



LEVEL 1: INTERNET NAVIGATOR

Digitability uses technology as a hook to develop expressive and receptive language



**Phase 3 Lesson 8
Receiving Feedback**

LEVEL 1 : WORK-SIMULATION

Lesson 8



LEVEL 1 CAPSTONE: PLANNING A WEBSITE

Digitability uses technology as a hook.



LEVEL 1 CAPSTONE OVERVIEW

Throughout Stage 1 The Internet Navigator, students have been building conceptual knowledge of the internet while practicing their writing skills using TAG. Now students, as a group, will apply the cognitive skill of synthesizing information and organizing it visually by creating a website template together.

[~9-10 hours]

*Project timeline will depend on theme and nature of website, scheduling and student support needs.



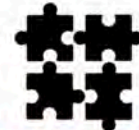
WORK SIMULATION SKILL DEVELOPMENT



TIME & TASK MANAGEMENT
(EXECUTIVE FUNCTIONING)



PROFESSIONAL
COMMUNICATION



FLEXIBILITY &
PROBLEM SOLVING



PROJECT MANAGEMENT



SOCIALIZATION



META-COGNITIVE
DEVELOPMENT

PHASE 1

PLANNING THE WORK PROJECT

[~1-1.5 hours] *Project timeline will depend on theme and nature of website, scheduling and student support needs.

In Phase 1 of the Level 1 Work Simulation, students begin the planning process by brainstorming their topic for the website and organizing their ideas. Then, each job role is reviewed and student identify the job they would like to apply for.

Lesson 1: Brainstorming a Website

Lesson 2: Applying for a Job

PHASE 2 WORKING TOGETHER

[~2.5-3+ hours] *Project timeline will depend on theme and nature of website, scheduling and student support needs.

In Phase 2 of the Level 1 Work Simulation, students obtain their first job and begin working together to complete their project by the assigned deadline. They will need to problem solve, think flexibility and communicate using expressive and receptive language.

Lesson 3: Getting Hired

Lesson 4: Problem Solving

Lesson 5: Time to Work!



PHASE 3 DEMO DAY

[~2-3+ hours] *Project timeline will depend on theme and nature of website, scheduling and student support needs.

In Phase 3 of the Level 1 Work Simulation, students plan and prepare their first work product demo. Students learn to showcase their work and discuss their problem solving and collaborative process. The Executive Team provides critical feedback for student growth. Students will use their receptive language to interpret feedback and apply it to their next iteration.

Lesson 6: Preparing your demo

Lesson 7: Practicing your presentation

Lesson 8: Receiving Feedback



PHASE 4 BUILDING YOUR RESUME AND INTERVIEWING SKILLS

[~3+ hours] *Project timeline will depend on theme and nature of website, scheduling and student support needs.

In Phase 4 of the Level 1 Work Simulation, students draft their first resume including their experience in their first work-simulation. Additionally, student learn to frame their strengths, interest and skills through a professional bio. Using these new assets, students will practice scheduling an interview and completing the formal interview process for a job role they have not yet had in the Digitability program. Students develop skills that they can transfer from one role to another. Students not only develop skills that they can transfer from one role to another, but they also learn how to discuss and apply these skills to a new job role

Lesson 9: Starting your resume

Lesson 10: Drafting Your Bio

Lesson 11: Scheduling an Interview with The Executives

Lesson 12: Interviewing (and Thank you!)






LESSON 8: RECEIVING FEEDBACK

WARM UP: PREPARING PRESENTATION



In this Level 1 Work-simulation, the lead classroom teacher (CEO) will also play the Job of the **Project Manager**. Each session you will have each student discuss what they did on the last session and discuss any plans or concerns for today's session. This is called a  **Stand-up**

1. **As Project Manager:** Say, *"Alright class we will be doing a stand-up. A stand up is when we all get up and say what we did in our last session."*




Ask, *"For a participation dollar, who can tell me what we did previously/ yesterday on this project? Raise your hand for a participation dollar and give me on thing we did in our planning session together."*

Possible Answers: We Named our website & our URL,
 We listed photos that we would have on our website,
 We thought about how we would organize our information using a menu,
 We applied to job roles for our planning a website project,
 We got hired,
 We thought about how to solve possible problems in our project,
 We started working on the website,
 We prepared our demonstrations,
 We practiced our presentations



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase3.DollarTracker]



Use supplemental material Yes/no Image Exchange Cards **WS.IEC.Y/N** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.



"Yes [Student]! We practiced our presentations. Nice job participating and earning a dollar [Student]. Who can give another example?"

Award at least four participation dollars.



DIFFERENTIATION



On-topic shared verbal response



Answers yes/no or points to Yes/No answer prompt with Yes/no Image Exchange Cards [WS.IEC.Y/N]



Point to Yes/No answer prompt with Yes/no Image Exchange Cards OR partner with a Tier 1 student. [WS.IEC.Y/N]

3. Students will return into the classroom and present one by one. As students are presenting, you and your executive team will use the **Executive Feedback Rubric [WS.3.8.RUBRIC]** to assess and take notes.

4. Using the **Sandwich Approach** noted at the bottom of the Executive Feedback form, the first executive will provide Sandwich Approach feedback to each student immediately after they present

5. After the first Executive gives their Sandwich Approach feedback, they will ask the student to interpret that feedback and say it back to them.

6. Once every Executive (or guest) has given their Sandwich Approach feedback to the student and the student has repeated that feedback back to the executive, the student will sit down and record their feedback on the **Job Feedback Form**.




7. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase3.DollarTracker]



"I see [Student] is completing his job feedback form. Nice job staying on task and earning a dollar [Student]. Let's see who else is on task."



Use supplemental material Job Feedback Form **WS.3.8.2.** to students. See  DIFFERENTIATION below to identify supplements needed for your students.

Award at least four participation dollars.



DIFFERENTIATION

- T1 Completes Job Feedback Form with Independence
- T2 Completes Job Feedback Form with Executive Team Member
- T3 Completes Job Feedback Form with Executive Team Member

If the Executive team has determined that the student will need to complete next steps and present again, the student will use their Job Feedback Form to complete their next steps.

When all of the students have completed their presentations, congratulate them!

"Congratulations everyone! We are so impressed with all of your first Demos!" We look forward to many more Demos from each of you as we build our resumes and skill-based portfolios."



Take pictures of the team with their work to include in your Impact Statement (see Impact Statement Addendum)!



Contact your Digitability Rep for more information on Impact Statement Competitions where you can win up to \$200 of technology for your classroom!



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LEVEL 1 : WORK-SIMULATION

SUPPLEMENTAL MATERIALS



EXECUTIVE FEEDBACK RUBRIC

WS.3.8.RUBRIC

GOAL

Organization

Students will be able to present an organized oral presentation are measured by the Executive Feedback Rubric obtaining a 3 or better, 8 out of 10 trials.

1	2	3	4	Evidence and next steps
Audience cannot understand a presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	

Content Knowledge:

Students will be able to present an knowledgeable oral presentation are measured by the Executive Feedback .

1	2	3	4	Evidence and next steps
Audience cannot understand a presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	

Rubric obtaining a 3 or better, 8 out of 10 trials.



GOAL

Visuals

Students will be able to present an visually interesting oral presentation are measured by the Executive Feedback Rubric obtaining a 3 or better, 8 out of 10 trials.

1	2	3	4	Evidence and next steps
Student used no visuals.	Student occasional used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Visuals related to text and presentation.	

Mechanics

Students will be able to present an mechanically and syntax correct oral presentation are measured by the Executive Feedback Rubric obtaining a 3 or better, 8 out of 10 trials.

1	2	3	4	Evidence and next steps
Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	

Rubric obtaining a 3 or better, 8 out of 10 trials.



 **JOB FEEDBACK FORM**

WS.3.8.2

The positive feedback I received was _____

The questions the Executive Team had for me were _____

The Executive Team said I can work on _____

My next steps are _____

