**GWTIP Educational Transfer Plan (2011)**

### Teacher Information

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th>Eileen Cox</th>
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<tbody>
<tr>
<td><strong>School</strong></td>
<td>Farmwell Station Middle School</td>
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<tr>
<td><strong>Grade Level and Content</strong></td>
<td>7th Grade Language Arts</td>
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<td><strong>Companies Visited</strong></td>
<td>Fortessa &amp; Loudoun Water</td>
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### Educational Transfer Plans

#### Workplace Competencies (21st Century Skills)

**Planning and Organization** - Employees must have the foresight and initiative to properly plan and execute projects independently.
- For the first few writing assignments and projects during the year, the teacher will model proper organization and time management skills.
- The teacher will then require students to plan out the necessary steps to complete writing assignments and large projects; first through scaffolding and then independently. This will be counted as part of the student’s final grade. (this also falls under “initiative” and writing SOL 7.8a)

**Computer Applications** - Employees must have a basic understanding of Microsoft Office for use in the workplace, and be able to apply this knowledge to learning site-specific computer programs.
- At the end of each unit, students will be asked to create a “newsletter” in Microsoft Publisher describing the activities and specific information learned during the unit. This newsletter will be published on class website (this also ties in with writing, knowing your audience and basic computer skills).

#### Academic Competencies (SOLs)

- 7.1 a, c
- 7.4 c
- 7.8 b, c, e

**Director of Sales at Fortessa** stated, “My idea of a good meeting is when I do the listening, and only ask questions relevant to what I have heard”.
- Students will develop effective listening skills during oral presentations by actively listening to classmates and writing down two questions for each presenter.

**The Director of Operations at Loudoun Water** mentioned the importance of “public perception” and choosing words wisely when discussing water reclamation.
- English teachers will discuss connotation in the classroom, using specific examples to show the difference in how wording can affect public perception in advertisements.
- In the LA classroom, students will be required to focus on word choice during the second draft of any writing assignment.
- Students will also be asked to write a reflection for any changes in word choice.

**Fortessa** sends employees overseas to check quality and productivity in manufacturing factories.
- Descriptive writing – Give each student a picture
- Ask the student to write a detailed description of that picture.
Post-writing, hang all pictures up in the front of the room and read select student descriptions.
- Have other students in class guess which picture is being described.
- If the students are not able to guess correctly, tell students which picture is being described and collaborate on how the description could be enhanced.

Business writing - All employees must be able to efficiently and effectively communicate with their boss, colleagues, and customers in email and formal letter.
- Students will write a business letter with an emphasis on editing for wordiness and word choice.

Industry partners discussed the importance of “knowing your audience” when writing internal and external documents.
- English teachers will do a lesson on audience and tone of voice – varying the “who” throughout the lesson to foster creative thinking.

**Willingness to Learn** - Industry partners mentioned that there is constant change in industry. It is important to continue to learn and be flexible.
- In times of academic struggle, the teacher will remind students that they will need to continue to upgrade their knowledge in order to keep up with a changing world.

**Professionalism** - New graduates tend to lack professionalism in the workplace.
- During Oral Presentations, students will be asked to “dress the part”.
- The teacher will also switch up the “audience” to which the student is speaking when giving a sales pitch (CEO, sales-team colleague, etc.)
- Students will be asked to write a reflection on how the change in audience affected their presentation style.

**Initiative and Willingness to Learn** - The importance of failure! Salesmen usually “fail” during the first two years. Successful salesmen fail, learn from their mistakes and keep going.
- Students have the opportunity to retake a test or resubmit an assignment after taking the time to learn from their mistakes.
- The opportunity for retakes will be mentioned at the beginning of the year. It will be the students’ responsibility to take the initiative to learn from their mistakes and ask for the opportunity to retake a test.
- The teacher will modify the retake test so that the student can apply their knowledge to a new test (situation).

**Personal Effectiveness Competencies (Dispositions)**