



Education Transfer Plan ABSTRACT

Directions:

- 1) Please fill out this form electronically by downloading it from <http://iisme.org> under Summer Fellowships, Fellowship Forms.
- 2) Save As and change the file name to **Abstract_yourlastname**
- 3) Print and attach to your ETP.
- 4) Acquire mentor signature, retain **ORIGINAL** and submit **COPY** to Peer Coach by 8/12/05.
- 5) Acquire administrator signature on ORIGINAL and submit to IISME by 10/3/05.

ETP TITLE: Developing Professional Behavior in Students

FELLOW NAME: Adele Sagun

FELLOW PRIMARY E-MAIL: saguna@esuhsd.org

SPONSOR COMPANY: Solectron

MENTOR NAME: Jessica Swank

ABSTRACT (50 words or less:) Through this project, students will learn various 9th-10th grade English standards such as vocabulary, literary analysis, etc. In doing each group work project, students will be asked to demonstrate behavior that professional environments often value such as putting the group's goals over individual priorities, encouraging one another, etc. This ETP will contain a rubric, evaluation form and group work activities that will require students to demonstrate behavior found in a professional environment.

ETP TYPE: Select One

GRADE LEVEL: Select One

Subject: Select One **Document Format(s):** Word doc PowerPoint Excel Other:
If "Other," please describe: _____

Describe how your ETP aligns with NBC or State standard as stated in your proposal:

The group work activities revolve around the preceding California state standards.

English Language Arts 9th-10th Grade Standards

Vocabulary Project applies to the following CA State ELA Standards:

1.0 Word Analysis, Fluency and Systematic Vocabulary Development

3.0 Literary Response and Analysis

3.11 Literary Criticism

2.2 Writing Responses to Literature

1.0 Written and Oral Language Conventions

Describe the connection between your ETP and the Summer Fellowship.

As part of the staffing team in the human resources department of Solectron Corporation, I have been exposed to employment evaluation forms and other texts that describe the qualities that the company wants from its employers. Surprisingly, much of these qualities are not only technical. The company is not only interested in whether or not the employee can do the job but also how the employee interacts and fits in the work environment. It is the latter that I want my students to begin developing as freshmen and sophomores in high school.

Checklist for sections contained in ETP:

- | | | |
|--|--|--|
| <input type="checkbox"/> Clearly Stated Outcomes & Standards | <input type="checkbox"/> List of Materials/Resources | <input type="checkbox"/> Hard Copy Turned In to Peer Coach |
| <input type="checkbox"/> Specific Procedure/Plan | <input type="checkbox"/> Rubric or plan for evaluating outcomes. | <input type="checkbox"/> Soft Copy Turned into Peer Coach |

I. FELLOW SIGNATURE-- Required Before August 12, 2005

I, the IISME Fellow named above, affirm that the ETP I am submitting is my own work, that I acknowledged sources where appropriate, and that I avoided including any proprietary information of the Sponsor Company. By my submission I am assigning to IISME my entire copyright in the ETP. I understand IISME is simultaneously granting me a license to use the ETP for pedagogical purposes.

Signature Adeli Sagm Date 8/01/05

II. MENTOR SIGNATURE-- Required Before August 12, 2005

I, the Mentor named below [please select one of the following],

- have read the attached ETP, and my comments, if any, appear below.
- have read the attached ETP, and, as outlined in the IISME-Company Fellowship Agreement, have reviewed it on behalf of the Sponsor Company, and have determined that the ETP does not contain any Sponsor-proprietary information. My additional comments, if any, appear below.

Mentor Comments:

Signature Jessica V. Swank Date 7/28/05
Printed Name: Jessica V. Swank

III. ADMINISTRATOR SIGNATURE-- Required Before October 3, 2005, submit to IISME on or before October 3 to be eligible for \$300 grant.

I, the Administrator named below have read the attached ETP and my comments, if any, appear below.

Administrator Comments:

Signature [Signature] Date _____
Printed Name: _____

Developing Professional Behavior in Students
(Group Work Activities, Rubric, Evaluation Form)

Education Transfer Plan
IISME Fellowship 2005
Solectron Corporation

Developed by:
Adele Sagun
English Teacher
W.C. Overfelt High School
San Jose, CA

I. Background and Introduction

As part of the staffing group in the human resources department of Solectron Corporation, I have been exposed to employment and interview evaluation forms, hiring manager manuals and other texts that describe the qualities that the company wants from its employers. Surprisingly, many of these qualities are not only technical, which means that the company is not only interested in whether or not the employee can do the job. Rather, the company is also interested in characteristics that determine how the employee interacts and fits in the work environment. For example, an employee candidate who is highly skilled will not be attractive to the company if he/she is not also a group player, able to manage change, willing to coach others and demonstrates integrity. From this experience, I have learned that it will be valuable for students to practice professional behavior through group work activities. The following education transfer plan contains group work activities, an evaluation form and rubric, all of which can help foster such behavior.

II. Group Work Evaluation Form

This group work evaluation form will be given to students at the end of every group work activity. It requires the students to reflect upon their group work experience and assess their performance. Before the first group work activity of the school year, it will be important for the teacher to go over this evaluation form and discuss possible answers to each question. The students get a better idea of what is expected of them through the discussion. It is also beneficial for the students to discuss periodically their responses to this evaluation form. The evaluation form can also be used by the teacher as an additional assessment tool to better evaluate the students in the group work rubric.

GROUP WORK EVALUATION FORM

Please reflect on your group-work experience, and answer the following questions in complete sentences.

BEING A GROUP PLAYER

(1) Describe how your group cooperated or worked together. Did you work well together as a group? Why or why not?

(2) Did you or anyone in your group take on a task or do something that was above and beyond the minimum requirements for the benefit of the group as a whole? Describe.

COACHING OTHERS

(1) Which group members did you provide positive feedback to? What did you say?

(2) Did you or anyone in your group offer to help someone in the group understand something better or do a particular task? Describe the situation.

(3) Did you or anyone in your group try to address a behavior that could have damaged the group relationship or group product (ex. – going off task, refusal to participate)? How did you or your group member do this?

(3) How could your group improve your group work? What could you do to make your group mates better at group work? What could your group mates do to help improve your performance while working in a group?

III. Rubric

The following rubric will be used to assess group work performance. Like the evaluation form, it will be helpful to students if the teacher goes over the rubric prior to the first group work activity.

GROUP WORK RUBRIC

<i>BEHAVIOR</i>	<i>Exceptional (5 points each)</i>	<i>Commendable (4 points each)</i>	<i>Effective (3 points each)</i>	<i>Needs Improvement (0-2 points each)</i>	<i>TOTAL</i>
<i>ENCOURAGING ONE ANOTHER</i>	All group members	Most group members	Some group members	Few or no group members	
<i>PUTTING PRIORITY OVER GROUP'S GOAL</i>	All group members	Most group members	Some group members	Few or no group members	
<i>TREATING EACH OTHER WITH DIGNITY & RESPECT</i>	All group members	Most group members	Some group members	Few or no group members	
<i>TAKING THE OPPORTUNITY TO COACH ONE ANOTHER</i>	All group members	Most group members	Some group members	Few or no group members	
<i>ALLOWING OTHERS TO SHARE THEIR IDEAS</i>	All group members	Most group members	Some group members	Few or no group members	
<i>CONTRIBUTING TO THE PROJECT</i>	All group members	Most group members	Some group members	Few or no group members	
<i>STAYING ON TASK</i>	All group members	Most group members	Some group members	Few or no group members	
<i>DEMONSTRATING EFFORT</i>	All group members	Most of the group members	Some group members	Few or no group members	
<i>TOTAL</i>					

A = 45-50 pts

B = 40-44 pts

C = 35-39 pts

D = 30-34

F = 29 and below

Introducing Group-Work Behaviors

The first two lessons are designed to introduce effective group work behavior. They can be accomplished in a minimum of three 55 minute periods.

The last lesson serves as a bridge between the teacher's summer IISME experience (working for a corporation) and the group work lessons. It will teach students the value and application of learning effective group work behavior in their future work environment.

Introducing Group Work --- Lesson One

Objectives:

- (1) Peak the students' interest in effective group work behavior.
- (2) Demonstrate ineffective group work behavior
- (3) Learn some strategies of effective group work

Materials:

Task Cards
Board/Overhead Projector

Activity:

- 1) Break students into random groups of no more than four people in each group, if possible.
- 2) Give each group member a task card, and instruct the students to follow the task card exactly. The task card will ask students to perform a skit that demonstrate ineffective group work behavior.
- 3) The groups present their skits.
- 4) After each group presents, the teacher will ask the students to brainstorm the following: 1-How did this skit show poor group work?; 2- If you were a part of this group, how would you feel?, 3-What should the group members have done to be more effective?

Model Chart:

How did this skit show poor group work?	If you were a part of the group, how would you feel?	What should the group members have done to be more effective?

- 5) ~~Exit or Homework Activity: Ask the students to write a paragraph about what they learned in today's lesson.~~

Task Cards for Introducing Group Work

Skit 1 – Perform the following scenario to the class.

Goal: Your group is supposed to be creating a poster that describes the setting of the story you most recently read.

Problem: However, each group member has nothing positive to say to one another. In fact, as your group tries to complete the assignment, there is nothing heard from the group except sarcasm and mean comments.

Skit 2 -- Perform the following scenario to the class.

Goal: Your group is supposed to be creating a poster that describes the setting of the story you most recently read.

Problem: However, only one person is actually doing the task. The other group members are busy doing homework for another class, fixing their hair, or gossiping with another person.

Skit 3 – Perform the following scenario to the class.

Goal: Your group is supposed to be creating a poster that describes the setting of the story you most recently read.

Problem: However, no one knows how to do anything except for the group leader. The group leader does not want to teach the group members and insists on doing the work himself/herself.

Skit 4 -- Perform the following scenario to the class.

Goal: Your group is supposed to be creating a poster that describes the setting of the story you most recently read.

Problem: However, the group only wants to listen to the ideas of the group leader. Another group member has equally valid ideas, but no one wants to listen to him/her.

Introducing Group Work -- Lesson Two

Objectives:

- (1) Learn effective group work behaviors
- (2) Introduction to the rubric and evaluation form

Materials:

Rubric copies
Evaluation form copies
Task cards for Introducing Group Work

Activities:

- 1) Think-Pair-Share
 - a. Quickwrite: Ask student to write down what they have learned about group work from the previous activity.
 - b. Ask students to share their responses with a partner.
 - c. Ask students to share their partner's response to the class.
 - 2) Introducing the rubric
 - a. Give students a copy of the group work rubric, and read it aloud.
 - b. Ask the students to fill-in the rubric based on their group's performance in the previous assignment.
 - c. Share and discuss these responses with the class.
 - 3) Skit Performance
 - a. Put the students in the same groups as yesterday, and give them the same task card.
 - b. Ask the students to change the scenario provided in the task card, so that they demonstrate effective group behavior.
 - c. Students will perform the skits, and the audience will rate their group work performance based on the rubric. Tell students that these are practice rubrics, and the points will not count just yet.
 - 4) Introduce the Group Work Evaluation Form
 - a. Read the form aloud with the students.
 - b. Ask the students to complete the form based on the skits they have performed.
 - c. Ask students to share their answers with the group and the class.
-

Introducing Group Work – Lesson Three

Activities:

- (1) Story-telling: Narrate your summer experience in working for a corporation to the students. Tell it like a story, so the students will better remember the details.
- (2) Mini-lecture: Emphasize the necessity of effective group work behavior to the students by linking terms used in education to terms used in a corporation. (Hint: For greater student engagement, ask them to take notes during your mini-lecture).

High School	Corporation
students = workers group manager/leader = person in charge	employees = workers manager/executive = person in charge
Rubrics -- used to grade papers, projects and performances (i.e. essay rubric, group work rubric, project rubric, etc.)	Rubrics -- used to grade employee performance during a mid-year review and candidates who want a job with the company. (i.e. Interview evaluation rubric, Performance Review rubric)
Group work behaviors = Effective behaviors that students should demonstrate while performing a group work activity (i.e. coaching others, being a group player)	Key Company Behaviors = Effective behaviors that a person must demonstrate to be an effective employee (i.e. coaching others, being a group player)
<i>What if I am not a good group member?</i> Failing to demonstrate good group work behavior may lead to an "F" and/or poor group work product.	<i>What if I am not a good group member?</i> Failing to demonstrate good group work behavior is bad for a company and may lead to being fired or not hired.

(3) Group Work Activity:

- a. Divide students into groups.
- b. The students will pretend to be employees in a company looking for someone to hire in their department.
- c. They must create an ad listing the qualifications they want from their employee. (Show the students a sample.)

-
- (4) Ask students to complete a group work evaluation form after they complete the assignment.

HELP WANTED

Directions: Write the qualifications in the ad below of an employee that you are looking to hire. Remember that a good employee is also a good group member. Hint: Use the group work rubric that was provided to you.

HELP WANTED

III. Group Work Activities Specific to 9th-10th grade English/Language Arts

These group work activities are based on the California English/Language Arts standards for 9th and 10th graders. The goals of the activities are two-fold: (1) Learn an academic (English) skill or content and (2) Practice professional group work behavior. The materials for each group work activity are provided. The following pages contain student handouts that explain each group work project.

**Literary Analysis
PowerPoint Presentation & Essay**

Goal:	Apply literary terms to a chosen novel and demonstrate skill in writing the literary analysis essay
Standard:	3.11 Literary Criticism 2.2 Write responses to literature 1.0 Written and Oral language conventions
Materials Needed	PowerPoint program Chosen novel Microsoft Word
End Product:	PowerPoint presentation on novel Notes for essay Group Essay
Step 1:	Assign group roles and exchange contact information
Step 2:	Decide on the essay topic & assign chapters for note-taking
Step 3:	Read the book and take notes
Step 4:	Create PowerPoint presentation
Step 5:	Essay pre-writing
Step 6:	Essay rough draft
Step 7:	Essay peer-editing
Step 8:	Putting it all together
Step 9:	Prepare for presentation
Step 10:	Present to the class

Step 1 – Assigning group roles and exchanging information

<i>Title</i>	<i>Responsibility</i>
Group Manager	<ul style="list-style-type: none"> Keeps the group on task Makes sure that the group members are taking notes Organizes outside class-time group meetings Responsible for turning-in the CD containing the group's PowerPoint presentation and essay, a hard copy of the group's essay, and the group's notes Creates some of the PowerPoint slides Writes at least one of the essay paragraphs Presents a section of the PowerPoint or essay
PowerPoint Leader	<ul style="list-style-type: none"> Compiles individual group members' slides into one PowerPoint document Creates some of the PowerPoint slides Writes at least one of the essay paragraphs Presents a section of the PowerPoint or essay
Essay Leader	<ul style="list-style-type: none"> Leads the pre-writing process (brainstorm, cluster or outline) Leads the editing process Compiles all the group members' paragraphs into one Microsoft Word document Formats the essay using the required specifications Creates some of the PowerPoint slides Writes at least one of the essay paragraphs Presents a section of the PowerPoint or essay
Lead Presenter	<ul style="list-style-type: none"> Organizes the group's presentation so it is interesting and runs smoothly Works with the teacher on presentation skills Coaches the group on how to present Creates some of the PowerPoint slides Writes at least one of the essay paragraphs Presents a section of the PowerPoint or essay
Group Member	<ul style="list-style-type: none"> Creates some of the PowerPoint slides Writes at least one of the essay paragraphs Presents a section of the PowerPoint or essay

Step 2 – Essay Topic

Decide on one of the following topics below:

In a multi-paragraph essay, describe a major character from the story. Use evidence to support your main points.

OR

In a multi-paragraph essay, compare and contrast two characters from the novel. Use evidence to support your main points.

Step 3 – Read the book and take notes

Hint: It is easier to take notes if the group has decided which character/s to focus on.

Step 4 – Create a PowerPoint presentation

PowerPoint presentation requirements

The PowerPoint must contain the following slides:

Slide 1 – contains your group members' names and title of the book

Slide 2 – contains a summary of the novel

Slide 3 – setting

Slide 4 – main characters (protagonist and antagonist) and a description of each

Slide 5 – some minor characters and a description of each

Slide 6 – types of conflict (describe)

Slide 7 – climax

Slide 8 – resolution

Slide 9 – theme

Slide 10 – example of two or three lines that use figurative language (metaphor, simile, personification); identify the type of figurative language used

Step 5 – Pre-writing

The whole group must participate in the pre-writing process. Create a cluster, outline or both as a group. Each member of the group must have a copy of the pre-writing. Discuss the thesis and organization of your group's essay.

Step 6 – Rough draft

Each group member must draft a copy of their assigned section of the essay. They should have both a digital copy of the draft as well as enough hard copies for each member of their group.

Step 7 – Peer Editing

Peer editing will be done during class. The following is a format for peer editing:

- 1) Put the group members in a circle.
- 2) During the first round, each group member will read their section out loud and in order of the essay. They will make corrections as they see or hear them.
- 3) During the second round, they will pass their section to another group member. The group will read this new section out loud, but they can do it altogether. They do not have to listen to one another. They will pass each section of the essay and continue the second round reading until all group members have read all the sections.
- 4) During the third round, the group members will read the essay again. This time they will read it from the last sentence to the first. This allows for focus on sentence level-errors.

Step 8 – Putting it Together

Essay

The essay leader is responsible for putting all these drafts into one document and making sure that the corrections/editing is completed. The group members should provide the essay leader with a digital copy of the draft.

PowerPoint

The PowerPoint leader is responsible for putting all the slides into one document.

CD

The group manager should put both the essay and the PowerPoint into one CD. A hard copy of the essay's final draft should also be available.

Step 9 – Prepare for the Presentation

The group should prepare for the presentation. The lead presenter should coordinate this part of the project. He/she should test the PowerPoint to make sure that technological problems are averted.

Step 10 – Present to the Class

Literary Terms Poster

Goal:	Review literary terms
Standard:	3.0 Literary Response and Analysis
Product:	Poster and presentation
Materials needed:	Poster paper Markers Magazines to cut
Step 1:	Read the task
Step 2:	Divide the duties
Step 3:	Gather materials
Step 4:	Create the poster
Step 5:	Prepare to present

Poster Requirements

Your poster must include the following:

1. You need to write the **literary term** in big, bold letters. (use markers or magazine cut-outs)
2. The **definition** of the literary term must be legible from across the room.
3. Draw an **illustration** or paste a **collage** that helps the audience understand the literary term.
4. Write an **example sentence**. (If a sentence is included in the handout, use it. If no sentence is included in the handout, you must make-up your own, and have it approved by the teacher.)

Divide the Tasks

Each group member must have at least one of the following roles below. Some members may have more than one role. Groups should be a minimum of three and a maximum of four individuals.

Roles	Responsibility	Assigned To
Group Manager	The group manager keeps the group on-task. He/she makes sure that the group finishes the assignment on time. The group manager must also be a writer or an illustrator.	
Materials Manager	The materials manager is responsible for picking up and returning all the materials. The materials manager must also be a writer or an illustrator.	
Illustrator/s or Picture Collage-maker	The illustrator/picture collage-maker is responsible for creating the drawing or pictures on the poster.	
Writer/s or Word Collage-maker	The writer or word-collage maker is responsible for writing the words and sentences on the poster	
Presenter	The presenter will present the poster to the class in a clear, loud voice. The presenter must also be a writer or an illustrator.	
Presenter-assistants	The presenter assistants will hold up the poster while the presenter speaks to the class. The presenter assistants must also be writers or illustrators.	

Sample product

PLOT

A series of related events that present and resolve a conflict



The plot of *Cinderella* is really simple, so little kids can easily understand the story.

Vocabulary Project for Grading Period _____

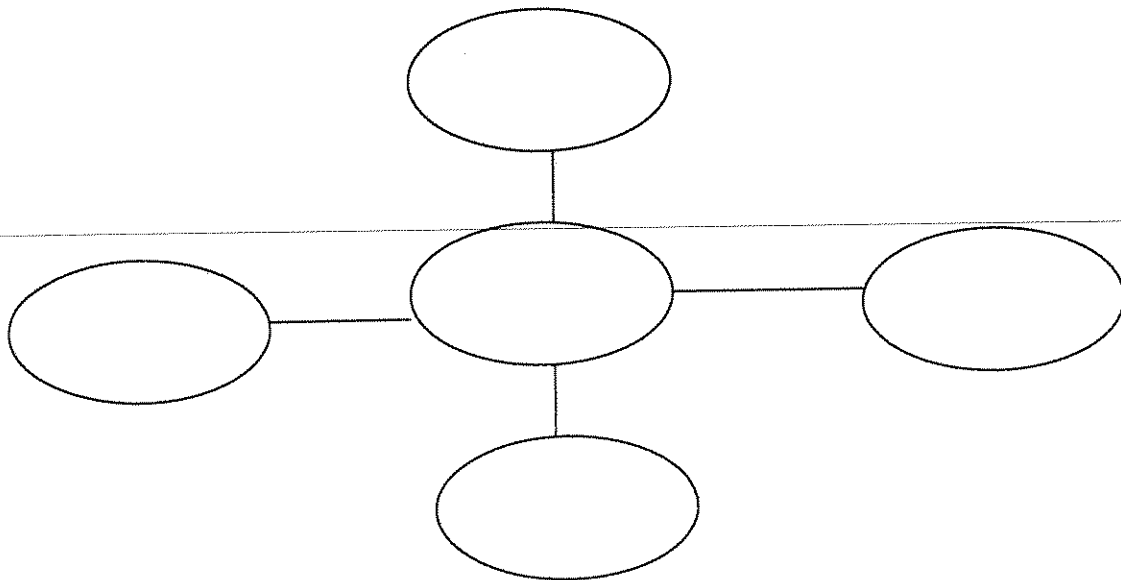
Goal:	Learn Vocabulary Words
Standard	1.0 Word Analysis, Fluency, and Systematic Word Development
Materials	Flashcards, dictionary, computers with Internet access
Product:	Flashcards (one for each member of the group)
Step 1:	<p>Assign group roles</p> <p><i>Group Manager:</i></p> <ul style="list-style-type: none"> Keeps the group on task; gives the group positive feedback; addresses behavior that may damage group efficiency or product Responsible for a share of the vocabulary words <p><i>Group Members:</i></p> <ul style="list-style-type: none"> Each group member is responsible for some of the vocabulary words
Step 2:	Divide the list of vocabulary words to research.
Step 3:	Create your share of flashcards using the specified requirements.
Step 4:	Copy the flashcards done by your group members. Allow them to copy your completed set.

Flashcard Requirements:

On one side, write the vocabulary word. Example:

claustrophobia

On the other side, create the following diagram:



Fill in the diagram with the following information:

