




**Adult Education
Virtual Conference 2016**





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Adult Education
www.floridaipdae.org



Agenda


- A. Objectives
- B. Mini-Session I: Lesson Planning with a Focus on ABE (Math and ELA)
 - Content Presentation
 - Small Group Activity
 - Sharing, Feedback and Collaboration
- C. Mini-Session II: A Focus on ESOL Instruction
 - Activity Introduction
 - Teacher Observations
 - Sharing and Feedback
- D. Mini-Session III: A Focus on the GED Assessment (Science and Math)
 - Group Problem-Solving
 - Small Group Activity
 - Sharing and Feedback
- E. Summary & Evaluation




Objectives

Focus on the three most important factors that directly influence adult student learning: curriculum, instruction and assessment.


- Create a lesson plan using the Curriculum Frameworks for Adult Education and the College and Career Readiness Standards.
- Identify and suggest best practices in classroom instruction.
- Use the GED® High Impact Indicators to implement student-centered lessons that address multiple high impact indicators from different modules or subject areas.


 INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

Mini-Session 1:
Lesson Planning with a Focus on ABE




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Purpose of Planning

- Student Achievement
- Communication
- Guidance/Framework
- Organization
 - Focus
 - Coherence
- Alignment to Standards
- Alignment to Assessment



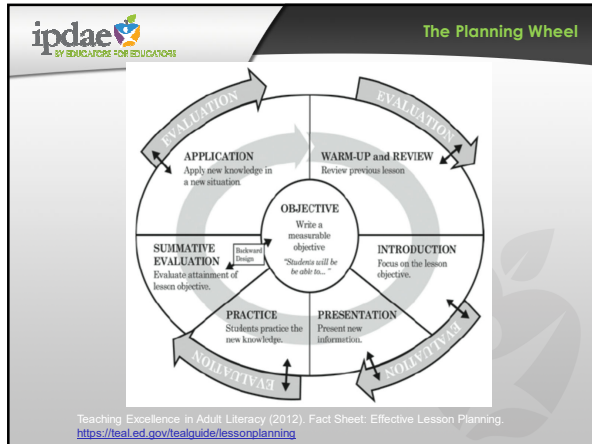
Kizlik, B. (2016). Catalyst: Tools for Effective Teaching 2.0, Six Common Mistakes in Writing Lesson Plans. <http://www.adprima.com/Printer/printmistakes.htm>


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Basic Components

- 1. Anticipatory Set**
 - Warm-Up – Review of previous material/skill or an activity that focuses on topic to be taught
 - Introduction – Gives the purpose of the lesson, objectives or agenda and ties them to students interests or experiences
- 2. Lesson Presentation (Direct Instruction)** – a combination of demonstration, explanation, discussion, modeling, group activity, problem-solving, experiment, etc. that develops particular concepts or skills.
- 3. Guided Practice** - variety of activities that practice the skills, concepts, and information presented.
- 4. Assessment** – evaluates the attainment of objective(s).

Teaching Excellence in Adult Literacy (2012). Fact Sheet: Effective Lesson Planning. <https://teal.ed.gov/tealguide/lessonplanning>



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- Characteristics of a Well-Written Plan**
- Lesson objectives that describe what students will actually do that can be observed.
 - Lesson assessment that directly measures the lesson objectives.
 - Prerequisites are identified beforehand.
 - Clear and concise but does not lack in specificity.
 - Lesson materials that reflect the core of the lesson.
 - Instruction is aligned with the level of rigor and complexity of the lesson objective.
 - Student activities that directly contribute to the accomplishment of the lesson objectives.
- Kizlik, B. (2016). Catalyst: Tools for Effective Teaching 2.0, Six Common Mistakes in Writing Lesson Plans. <http://www.adprima.com/Printer/printmistakes.htm>

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Whether a lesson plan fits a particular format is not as relevant as whether or not it actually describes what you want, and what you have determined is the best means to an end. If you write a lesson plan that can be interpreted or implemented in many different ways, it is probably not a very good plan.

-Bob Kizlik, PhD.
ADPRIMA, Lesson Planning

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Sample Weekly Plan Template

Subject Area:	Domain/Strand:		
Anchor Standard(s):	Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday
Prerequisite Skill(s):			
Objective(s):			
Mathematical Practices			
Anticipatory Set:			
• Warm Up			
• Introduction			
Presentation or Lesson Activities			
Guided Practice Activities:			
Independent Practice, Assessment, Application or Follow-Up			
Other Notes:			

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Instructions

1. Use the lesson plan template to create a 3-day lesson plan for Math or English Language Arts.
2. Use only the provided sections from the ABE Math and ELA Curriculum Frameworks that correspond to your choice.
3. After watching the video, list down some ways you can further improve the teachers' instruction or how you may differentiate the lesson to meet the needs of your own students.

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Group Activity

5




Group Sharing







Mini-Session 2: A Focus on ESOL Instruction



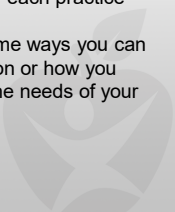
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Instructions

1. You will be watching/observing 3 different videos of ESOL teachers conducting their lessons with their students.
2. List down best practices in ESOL Instruction that you observed. Be prepared to explain how each practice helps students.
3. After watching the video, list down some ways you can further improve the teachers' instruction or how you may differentiate the lesson to meet the needs of your own students.



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Instructions

You may use the lesson observation template to record your observations and answers.

Teacher 1
Best Practices Demonstrated:
Ideas on How to Further Improve the Lesson:

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Teacher 1 Video



South San Francisco Adult Education (2012). Beginning Low ESL Class using the Smartboard. <https://www.youtube.com/watch?v=TYmiR6JbF3s>

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Group Discussion



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Teacher 2 Video



Bridge TEFL (2009). Teaching Grammar with Board Races - TEFL ESL
<https://www.youtube.com/watch?v=wam5Psc0SjU>

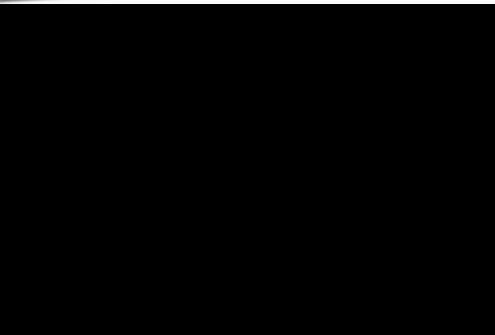
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Group Discussion



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Teacher 3 Video





Bridge TEFL (2009). Teaching Speaking with Task-Based Learning
<https://www.youtube.com/watch?v=QlrhNetwQ0w>




Group Discussion




Mini-Session 3: A Focus on the GED Assessment Math & Science

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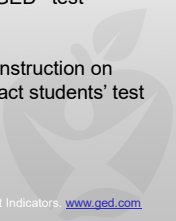
High Impact Indicators

High Impact Indicators are foundational skills that have broad usefulness and are a good fit for classroom instruction.*

GED® testing data suggests that educators may not be currently focusing on these skills in their GED® test preparation.

GED® Testing Service suggests focused instruction on high impact indicators may positively impact students' test performance.

GED Testing Service (2014). New Educator Tool: High Impact Indicators. www.ged.com



Science - High Impact Indicators

SP.2.b: Identify and refine hypotheses for scientific investigations.

SP.2.e: Identify and interpret independent and dependent variables in scientific investigations.

SP.4.a: Evaluate whether a conclusion or theory is supported or challenged by particular data or evidence.

SP.6.a: Express scientific information or findings visually.

SP.7: Apply formulas from scientific theories.

GED Testing Service (2014). New Educator Tool: High Impact Indicators. www.ged.com

Mathematical Reasoning - High Impact Indicators

Q.1 Apply number sense concepts, including ordering rational numbers, absolute value, multiples, factors, and exponents.

Q.3 Calculate and use ratios, percents and scale factors

Q.4 Calculate dimensions, perimeter, circumference, and area of two-dimensional figures

Q.5 Calculate dimensions, surface area, and volume of three-dimensional figures

A.3 Write, manipulate, solve, and graph linear inequalities

A.7 Compare, represent, and evaluate functions

GED Testing Service (2014). New Educator Tool: High Impact Indicators. www.ged.com

Justin and Mario lives around Blackwater, FL and Highway Creek, FL respectively. Both students have been studying saltwater temperatures of the Gulf of Mexico near their areas between the months of January and August.

Which of the following is the best statement of hypothesis for their study?

A. As time goes by, the average saltwater temperatures east of the Gulf of Mexico increases.

B. The average saltwater temperature east of the Gulf of Mexico is directly proportional to time.

C. As time goes by, the average saltwater temperatures of the east side of the Gulf of Mexico increases linearly between the months of January and August.

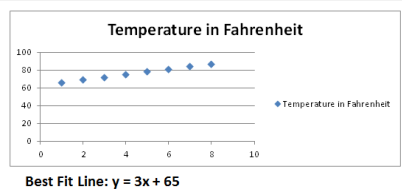
D. The average saltwater temperature east of the Gulf of Mexico increases at a constant rate for a specific period of time in a year.

Justin has been studying saltwater temperatures of the Gulf of Mexico near Little Blackwater, FL between the months of January and August. Below is a record of his observations.

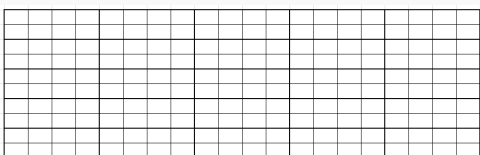
Saltwater Temperatures								
Month	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Temperature in Fahrenheit	63.5	67.0	70.5	74.0	77.5	81.0	84.5	88.0

- Discuss the important pieces of information students should consider in this situation.
- Describe the relationship between the two quantities being studied by Justin.
- Describe the rate of temperature versus time in Justin's observation.

Mario has been studying saltwater temperatures of the Gulf of Mexico near Highway Creek, FL between the months of January and August. Below is a record of his observations.



- Discuss the important pieces of information students should consider in this situation.
- Describe the relationship between the two quantities being studied by Mario.
- Describe the rate of temperature versus time in Mario's observation.



Justin has been studying saltwater temperatures of the Gulf of Mexico near Little Blackwater, FL between the months of January and August. Below is a record of his observations.

Saltwater Temperatures								
Month	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Temperature in Fahrenheit	63.5	67.0	70.5	74.0	77.5	81.0	84.5	88.0

Use the area above to represent the data as a scatter plot.

Justin has been studying saltwater temperatures of the Gulf of Mexico near Little Blackwater, FL between the months of January and August. Below is a record of his observations.

Saltwater Temperatures								
Month	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Temperature in Fahrenheit	63.5	67.0	70.5	74.0	77.5	81.0	84.5	88.0

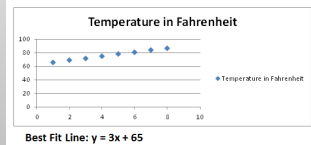
- Write a function that best fits Justin's data.
- Using this function predict the average temperature on June 30 (middle of June and July).

Mario and Justin found out about a startup company that wants to invest in a tropical or subtropical location where they could grow a particular species of coral. This coral is very sensitive to dramatic variations in saltwater temperature. Based on the observation models below by Justin and Mario, which area would the startup company most likely invest in?

Justin's Observation: Little Blackwater, FL

Saltwater Temperatures								
Month	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Temperature in Fahrenheit	63.5	67.0	70.5	74.0	77.5	81.0	84.5	88.0

Mario's Observation: Highway Creek, FL





If you are an avid supporter of this research study, write a brief letter of recommendation to the president of the startup company as to where they should invest based on the results of Justin and Mario's experiment.

1. Your group may decide to write the letter individually and select the best letter or your group may decide to work together in drafting the letter.
2. You have up to 10 minutes to write this brief letter.
3. Be prepared to display or read the letter to all participants and answer questions other participants may ask.

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Group Sharing

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Check out the IPDAE Website.

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Summary

We focused on the three most important factors that directly influence adult student learning: curriculum, instruction and assessment.

- Lesson plans give teachers a detailed roadmap as to how to help students achieve the College and Career Readiness Standards.
- Classroom instruction should be engaging, rigorous and relevant to student needs.
- The GED® High Impact Indicators provides a guide to implementing student-centered lessons that may positively impact students' test performance.

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Evaluation

Training Evaluation

<https://www.surveymonkey.com/r/KS75JDL>



A QR code is positioned to the right of a 3D-rendered clipboard with a yellow pencil and a checklist. The clipboard has three items checked with 'X' marks. The background features a faint watermark of an apple with a star inside.

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Thank You



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Thank You!



The logo features the word 'ipdae' in a stylized font with a colorful apple icon. Below it, the tagline 'By Educators For Educators' is written in green. The background has a faint watermark of an apple with a star inside.
