

ABE/GED® Community Classroom and Engagement “It’s Going to Take a Village”

Resources for the Adult Education Practitioner



Webinar Handbook (March, 2022)

Institute for the Professional Development of Adult Educators

RESOURCES FOR THE ADULT EDUCATION PRACTITIONER

ABE/GED® Community Classroom and Engagement “It’s Going to Take a Village”

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Guiding Questions

Think about the following guiding questions as you participate in today's session. Write down your thoughts and be prepared to share your ideas.

Slide(s)	Guiding Questions	My Thoughts
4	Think about what you want to take-away from this session.	
7	How will establishing a community-based environment support the adult learner in the district in which you work?	
8	Define a Community Classroom	
8-10	What is your current professional position on Fixed mindset and Growth mindset?	
12-14	What were the essential trends outlined in the research report from Google for Education?	
15	What the critical components to Computational Thinking (CT)?	
17-20	What are the four key elements to a great community classroom enriched with holistic engagement?	
21	What are the benefits of Creativity Exposure and Why?	
4-27	Share the one thing that you found most useful from this session.	

Points to Ponder Checklist

Points to Ponder	Pre-Presentation Instructional Perspectives <ol style="list-style-type: none">1. I know all of these strategies.2. I know most of the effective strategies.3. I am interested in learning more.4. I am new to ABE and could use the additional support.	Post Webinar Reflections What would you do differently when teaching as result of this presentation?
How are adult learners in my class currently mastering academic skills?		
As an instructor, am I supporting the adult learners in cultivating classroom community?		
How are the adult learners in the class currently establishing rapport during orientation?		
After any icebreaking activity, I assess the class by inquiring on comfortability with team play activities?		
As an instructor, am I charting a path to a holistic learning environment?		

Session Objectives are to Explore:

- Effective strategies for building an engaging community in the classroom that fosters an environment for increased skill mastery at any level and or discipline.
- All resources discussed and shared align to the TABE 11/12 and Florida Curriculum Frameworks

**As you go through this workbook please note that we will be referencing various websites including but limited to the latest academic research from the Florida Department of Education; Google for Education; Literacy Information and Communication Systems (LINCS); Articles from High Impact Collaborative Planning IPDAE without omitting a host of other academia lead articles and resources mentioned and sourced in this guide.



What are the Essentials to a Classroom Community and Why?

Please begin the planning phase below in the chart

Instructional Note to Self: **Understanding** that all Learners are not the same is the foundational level of any established community classroom that fosters a safe space to share and learn aloud.



Early Language Learner (ELL)

The Early Language Learner may experience added layers of learning challenges. Thus, making the connection with what may be familiar from he/she's native country and culture more often than not serves as a gateway to a new level of learning, understanding and skill application.

Dr. Carol Dweck's **Growth** Mindset vs. **Fixed** Mindset

INSTEAD OF....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Adult Learner Characteristics

The adult learner thrives the most by being in an environment where the autonomy is founded and considered in the knowledge and skills gained prior to enrolling in the program.

Autonomy.	Goal-Oriented	Practical	Competence and Mastery
Learning	Wealth	Purposeful.	Emotional Barriers
Results-Oriented.	Outside Responsibilities	Potential Physical Limitations	Big Picture
Responsibility of Self	Needs for Community		

**Notes and ideas for a collaborative activities with adult learners

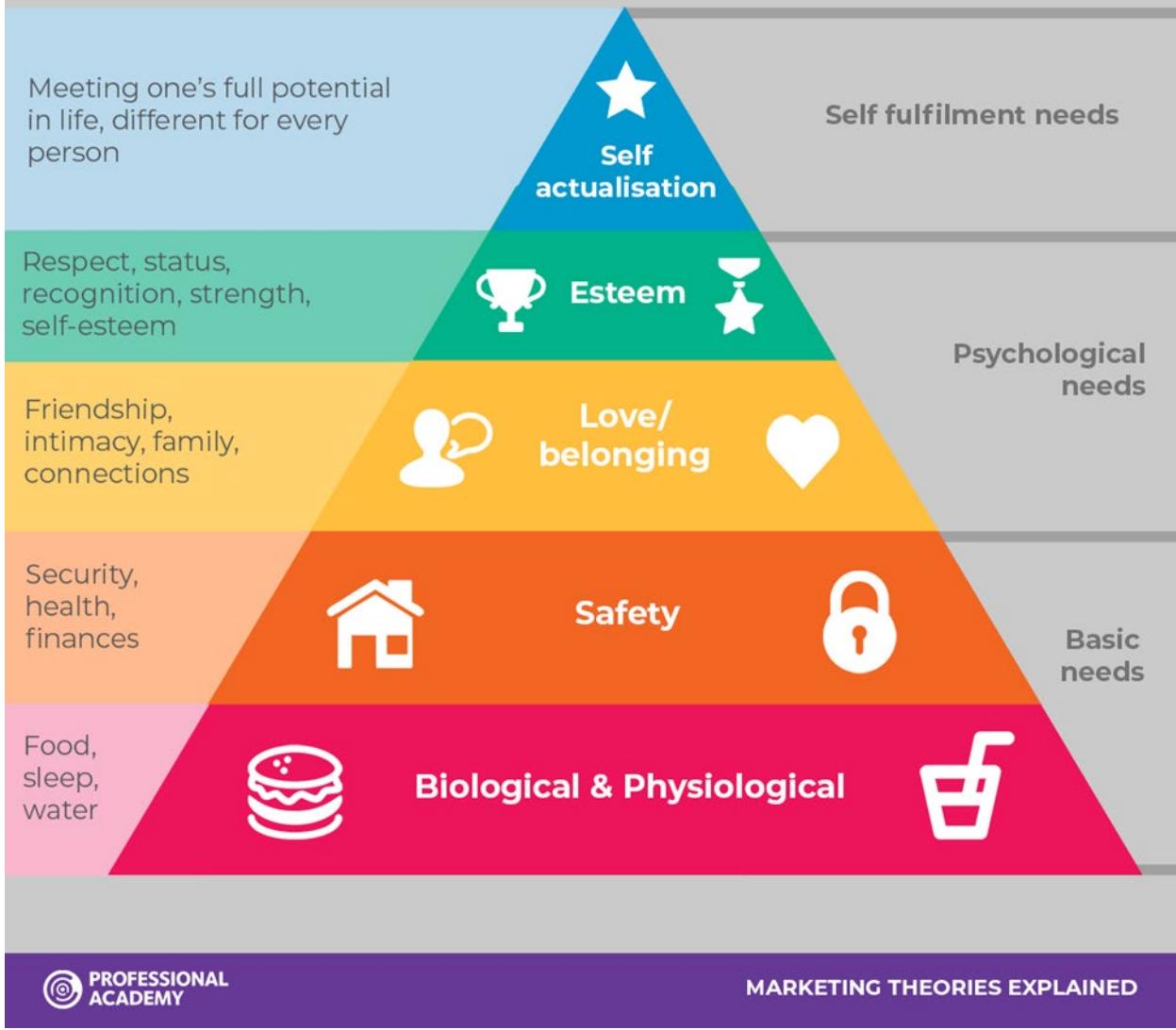


Putting the Adult Learner Needs First

When building a community of academic transparency the instructor must be intentional and considerate about any potential barriers that may impede on the learners attendance and progress.

Below write ten orientation ideas for establishing a safe environment for adult learners.

MASLOW'S HIERARCHY OF NEEDS



Please list five potential wrap-around resources that could be shared with an adult learner immediately

Wrap-around Services Support Notes	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

The Classroom Community Engagement Focus: (Why Now?)

The real question is, why not now. Overwhelming research reveals that both the academic and occupational market is upward. Thus, it is for this reason that the following table should be considered when planning and creating a highly engaging classroom community.

New Vision	Attributes	Debrief
Increased numbers	High growth priority sectors	Meta-Cognition
Small Group	Career Readiness	Encouragement
Goal Setting	Flexible	Appeal to a diverse community of adult learners
Multi-Dimensional Support	Team Building	Cultivate Relationships

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Instructional Vitamin:

* You are valuable to the Adult Education Community because you make a difference.

aching and Learning

Contextualized Teaching and Learning (CTL), also known as **Contextualized Instruction**, is defined as a "diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing **teaching** and learning squarely on concrete applications. (Mazzao, 2008)

- Be clear when modeling
- Role Play
- Be creative with instructional ideas
- Personalize the “why” of learning all skills with an immediate platform for real-world applications
- Visuals Images
- Problem-Based activity executed in collaboration with peers

Early Language Learner (ELL)



When introducing new or remediating skill based content with an Early Language Learner, the instructor may want to use pre-teaching strategies (e.g., role-plays; charades; pointing to pictures, having the learner say the same word in their native language) to spark interest, as well as labeling pictures and playing games that reinforce learning and retention.

:

Instructional Vitamin: It takes an entire community to build together for real progress



Please take notes in spaces provided after each question

1. Checking the audience:

What is the instructional model reflected in your classroom most? A.) Independent Study, B.) Experiential Learning C.) Interactive Instruction D.) Direct Instruction and why?

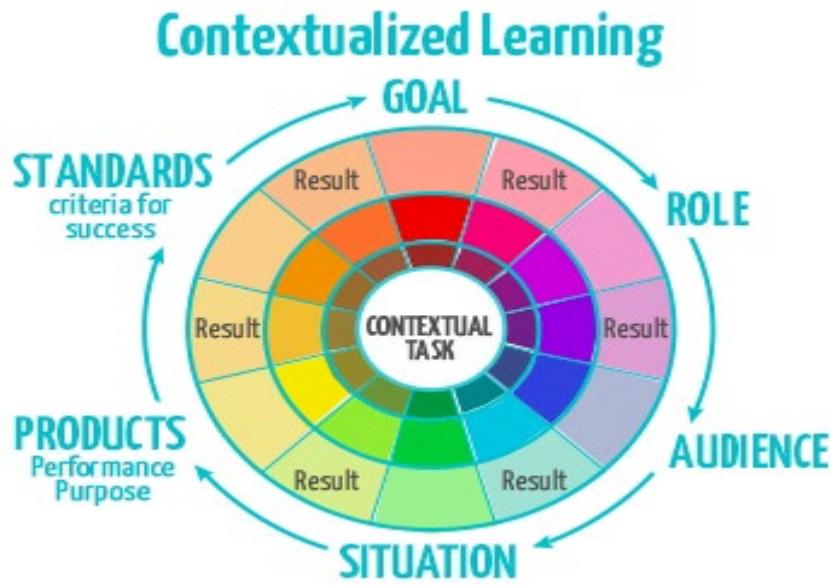
2. Occupational Learning:

How often are you making the classroom a career-based environment?

3. Where can you begin to infuse more occupational skill growth throughout daily instruction execution?

4. Personal Goals towards achievement:

As a practitioner can you say with certainty that you are instructing from a position that supports the adult learners you serve as individuals with career dreams and goals? A.) Yes B.) No C.) Sometimes



Careers in the Classroom:

- Occupational Workstations
- Learning Management Systems that support Workforce
- Readiness
- Mock Interviews
- Resume and Cover Letter Activities
- Job Shadowing

- Social Media-Networking Platforms

Website Citations

Callysto

<https://www.callysto.ca/computational-thinking-tests/>

CASEL

<https://casel.org/fundamentals-of-sel/>

Google of Education: The Future of the Classroom

https://services.google.com/fh/files/misc/future_of_the_classroom_emerging_trends_in_k12_education.pdf?utm_source=web&utm_campaign=FY19-Q2-global-demandgen-website-other-futureoftheclassroom

High Impact Collaborative Planning

<https://www2.ed.gov/programs/slcp/2011progdirmtg/cptpresent.pdf>

International Society of Technology Education (ISTEU)

<https://www.iste.org/professional-development/iste-u>

Literacy Information and Communication Systems (LINCS)

<https://lincs.ed.gov/state-resources/federal-initiatives/teaching-skills-matter-adult-education/workforce-preparation>

Northwest Educational Services-Learn How to Learn

<https://www.nwtutoring.com/2015/09/13/growth-mindset/>

University of Lancester: Lancester Learning Institute

https://www2.le.ac.uk/offices/lli/developing-learning-and-teaching/enhance/strategies/copy4_of_active-learning