Illinois
Department of Commerce
& Economic Opportunity

Department of Commerce & Economic Opportunity (DCEO)

Illinois Works Jobs Program

Meeting Starts In: 10:00

ILLINOIS WORKS
Apprenticeship Initiative



Illinois Department of Commerce & Economic Opportunity

Department of Commerce & Economic Opportunity (DCEO)

Illinois Works Jobs Program

Instructor/Trainer Community of Practice Meeting

October 29, 2026

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This Session is Being Recorded
coaching
knowledge
learn
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TRAINING

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- Your Name
- Organization/Agency
- Role



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Module 1: Excellence in Facilitation



By the end of this section, you will enhance your ability to:

- Identify profile and expectations of an ILW Pre-apprenticeship Program instructor.
- Apply motivation theory and adult learning principles to your classroom in relation to construction programs and hands-on instruction.
- Enhance student engagement and real construction job-site experience.
- Manage your classroom & students' expectations at the job site environment

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Instructor Profile I



- In-depth knowledge of the subject matter (subject matter expert).
- Strong communication skills to effectively convey information to students.
- Expert in adult learning principles & hands-on training methodologies
- Ability to engage students and create a positive learning environment.
- Flexibility to adapt to different learning styles and student needs.
- Organizational skills to manage course materials and assignments.
- Creativity to design innovative teaching methods and activities.



Instructor Profile II



- Patience and compassion to work with students from diverse backgrounds.
- Dedication to ongoing professional development and staying up-to-date with current research and trends.
- Ability to provide constructive feedback and support to students.
- Strong work ethic and commitment to student success.
- Preferred minimum of 5 years of practical experience in the instructional area (construction-related).
- A minimum of 3 years of training or instructional experience.

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Illinois Works Expectations





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Engaging Participants Through Hands-On Construction Learning



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Recognizing Student Engagement



Affective
I feel at home, I know people and people know me, I feel safe, included

Behavioral
I want to be active, do what it takes, participate, take responsibility for my learning

Cognitive
I want to know, explore, am interested in what is being taught, I see a purpose



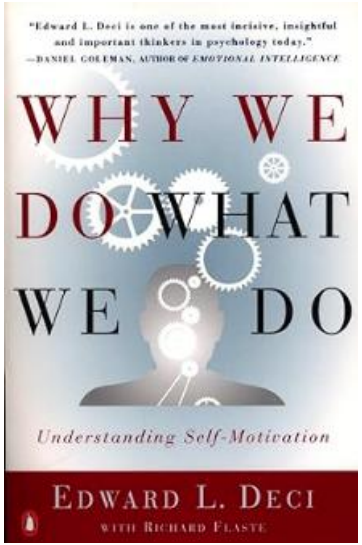
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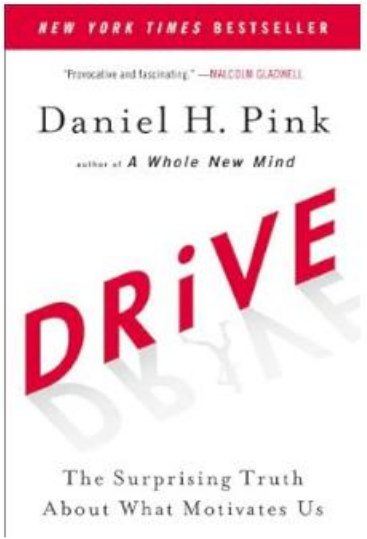
Engaging Students: Understanding Human Motivation

Human Motivation

- Autonomy
- Mastery
- Purpose
- Belonging

Based on:







Adult Learning

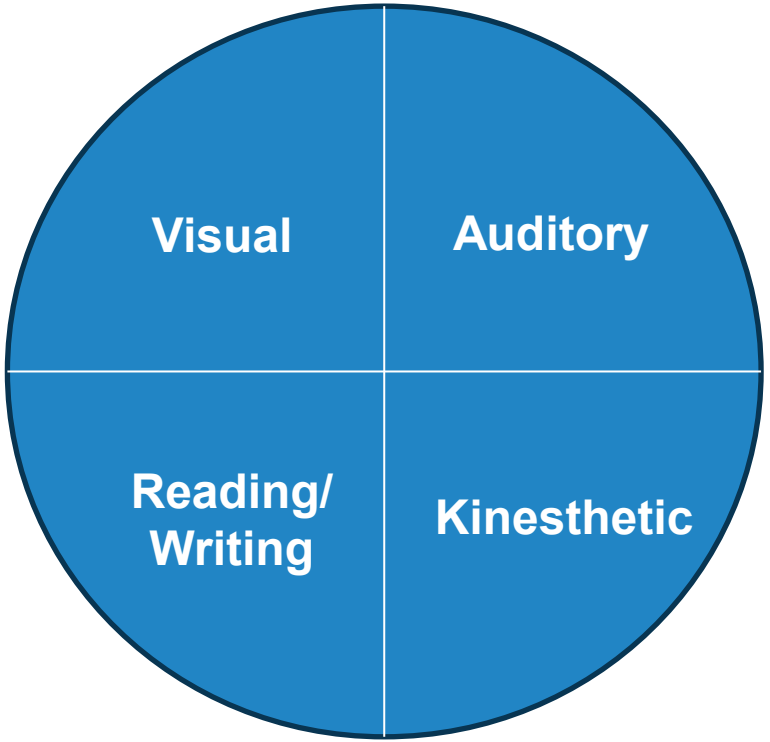


Autonomy	Mastery	Purpose	Belonging
➢ Provide options when possible ➢ Foster their own thinking	➢ Recognize & build on prior experience of learner ➢ Encourage life-long learning skills ➢ May need changing levels of assistance ➢ Instructional rigor ➢ Classroom assessment & reflection	➢ Draw connections to real life ➢ Explain the why	➢ Create safe learning environment ➢ Encourage relationships

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Learning Styles







Learning Styles



Here are some strategies for targeted activities:

- **Visual -** PowerPoint slides, flip charts, whiteboards, handouts.
- **Auditory -** Students who learn best from hearing can take in information over longer periods of time. They have good attention spans. However, to reinforce learning, they should couple it with note taking.
- **Kinesthetic -** Create miniature models, engage through participatory activities, or any hands-on exercise.
- **Reading/writing -** Note taking, paraphrasing exercises, shared reading, or writing on the margins.



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Nine Teaching Methods for a Variety of Learning Styles



1. Lecture-based instruction
2. Technology-based learning
3. Group learning
4. Individual learning
5. Inquiry-based learning
6. Kinesthetic learning
7. Game-based learning, and
8. Expeditionary (experience-based) learning
9. Differentiated (individualized) instruction





Connecting Classroom, Construction Lab, and Job-Site Learning

CLASSROOM

Build foundational knowledge

Concepts • terminology • procedures • safety

→

CONSTRUCTION LAB

Practice skills hands-on

Instructor demonstrations • supervised practice • feedback

→

JOB SITE

Apply skills in real work

Authentic construction tasks • supervision • feedback



Managing Learning in the Classroom, Construction Lab, and Job Site



Preventative Strategies:

- Create a positive, safety-focused learning environment.
- Establish clear expectations for tool use, teamwork, and participation
- Use structured, hands-on activities to maintain engagement
- Demonstrate and reinforce safety procedures before practice.

Responsive strategies:

- Provide immediate coaching and corrective feedback.
- Intervene promptly when unsafe practices occur.
- Reinforce expectations before participants resume activities.



START with Effective Learning Environments



- **Structure** the environment to promote positive behavior. Organize lab activities, tools, work areas, and safety expectations.
- **Teach** expected/positive behaviors. Demonstrate proper techniques and expected behaviors before practice.
- **Acknowledge** positive behavior (reinforcement). Recognize safe practices, teamwork, and skill improvement.
- **Respond** to problem behavior. Address unsafe or disruptive behavior promptly and constructively.
- **Team** with others to problem-solve. Collaborate with instructors and site supervisors to resolve challenges.



START with Effective Classroom Management

Structure the Environment to Promote Positive Behavior	**Classroom Organization:** A well-structured classroom improves academic and behavioral outcomes for all students. Effective Classroom Managers should: ▫ Create and Adjust Seating Arrangements to Prevent Problem Behaviors ▫ Post Rules/Expectations and Consequences *(Positive and Negative)* in the Classroom ▫ Organize the Room to Allow for Movement and Access to Supplies for All Students ▫ Have a Designated Safe/Calm Space or Cool Down Area **Routines:** When routines are taught, modeled and consistent, students know what is expected of them, and teachers have more time to spend on instruction. ▫ *Are your routines for Entering the Classroom, Taking Attendance, Transitions, Turning in Assignments, and Leaving the Classroom effective?*
Teach Expected/ Positive Behaviors	Behavioral expectations MUST BE TAUGHT with effective instructional practices for students to learn and remember them! Here are the steps to **Teaching Behavior**: 1. Carefully Explain and Describe the Expectation *(Consider Developmental Levels)* 2. Tell Students Why Learning this Skill/Behavior is Important 3. Model the Expected Behavior *(Provide Examples and Non-Examples)* 4. Practice the New Skill with Your Students *(Role-Play)* 5. Reinforce Students When They Exhibit the Newly Taught Behavior!
Acknowledge Positive Behavior *(Reinforcement)*	**Reinforcement/Rewards** (e.g., verbal praise, special privileges, stickers, points, etc.) are effective at promoting positive behavior. Here are key reminders about Reinforcement: ▫ Use Different Types of Reinforcement *(Amount of Reinforcement is Based on Need)* ▫ Rewards should be Meaningful *(Complete a Reinforcement Survey with your Class)* ▫ Provide Reinforcement Immediately after the Student Engages in the Desired Behavior ▫ Reward the Behavior, not the Individual *(Tell Them Why They are Being Recognized!)* ▫ Monitor Positive vs. Negative Comments to Students *(5 to 1 ratio of Pos. vs. Neg.)!*
Respond to Problem Behavior	Planning for how to **Respond** to problem behaviors is vital to any classroom management plan. Teachers should have specific procedures regarding how to give directions, prompt, redirect, and set limits with students. A clear and consistent set of classroom consequences is also necessary to effectively manage behavior in your classroom. Here are a few other key considerations when responding to classroom behavior: ▫ Understand Which Behaviors are Teacher/Classroom Managed vs. Admin. Managed ▫ Understand How to Gain Compliance using Effective Verbal and Nonverbal Strategies ▫ Avoid Power Struggles (Do not Repeatedly go Back and Forth with Students) ▫ Enforcing Consequences (Once you Set Limits, you Must Implement the Consequence)
Team with Others to Problem Solve	Educators must be learners and understand that we often need support from others! No matter how many years of experience you have, **Teaming with Others** will allow you to share your concerns, identify solutions, and feel supported. Effective Classroom Managers meet with Teacher Teams/PLCs, counselors, administrators, as well as district behavior support staff to address behavioral concerns. Always remember to **Problem Solve** by doing the following: 1. Define the Concern/Problem Behavior and your Goal for the Student 2. Analyze the Problem Behavior using Relevant Data 3. Implement a Plan to Address the Behavior 4. Decide if the Plan was Effective *(Alter/Update Strategies as Needed)*



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Feedback ~ We want to hear from you





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Thank You!

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JB Pritzker, Governor