's prescription will consist of those lessons for which you have checked boxes on his or her Study Schedule.

Subjective Assessment: Prescribing Using the Entry Rating Sheet

Examine the student's Entry Rating Sheet(s). For each lesson that you marked the student's performance as unsatisfactory, check the box in the upper left-hand corner of the block for that lesson on his Study Schedule(s).

NOTE: For students working through Getting a Job (300s), you should check Lesson 310, *Making Career Decisions*; Lesson 320, *Looking for Employment*; and Lesson 330, *Preparing Your Resume*. We recommend that these lessons be part of every student's prescription for instruction, regardless of the results the initial assessment.
A student's prescription will consist of those lessons for which you have checked boxes on his or her Study Schedule.

To Instructors using Keeping a Job (400s) only:

Because the student's response to the Entry Questionnaire alone gives you limited, although valuable, information about their work maturity skills, we recommend that you combine objective and subjective methods of assessment for Keeping a Job (400s) for prescribing rather than using the subjective assessment alone.

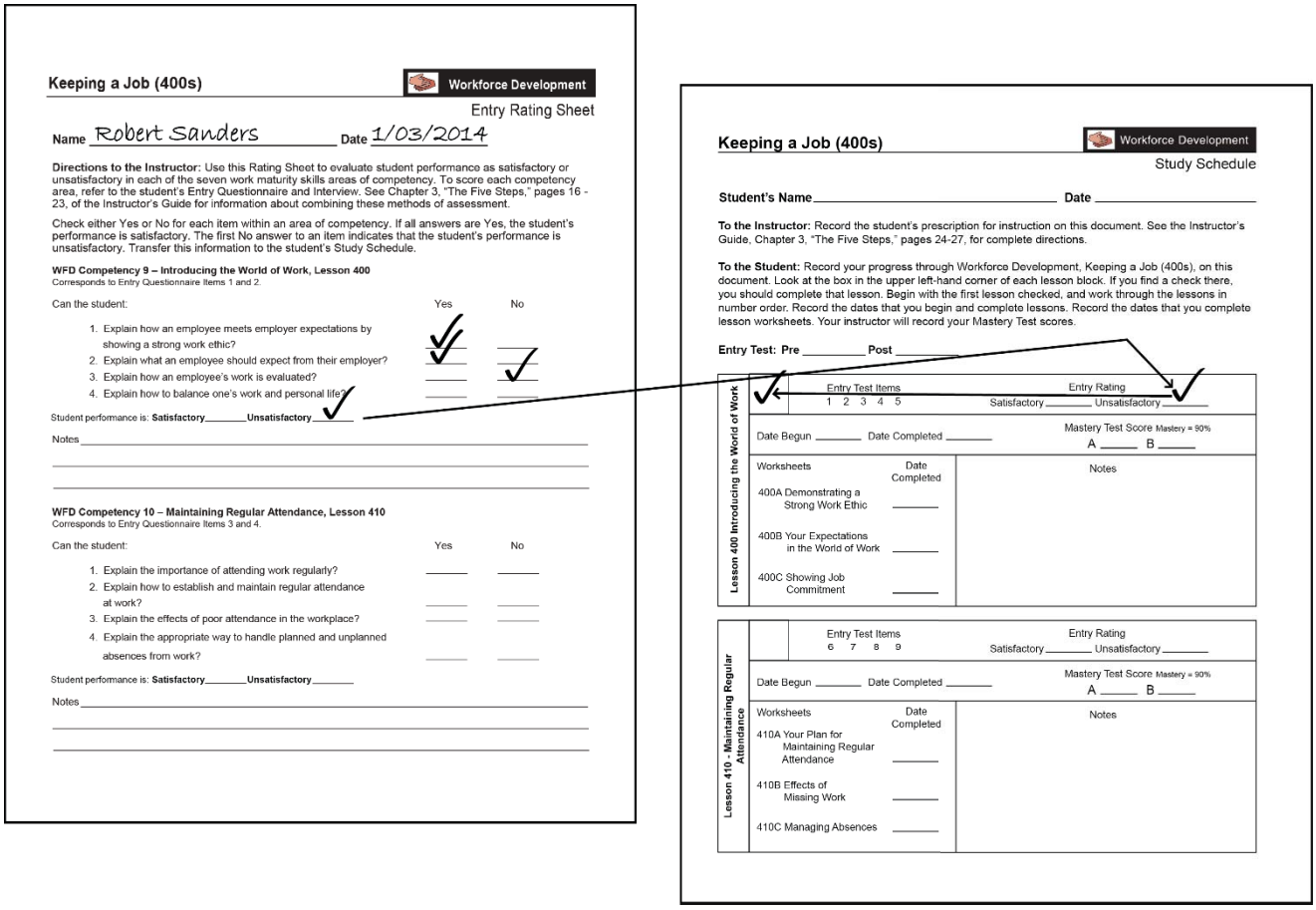
Combining Objective and Subjective Assessment Methods: Prescribing Using the Pretest and Entry Rating Sheet

1. For each item on the Pretest(s) that the student answered incorrectly or not at all, locate and circle the corresponding number on his Study Schedule(s). Pretest item numbers are located on the Study Schedule under the heading Entry Test Items in each lesson block.

2. If you circle one or more of the items listed under the Entry Test Items heading for a particular lesson, check the box in the upper left-hand corner of the block for that lesson on the student's Study Schedule.

NOTE: For students working through Getting a Job (300s), you should check Lesson 310, *Making Career Decisions*; Lesson 320, *Looking for Employment*; and Lesson 330, *Preparing Your Resume*. We recommend that these lessons be part of every student's prescription for instruction, regardless of the results of his or her initial assessment.

3. After you record the student's Pretest(s) results on the Study Schedule(s), examine the student's Entry Rating Sheet(s). For each lesson that you marked the student's performance as unsatisfactory, check the box in the upper left-hand corner of the block for that lesson on the Study Schedule, even if the student answered correctly all the items related to that lesson on the Pretest.



Keeping a Job (400s) — Workforce Development

Entry Rating Sheet

Name Robert Sanders Date 1/03/2014

Directions to the Instructor: Use this Rating Sheet to evaluate student performance as satisfactory or unsatisfactory in each of the seven work maturity skills areas of competency. To score each competency area, refer to the student's Entry Questionnaire and Interview. See Chapter 3, "The Five Steps," pages 16 - 23, of the Instructor's Guide for information about combining these methods of assessment.

Check either Yes or No for each item within an area of competency. If all answers are Yes, the student's performance is satisfactory. The first No answer to an item indicates that the student's performance is unsatisfactory. Transfer this information to the student's Study Schedule.

WFD Competency 9 – Introducing the World of Work, Lesson 400
Corresponds to Entry Questionnaire Items 1 and 2.

Can the student:	Yes	No
1. Explain how an employee meets employer expectations by showing a strong work ethic?	✓	
2. Explain what an employee should expect from their employer?	✓	
3. Explain how an employee's work is evaluated?		✓
4. Explain how to balance one's work and personal life?		

Student performance is: **Satisfactory** ____ **Unsatisfactory** ✓

Notes _____

WFD Competency 10 – Maintaining Regular Attendance, Lesson 410
Corresponds to Entry Questionnaire Items 3 and 4.

Can the student:	Yes	No
1. Explain the importance of attending work regularly?		
2. Explain how to establish and maintain regular attendance at work?		
3. Explain the effects of poor attendance in the workplace?		
4. Explain the appropriate way to handle planned and unplanned absences from work?		

Student performance is: **Satisfactory** ____ **Unsatisfactory** ____

Notes _____

Keeping a Job (400s) — Workforce Development

Study Schedule

Student's Name _____ **Date** _____

To the Instructor: Record the student's prescription for instruction on this document. See the Instructor's Guide, Chapter 3, "The Five Steps," pages 24-27, for complete directions.

To the Student: Record your progress through Workforce Development, Keeping a Job (400s), on this document. Look at the box in the upper left-hand corner of each lesson block. If you find a check there, you should complete that lesson. Begin with the first lesson checked, and work through the lessons in number order. Record the dates that you begin and complete lessons. Record the dates that you complete lesson worksheets. Your instructor will record your Mastery Test scores.

Entry Test: Pre _____ **Post** _____

Lesson 400 Introducing the World of Work

✓ Entry Test Items 1 2 3 4 5 — Entry Rating: Satisfactory ____ Unsatisfactory ✓

Date Begun ____ Date Completed ____ — Mastery Test Score Mastery = 90% A ____ B ____

Worksheets	Date Completed	Notes
400A Demonstrating a Strong Work Ethic		
400B Your Expectations in the World of Work		
400C Showing Job Commitment		

Lesson 410 - Maintaining Regular Attendance

Entry Test Items 6 7 8 9 — Entry Rating: Satisfactory ____ Unsatisfactory ____

Date Begun ____ Date Completed ____ — Mastery Test Score Mastery = 90% A ____ B ____

Worksheets	Date Completed	Notes
410A Your Plan for Maintaining Regular Attendance		
410B Effects of Missing Work		
410C Managing Absences		

A student's prescription will consist of those lessons for which you have checked boxes on their Study Schedule.

Once you have completed the prescribing step for each of your students, the students are ready to begin instruction. You are ready to begin Step 4: Instructional Management.

Step 4: Instructional Management

With the information compiled on students' Study Schedules, you are prepared to facilitate work in the lessons and direct group or class activities. Before students begin instruction, it may be helpful to review all lesson plans for Getting a Job (300s) and Keeping a Job (400s), pages 38 - 68 of this guide. The lesson plans provide information about each lesson and suggestions for activities related to each lesson. Lesson plans offer suggested activities for individuals, small groups, and classes. Also, familiarize yourself with the lessons and the lesson worksheets.

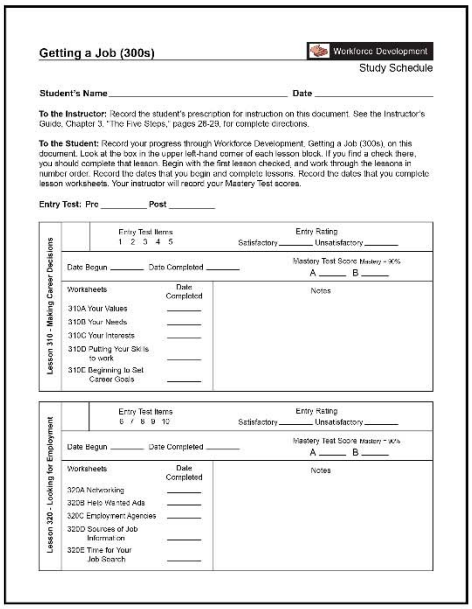
The lessons in Getting a Job (300s) and Keeping a Job (400s) of the Workforce Development System are numbered in instructional order and are listed in this sequence on the Study Schedule. We recommend that students work through the lessons prescribed to them in the order in which they appear on the Study Schedule.

Familiarizing students with how the Workforce Development System works is crucial to maximizing their learning success.

Study Schedule

The Study Schedule is the student's individual prescription for instruction as well as the record of the student's progress and performance through the Workforce Development System. Information recorded on the Study Schedule documents the student's work in the lessons, on worksheets, and on supplemental materials and activities. It also documents their mastery test performance.

Read the directions on the Study Schedule. If you prefer to use the Study Schedule in a different way, be sure to give your students alternative instructions.



Getting a Job (300s) — Workforce Development — Study Schedule

Student's Name _____ Date _____

To the Instructor: Record the student's prescription for instruction on this document. See the Instructor's Guide, Chapter 3, "The Five Steps," pages 26-29, for complete directions.

To the Student: Record your progress through Workforce Development, Getting a Job (300s), on this document. Look at the box in the upper left-hand corner of each lesson block. If you find a check there, you should complete that lesson. Begin with the first lesson checked, and work through the lessons in number order. Record the dates that you begin and complete lessons. Record the dates that you complete lesson worksheets. Your instructor will record your Mastery Test scores.

Entry Test: Pre _____ Post _____

Lesson 310 – Making Career Decisions

Entry Test Items 1 2 3 4 5 — Entry Rating: Satisfactory _____ Unsatisfactory _____

Date Begun _____ Date Completed _____ — Mastery Test Score Mastery = 80% A _____ B _____

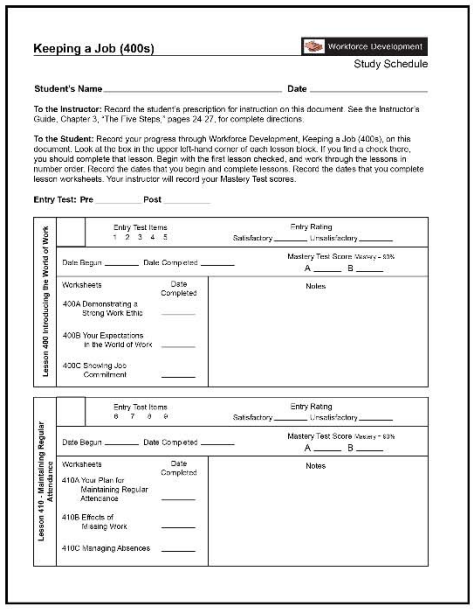
Worksheets	Date Completed	Notes
310A Your Values		
310B Your Needs		
310C Your Interests		
310D Putting Your Skills to work		
310E Beginning to Set Career Goals		

Lesson 320 – Looking for Employment

Entry Test Items 6 7 8 9 10 — Entry Rating: Satisfactory _____ Unsatisfactory _____

Date Begun _____ Date Completed _____ — Mastery Test Score Mastery = 80% A _____ B _____

Worksheets	Date Completed	Notes
320A Networking		
320B Help Wanted Ads		
320C Employment Agencies		
320D Sources of Job Information		
320E Time for Your Job Search		



Keeping a Job (400s) — Workforce Development — Study Schedule

Student's Name _____ Date _____

To the Instructor: Record the student's prescription for instruction on this document. See the Instructor's Guide, Chapter 3, "The Five Steps," pages 24-27, for complete directions.

To the Student: Record your progress through Workforce Development, Keeping a Job (400s), on this document. Look at the box in the upper left-hand corner of each lesson block. If you find a check there, you should complete that lesson. Begin with the first lesson checked, and work through the lessons in number order. Record the dates that you begin and complete lessons. Record the dates that you complete lesson worksheets. Your instructor will record your Mastery Test scores.

Entry Test: Pre _____ Post _____

Lesson 400 Introducing the World of Work

Entry Test Items 1 2 3 4 5 — Entry Rating: Satisfactory _____ Unsatisfactory _____

Date Begun _____ Date Completed _____ — Mastery Test Score Mastery = 83% A _____ B _____

Worksheets	Date Completed	Notes
400A Demonstrating a Strong Work Ethic		
400B Your Expectations in the World of Work		
400C Showing Job Commitment		

Lesson 410 – Maintaining Regular Attendance

Entry Test Items 6 7 8 9 — Entry Rating: Satisfactory _____ Unsatisfactory _____

Date Begun _____ Date Completed _____ — Mastery Test Score Mastery = 83% A _____ B _____

Worksheets	Date Completed	Notes
410A Your Plan for Maintaining Regular Attendance		
410B Effects of Missing Work		
410C Managing Absences		

Lesson Layout

In a whole class setting, point out to students the features of the lessons and discuss how they should proceed through a lesson.

1. The “To the Student” page is part of assigning the responsibility of learning to the student. Learner-centered instruction is a core concept in Pace learning systems. The balance between providing instructional support and maintaining the student’s learning independence is a crucial factor in how the Learning Manager can use the instructional format featured in this system.

   The student takes ownership of the instructional material or program, with support from the Learning Manager or “facilitator of learning.” The program is the student’s resource, not designed to test them, but designed to help them teach themselves the skills they need to achieve their learning goals.

2. Each Workforce Development lesson is divided into numbered Frames of instruction. Students read the information in each Frame and, when they reach a blank, they write their response to the blank on a separate sheet of paper. After writing an answer for all the blanks on a page, students check their answers by looking in the answer box at the top of the next page.

   This process introduces the student to self-pacing, self-instruction, and self-assessment in small, achievable steps. Numbered frames allow for analysis of fluency, or efficiency of learning, rather than just mastery. This “Read, Write, Check” process for self-study:

   - promotes consistent progress and gives a sense of “movement”
   - holds the student responsible for learning
   - allows for precise identification of learning breakdowns
   - requires the student to learn to discriminate correct from incorrect
   - reinforces a correct response
   - allows the teacher to assist when and where they are needed most

3. At multiple points in each lesson, students are directed to complete a lesson worksheet. A lesson worksheet may include questions to be answered or an activity to be completed.

4. The last page of each lesson is a lesson summary. The Summary reinforces the main points of the lesson and highlights important details that students should know.

The Workpage

Working through this program, students will write their responses to the frames of a lesson on a separate sheet of paper. To distinguish lesson work from test answer sheets, we refer to a lesson answer sheet as a "Workpage."

At the time you familiarize students with the format of a programmed lesson, you may also wish to explain to them the use of the Workpage. There are specific suggestions for directions to give students for using the Workpage:

> "Before beginning work in a lesson, write the lesson number and lesson title in the top left-hand corner of the Workpage. Write your name and the day's date in the top right-hand corner of the Workpage."

1. "Beginning with Frame 1 in the lesson, write the number one (1) on your Workpage."

2. "When the frame contains only information to read and no blank, draw a horizontal line next to the number for that frame. If the frame contains one response blank, write your response to fill the blank next to the frame number on your Workpage. If the frame contains more than one blank, list the response to each blank one under the other. Continue to write the number of each frame in the lesson and the corresponding answers."

3. "After completing a page in the lesson, check your answers immediately by looking at the answer box at the top of the next page. Be sure you understand why your answers are correct or incorrect. If you have written an incorrect answer, do not erase it. Draw one line through it and write the correct answer next to it on your Workpage. Read the frame again to figure out what makes the answer correct. If you have trouble understanding an answer, raise your hand and I will help you. It is acceptable to make mistakes as you work through the lesson; that is part of learning."

NOTE: You may have students use a blank sheet of paper to cover the right-hand page as they work through the frames on the left-hand page. This helps some students to focus on one instructional frame at a time.

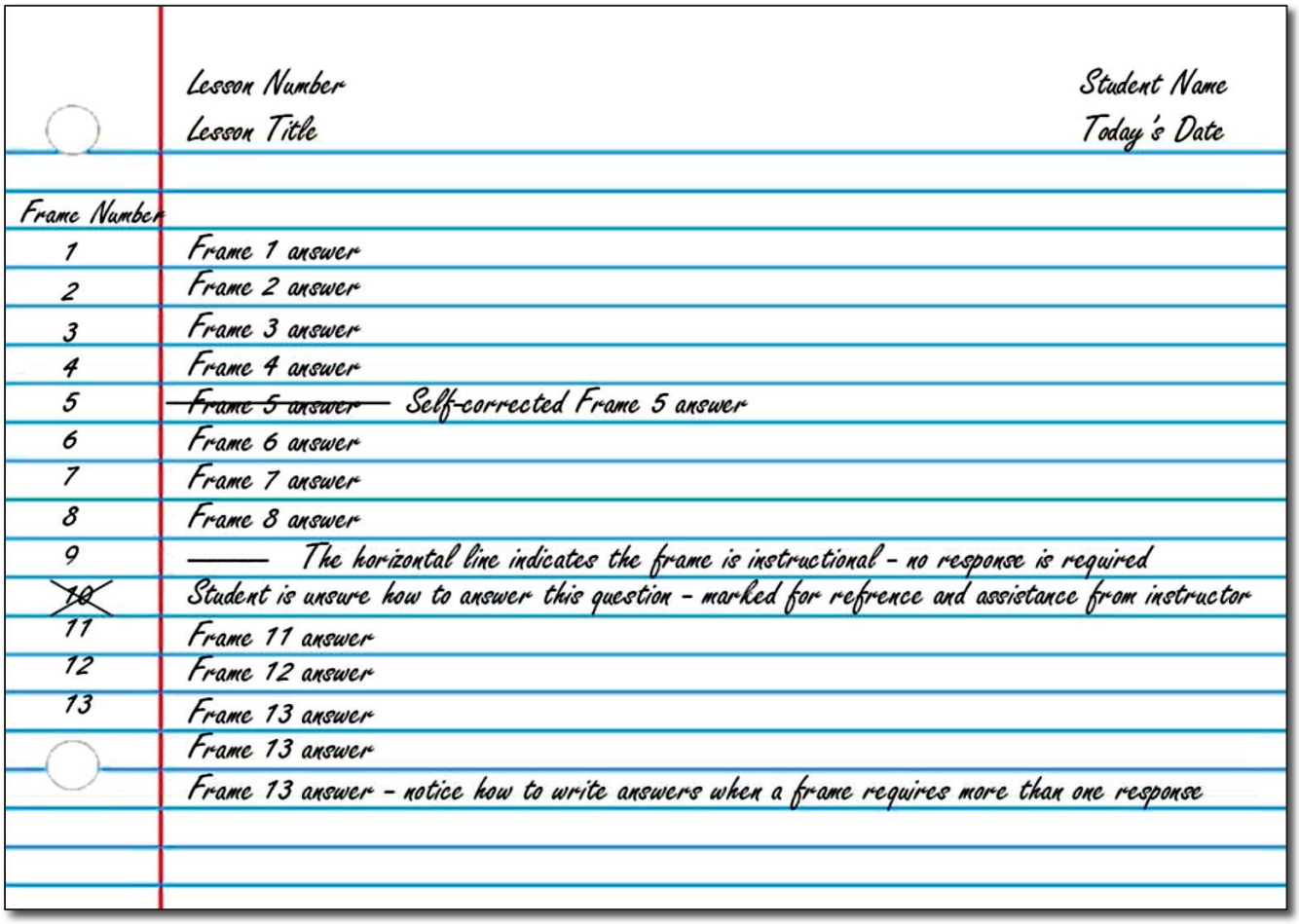
4. "If you are unsure how to answer a question, mark the number of the question on your Workpage with an X, and raise your hand to signal that you need help with the question.

5. "When you complete a lesson, you should have written down your response to all the blanks in the lesson on your Workpage. You must show all your work in the lesson on your Workpage. You should then complete and self-check the Lesson Practice Test at my direction."

You may find it beneficial to display an example of a Workpage on poster board in the classroom. You can use it to demonstrate to students how you expect them to use the Workpage as they complete the lessons on their Study Schedule.

Reviewing all of a student's work on his or her Workpage at the completion of a lesson is valuable to your successful management of the student's learning. The number of answers a student crosses out and rewrites, in addition to answers to the Practice Test, will indicate whether she or he grasps the concepts and skills and is ready to take the lesson Mastery Test.

Using this standard format to work through lesson material, the “Read, Write, Check” work process will become dependable for the student. This will assist students in understanding the instructional objectives. This format will also assist you, the Learning Manager, in easily reviewing student work, and easily locating areas of learning breakdown or misunderstanding. You and the student will be able to quickly identify and focus on the student’s specific areas of instructional need within the lesson objective.



Reproducible Lesson Worksheets

The Workforce Development System includes Reproducible Lesson Worksheets for all the lessons in the system. The worksheets are an integral part of the instruction for each lesson. They are designed to:

- Extend and reinforce the concepts and skills in each lesson
- Provide the student with further practice of the employability skills introduced in each lesson

The self-checking nature of the lessons gives students immediate feedback on their performance as they progress. However, students receive no such feedback when they complete lesson worksheets. You should, therefore, allow students to refer to the lesson as they complete a worksheet. You should also look through each student's completed worksheets periodically to check the thoroughness of the student's work and to provide him or her with appropriate feedback and reinforcement. Checking the worksheets accompanying a lesson before a student takes the Mastery Test gives you additional information about the student's facility with the concepts and skills introduced in the lesson itself.

We recommend that students complete all lesson worksheets regardless of what lessons they are prescribed. A student's satisfactory performance on the worksheets for a lesson reinforces a diagnosis that he or she has mastered the skills related to that lesson, and it provides additional practice in those skills. A student's unsatisfactory performance on a lesson worksheet indicates that a student may need to review the lesson, although it did not become a part of the prescription during diagnosis.

Lesson Worksheets can be utilized in a variety of ways. Depending upon your program's organization and your own teaching preferences, you may have students work in small groups to complete a worksheet. You may use a worksheet as the basis of a whole-class discussion. You may also choose to include students' completion of worksheets as part of a daily or weekly progress assessment or evaluation.

NOTE: The vocabulary used in the worksheets is comparable to the vocabulary used in the lesson. Students may wish to refer to the lesson Glossary if they have difficulty with the vocabulary used in a worksheet. Vocabulary used in a worksheet but not found in the related lesson is phonetically respelled and defined in a footnote on the worksheet.

Pages titled "Reflections" follow each set of lesson worksheets. Students should answer the questions on these pages after completing the last lesson worksheet, after reading the lesson Summary, after taking the lesson Practice Test, or after class or group discussion of a completed lesson. Students may also complete the "Reflections" pages while waiting to take the lesson mastery test. (See the "Suggested Mastery Testing Procedure" on page 34.) Completing "Reflections" pages is similar to journal writing in that students are asked to think about the lessons in terms of their own situations. Answering the first question - "What should I remember from this lesson?" - provides

the student the opportunity to articulate the points from the lesson that are particularly important to him or her and to write down important words, definitions, lists, or directions from the lesson that will be helpful to him in the future. Answering the second question - "What did I learn about myself from this lesson?" - provides students the opportunity to identify their strengths relevant to the content of the lesson and pinpoint behaviors they should change, improvements they should make, or skills they should acquire. To get full benefit from answering the questions on these pages, students may require guidance about ways to think about the lesson and about how to organize their thoughts in writing. For more information and helpful tips regarding journal activities, contact Pace Learning Systems.

In addition to the worksheets and "Reflections" pages, the Reproducible Lesson Worksheets contain two other items for students:

- A "To the Student" page
- A Pronunciation Key and Content Glossary for Getting a Job (300s) or for Keeping a Job (400s)

The “To the Student" page gives students directions regarding the completion of lesson worksheets. You may wish to provide students a copy of this page before they begin their lessons and use it as needed to aid you in explaining how the system operates. The Glossary lists all the words and terms related to employability that are highlighted throughout the lessons. You may wish to provide students a copy of the Pronunciation Key and Glossary to refer to as they work through the lessons.

To review students’ completed worksheets, refer to the Lesson Worksheets Answer Key(s). The answers included are possible or suggested answers. Many of the activities and responses in worksheets will vary depending on each student’s own goals, values, and life experiences.

Personal Information Sheet

The Personal Information Sheet is intended for students working through the Getting a Job (300s) standard of the Workforce Development System. Students can use the personal information recorded on this sheet to help them create a resume or apply for a job. Students transfer information to the Personal Information Sheet collected on worksheets in Lesson 310, *Making Career Decisions*; Lesson 320, *Looking for Employment*; and Lesson 330, *Preparing Your Resume*. The last page of the Personal Information Sheet is a chart for students' use in planning, organizing, and tracking activities associated with a job search.

Suggestions for Managing Instruction

The Instructor's role in administering the Workforce Development System is that of instructional facilitator and classroom manager. To some degree, students' success hinges on the organization and efficiency of your classroom. You may wish to convey to students the idea of viewing the class as they would a job, demonstrating a strong work ethic through their behavior in the class and their participation in the instructional process.

Here are suggestions that may be useful in organizing your administration of the Workforce Development System:

1. Become familiar with the instructional materials of the Workforce Development System – Pretest, Posttest, Entry Questionnaire and Rating Sheet, lessons, worksheets and mastery tests – before the students begin instruction.

2. Explain to students the policies and procedures governing the activities in your classroom. Make clear your expectations for their behavior and performance as well as what they can expect from you in your role as facilitator and manager.

3. Equip your classroom with current telephone directories, newspapers, vocational references, and books and articles related to job hunting and the world of work.

4. Familiarize students with the format of the system’s lessons and worksheets. Explain the use of the Workpage. students working through the first several frames of a lesson and give them assistance as needed. Help them to make the transition from lesson to worksheet and from the worksheet back to the lesson.

5. Monitor the students frequently as they work through their prescribed lessons. Circulate through the classroom regularly to answer questions, to work with individual students, and to observe the work that students are doing.

6. Check a student’s work associated with a lesson before administering the lesson Mastery Test. You should be confident that the student has completed the lesson and related worksheets satisfactorily and that the student is indeed prepared to do well on the Mastery Test.

7. Record information on students' Study Schedules regularly.

8. Incorporate, when appropriate, group activities, class discussions, and other supplemental activities. The Lesson Plans in this guide offer suggestions for activities related to each lesson in the system.

9. Motivate students to learn and succeed.

Step 5: Evaluation

The Workforce Development System provides four levels of evaluation: the immediate feedback in the lessons; the end-of-lesson Practice Test; the lesson Mastery Test (Forms A and B); and the end-of-system evaluation including the system Posttest and subjective evaluation tools.

Mastery Test

The Mastery Test is the primary vehicle for evaluating a student's mastery of the skills and concepts taught in each lesson. Mastery testing follows the completion of each lesson and its corresponding worksheets.

The performance minimum for Mastery Tests is 90%. A score of 90% or better on a Mastery Test indicates that the student has mastered the competencies of the lesson, and the student should move on to the next lesson. If a student scores below 90% on a Mastery Test, he or she should receive remedial instruction, by some means, in the skills and concepts of the lesson.

To help maintain effective classroom management, you should establish, display, and adhere to a test-taking procedure in your classroom. Prior to a student taking a Mastery Test, you should:

- Exercise control over testing situations to ensure that students follow the established test-taking procedure
- Assess whether a student is ready to take the lesson Mastery Test and prepared to perform well

Suggested Mastery-Testing Procedure

To set the tone for test taking, begin the test-taking procedure with the lesson Practice Test. Tell students not to refer to the Answer Key page until after they complete the Practice Test. The students' Practice Test results indicate to them how well they have mastered the content of the lesson. Students' Practice Test results indicate to you the lesson content in which they require remediation.

1. After they complete the lesson Practice Test, have students sign their names on a test sign-in sheet.

2. In the order of the names on the test sign-in sheet, review with each student the lesson for which he or she will take a Mastery Test.

To assess the student's readiness for the Mastery Test, you may wish to follow these steps:

- Discuss with the student the Practice Test items he or she answered incorrectly.
- Review with the student the corresponding frames in the lesson indicated under the heading "Frames to Review."
- Orally quiz the student on key concepts from the lesson.
- Review the student's completed worksheets from the lesson.

NOTE: If a number of students have signed the test sign-in sheet, you may have students who are waiting to take Mastery Tests engage in several activities:

- Complete the "Reflections" pages for the lesson.
- Review the lesson content, lesson summary, and lesson worksheets in preparation for the Mastery Test.
- Work on the worksheets for lessons that are not part of their instructional prescription.

3. Administer the Mastery Test, either Form A or Form B. (Alternate between the two forms of the test to avoid a predictable pattern of test administration.) You may also wish to designate a particular location in the classroom for students to move to for completing Mastery Tests.

   Each Mastery Test consists of 10 multiple-choice items. You may wish to set a time limit for the test's completion. Generally, students should be able to complete the test in less than 30 minutes.

4. If a student achieves or exceeds the minimum score of 90% on the Mastery Test, he or she should begin the next lesson prescribed on his Study Schedule.

5. If a student scores less than 90% on the Mastery Test, review the items answered incorrectly and provide remediation of the skills and concepts presented in the lesson. After re-teaching is accomplished, administer the Mastery Test again, using the alternate test form.

With good classroom management and effective instructional practices, you should expect most of your students to achieve the performance standard minimum of 90% on the lesson Mastery Test with their first attempt. If students must consistently repeat lessons and retake Mastery Tests, you should analyze the problem and take steps to correct it.

End-of-System Evaluation

When a student completes all lessons prescribed on the Study Schedule(s), as well as related instructional activities, he or she should undergo the end-of-system evaluation.

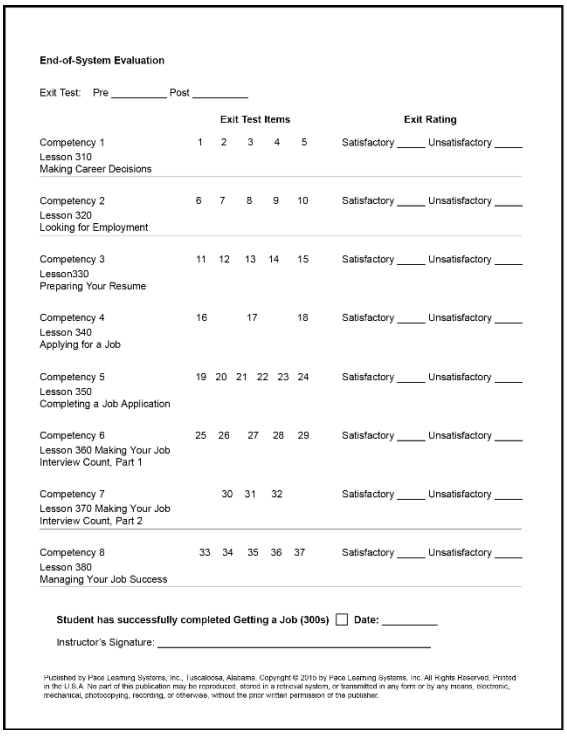
As with "Step 2: Diagnosis," there are three end-of-system evaluation options:

- Objective Evaluation: The Posttest (called the Exit Test on the Study Schedule) NOTE: Workforce Development Posttests and Pretests are interchangeable.

- Subjective Evaluation: The Entry Rating Sheet and related documents

- Combining Objective and Subjective Evaluation Methods: The Posttest and Entry Rating Sheet

If the Entry Questionnaire(s), job application, submission of a resume, and an interview were part of a student's diagnosis at the beginning of your program, they should also be incorporated into the end-of-system evaluation. If you chose to incorporate any other diagnostic documents or activities, you should use them as part of the end-of-system evaluation as well. You should use the same method for your end-of-system evaluation as you used to accomplish diagnosis at the beginning of your program. Record end-of-system evaluation data on the last page of the student's Study Schedule(s).



End-of-System Evaluation

Exit Test: Pre _____ Post _____

	Exit Test Items	Exit Rating
Competency 1 Lesson 310 Making Career Decisions	1 2 3 4 5	Satisfactory ____ Unsatisfactory ____
Competency 2 Lesson 320 Looking for Employment	6 7 8 9 10	Satisfactory ____ Unsatisfactory ____
Competency 3 Lesson330 Preparing Your Resume	11 12 13 14 15	Satisfactory ____ Unsatisfactory ____
Competency 4 Lesson 340 Applying for a Job	16 17 18	Satisfactory ____ Unsatisfactory ____
Competency 5 Lesson 350 Completing a Job Application	19 20 21 22 23 24	Satisfactory ____ Unsatisfactory ____
Competency 6 Lesson 360 Making Your Job Interview Count, Part 1	25 26 27 28 29	Satisfactory ____ Unsatisfactory ____
Competency 7 Lesson 370 Making Your Job Interview Count, Part 2	30 31 32	Satisfactory ____ Unsatisfactory ____
Competency 8 Lesson 380 Managing Your Job Success	33 34 35 36 37	Satisfactory ____ Unsatisfactory ____

Student has successfully completed Getting a Job (300s) ☐ **Date:** _____

Instructor's Signature: _____

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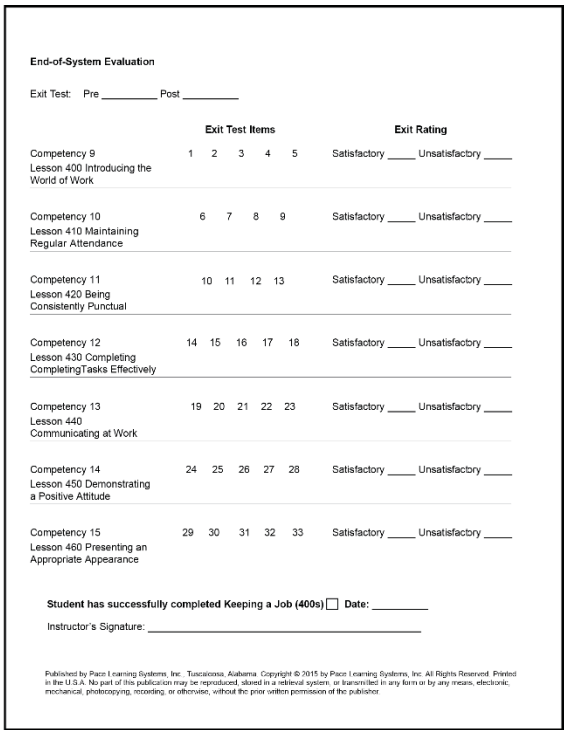

End-of-System Evaluation

Exit Test: Pre _____ Post _____

	Exit Test Items	Exit Rating
Competency 9 Lesson 400 Introducing the World of Work	1 2 3 4 5	Satisfactory ____ Unsatisfactory ____
Competency 10 Lesson 410 Maintaining Regular Attendance	6 7 8 9	Satisfactory ____ Unsatisfactory ____
Competency 11 Lesson 420 Being Consistently Punctual	10 11 12 13	Satisfactory ____ Unsatisfactory ____
Competency 12 Lesson 430 Completing CompletingTasks Effectively	14 15 16 17 18	Satisfactory ____ Unsatisfactory ____
Competency 13 Lesson 440 Communicating at Work	19 20 21 22 23	Satisfactory ____ Unsatisfactory ____
Competency 14 Lesson 450 Demonstrating a Positive Attitude	24 25 26 27 28	Satisfactory ____ Unsatisfactory ____
Competency 15 Lesson 460 Presenting an Appropriate Appearance	29 30 31 32 33	Satisfactory ____ Unsatisfactory ____

Student has successfully completed Keeping a Job (400s) ☐ **Date:** _____

Instructor's Signature: _____

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Although we make specific recommendations about a performance minimum in prescribing students' course of study and for mastery following completion of a lesson,

there are no recommendations regarding a performance minimum for end-of-system evaluation. We recognize that all programs are different, and each program has unique criteria, guidelines, or regulations governing students' departure from the program. You should establish a performance minimum for the method of end-of-system evaluation you use that is appropriate for your situation.

By comparing the data from a student’s assessment at the beginning of your program with their end-of-system evaluation, you can document accurately the progress a student has made. If a student fails to meet the performance minimum you have set for the end-of-system evaluation, you can use the data from the student's evaluation to prescribe a new Study Schedule for remedial instruction.

Award each student a Certificate of Achievement upon successful completion of the Workforce Development System.

Lesson Plans, Getting a Job (300s)

Lesson 310, Making Career Decisions

Objectives: Upon completing this lesson, students will be able to:

- Identify their values that relate to the world of work
- Identify their needs
- Identify their interests
- Identify their skills
- Set a career goal

Total number of frames: 127

Student worksheets:

310A, Your Values
310B, Your Needs
310C, Your Interests
310D, Putting Your Skills to Work
310E, Beginning to Set Career Goals

Vocabulary:

- apply
- career decisions
- career goal
- career plan
- employee
- employee benefits
- employment
- full-time
- goal
- interests
- long-term career goal
- needs
- part-time
- qualifications
- qualified
- salary
- short-term goal
- skill
- task
- transferable skills
- values
- wage
- work environment
- work schedule

Instructional materials:

Books; magazine articles related to setting career goals and making decisions about employment; vocational reference books and journals

Notes:

You may wish to discuss the topic of minimum wage during the course of this lesson since it is not presented in detail anywhere in the system. Students should be given the most recent information available. Relevant information includes such facts as (1) minimum wage is a result of federal legislation; (2) the minimum wage changes; and (3) minimum wage legislation is different for some workers - those in the service industry who receive tips being one example.

On Worksheets 310A, 310C, 310D, and 310E, students are directed to complete a section on their Personal Information Sheets.

Suggested activities (class, group, individual):

Have students survey the local community to determine the range of different jobs available.

Have students find books, articles, or information from the Internet related to setting career goals and making career decisions.

From a list of their interests, ask students to generate a list of transferable skills useful in the world of work.

Ask students to generate a list of skills they have acquired from employment along with the titles of several jobs in which those skills are used. In group or class discussion, ask students to identify, using their lists, various transferable skills and the titles of several jobs in which the transferable skills will be useful.

Hold class discussions to explore such topics as students' values that relate to work, preferred work environments, and specific career goals.

Have students research those careers or jobs in which they are interested. Students should summarize their work in writing.

Hold discussions, with individual students or with a group, in which you help students analyze their needs to determine the salary or wage appropriate to their situation. Have students work individually or in small groups to research the topic of minimum wage and report their findings to the class.

Lead a class discussion about information interviews - what they are, how to arrange them, what questions are appropriate to ask. Based upon their self-exploration in this lesson, have each student prepare for one information interview they could do with someone. Students should select someone who can discuss a job that interests them.

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End of Sample

We appreciate your interest!

Contact Pace Learning Systems for more information or to request a phyiscal sample of the complete document.

For more information on the curriculum that contains this lesson, visit us online or contact us any time.

800-826-7223

success@pacelearning.com