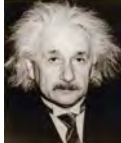**PowerPath**
to Education and Employment

Overview of Align and Redesign Initiative

Part I
Instructional Innovation # 1 – Participatory Learning
Building Learning Communities
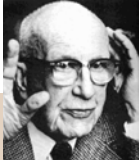*Developing Social Capital Skills*

The world we have made as a result of the level of thinking we have done thus far creates problems we cannot solve with the same level of thinking which created them.
-- Albert Einstein

Change is one thing, progress is another!
-- Bertrand Russell

*The illiterate of the future will not be the person who cannot read.
It will be the person who does not know how to learn!.*
-- Alvin Toffler

"You can never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete."

~ R. Buckminster Fuller

The Hardcore Realities*[1]

✓ In 2018, 64% of jobs will require more than a high school diploma

✓ Each year of postsecondary adds to the likelihood of having a job, earning a family-sustaining wage, leading a healthier life, and children will be better prepared to succeed in school

✓ Drop-outs and immigrants (without much schooling) who do not return to education are signing up for a lifetime of low wages and low quality of employment, it they can't find and sustain a job

[1] Beyond Basic Skills. March, 2011. CLASP

The Hardcore Realities*[1]

✓ Less than 70% graduate from high school; worse dropout rates are in low-income areas: South, Southwest, and among African American and Hispanic young men. Special Education drop-out rate 2x's non-special ed.

✓ Two education systems created to help – ABE and Dev. Ed.
  o Adult Basic Education reach 2.4 out of the 93 million in need
  o Average ABE cost/student = $700 - $900/per student annually; Public schools receive an average of $10,000/per student/annually
  o Both systems are often disconnected from workforce development and higher ed.

✓ These two service delivery systems are not effective enough to meet the demand.

✓ Less than 15% of GED recipients, one year out, are in postsecondary or on the job!

*[1] Beyond Basic Skills. March, 2011. CLASP

10 Challenges To Building Persistence
What is keeping students from succeeding in ABE and Dev Ed?

1 Lock-step programs – linear curriculum…takes too long, too much time from work[1], workbooks and/or computer-based learning is boring

2 Average ABE student stays 30 – 80 hours… 100 – 150 needed for 1 grade level advancement[1]

3 Academic progress =/= Progress toward career goals[1]

4 REAL learning challenges that have gone unidentified and have not been remediated, accommodated, or managed[2,3,4]
  ✓ Visual and Auditory Functions – 4 to 5 out of every 10 learners/clients
  ✓ Attention Challenges – 8 out of every 10 learners/clients
  ✓ Visual Stress Syndrome – 9 out of every 10 learners/clients
  ✓ Diagnosed LD / In Special Education – 4 out of 10 learners in ABE/clients higher (6 / 10) in Transition and Dev. Ed programs.
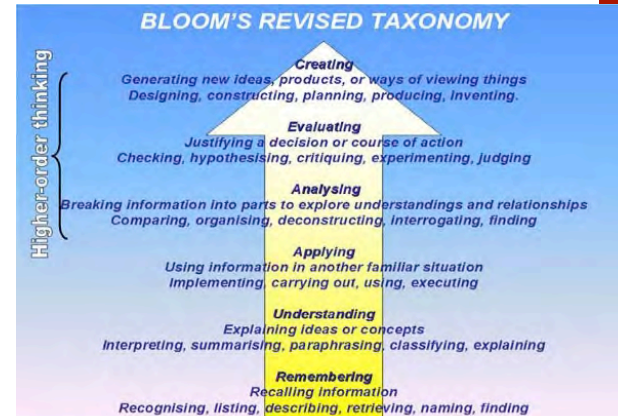 ✓ Lack of Metacognitive – problem solving, steps to learning - skills

[2] Complexities Behind Learners Struggles, KET. 2008; [3] PowerPath Incidence Studies. TLP Group. 2003-2010; [4] Lazy Kid or Executive Dysfunction? T.Landon, L. Oggel. 2002
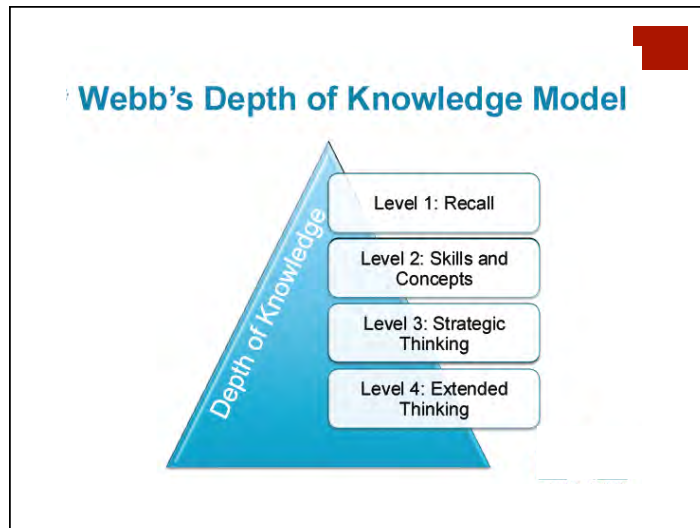
10 Challenges To Building Persistence
Continued

5. Lack of Social Capital Skills to navigate college, school, family, community, getting and keeping a job[1]

6. Emotional, social, educational abuse and neglect[5,6]

7. Fixed Mindset – instead of a Growth Mindset[7]

8. Lack of insight => lack of hope => depression => numbing with alcohol and substance abuse[8]

9. Healthcare – physical and mental - Issues due to lack of access to the medical community and lack proactive treatment/care

10. Stress of poverty and lack of resources

[5] The Role of Emotions in Learning. P. Vail. [6] Learning how to Learn, R. Payne. [7] Mindset. Carol Dweck, [8] Norman Brier, Albert Einstein College of Medicine

Webb's Depth of Knowledge Model

Depth of Knowledge

- Level 1: Recall
- Level 2: Skills and Concepts
- Level 3: Strategic Thinking
- Level 4: Extended Thinking

Personal Traits that Can Determine Success In Completing College*

- Leadership Contributions
- Knowledge in a Field – Special Interests
- Dealing with Adversity
- Community Service
- Handling Systemic Challenges
- Goals/Task Commitment

* Oregon State University, 2007 – Insight Resume

To Get to Where We Need to Be….

- Accept that the current system is not working
- Suspend Judgment……to hear and see and feel
- Let go
- Be present
- Learn new skills
- Shift our role
- Trust
- Create new prototypes
- We need to get from Good…… to GREAT!

Moving to Great Needs a New Paradigm…..

Bring everyone on board
- Innovating Instruction
  - Create Learning Communities
    - Participatory Learning Methodologies
    - Build on Research
    - Concomitantly build Social Capital Skills
  - Common Core – Making it Common and Core!
  - Career Pathways – Framing Relevant Employee/ Consumer
- Begin to assimilate best practices, grow fresh ideas with students and colleagues, refocus your energy, share feedback on what is working

Moving to a new Paradigm…
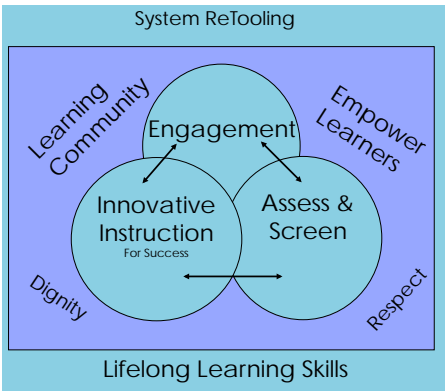
Pilot – ONLY 4 Programs

- Implement PowerPath to Education and Employment
  - Engagement
  - Assess Knowledge and Skills using AI and Screening for Learning Challenges
  - Place participants in role of expert….. *grow an expert who knows what they need to become a successful learner & worker*
  - Implement SMARTER – Executive Functions
  - Create Learning Communities with Participatory Learning Methods
  - Create NEW Prototypes including……

- Interdisciplinary Thematic Units – set the framework, share the units

Slide 1

PowerPath
to Education and Employment

Overview of Align and Redesign Initiative

Part II
Instructional Innovation # 1 – Participatory Learning
Building Learning Communities
Developing Social Capital Skills

Slide 2

Persistence Research calls for….

System ReTooling

Learning Community

Engagement

Empower Learners

Innovative Instruction For Success
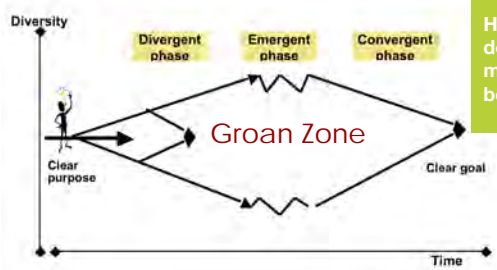
Assess & Screen

Dignity

Respect

Lifelong Learning Skills

Outcomes
1. Persistence

2. Successful Transition
…Into Post Secondary and/or Employment

3. Increased Social Capital

Slide 3

The Natural Learning Pathway

Diversity

Divergent phase   Emergent phase   Convergent phase

Groan Zone

Clear purpose

Clear goal

Time

How much order do we need? How much chaos would be helpful here?

Slide 4

Learning Communities
Participatory Learning
The Art of Hosting Conversations that Matter

Hosting the Natural Learning Process

Builds Social Capital Skills

1. Circle
2. Café
3. Open Space
4. Appreciative Inquiry

Social Capital Skills

- Non-Cognitive – Social Emotional

- Social Competencies
  - Collaboration
  - Co-creation
  - Taking turns
  - Listening with Attention
  - Withhold Judgment
  - Work with Diverse People and Ideas

- Ability to Speak – having one's own voice
  - Speak with Intention

- Take Leadership Role
  - Host others
  - Invite
  - Engage

- Self Advocate
  - Ask for Help
  - Offer Help

- ETC.

Participatory Learning Methodologies	Social Capital Skills Practiced
Circle	Speaking & Setting Intention, Speaking in a Group, Active Listening, Taking Turns, Getting/Giving Support
Café	Collaboration, Working in a team, Listening to and discussing diverse ideas & opinions, Building a collective model, Managing time, Taking a leadership role, Self advocacy, Putting abstract ideas into a visual model, Active listening, Peer learning and coaching
Open Space	Leadership, Asking questions, Offering something of interest to others, Active listening, Asking for help and offering help, Diagramming / summarizing a conversation.
Appreciative Inquiry	Looking for the positive, Managing negative situations from a strengths-based, positive view, Viewing life, people, & daily situations from a positive vantage point

Circle

The circle is a conversation framed with intention, agreements, and goals.

- ➤ Adaptable to a variety of groups, issues, and timeframes.

- ➤ Circle can be used as a means for "checking in" and "checking out". Classes or meetings can begin and end in circle. In this way, personal intentions can be stated upfront and reflections shared at closing.

- ➤ Circle can be the process used for the duration of a gathering, particularly if the group is relatively small and time for deep discussions and/or reflection is a primary aim.

- ➤ Circle offers practice in the following Social Capital skills including: speaking in front of a group, speaking with intention, taking turns, knowing when to pass, listening with attention, talking from the heart, holding judgement, offering support to peers.

Four Agreements of Circle

- Listen without judgment (slow down and listen)
- Whatever is said in circle stays in circle
- Offer what you can and ask for what you need
- Silence is also part of the conversation

"In Circle we crate a safe place where we can share whatever is in our hearts. We have a motto, 'Whatever is said in circle, stays in circle.

Circle time is our beginning and our ending. In circle we are a family."

Flora Edwards
TANF Literacy Student
OIC, OK City

Practices of Circle

Speak with Intention: Noting what has relevance to the conversation in the moment

Listen with Attention: Respectful of the learning process of all members of the group

Tend to the Well-being of the Group: Remaining aware of the impact of our contributions

General Flow of the Circle
- Check-in: Welcome – offer an overview of the class, topic or project for the dayor for the week
- Review the Four Agreements and the Three Practices
- Offer a 'talking piece'
- Set stage with two questions to help students in the circle be present, reflec,t and set an intention
- Be the guardian of the Process – manage time, keep the integrity of the circle
- Come back prior to the end of class (or week) with a Check-out with a reflection and a gratitude question, then offer a Farewell

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World Café

The World Café is a method for creating a collaborative learning conversations around questions that matter in the classroom, innovate learning, work with staff and community partners, and in real life situations.

World Café

Social Capital Skills Practiced with World Café

The Social Capital skills practiced in café include…

- Collaboration
- Working in a team
- Listening and discussing diverse ideas or opinions
- Building a collective diagram or model
- Managing time
- Taking a leadership role
- Self advocacy
- Putting abstract ideas into a visual model
- Active listening
- Framing powerful learning questions
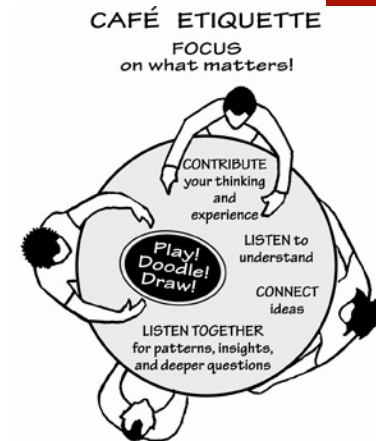- Peer learning and coaching, etc.

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7 Operating Principles of World Cafe

1. Create hospitable space: ensure a welcoming, safe place.

2. Explore questions that matter in learning the course content, getting a project started or keeping it going, or in exploring issues of daily life.

3. Encourage each person's contribution; continually invite all participants to add to the café conversation.

4. Connect diverse people, diverse insights, and diverse ideas. Diversity builds richness and depth to every conversation.

5. Connect abstract ideas in a visual picture by using graphic organizers, webs or mind maps. Seeing the connections is crucial to sustaining learning.

6. Listen together for patterns, insights and deeper questions that emerge from the conversations.

7. Make collective knowledge visible and easy to harvest/share by creating graphic organizers, mind maps or webs

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Assumptions of World Cafe

1. The knowledge and wisdom we need is present and accessible.

2. Collective insight evolves from honoring unique contributions; connecting ideas; listening into the middle; noticing deeper themes and questions.

3. The intelligence of the group emerges as the individuals connect to each other personally as well as to the diverse ideas of their conversation partners are expressing.

CAFÉ ETIQUETTE
FOCUS on what matters!
CONTRIBUTE your thinking and experience
LISTEN to understand
CONNECT ideas
LISTEN TOGETHER for patterns, insights, and deeper questions
Play! Doodle! Draw!
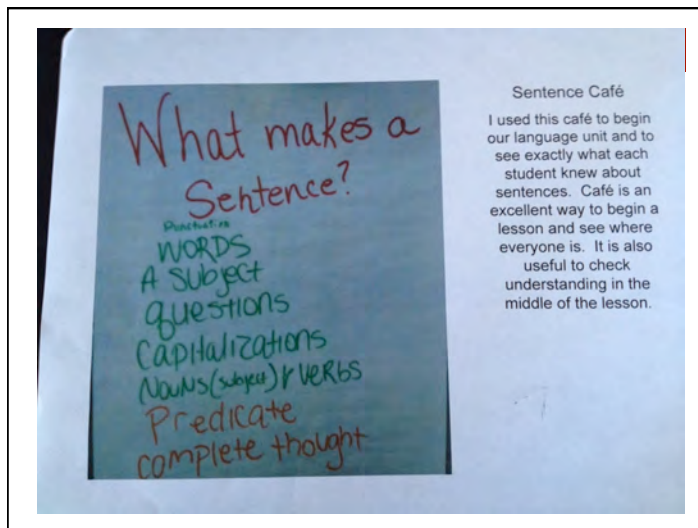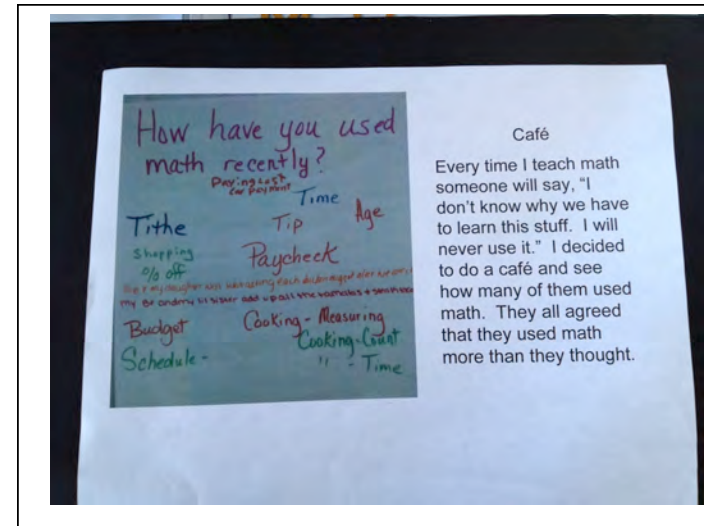

General Flow of a World Café in Education

1. Clarify the context (why the issue/content/question is important)

2. Seat 4-5 students at café-style tables or in conversation clusters. This number is critical not to exceed because of the need and purpose if for everyone to be engaged and it doesn't work with too many people.

3. Have the café group select one person to be the host or hostess.

4. The host/hostess selects a time keeper and someone to take lead on creating the graphic organizer, mind map, or web.

5. Ask the question for the café groups to discuss. The host/hostess writes the question on the top of their easel paper in the center of the table.

General Flow of a World Café in Education (cont.)

6. Begin the café and let the dialogue continue for 15 – 30 minutes.

7. Ask the host/hostess to stay at the table as a "host" for the next group.

8. He/she can invites the current group to students to move to other tables while also inviting new students to come to their café.

9. As the 2nd round of café begins, instruct the hosts at each café table to share key insights, questions, and ideas from the first café briefly with the new table members. Then question for the overall café is then reread by the host/hostess.

10. A new timekeeper and graphic creator is selected.

11. The host/hostess begin the new conversation, building on/adding to the first graphic.

12. After you've moved through the rounds, allow some time for each café table and the whole-group harvest the conversations.

World Café Assumptions

- In every learning situations ….something works
- What we focus on becomes our reality
- Reality is created in the moment – there is more than one reality
- The act of asking questions influences the community in some way
- People have more confidence and comfort to journey to the future when they carry forward parts of the past
- If we carry forward parts of the past, they should be what is best
- It is important to value differences
- The language we use creates our reality

Café

Every time I teach math someone will say, "I don't know why we have to learn this stuff. I will never use it." I decided to do a café and see how many of them used math. They all agreed that they used math more than they thought.

Sentence Café

I used this café to begin our language unit and to see exactly what each student knew about sentences. Café is an excellent way to begin a lesson and see where everyone is. It is also useful to check understanding in the middle of the lesson.

Open Space
&
Appreciative Inquiry…

Align and Redesign Institute

In April - 8, 9, 10
Be there -
Or be….

Coming Next

Wednesday, March 5 – 2:00 PM – 4:00 PM CST
Moving the Standards into Practice
Host: Meryl Becker Prezocki

Wednesday, March 26 – 2:00 PM – 4:00 PM CST
Career Pathways – Embracing Career Exploration in Everyday Learning
Host: Jeff Fantine

Preparing for tomorrow…

Einstein
"Definition of insanity…..
Doing the same thing over and over
And expecting different results!"

Rumi
"Between 'right' and 'wrong'……
There is a field.
I'll meet you there…."

…And together we can create
a better tomorrow!

Laura Weisel, Ph.D.

….has 30+ years experience in primary through high school education, special education, community-based and institutional-based adult basic education, community college transition and developmental education, mental health and substance abuse services, and workforce development. She has held administrative and leadership positions at the local, state and national levels.

In addition, in 2000 Dr. Weisel created a model leadership academy for emerging leaders at the John Glenn Institute for Public Service and Public Policy.

Dr. Weisel holds degrees in Early and Middle Education, Reading, Special Education, Adult Learning, Neuro and Cognitive Psychology, and Research. She currently is an Executive Partner and Director of Research & Innovation at The TLP Group devoting her time to research, product development, professional development, and advocacy.

As author of PowerPath to Education and Employment and numerous articles and monographs, Dr. Weisel works with national, state, and local initiatives to implement research-based practices leading toward long-term education and employment outcomes.

As a Past-President of the National Association for Adults with Special Learning Needs and a prominent conference presenter, Dr. Weisel works to increase national awareness of those at-risk youth and adults along with the systemic changes in service delivery that can dramatically change their lives.

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