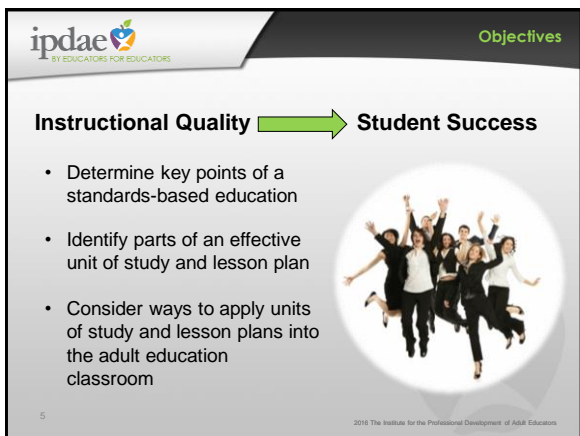


To get started:

- Go to <http://floridaipdae.org/>
- Click on E-Trainings
- Make sure that you log in to your portal in order to view the training catalogue
- Have fun learning more about the GED® test and prep program!

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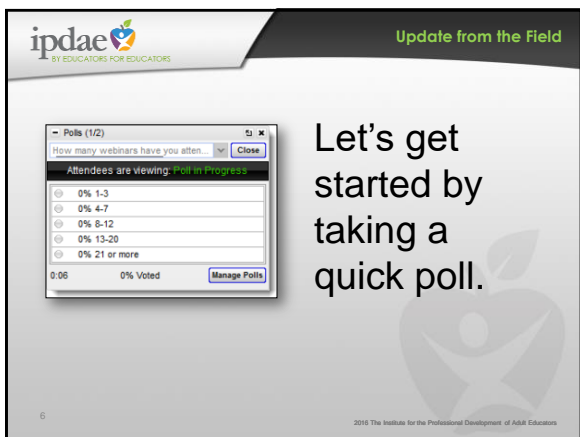


Objectives

Instructional Quality → **Student Success**

- Determine key points of a standards-based education
- Identify parts of an effective unit of study and lesson plan
- Consider ways to apply units of study and lesson plans into the adult education classroom


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Update from the Field

Let's get started by taking a quick poll.

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Who are you?

- ✓ Program Manager/Administrator
- ✓ Instructor
- ✓ Volunteer
- ✓ Other Professional

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Where are you?

- ✓ Panhandle
- ✓ North Florida
- ✓ Central Florida
- ✓ South Florida
- ✓ Keys and Other Islands
- ✓ State Other than Florida

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Have you used a lesson plan from the IPDAE website?

- ✓ Yes
- ✓ No

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time to UPDATE

Have you developed lesson plans and/or units of study based on the new ABE standards?

- ✓ Yes
- ✓ No

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time to UPDATE

Have you developed lesson plans and/or units of study based on the GED® performance level descriptors?

- ✓ Yes
- ✓ No

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time to UPDATE

Are your lesson plans/units of study available to other adult educators in the state?

- ✓ Yes
- ✓ No


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Update from the Field


Which of the following is the academic area that you would most like additional lesson plans/resources?

- ✓ Writing
- ✓ Reading
- ✓ Math
- ✓ Social Studies
- ✓ Science




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Change is
a Process
not an Event!

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DEVELOPING UNITS OF STUDY/LESSON PLANS



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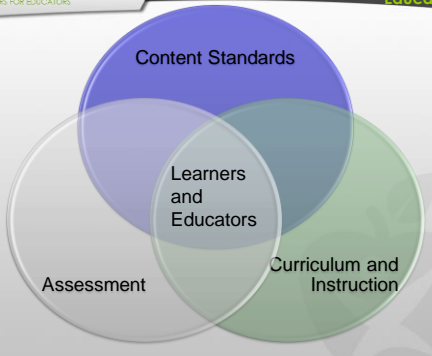
ipdae BY EDUCATORS FOR EDUCATORS The Challenge

“The key to a successful curriculum reform is to develop a new culture of teaching and learning that can bring about real changes in school life.”

Education Commission (2000)

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ipdae BY EDUCATORS FOR EDUCATORS Model for Standards-Based Education



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ipdae BY EDUCATORS FOR EDUCATORS Interpreting a Standard

The challenge – lesson plans or units of study?

	What are they?	What do they do?	Examples
Units of Study	Consist of concepts and learning goals that are taught over a period of time	Incorporate several standards, skills, and desired outcomes for interconnected learning	Steps to an effective constructed response
Lesson Plans	Consist of concepts and learning goals that are taught on a daily or short period of time	Incorporates limited standards, skills, and desired outcomes for interconnected learning	Identify key evidence to support a claim

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ipdae  BY EDUCATORS FOR EDUCATORS Think About It

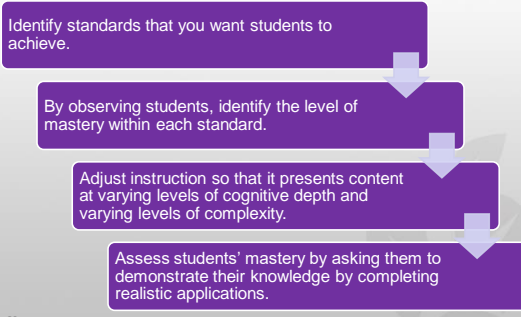


Think about your classroom and reflect on the following . . .

- Lesson plans or units of study or a syllabus?
- Challenges?
- Opportunities?
- Action steps?

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ipdae  BY EDUCATORS FOR EDUCATORS The Logical Sequence of Instructional Adaptation




Identify standards that you want students to achieve.

By observing students, identify the level of mastery within each standard.

Adjust instruction so that it presents content at varying levels of cognitive depth and varying levels of complexity.

Assess students' mastery by asking them to demonstrate their knowledge by completing realistic applications.

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IDENTIFY THE STRUCTURE FOR THE LESSON PLAN/UNIT OF STUDY

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Curriculum Planning

Lots of Ways!

- Madeline Hunter
- 5 Es
- 4Mat
- More . . .




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Curriculum Planning

Madeline Hunter's Alignment Elements

1. Anticipatory Set ("hook")
2. Teaching/Instructional Practice
3. Guided Practice and Monitoring
4. Closure
5. Independent Practice




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Curriculum Planning

5 Es Alignment Elements


1. Engage
2. Explore
3. Explain
4. Elaborate
5. Evaluate



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4 MAT Alignment Elements



And More . . .


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DESIGNING UNITS OF STUDY

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ipdae  BY EDUCATORS FOR EDUCATORS Unit of Study

A standards-based unit of study is a coherent body of subject matter aligned with standards that focus on a topic or process that can last from a few days to several weeks.




What is a Unit of Study?

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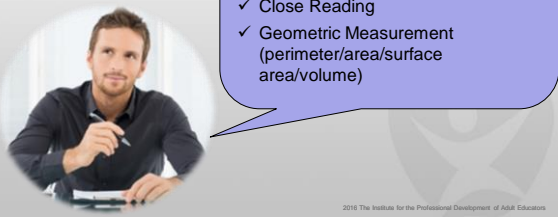
ipdae  BY EDUCATORS FOR EDUCATORS Unit of Study

What are the components of standards-based unit of study?


What are the components of a standards-based unit of study?	
Unit organizer	Learning experiences
Principle purpose/concept/topic	Instructional strategies for addressing student needs
Standards addressed and outcomes/goals	Scoring criteria
Essential/Guiding questions	Resources
Assessments	Reflection

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What could I teach in a unit of study?



- ✓ Constructed Response
- ✓ Primary Sources
- ✓ Experimental Design
- ✓ Close Reading
- ✓ Geometric Measurement (perimeter/area/surface area/volume)

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1. Interpret the Unit's Priority Standards
2. Create a Graphic Organizer/Outline
3. Decide the Big Ideas and Essential Questions
4. Create Assessments
 - End-of-Unit Assessment
 - Unit Pre-Assessment
5. Plan Engaging Learning Experiences and Determine Effective Instructional Practices
6. Gather Instructional Resource Materials
7. Detail the Unit Planning Organizer
8. Write the Weekly Plan; Design the Daily Lessons/Create Informal Process/Monitoring Checks

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As you plan your unit, consider the following questions:

How will the unit...

- connect to the students' prior knowledge?
- address targeted standards?
- engage critical thinking skills?
- meet the needs of diverse learners?
- align assessments to targeted standards?

Unit plans = Daily plans linked by concepts


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INTERPRET THE STANDARD FOR LESSON PLANNING


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- Develops a process of reading standards (pedagogic automaticity)
- Deep understanding of the nuances of a standard
 - Academic demands
 - Behavioral demands
- Implications for instruction, resources, and assessment

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ipdae  BY EDUCATORS FOR EDUCATORS Interpreting Standards




Getting started with interpreting standards - start with the lead standard approach

- Standard
- Skills (verbs)
- Concepts
- Context
- Cognitive Demand (Bloom or Webb)
- Sample Activity

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Interpreting/Unpacking Template

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
List the standards here – one per row.	Indicate what skills are expected. Skills are what learners are expected to do to demonstrate mastery of the concepts and content. They are represented by the verbs in the standard. If multiple skills are included, align the concepts with the skills to which they apply. This is unnecessary if the skills listed apply equally to all concepts.	Indicate what concepts or content are included in the standard. Concepts are the information or ideas that learners need to know. These generally are the nouns or noun phrases in the standard.	Indicate in which context students are required to use the standards' skills and concepts, e.g., writing a constructed response, solving a problem. This is the how, where, or when the learner will demonstrate the concepts or skills.	Using the selected taxonomy, consider the information in Columns 2-4 to determine the "level of thinking" or cognitive demand of the standard.	Add a teaching activity that encompasses the concepts and skills of this standard and is pitched at an appropriate level of cognitive demand.

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ipdae  BY EDUCATORS FOR EDUCATORS The Missing Piece


- Standards are **not** a curriculum
- Standards are statements about **WHAT** students should know/be able to do.
- Instructors decide **HOW** students should get there.

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ipdae BY EDUCATORS FOR EDUCATORS Lesson Planning

Components of a Lesson Plan

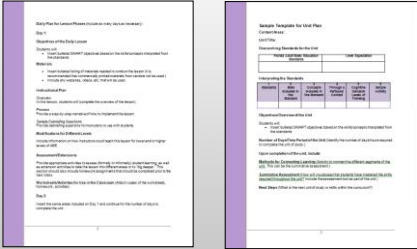
- CCRS Standards/GED® PLD
- Lesson Objectives or Expected Learner Outcomes
- Lesson Plan Component Activity
- Lesson Set up/Warm Up/Review
- Presentation of New Information
- Check for Learners' Understanding
- Guided Practice with Feedback to Independent Practice/Extension (Homework)
- Assessment/Extension



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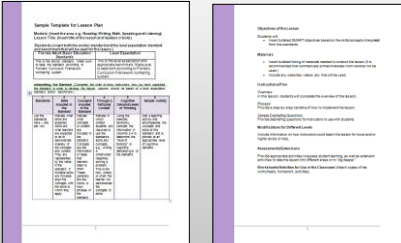
Parts of a Sample Unit of Study



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Parts of a Sample ABE Lesson Plan Template



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ipdae BY EDUCATORS FOR EDUCATORS **Sample Templates to Get Started**

Parts of a Sample GED® Unit Plan Template

Guide – pp. 4 and 19-24

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ipdae BY EDUCATORS FOR EDUCATORS **Sample Templates to Get Started**

Parts of a Sample ESOL Lesson Plan Template

Guide – pp. 25-32


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ipdae BY EDUCATORS FOR EDUCATORS **Think About It**

Reflect on the following . . .


- Does the template include the information that you need to teach an effective unit/lesson?
- What would you add/delete? Why?
- Could the unit/lesson be replicated by other?

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Creating Curriculum
HOW ABOUT A SYLLABUS?

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Curriculum Syllabus


- Great for managed enrollment courses of study
- Creates a curriculum designed for specific courses of study (e.g., language arts, math, etc.)
- Provides flow and scaffolding of skills and concepts
- Provides students with overview of content and assignments for each day
- Provides students with course of study similar to postsecondary education

Guide – pp. 7-8

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Access IPDAE Resources




IPDAE Website
www.floridaipdae.org

Sample Lesson Plans
ABE/ESOL/GED® Prep

Don't Forget Additional Resources in the Guide!



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ipdae  Coming In 2016-17

IPDAE is looking to create unit plans for their website in 2016-17.

- What area do you have the most difficulty in finding materials/lessons?
- What specific area do your students struggle with most?
- What specific skill do your students struggle with most?
- What areas/skills would you like to see covered for new units of study?

Email your ideas to:
 June Rall at:
jrall@floridaipdae.org

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ipdae  Coming In 2016-17

Always remember that . . .

The road to
SUCCESS
 is always under
 construction.
 ~ Lily Tomlin

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“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”

Edutopia 2014

Stay Connected

Always here to assist!
The IPDAE Team

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