



Professional Development

GOSOSY Professional
Development for OSY Instructors:

Implementing the OSY Instructional Action Plan



Acknowledgements

GOSOSY Professional Development Group and Contributors

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- Kansas MEP: John Farrell, Paige Inman and John Fink.
- GOSOSY PD Reviewers and Technical Support Team members and the State Steering Support Team



Introduction to the OSY Instructional Action Plan



OSY Instructional Action Plan

7/2016

| Name | Date | Last Grade Completed | English Proficiency | MSIX ID |
|---|---|---|--|---------|
| | | | | |
| <p>Step 1: Create an Effective Learning Environment</p> <ul style="list-style-type: none"> • Where may you conduct the lesson? • What distractions or challenges may you encounter? • How will you address these? | <p>Step 2: Building Rapport</p> <ul style="list-style-type: none"> • What conversation starters/questions will you use to build rapport with OSY? • Use this time to determine if there are specific lessons that would be helpful/applicable for the OSY. | <p>Step 3: Transition to Instruction:</p> <ul style="list-style-type: none"> • How will you transition from rapport building to the instructional lesson? | <p>Step 4: Young Adult Learning Strategies:</p> <ul style="list-style-type: none"> • What young adult learning strategies do you plan to use? • Where and how will you implement young adult learning strategies? | |
| | | | | |



Introduction to the OSY Instructional Action Plan Continued

| | | | |
|--|--|---|---|
| <p>Reflection:</p> <ul style="list-style-type: none"> Was I able to create a positive learning environment? What worked? What didn't? | <p>Reflection:</p> <ul style="list-style-type: none"> What did I learn about my student(s)? | <p>Reflection:</p> <ul style="list-style-type: none"> Was my transition plan successful? Why/why not? | <p>Reflection:</p> <ul style="list-style-type: none"> Were my strategies successful? Why/why not? |
| <p>Future modifications:</p> | <p>Future modifications:</p> <ul style="list-style-type: none"> What future lessons are they interested in? | <p>Future modifications:</p> <ul style="list-style-type: none"> What will I do the same/different in the future? | <p>Future modifications:</p> <ul style="list-style-type: none"> What will I do the same/different in the future? |
| <p>Self-Evaluation:</p> <p>On a scale of 1-5 (1 being ineffective, 5 being very effective), how would you rate your ability to create a positive learning environment?</p> <p>1 2 3 4 5</p> | <p>Self-Evaluation:</p> <p>On a scale of 1-5 (1 being ineffective, 5 being very effective), how would you rate your ability to build rapport with your student(s)?</p> <p>1 2 3 4 5</p> | <p>Self-Evaluation:</p> <p>On a scale of 1-5 (1 being ineffective, 5 being very effective), how would you rate your ability to transition to instruction?</p> <p>1 2 3 4 5</p> | <p>Self-Evaluation:</p> <p>On a scale of 1-5 (1 being ineffective, 5 being very effective), how would you rate your ability to implement adult learning strategies?</p> <p>1 2 3 4 5</p> |



Student Scenario: Introducing Paw

Paw is a 17-year-old OSY. She moved here with her boyfriend who worked in a feedlot a year ago. Not long after moving, she found out she was pregnant. She and her boyfriend are no longer together and her family lives in a different state. She completed her freshmen year of high school and then dropped out. Her English proficiency is Intermediate. She is unfamiliar with the area and needs medical services during her pregnancy. After her pregnancy, she will need childcare as she is planning on going back to her job in a dairy and has also expressed a desire in obtaining her GED.



Student Scenario: Introducing Yordano

Yordano is an 18-year-old OSY. He just recently moved out of his parents' house and is working for a local farmer. Money is very tight in his household and therefore he cannot afford a car. He attended school all the way up to the first semester of 12th grade. He is proficient in English. He dropped out because he missed the state test and was not going to be on track to graduate. Because of the lack of transportation, he is unable to have a stable means of transportation to get to and from a school.



Main Components

OSY Instructional Action Plan



STEP 1

- Creating an Effective Learning Environment



STEP 2

- Building Rapport



STEP 3

- Transition to Instruction



STEP 4

- Young Adult Learning Strategies





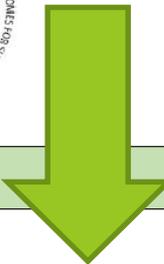
Step 1



OSY Instructional Action Plan

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|---|---|---|--|



Step 1: Creating an Effective Learning Environment

| Guiding Questions: | Tips: |
|--|---|
| <ul style="list-style-type: none">▪ Where may you conduct the lesson?▪ What distractions or challenges may you encounter?▪ How will you address these? | <ul style="list-style-type: none">✓ Find an effective location✓ Minimize distractions (turn off TV, phones, radio, etc.)✓ Have supplies readily available for use✓ Ensure there is proper lighting |



Step 1: Creating an Effective Learning Environment



Strategies for Creating an Effective Learning Environment

7/2016

| Strategies | Instruction at Home | Instruction on a Farm | Instruction at a Site |
|--|--|---|--|
| <ul style="list-style-type: none"> Minimize distractions | Turn radio and television off, have student(s) turn off phone, have other student(s) in the home reading or doing homework at the same time, if possible. | Have students turn off or silence their phones during lessons. | Find a spot to instruct, read, and study where there is not a lot of noise or interruptions such as ringing phones, people entering/exiting, etc. |
| <ul style="list-style-type: none"> Utilize technology | Battery operated devices such as iPads, MP3 players, or tablets if available, should be brought to the tutoring sessions and utilized in lessons. | Battery operated devices such as iPads, MP3 players, or tablets if available, should be brought to the farm site and utilized in lessons. | Many site-based learning environments have the added bonus of the use of technology such as laptop or desk computers, tablets, iPads, smart boards, etc. These items can assist greatly in the learning process. |
| <ul style="list-style-type: none"> Have supplies ready for use | Provide supplies such as pencils, paper, calculator, portable dry erase board, and markers, etc. If using a communal table, utilize a bin or tray for supplies. | A backpack is useful to hold supplies such as pencils, paper, workbooks, portable dry erase boards, etc. Also, a flat hard surface for writing, such as a table or clipboard, is useful. | Provide supplies such as pencils, paper, calculator, portable dry erase board, and markers, etc. Keep supplies and other materials together in a bin or basket if possible. |
| <ul style="list-style-type: none"> Find an effective location for study | Find a location where there is little noise or traffic and where the student can maintain good posture sitting at a table in an upright position. Good posture makes it easier to concentrate. If there are too many distractions, attempt to meet at a more private location. | Try to find a quiet area on the farm where you and the student can concentrate. It may be under a tree, at a picnic table, in the kitchen area after meal times, etc. A place where there is not a lot of noise or traffic is best if possible. | Site-based instruction may afford you a classroom setting in which to work with youth. Try to find a room with minimum traffic flow and outside distractions. |

For the full document, see Strategies for Creating an Effective Learning Environment Resource Guide



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Sample OSY Instructional Action Plan: Paw

| Name | Date | Last Grade Completed | English Proficiency | MSIX ID |
|---|--|--|--|-----------|
| Paw Reh | 2/21/17 | 9 th | Intermediate | M123456-1 |
| <p>Step 1: Create a Positive Learning Environment</p> <ul style="list-style-type: none"> Where may you conduct the lesson? What distractions or challenges may you encounter? How will you address these? <p><i>During the first home visit, I noticed that the house in which Paw is residing seems very chaotic so I arranged to have a classroom available for us to use every Tuesday. The library is 2 minutes away and it provides a consistent learning environment. Also, they have great resources that Paw can use.</i></p> | <p>Step 2: Building Rapport</p> <ul style="list-style-type: none"> What conversation starters/questions will you use to build rapport with the student? Use this time to discuss if there are special needs that would be helpful/applied to OSY. <p><i>I will start my session by discussing obstacles that the OSY student is facing; using the Conversation Starter "What obstacles may you be facing when achieving your dreams? How can you overcome these obstacles?" I will share my personal story of having to finish school while being a single parent and working three jobs, so that she will feel comfortable and understand that she can overcome her situation with hard work and determination. I will use the Life Skills lesson "Taking Care of Yourself During Pregnancy" as a bridge to Instruction.</i></p> | <p>Step 3: Transition to Instruction:</p> <p><i>concerns about needing resources for prenatal care and will have a list of local resources available for her review. I will explain that she will likely encounter some of these terms during her initial visits and will suggest that she write down any additional questions she has as we go throughout the lesson that we can discuss afterwards.</i></p> | <p>Step 4: Young Adult Learning Strategies:</p> <p><i>and understanding pregnancy. - Principle 2: Young adults will learn only when they feel a need to learn (Benefit). She is interested in getting a GED and how to be successful in this goal. These strategies will be implemented at the home, using the parenting lessons and a list of resources for pregnant mothers in the area. She will also be provided with Pre-GED lessons. Paw is motivated to learn due to her situation and her desire to obtain a GED.</i></p> | |

During the first home visit, I noticed that the house in which Paw is residing seems very chaotic, so I arranged to have a classroom available for us to use every Tuesday at the local library. The library is 2 minutes away from her home and it provides a consistent learning environment. Also, they have great resources that Paw can use.



Stop-and-Do: Step 1

Describe what you would do to create an effective learning environment for Yordano on the farm where he works and lives:



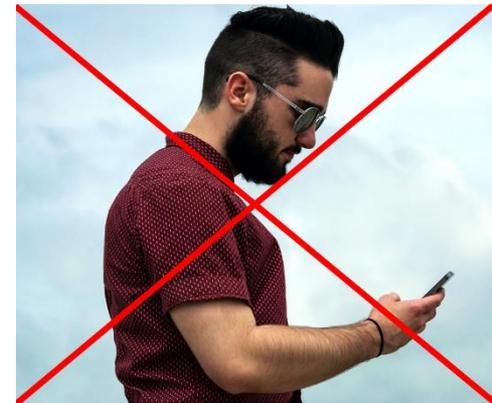
- Where may you conduct the lesson?
- What distractions or challenges may you encounter?
- How will you address these?



Effective Learning Environment In Summary...



Minimize Clutter



Minimize Distractions

Have Supplies
Ready for Use



Ensure Proper Lighting
Utilize Technology

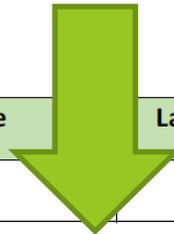


Step 2



OSY Instructional Action Plan

7/2016



| Name | Date | Last Grade Completed | English Proficiency | MSIX ID |
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| | | | | |

Step 1: Create an Effective Learning Environment

- Where may you conduct the lesson?
- What distractions or challenges may you encounter?
- How will you address these?

Step 2: Building Rapport

- What conversation starters/questions will you use to build rapport with OSY?
- Use this time to determine if there are specific lessons that would be helpful/applicable for the OSY.

Step 3: Transition to Instruction:

- How will you transition from rapport building to the instructional lesson?

Step 4: Young Adult Learning Strategies:

- What young adult learning strategies do you plan to use?
- Where and how will you implement young adult learning strategies?

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Step 2: Building Rapport

Guiding Questions:

- What conversation starters/questions will you use to build rapport with OSY?
- What are specific lessons that would be helpful/applicable for the OSY?

Tips:

Ask student(s):

- ✓ What is something you would like to learn more about? Why?
- ✓ What is an activity or subject that you never get tired of talking about?
- ✓ If you have time and resources to achieve your dreams, what would your dreams be?



Step 2: Building Rapport



OSY Conversation Starters/Bridges to Academic Instruction

10/2016

TELL ME ABOUT YOURSELF [ESTABLISHING RAPPORT]

Background: Unlike K-12 students, OSY have the option of working with the MEP or not. As adults, they are in charge of their time, and time is often limited and precious. An initial response to limited time might be to jump right into instruction to “save” time. Yet, taking time to establish rapport and getting to know the OSY can actually buy us more time with the OSY, because the OSY sees the service provider as someone who actually cares about them as a person and is there to better them, not just follow an educational agenda. These questions will help you get to know the OSY as a person. Answering these questions right along with the OSY also helps them get to know you as a person.

| Conversation Starter Prompt | Notes | Bridge to Instructional Service | Resources | Date(s) & Follow-up |
|--|-------|--|--|---------------------|
| What are your strengths (things that you can do really well)? | | Use the OSY Educational Resource Rubric and check off areas the OSY feels strong in. Celebrate each checkmark with the OSY that they already feel strong in this area and do not need assistance. | GOSOSY Educational Resource Rubric | |
| What is something you would like to know more about? Why? | | Use the OSY Educational Resource Rubric to identify lessons that are relevant, needed, and interesting to the OSY. Let the OSY guide you in selecting lessons for future use. | GOSOSY Educational Resource Rubric | |
| Is there something that you have enjoyed reading? Tell me what was great about it. | | Reading for fun is a great way to relax and also to build your confidence and learn more about things that are important to you. Since you loved reading about _____, you might enjoy one of our reading lessons about _____. Use the list of reading lessons to decide on a topic that interests him/her. | GOSOSY Reading Resources | |

For more information, see OSY Conversation Starters/Bridges to Academic Instruction Resource Guide





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| <p>During the first home visit, I noticed that the house in which Paw is residing seems very chaotic so I arranged to have a classroom available for us to use every Tuesday. The library is 2 minutes away and it provides a consistent learning environment. Also, they have great resources that Paw can use.</p> | <p><i>I will start my session discussing any obstacles that the OSY may perceive she is facing; using the Conversation Starter, "What obstacles may get in your way of achieving your dreams? How can you overcome these obstacles?"</i></p> <p><i>I will share my personal story of having to finish school while being a single parent and working three jobs, so that she will feel comfortable and understand that she can overcome her situation with hard work and determination.</i></p> <p><i>I will use the Life Skills lesson "Taking Care of Yourself During Pregnancy" as a bridge to instruction.</i></p> | <p>After our conversation, I will use the vocabulary that we discussed in the lesson as a bridge to instruction. I will address concerns about prenatal care and resources available. I will explain that some of these visits and will not take down any additional time. We go through this process after</p> | <p><i>I will start my session discussing any obstacles that the OSY may perceive she is facing, using the Conversation Starter, "What obstacles may get in your way of achieving your dreams? How can you overcome these obstacles?"</i></p> <p><i>I will share my personal story of having to finish school while being a single parent and working three jobs, so that she will feel comfortable and understand that she can overcome her situation with hard work and determination.</i></p> <p><i>I will use the Life Skills lesson "Taking Care of Yourself during Pregnancy" as a bridge to instruction.</i></p> <p>to her situation and her desire to obtain a GED.</p> | |



Stop and Do: Step 2

Describe what you would do to build rapport with Yordano prior to instruction, knowing that he has limited availability in his schedule:



- What conversation starters/questions will you use to build rapport with OSY?
- Use this time to determine if there are specific lessons that would be helpful/applicable.



Building Rapport In Summary...

What are your
dreams for the
future?

What is
something you
would like to
learn about?

What interests
you?





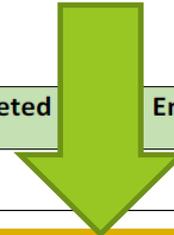
Step 3



OSY Instructional Action Plan

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| | | | |



Step 3: Transition to Instruction

| Guiding Questions: | Tips: |
|--|--|
| <ul style="list-style-type: none">How will you transition from the rapport building to the instructional lesson? | <ul style="list-style-type: none">✓ Review material from previous lesson✓ Relate lesson to the interest expressed in previous conversations✓ Create interest and enthusiasm in the topic you're about to present |

For more information, see OSY Conversation Starters/Bridges to Academic Instruction Resource Guide

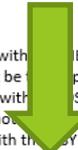




Step 3: Transition to Instruction

 **OSY Conversation Starters/Bridges to Academic Instruction**
10/2016

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| What is something you would like to know more about? Why? | | Use the OSY Educational Resource Rubric to identify lessons that are relevant, needed, and interesting to the OSY. Let the OSY guide you in selecting lessons for future use. | GOSOSY Educational Resource Rubric | |
| Is there something that you have enjoyed reading? Tell me what was great about it. | | Reading for fun is a great way to relax and also to build your confidence and learn more about things that are important to you. Since you loved reading about _____, you might enjoy one of our reading lessons about _____. Use the list of reading lessons to decide on a topic that interests him/her. | GOSOSY Reading Resources | |

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| <p>After our conversation, I will focus on key vocabulary that will be presented during the lesson as a way to transition into instruction. I will refer back to her initial concerns about needing resources for pre-natal care and will have a list of local resources available for her review.</p> <p>I will explain that she will likely encounter some of these terms during her initial visits and will suggest that she write down any additional questions she has as we go throughout the lesson that we can discuss afterwards.</p> | | | | |
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Stop-and-Do: Step 3

Describe what you would do to transition from building rapport to instruction with Yordano, knowing that his goal is to complete high school and that he was very close to doing so:



- How will you redirect the conversation from being informal to introduce and begin your lesson?



Transition to Instruction In Summary...



Create
interest and
enthusiasm

Review
content

Relate to
interests



Step 4



OSY Instructional Action Plan

7/2016



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Step 4: Young Adult Learning Strategies

| Young Adults Learn: | Tips: |
|--|--|
| <ul style="list-style-type: none">▪ When they want to or feel a need to learn▪ When learning is practical and related to real life▪ By doing/experiencing▪ In a variety of ways | <ul style="list-style-type: none">✓ Make sure the lesson is relevant and useful to the student✓ Provide immediate practice and feedback✓ Adjust learning to the student's needs/level✓ Incorporate as many senses as possible |



Step 4: Young Adult Learning Resource Guide



Young Adult Learning Resource Guide

9/2016

| Principle | Description | Teaching Application |
|---|--|---|
| <i>Young adults must want to learn. (Self-Direction)</i> | Young adults learn effectively only when they have a strong inner motivation to develop a new skill or acquire a particular type of knowledge. They are accustomed to being autonomous and self-directed. They have expectations and desires that need to be met. | Make sure students are motivated to learn. Develop a “need to know” in your learners. Make a case for the value of learning in their lives. Help learners answer the question, “What’s in it for me?” Give them choices. Allow them to discover things on their own and even make mistakes. |
| <i>Young adults will learn only when they feel a need to learn. (Benefit)</i> | Young adults are practical in their approach to learning. They see learning as a means to an end, rather than an end in itself. They must know what they have to gain and they must see the progress being made. Help them answer the question, “How is this going to help me right now?” Be practical, be direct. | Point out why it is important to learn the content. Focus on how they’ll benefit personally, such as getting ready for the HSED or learning to speak English. |
| <i>Young adults learn by doing. (Participation)</i> | Young adults are used to being active. They learn and retain better if they are actively involved in the learning process. While children also learn by doing, active participation is more important for Young adults. They need to be able to use skills immediately in order to see their relevance. | Include practice sessions during the lesson, rather than just at the end. If working with a small group, provide opportunities for learners to express themselves, work together, and be active. |
| <i>Young adult learning focuses on problems and the problems must be realistic. (Relevance)</i> | Unlike children, who like to learn skills sequentially, young adults start with a problem and then work to find a solution. They prefer real-life problems and tasks rather than academic material. Young adults enjoy a strong “how-to” focus. | Begin by identifying what the learner can do and what the learner wants to do. Then, armed with this knowledge, develop practical activities to teach specific skills. Teach tasks rather than topics. Maintain a brisk pace and schedule, focusing on what the learner needs to know. |

For the full document, see Young Adult Learning Resource Guide



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| Paw Reh | 2/21/17 | 9th | Intermediate | M123456-1 |
| <p>Step 1: Create a Positive Learning Environment</p> <ul style="list-style-type: none"> Where may you conduct the lesson? What distractions or challenges may you encounter? How will you address these? | <p>Step 2:</p> <ul style="list-style-type: none"> What obstacles are you facing, and how will you overcome them? What resources do you have available to you? | <p>I will use the following learning strategies:</p> <ul style="list-style-type: none"> - Principle 7: Young adults want guidance (Self-Esteem, because she is currently pregnant and will need information on medical services and understanding pregnancy. - Principle 2: Young adults will learn only when they feel a need to learn (Benefit), because she is interested in getting a GED and how to be successful in this goal. <p>These strategies will be implemented at the home, using the parenting lessons and a list of resources for pregnant mothers in the area. She will also be provided with Pre-GED lessons. Paw is motivated to learn due to her situation and her desire to obtain a GED.</p> | | <p>Step 4: Young Adult Learning Strategies:</p> <ul style="list-style-type: none"> What young adult learning strategies do you plan to use? Where and how will you implement young adult learning strategies? |
| <p>During the first home visit, I noticed that the house in which Paw is residing seems very chaotic, so I arranged to have a classroom available for us to use every Tuesday at the local library. The library is 2 minutes away from her home and it provides a consistent learning environment. Also, they have great resources that Paw can use.</p> | <p>I will state the obstacle I am facing, and how I will overcome it. I will share with Paw the resources available to her and how she can overcome them. I will use the Parenting Lessons and the Pre-GED lessons to instruct Paw.</p> | <p>will use the following learning strategies:</p> <ul style="list-style-type: none"> Principle 7: Young adults want guidance (Self-Esteem), because she is currently pregnant and will need information on medical services and understanding pregnancy. Principle 2: Young adults will learn only when they feel a need to learn (Benefit), because she is interested in getting a GED and how to be successful in this goal. <p>These strategies will be implemented at the home, using the parenting lessons and a list of resources for pregnant mothers in the area. She will also be provided with Pre-GED lessons. Paw is motivated to learn due to her situation and her desire to obtain a GED.</p> | | |



Stop-and-Do: Step 4

Describe what young adult learning strategies you would use with Yordano, knowing obtaining his diploma may lead to better opportunities:



- Identify the specific learning strategies you plan to use.
- Where and how will you implement these strategies?



Learning Strategies In Summary...

Relevant
and Useful

Practice and
Feedback



Adjust to
meet needs

Incorporate
many senses



OSY Instructional Action Plan Reflection

Review the questions in the reflection section to evaluate the success of your lesson and determine future modifications.

| | | | |
|---|---|---|---|
| <p>Reflection:</p> <ul style="list-style-type: none">• Was I able to create a positive learning environment? What worked? What didn't? | <p>Reflection:</p> <ul style="list-style-type: none">• What did I learn about my student(s)? | <p>Reflection:</p> <ul style="list-style-type: none">• Was my transition plan successful? Why/why not? | <p>Reflection:</p> <ul style="list-style-type: none">• Were my strategies successful? Why/why not? |
| <p>Future modifications:</p> | <ul style="list-style-type: none">• What future lessons are they interested in? | <ul style="list-style-type: none">• What will I do the same/different in the future? | <ul style="list-style-type: none">• What will I do the same/different in the future? |



Sample OSY Instructional Action Plan: Paw

| | | | |
|---|--|---|---|
| <p>Reflection:</p> <ul style="list-style-type: none"> Was I able to create a positive learning environment? What worked? What didn't? <p><i>The meeting at the library worked really well since it eliminated the distractions created by the other people that live in Paw's house. Something that did not work was that Paw did not feel as comfortable at the library as she would have been in her home. However, I hope that she will feel better in the future.</i></p> | <p>Reflection:</p> <ul style="list-style-type: none"> What did I learn about my student(s)? <p><i>Paw identified her biggest obstacles as lack of family support. Although she lives with others, she has no family nearby. She feels she is hardly keeping up with work and her pregnancy. She worries how she will complete a GED once the baby arrives.</i></p> | <p>Reflection:</p> <ul style="list-style-type: none"> Was my transition plan successful? Why/why not? <p><i>Yes, because we talked about her concerns in the context of not having her mother or someone to whom she can ask pregnancy questions. I used this as an opportunity to connect to the vocabulary in the lesson.</i></p> | <p>Reflection:</p> <ul style="list-style-type: none"> Were my strategies successful? Why/why not? <p><i>Trying to focus on current and future goals in the same lesson seemed overwhelming.</i></p> |
| <p>Future modifications:</p> <p><i>Paw and I spoke about how we might need to meet at her house once the baby arrives. It is going to be important to locate a great learning environment at her house and I need to adapt to her and her roommate's needs. We might not be able to eliminate all distractions but we will try our best to work around them.</i></p> | <p>What future lessons are they interested in?</p> <p><i>She is interested in GED and pregnancy related topics, so I suggested the "Write On: Going to the Doctor" lesson. She agreed to give that lesson a try.</i></p> | <p>What will I do the same/different in the future?</p> <p><i>I will bring a list of local parenting resources. There are parenting classes available in the community. I will tie these into our next lesson and have her practice using the vocabulary in role play phone calls to the agencies.</i></p> | <p>What will I do the same/different in the future?</p> <p><i>Focus on the most pressing need - pregnancy and related resources.</i></p> |



Stop-and-Do: Reflection

Take a few moments to consider these components of reflection:

- Reflection is critical. It enables you to construct valuable future lessons.
- Use your reflection to set goals for yourself.
- Reach out for help from a supervisor, trusted colleague, or utilize community resources.
- Be flexible - don't hesitate to change your future lesson plan based on the OSY's response.
- Reflection is vital to your rapport with the OSY, as it enables you to stay in tune with their changing needs.





Stop-and-Do: Reflection

Now take a moment to note these components on Paw's Learning Plan Reflection:

| | | | |
|---|--|---|---|
| <p>Reflection:</p> <ul style="list-style-type: none"> Was I able to create a positive learning environment? What worked? What didn't? <p><i>The meeting at the library worked really well since it eliminated the distractions created by the other people that live in Paw's house. Something that did not work was that Paw did not feel as comfortable at the library as she would have been in her home. However, I hope that she will feel better in the future.</i></p> | <p>Reflection:</p> <ul style="list-style-type: none"> What did I learn about my student(s)? <p><i>Paw identified her biggest obstacles as lack of family support. Although she lives with others, she has no family nearby. She feels she is hardly keeping up with work and her pregnancy. She worries how she will complete a GED once the baby arrives.</i></p> | <p>Reflection:</p> <ul style="list-style-type: none"> Was my transition plan successful? Why/why not? <p><i>Adapting plan to OSY's response.</i></p> <p><i>mother or someone to whom she can ask pregnancy questions. I used this as an opportunity to connect to the vocabulary in the lesson.</i></p> | <p>Reflection:</p> <ul style="list-style-type: none"> Were my strategies successful? Why/why not? <p><i>Trying to focus on current and future goals in the same lesson seemed overwhelming.</i></p> |
| <p>Future modifications:</p> <p><i>Paw and I spoke about how we might need to meet at her house once the baby arrives. It is going to be important to create a great learning environment at her house and I need to adapt to her and her roommate's needs. We might not be able to eliminate all distractions but we will try our best to work around them.</i></p> | <p>Using reflection to set goals for yourself.</p> <p><i>She is interested in GED and pregnancy related topics, so I suggested the "Write On: Going to the Doctor" lesson. She agreed to give that lesson a try.</i></p> <p>Tapping into community resources.</p> | <p>What will I do the same/different in the future?</p> <p><i>I will bring a list of local parenting resources. There are parenting classes available in the community. I will tie these into our next lesson and have her practice using the vocabulary in role play phone calls to the agencies.</i></p> | <p>What will I do the same/different in the future?</p> <p><i>Focus on the most pressing need - pregnancy and related resources.</i></p> |





OSY Instructional Action Plan Evaluation

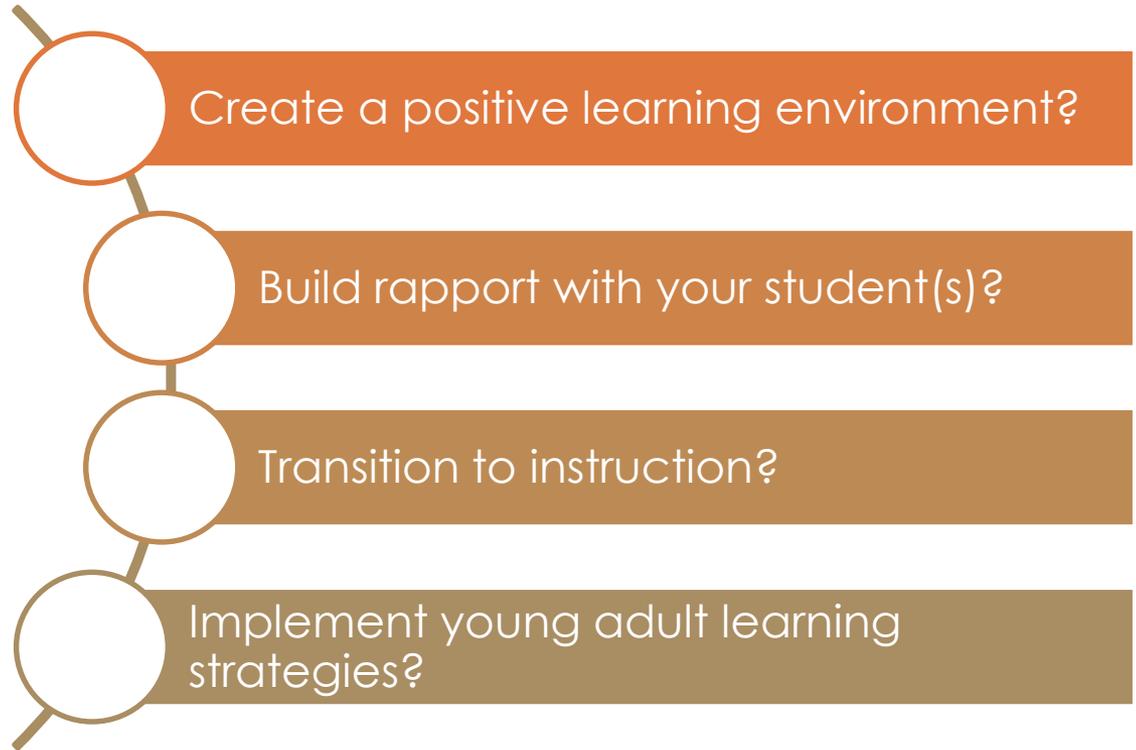
Self Evaluation:

- On a scale of 1-5, how would you rate your ability to...

Self-Evaluation:

On a scale of 1-5 (1 being ineffective, 5 being very effective), how would you rate your ability to build rapport with your student(s)?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|





Sample OSY Instructional Action Plan Evaluation: Paw

Be honest in the evaluation process; learn from what didn't work and build on what worked!

While working at the library was great in theory, Paw did not feel comfortable there.

Incorporating my personal story really helped put Paw at ease with me and open up about her own family situation.

I was able to easily transition into the lesson I had planned since we had such a great conversation about her needs.

I planned too many strategies for this particular lesson. I will need to revisit the second strategy at a later time.

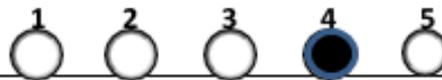
Self-Evaluation:

On a scale of 1-5 (1 being ineffective, 5 being very effective), how would you rate your ability to create a positive learning environment?



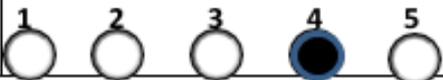
Self-Evaluation:

On a scale of 1-5 (1 being ineffective, 5 being very effective), how would you rate your ability to build rapport with your student(s)?



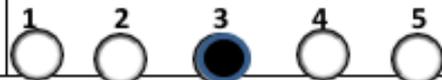
Self-Evaluation:

On a scale of 1-5 (1 being ineffective, 5 being very effective), how would you rate your ability to transition to instruction?



Self-Evaluation:

On a scale of 1-5 (1 being ineffective, 5 being very effective), how would you rate your ability to implement young adult learning strategies?





Closing: OSY Instructional Action Plan

7/2016

OSY Instructional Action Plan

| Name | Date | Last Grade Completed | English Proficiency | MSIX ID |
|--|--|--|---|---------|
| Step 1: Create an Effective Learning Environment <ul style="list-style-type: none"> Where may you conduct the lesson? What distractions or challenges may you encounter? How will you address these? | Step 2: Building Rapport <ul style="list-style-type: none"> What conversation starters/questions will you use to build rapport with OSY? Use this time to determine if there are specific lessons that would be helpful/applicable for the OSY. | Step 3: Transition to Instruction: <ul style="list-style-type: none"> How will you transition from rapport building to the instructional lesson? | Step 4: Young Adult Learning Strategies: <ul style="list-style-type: none"> What young adult learning strategies do you plan to use? Where and how will you implement young adult learning strategies? | |

| | | | |
|---|---|--|--|
| Reflection: <ul style="list-style-type: none"> Was I able to create a positive learning environment? What worked? What didn't? | Reflection: <ul style="list-style-type: none"> What did I learn about my student(s)? | Reflection: <ul style="list-style-type: none"> Was my transition plan successful? Why/why not? | Reflection: <ul style="list-style-type: none"> Were my strategies successful? Why/why not? |
| Future modifications: <ul style="list-style-type: none"> | <ul style="list-style-type: none"> What future lessons are they interested in? | <ul style="list-style-type: none"> What will I do the same/different in the future? | <ul style="list-style-type: none"> What will I do the same/different in the future? |
| Self-Evaluation: On a scale of 1-5 (1 being ineffective, 5 being very effective), how would you rate your ability to create a positive learning environment? 1 2 3 4 5 | Self-Evaluation: On a scale of 1-5 (1 being ineffective, 5 being very effective), how would you rate your ability to build rapport with your student(s)? 1 2 3 4 5 | Self-Evaluation: On a scale of 1-5 (1 being ineffective, 5 being very effective), how would you rate your ability to transition to instruction? 1 2 3 4 5 | Self-Evaluation: On a scale of 1-5 (1 being ineffective, 5 being very effective), how would you rate your ability to implement adult learning strategies? 1 2 3 4 5 |

For more information, see Sample OSY Action Plan



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Success in Action



“Every new lesson offers another step to success”

- Terry Mark

www.osymigrant.org



Participant Feedback

- Fill out the Survey Monkey:
 - How will you be using this with your youth?
 - Will it be helpful?
 - What would you include?