

# ESLR: Expected Student Learning Results

When ROP Staff was asked,

## "What do ESLRs mean to you?"

this is what was said:

- Student Proficiencies
- Objectives
- Vocational and Academics working together
- Guidelines for instructors
- Students getting out of class what's expected
- ESLRs are global

### Ways to assess if students are achieving the ESLRs

- essay test
- assignments
- evaluate records
- video taping
- skills check list
- demonstration
- on the job evaluations (employer)
- performance test
- oral/written projects
- written tests
- oral tests
- on-job-training
- manager evaluations
- observations
- journals
- graphic image/representation that meets the standard

### Strategies to teach and integrate ESLRs into the classroom

- syllabus
- post in classroom and review
- lesson plan on ESLR's (Iacorop.org)
- incorporating into grading system
- student to evaluate teacher
- self evaluation (pre and post assessments)
- students to remember ESLR's
- break down ESLR's for students
- every assignment to relate to each ESLR's
- SCANS
- ESLR's in career center - exposure
- guest speakers to relate industry to ESLR's
- product/project
  - video
  - foods
  - brochure – printing (all equal final product)

- team players
  - punctuality
  - policies and procedures
  - learning to adapt
  - professional attire
  - computer skills
  - use of resources such as office equipment
  - writing skills
  - effectively incorporating the concept learned at the workplace
  - hands on
  - terminology
  - peer teaching
  - reception of peer knowledge
  - guest speakers
  - graduated students
  - properly filling out an application
  - field trips
  - exposure to opportunities
  - attendance/punctuality
  - interviewing skills
  - team player/accountability
  - communication/phone
  - professionalism – dress attire, mannerism
  - problem solving
  - taking initiative
  - integrity
  - positive attitude
    - H onesty
    - I ntegrity
    - P erservance
- writing skills/maintenance skill (application)
- learning that work environment
  - poster
  - class activities
  - role play
  - web site
  - tying ESLR to lesson plan
  - communicating the program **The Big Picture** (explain)
  - reps/drills
- Peer teaching
- Role modeling between students (include role reversal)
- Panel presentation and demonstration by students (Pre and post test) (listening skills)
- List of course expectations (and individual lessons) – to assess learning outcomes
- Team activities (i.e., computer assignments, photography)
- questionnaire on team experiences
- sharing experiences
- Incorporating individual cultures into lessons to focus on similarities
- Allow student involvement in lesson plans (negotiating)
- validation of student

- Group Projects
  - a) Leader
  - b) Committee
  - c) Delegating jobs and responsibilities
  - d) Partners
- Working with a partner
  - a) Responsibility check to see if partner is completing task
- Guest speakers – develop listening skills, make a written report on speaker's topic
- Dramatic presentation written and directed by students
  - a) Expressing student concerns
  - b) Student perspective
- Help each other fill out registrations (bilingual)
- Listen to students' problems, questions
- Model good interactive communication skills while talking with colleagues/students
- Assist diverse populations to choose appropriate classes
- Participating as a member of the team
- Exercising leadership
- Developing effective listening skills
- Completing assigned task
- Utilizing effective interpersonal skills
- Working with diversity
- Negotiating
- Exercising Leadership
  - a) Rotating duties
  - b) Explaining a project/demonstrate
  - c) Student selected activities
  - d) Student as a mentor/tutor
  - e) Goals (focus) student
- Develop Effective listening skills – Note taking
  - a) Mock workplace situation
  - b) Questions/answer period, response
  - c) Student as facilitator
  - d) Interviewing
  - e) Taping students (video and audio)
- Completing assigned tasks
  - a) Basic homework
  - b) Following basic rules
  - c) Deadlines/check points
  - d) Monitoring progress
  - e) Reward system (certificates, grades, points)
- Utilize effective personal skills
  - a) Basic courtesy and respect
  - b) Professional behavior
  - c) Mock work place situations
  - d) Letter writing
  - e) Oral presentation/public speaking
- Working with Diversity
  - a) Teaming with diverse race, genders, abilities
  - b) Formal addressing of diversity issues
  - c) Cultural awareness training

- d) Sharing food, dance, art from various cultural groups
- Negotiating
  - a) Win/Win situations
  - b) Conflict resolution
  - c) Mediation
  - d) Counselors as resources
  - e) Business wants team work
  - f) Competition less important than working together
  - g) Cultural importance for integration/tolerance
  - h) The teaching of American culture
  - i) Professionalism/global
  - j) Etiquette/Values
- Work in groups/teamwork
- Internships/Mentorships
- Observations/Clinical training
- Exercises to develop interpersonal skills
- Develop awareness and acceptance of diversity
- Hands-on experiences in the workplace
- Field trips
- Guest speakers
- Role play customer service
- Using the ESLR Poster as a reference to ESLR #1 to the complete assigned task
- Explain the expected outcomes (see strategies for teaching poster)
- Allow input from students to accomplish team activity: (computer assignment using Excel spreadsheet)
- Perform/Payroll from McD's
- Step by step until payroll is completed
- Check by using formulas

### **Personal Qualities**

- Instructor to be an example
  - a) Punctuality
  - b) Clothing
- Develop a dress code appropriate to specific program
  - a) student driven
- Attendance
  - a) communication – student responsibility
  - b) Transportation – student responsibility, i.e., bus schedules
- Health habits
  - a) Hand washing
  - b) Sleep
  - c) Eating
  - d) Personal hygiene – workplace expectations
- Physical fitness - education
  - a) Personal discipline
- Time Management/individual use of time
- Working with diversity

- a) Respect with tolerance
  - b) Appreciate differences
- Dress code
- Objective: To learn how to dress for specific situations
- Materials:
  - a) ESLR's card or chart
  - b) Overhead
  - c) Pictures
  - d) Video
  - e) Hand outs
  - f) Samples of written dress codes from industry
  - g) Schools dress codes – compare
  - h) Dictionary
  
- Lesson Plan:
  - a) Define appropriate
  - b) History of fashion
  - c) OSHA – define industry standards
  - d) Gender differences
- Non-verbal communication
  - a) What are you saying by the way you dress?
- Teacher lead discussion
- Summary/Outcome
  - a) three (3) different situations, students tell how to dress from head to toe
  - b) for each situation
    - 1) Medical office to work
    - 2) Disco/date
    - 3) Job interview
- Effective Interpersonal skills
  - a) Assign group projects
    - 1) Problem solving skills – individual and group projects
    - 2) Learn to take criticism and utilize
    - 3) Follow instructions
- Research
  - a) Career Center
  - b) Internet
  - c) Newspaper
- Interview
  - a) Information about career and/or company
- Feedback
  - a) What student learned is shared with others (teamwork)
- Stress importance of punctuality
- Define (clearly) tardiness and begin class on time
- Provide students with clear and concise syllabus
- Teach effective time management
- Regular quiz and test
- Reviewing test results
- Create a “user friendly” classroom

- a) ensure equipment is used properly
- b) provide adequate space so that students are comfortable
- c) provide adequate and relevant visual aids
- Punctuality
  - a) Develop an incentive program, i.e.,
    - 1) Establish tardy clock, if students arrive on time and are prepared they receive a point
    - 2) Tardy five minutes, they receive half a point
    - 3) Anything over five minutes, they receive no points
    - 4) At the end of the designated time frame (3 weeks – 1 month) student with most points is rewarded (movie tickets, gift certificate, etc.)
- Assign specific team tasks or jobs
  - a) Test if the task was performed correctly “at the end” by the instructions
- Assign team projects
- Doing group presentations
- Role playing
- Guest speaker on team
- Scorable Resumes
- Time management, resource management skills
- Communications about accountability
- Specific team tools and responsibilities
- Inter-Team cooperation
- Knowledge of profession’s vocabulary and the ability to communicate using this vocabulary
- Role modeling behaviors that students will hopefully emulate
- Employ “job shadowing” visit to work environment
- ROP class and volunteer businesses in the community
- Set due dates on assignments
- Written classroom rules (posted) with student input
- Resource speakers regarding health issues, i.e., D.A.R.E.
- Teach body mechanics, i.e., ergonomics
- Worker compensation insurance, injury reporting procedures, safe work habits
- Role playing difficult work situations
- Citizenship incorporated into grading system
- Video scenarios – problem solving, etc.
- Students sharing time and brainstorming
- Syllabus, timelines, day planning, activities for time management
- Values exercises
- Career exploration, activities, assessments, guest speakers, etc.
- Use job search specialists (LACOROP)
- Use of career center, counselors
- Life skills guest speakers, i.e., taxes, banking, hospitals, service clubs, etc.
- Demonstrate courteous behavior/professionalism
- Model problem solving skills and positive attitudes

### **Specific Ideas for Time Management**

- Each project/assignment to have a deadline
- Late to class – drop grade point
- Five (5) minutes early – grade goes back up

- Monopoly money
- Deduct points
- Relate
  - a) Real life examples
  - b) Get fired – missed the bus
  - c) Rewards – watches

### **Specific Ideas for Effective Positive Attitude**

- Peers discussing attitudes with in teams – attitude review

### **Specific Ideas for Healthy Habits**

- Good grooming/healthy appearance for job interview
  - a) Job Search Specialist
- Hand washing/germs
- The payoff – more work days less sick days = more money
- Drug free

### **Specific Ideas for Balancing Priorities**

- Need organizational skills
- Work ethics
- Teamwork
- Self esteem
- Goal setting
- Time management
- Grooming
- Job-readiness skills
- Accepting future responsibilities
- Keeping job
- Personality/positive attitude
- Character development
- Financial Management
- Maturity
- Integrity
- Healthy habits/physical fitness
- Good manners

### **Specific Ideas for Implementation**

- Higher expectations
- Role playing/Playing games (creative lesson plans)
- Visuals
- Guest speakers
  - a) Job Search specialist
- Demonstrate common sense
- Field trips
- Group assignments
- OJT
- Lectures/demonstrations/interactive
- Team teaching
- Counseling
- Personal experiences

## **Ideas to Address Learning the Basics of Computer Skills**

- Doing tasks on a computer
  - a) Resumes
  - b) Research
  - c) Books include steps
- Utilizing community classrooms
  - a) Learning the latest version of programs
  - b) Making students aware of how computers are used in our daily lives
    - 1) Evaluating results
    - 2) testing
    - 3) comparing to a recognized standard
    - 4) altering decisions
- Use technology available to us and refer students to the applicable technological resources
- Learning and using basic computer skills to define school and personal objectives
- Incorporate lesson plans to specific technology that is pertinent to your class curriculum that meets community and industry's standards
- Define technology by department
- Transfer information to skills and abilities
- Internet, attendance, FAX, copier, video
- Get students to computers – internet use and web access
- Basic computer skills = resume – FAX – E-mail
- Phone skills – answer – message taking – on hold
- Basic office equipment
- Motivate/encourage passion of career
- Use of computers
  - a) Technology Centers
  - b) Knows authority and credentials for site
  - c) Teacher recommends sites
- Class specific machine and tools
  - a) Career specific, i.e., automotive diagnosis
- Use of E-mail
  - a) assignments
  - b) interact/shared information with colleagues
- On job training – “Hands on”
- Video monitoring
  - a) professional journals – (see advertisement)
  - b) access and knowledge of proper use
- Internet interviews for career choices
- Guest speaker – teacher trade
- Modern communication tools –
  - a) simple tasks “write directions”
  - b) “scenario”
  - c) “in situ”
- Field trips
- Role playing situations with equipment
- Tools in workplace
- Recognize computer
- Use software

- a) word processor
- b) spread sheet
- c) desk top
- Copy machine
- Scanner
- Telephone techniques
- Keyboarding by touch
- Fax machine
- Cash registers

#### **Ideas Specific to Banking**

- Credit card
- Teller terminals
- ATM

#### **Ideas Specific to Drafting**

- Standard manuals vs. computers
- Computers

#### **Ideas Specific to Foods**

- Microwaves
- Convection ovens
- Commercial kitchens
- Food processors

#### **Ideas Specific to Retail Sales**

- Pricing guns
- Inventory scanners
- Security cameras
- Cell phones
- Pagers
- E-mail
- Internet
- Printer

#### **Ideas Specific to TV Productions**

- Sound technology
- Projectors
- Cameras
- VCR
- Mixers
- Editors
- Animation software

#### **Ideas Specific to Office Occupations**

- Micro-type pro
- Keyboarding
- 10-Key machine

- Calculators
- Medical field
- Digital cameras
- Every student must have the use of all technology, i.e., computers, phones, FAXes, copy machines
- Ability to use career. Research programs, i.e., discover, GIs, choices, coin
- Assignment:
  - a) Research a specific career and report back to class with visual aids
  
- Students will determine the materials required for the class
- Set goals for the class. Teach students to allocate and manage time to complete those goals
- Break students up in groups. Choose group leader to assign activities to each person in the group and come together as a group to complete the task
- Have students create a safety/care list for the resources that they have available to them in the classroom
- Let students evaluate the activities of other students
- Meet deadlines given to students (promise to deliver)
- Develop time management materials (illustrate the need for)
- Long term project
- Team teaching
- Time management skills/workshops
- Have students create a time line for themselves
- Brainstorming
- Use of computer technology for research, data bases and spread sheets
- Team projects
- Cooperative learning
- Goal setting activities
- Flow charts
- Prioritizing tasks
- Make students create organizational systems
- Speakers, related to financial planning
- Create their own budgets with limited funds
- Have student design a simulated work setting
- Pre/post questions/assessment
- Journal of classroom interactions
- Self-assessment
- Peer counseling
- Role playing
- Learning how to "access"
  - a) Personal resources – what are my strengths?
  - b) How to obtain, acquire, manage, share, question, seek . . .
  
- Plan and "organize time"
- Understanding, knowing and "setting limits"
- Establish the tone in the classroom with both staff and students from the beginning
- Begin with written expectations followed by demonstrations and activities/assessment

- Be accountable and understand/integrate the principles of communal ownership
- Model – lead by example
- Effectively manage and understand the use of resources

### **Specific Ideas for Job Search**

- Job Finder's Guide
- web sites
- D.O.T.
- media
- resources
- personal contacts
- ROP text
- career centers

### **Specific Ideas for Desk Top Publishing**

- Web – computer use
- Text resources

### **Specific Ideas for Fashion Merchandising**

- Guest speakers
- Videos
- Fashion Magazines
- Newspapers

### **Specific Ideas for Photo**

- Videos
- Guest speakers
- Library

### **Specific Ideas for Computer Applications Instructional Aide**

- Guest speakers
- Personal handouts

- Contact employers to do mock advisory meetings (interviews)
- Job finders book
- Filming mock interviews (student evaluations)
- Industry field trips (to identify industry standards for dress code, work ethics, etc.)
- Hands on (food in)
- Work samples
- Bring in samples of work from industry to validate
- Lifting technique (doctor, chiropractor, OSHA, etc.) videos. CPR (Wal-Mart)
- Calendar for work and school class schedules
- Conflict resolution (job specialists)
- Emergency procedures (earthquake, fire, hold ups, robbery, etc.)
- Sexual harassment (video)
- Model all indicators in fulfillment of our job responsibilities
  
- Acquire and demonstrate job skills that serve as a foundation for career employment opportunities by practicing job safety/punctuality and attendance/codes of ethics &

legal responsibility/communicating effectively/completing a resume, job application and simulated interview/solving problems and making decisions/teaching others serving clients and customers/dressing appropriately

- Use ROP job services to teach resume writing, job applications, and simulated interview. Use their materials to follow up (Mock oral interview)
- Teach attendance and punctuality by a system of rewards (“chips” that they spend?)
- Teach proper dress and demeanor by example. You are a role model – They will ask questions!
- Have them work in groups to learn how to work as a team (brainstorm groups)
- Have students teach a lesson (or part of a lesson) to learn to communicate effectively
- Make your own safety video, featuring your students
  
- Role play to teach customer service
- Helps to transition “school-to-work”
- Learn professionalism (dress code, prompt)
- Help students learn workplace skills
- Life-long skills
- Gives students more confidence
- Make students independent and aware of labor laws/ethics
- Make students more productive citizens
- Allows students to make career choices
- Realistic view of the job world (work force)
- Following instructions (paperwork)
- Learn entry level skills, start at a higher position
- Learn better communication skills
- Role playing and mock interviewing
- Scenario of ethical problems (debate)
- Activities that incorporate time management
  - a) example: time lines/production schedules
- Begin with interactive discussion of what an expectation is . . . 1<sup>st</sup> introduction
- Explanation ESLR
- Specific topic and which ESLR
- Reflect on ESLR at conclusion of class with continual lessons always reflecting to ESLR
- Explain to students that the ESLR insures that they receive the skills that they are investing their time towards gaining – a measure or check point of teacher effectiveness
- Videos, pictures, dress, guest speakers, re: appropriate dress for safety and occupational environment
- Simulate work ethic by requiring phone call when late or absent
- Assigning responsibilities that allow student to use work ethics, i.e., honesty
- Activity that illustrates consequences and choices
- Written and oral assignments
- Using career center, role playing in class
- Teamwork and peer feedback
- Positive personal qualities and life-long learning by:
  - a) Punctuality
  - b) Goals in life – personal, physical, educational

- c) Communication positive smile
- d) Dressing for success
- e) Lead by example; dress, language
- Technology – video taping, computers, video, internet
- Acquiring employment skills
- Utilizing the job specialist in the classroom, job acquired skills, portfolio
- Student/employer identifications
- Hands on training
- Advise and run the student store, accounting, order supplies, customer service, quality control
- Preparing the ideal Scan able Resume
- Information interviews
- Networking
  
- Mock job interviews; make resume using professionals in the field; critique resume and job interviews
- Group projects and presentations
- Teaching work ethics, using realistic scenarios – arriving at group consensus for hiring and dismissal
- Using simulation to teach conflict resolutions, anger management
- Using simulations to teach laws about sexual harassment, discrimination
- Community service, evaluation of service, way to earn grade points
- Teaching SADAIE – Specifically Designed Instruction for English Learners (cultural sensitivity)
- Adaptation to the specific work culture