



INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

# Start the Year with Florida IPDAE!

## September 11, 2019

[www.floridaipdae.org](http://www.floridaipdae.org)

This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

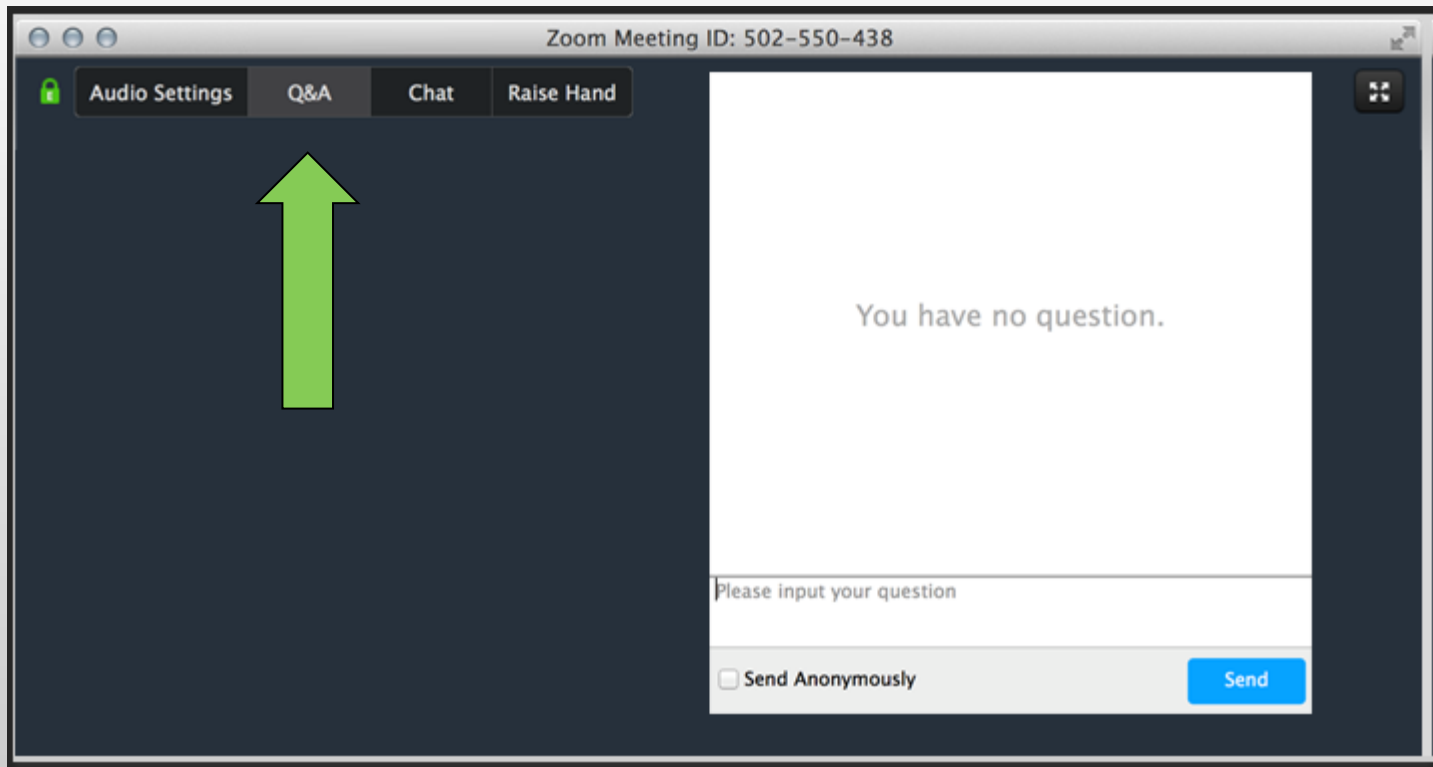


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- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.



In this session, we will review:

- IPDAE projects for 2019-20
- Fall Regional Workshops
- Resources available and upcoming on the IPDAE website



Funded By  
**FLORIDA DEPARTMENT OF  
EDUCATION**  
fldoe.org



Our focus is on high priority goals established by FL Dept. of Education

**WIOA** Workforce Innovation & Opportunities Act

**CCRS** College & Career Readiness Standards

**FICAPS** Florida's Integrated Career & Academic Preparation System

Our efforts are structured around these key Adult Education programs

**ABE** Adult Basic Education

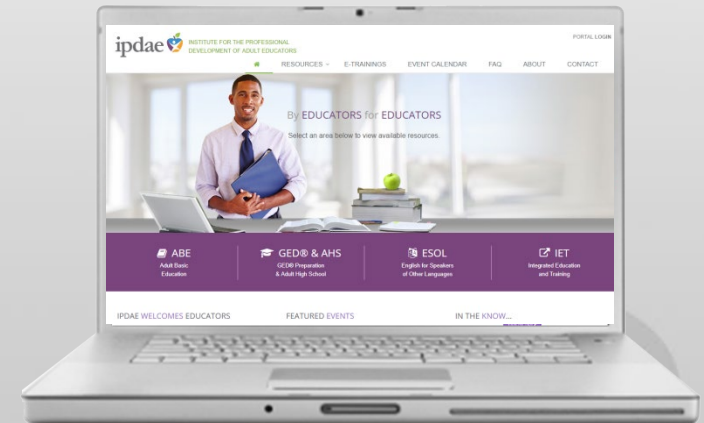
**GED® & AHS** GED Preparation & Adult High School

**ESOL** English for Speakers of Other Languages

**DOC** Department of Corrections Facilities



- **Online Event Calendar**
- **One-Click Event Registration**
- **E-Training Modules**
- **Dynamic Portal Accounts**
- **Activity History Tracking**
- **Electronic Direct Mailings**



A key method of communication with the field of adult educators

## **Workshops**

- Unlocking the Learning
- REL Workshops
- Regional Workshops for Corrections
- Conference Presentations

## **Partnerships**

- FDOE
- DOC
- REL

## **Matrices/ Activities**

- Math
- Reading
- Language Arts
- Activities for Math, Reading, and Language Arts

## **Webinars/ E-Trainings/ More**

- 25 Webinars
- TABE 11/12 Certification/Recertification Training
- From the Field



## Upcoming Workshops

- Fall workshops focused on NRS Levels 2 and 3 in math and reading
- Workshops designed for Correctional settings
- More great REL materials
- Conference presentations and more . . .



# Unlocking the Learning to Build Resilient Learners

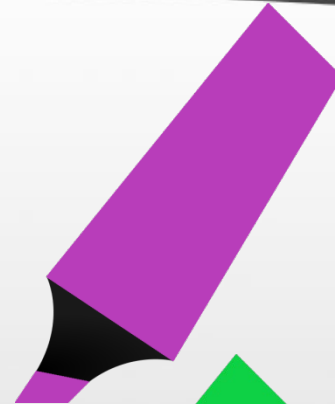
- Face to Face (F2F) Regional Workshop
- Focused on ABE/ESOL (NRS Levels 2/3)
  - Interactive format
  - Scripted PPT
  - Workbook/Guide
  - Classroom strategies
  - Hands-on activities



## First Read

*Get the GIST*

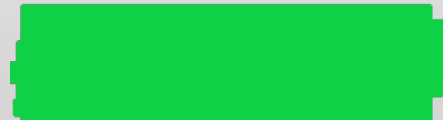
Annotate: PURPLE



## Second Read

*Dig Deep*

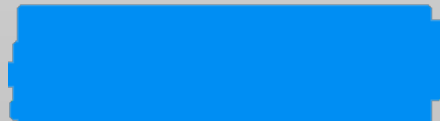
Annotate: GREEN



## Third Read

*Analyze*

Annotate: BLUE



## The RICE Method

### Restate

- Write the problem in your own words

### Illustrate

- Draw a diagram or picture
- Label illustration
- List important information
- Write formula or equation

R

I

C

E

### Calculate

- Manipulate equations
- Perform computations
- Execute the strategy

### Evaluate

- Write the answer in a complete sentence.
- Check for reasonableness

IPDAE Event

Scheduled Events for September 1, 2019 to

| DATE   | DESC                                 |
|--------|--------------------------------------|
| Sep 11 | Wednesday<br>Sep 11, 2019<br>Webinar |
| Sep 18 | Wednesday<br>Sep 18, 2019<br>Webinar |
| Sep 25 | Wednesday<br>Sep 25, 2019<br>Webinar |
| Oct 9  | Wednesday<br>Oct 9, 2019<br>Webinar  |

|        |                           |   |
|--------|---------------------------|---|
| Oct 17 | Thursday<br>Oct 17, 2019  | Unlocking the Learning to Build Resilient Learners through Reading and Math (Collier County)<br><b>Collier County - Workshop:</b> Unlocking the Learning to Build Resilient Learners through Reading and Math   |
| Oct 18 | Friday<br>Oct 18, 2019    | Unlocking the Learning to Build Resilient Learners through Reading and Math (Escambia County)<br><b>Escambia County - Workshop:</b> Unlocking the Learning to Build Resilient Learners through Reading and Math |
| Oct 23 | Wednesday<br>Oct 23, 2019 | Webinar - Packaging Your Professional Development – Part 1<br>Webinar - Packaging Your Professional Development – Part 1  |
| Oct 26 | Saturday<br>Oct 26, 2019  | Unlocking the Learning to Build Resilient Learners through Reading and Math (Pinellas County)<br><b>Pinellas County - Workshop:</b> Unlocking the Learning to Build Resilient Learners through Reading and Math |
| Nov 6  | Wednesday<br>Nov 6, 2019  | Webinar - Breaking Down the TABE 11/12 Reading Test   |

|        |                           |   |
|--------|---------------------------|---|
| Nov 15 | Friday<br>Nov 15, 2019    | Unlocking the Learning to Build Resilient Learners through Reading and Math (St. Lucie County)<br><b>St. Lucie County - Workshop:</b> Unlocking the Learning to Build Resilient Learners through Reading and Math |
| Nov 20 | Wednesday<br>Nov 20, 2019 | Webinar - Packaging Your Professional Development- Part 2<br>Webinar - Packaging Your Professional Development- Part 2  |
| Nov 22 | Friday<br>Nov 22, 2019    | Unlocking the Learning to Build Resilient Learners through Reading and Math (Leon County)<br><b>Leon County - Workshop:</b> Unlocking the Learning to Build Resilient Learners through Reading and Math           |

Note: Events and dates are subject to change.

Provided by [www.floridaipdae.org](http://www.floridaipdae.org)

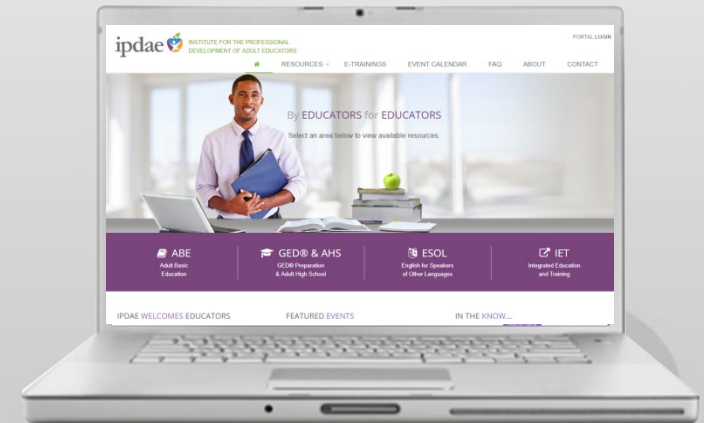
**Register Now!**  
Unlocking the  
Learning to Build  
Resilient Learners

[floridaipdae.org](http://floridaipdae.org)

## Webinar Wednesday

Scheduled Webinar Session Enhancements will include:

- Guided Notes
- Scripted PPT
- Activity Book/Guide





- Do You See What I Mean? Visual Literacy in a Digital World
- Breaking Down the TABE 11/12
- ABE Math Skills
- Packaging Your Professional Development
- Four Critical Factors that Impact your NRS Data
- Instructional Strategies to Address CASAS Reading & Listening Item Types
- Corrections

**Can't attend?**  
**All webinars are archived on the IPDAE website.**

## Ideas from the Field

Incorporating IPDAE webinars with face to face training opportunities





## Partnership with DOC

- **F2F Workshops** – Based on need for appropriate content and materials for correctional settings
- **Webinars** – Focused on topics related to correctional settings



## Partnership with DOC



Piloting the Self-study  
Process in Adult Education

Self-Study Guide for  
Adult Education

View NEW Snapshot Video



[floridaipdae.org](http://floridaipdae.org)

The image shows a laptop screen displaying the 'Adult Basic Education Mathematics Curriculum Matrix'. The matrix is a large table with columns for 'Domain', 'NRS Level 1', 'NRS Level 2', 'NRS Level 3', 'NRS Level 4', and 'NRS Level 5/6'. The rows represent various mathematical topics, including Number Theory, Fractions, Decimals, Percents, Integers, Operations, Algebra, Geometry, and Statistics. The matrix is color-coded by domain: Number Theory (orange), Fractions (blue), Decimals (green), Percents (purple), Integers (red), Operations (brown), Algebra (light green), Geometry (light blue), and Statistics (light orange). The laptop is silver and has a keyboard visible. In the background, there are some papers and a calendar.

# THE MATRIX SUITE

## Core Matrices

# Adult Basic Education Mathematics Curriculum Matrix

| Domain  | NRS Level 1 | NRS Level 2 | NRS Level 3 | NRS Level 4 | NRS Level 5/6 |
|---|-------------|-------------|-------------|-------------|---------------|
| Number and Operations, Base Ten               |             |             |             |             |               |
| Algebra                                       |             |             |             |             |               |
| Geometry and Measurement                      |             |             |             |             |               |
| Statistics and Probability                    |             |             |             |             |               |
| Number and Operations, Fractions and Decimals |             |             |             |             |               |

## GED Mathematical Reasoning PLD Matrix

| Domain                       | Level 1<br>Below Passing<br>Limited/Inconsistent | Level 2<br>Passing (HS Equivalency)<br>Satisfactory | Level 3<br>College Ready<br>Strong | Level 4<br>College Ready + Credit<br>Outstanding |
|------------------------------|--|---|------------------------------------|--|
| Mathematical Reasoning       |  |   |                                    |  |
| Mathematical Problem Solving |  |   |                                    |  |
| Mathematical Communication   |  |   |                                    |  |
| Mathematical Knowledge       |  |   |                                    |  |

# Adult Basic and Adult Secondary Education Reading Curriculum Matrix

| Domain              | NRS Level 1 | NRS Level 2 | NRS Level 3 | NRS Level 4 | NRS Levels 5/6 |
|---------------------|-------------|-------------|-------------|-------------|----------------|
| Reading Foundations |             |             |             |             |                |
| Phonological        |             |             |             |             |                |
| Lexical             |             |             |             |             |                |
| Syntactic           |             |             |             |             |                |
| Semantic            |             |             |             |             |                |
| Pragmatic           |             |             |             |             |                |

# Adult Basic and Adult Secondary Education Language Curriculum Matrix

| Domain                                 | NRS 1   | NRS 2  | NRS 3   | NRS 4   | NRS 5/6   |  |  |                     |
|--|---|--|---|---|---|--|--|---------------------|
| CONVENTIONS OF STANDARD ENGLISH        | <b>DETERMINERS / NOUNS / PRONOUNS</b>   |  |   |   |   |  |  |                     |
|  | Point upper- and lowercase letters.   | Use determiners.   | Use collective nouns.   | Form and use the singular and plural of frequently occurring irregular nouns. | Use relative pronouns.  | Ensure that pronouns are in the proper case.                       | Use intensive pronouns.  |                     |
|  | Use singular and plural nouns with matching verbs.                            | Use common, proper, and possessive nouns.                              | Use abstract nouns.   | Use reflexive pronouns.   |   | Correct vague pronouns.  | Recognize and correct inappropriate shifts in pronoun number and person. |                     |
|  | Form and use the singular and plural of frequently occurring irregular verbs. | Explain the function of nouns and pronouns.                            |   |   |   |  |  |                     |
|  | Use frequently occurring verbs.   | Use singular and plural nouns with matching verbs.                     | Form and use the singular and plural of frequently occurring irregular verbs. | Form and use regular and irregular verbs.                                     | Form and use perfect verb tenses.   | Explain the function of verbs.                                     | Form and use verbs in the active and passive voice.                      |                     |
|  | Use verbs in past, present, and future tense.                                 | Form and use simple verb tenses.                                       | Explain the function of verbs.  | Use verb tense to convey time, sequence, state, and condition.                | Recognize and correct inappropriate shifts in verb tense.                             | Recognize and correct inappropriate shifts in verb voice and mood. |  |                     |
|  |   |  |   | Use modal auxiliaries.  |   |  |  |                     |
|  | <b>ADJECTIVES / ADVERBS</b>   |  |   |   |   |  |  |                     |
|  | Use frequently occurring adjectives.  | Explain the function of adjectives and adverbs.                        | Form and use comparative and superlative adjectives.                          | Use relative adverbs.   | Order adjectives within sentences.  |  |  |                     |
|  |   |  |   | Use irregularly formed adjectives.  |   |  |  |                     |
|  | <b>PREPOSITIONS / CONJUNCTIONS / CORRELATIVE CONJUNCTIONS / INTERJECTIONS</b> |  |   |   |   |  |  |                     |
| Use frequently occurring prepositions. |   |  | Form and use prepositional phrases.   | Explain the function of prepositions.   |   |  |  |                     |
|  |   |  | Correctly use frequently confused prepositions.                               | Explain the function of conjunctions.   |   |  |  |                     |
|  |   |  | Use correlative conjunctions.   |   |   |  |  |                     |
| <b>SENTENCE STRUCTURE</b>              |   |  |   |   |   |  |  |                     |
| Use question words.                    | Use frequently occurring conjunctions.  | Produce, expand, and rearrange complete simple and compound sentences. | Produce subject-verb and pronoun-antecedent agreement.                        | Produce complete sentences, correcting inappropriate fragments and run-ons.   | Place phrases and clauses within a sentence, correcting misplaced/dangling modifiers. | Explain the function of phrases and clauses.                       | Use parallel structure.  | Use varied phrases. |
| Produce and expand simple sentences.   | Use coordinating and subordinating conjunctions.                              | Produce simple, compound, and complex sentences.                       |   |   | Recognize variations in sentence types.   |  |  |                     |

CONVENTIONS OF STANDARD ENGLISH

Language Anchor 1:

English grammar & usage;

Language Anchor 2:

Capitalization, punctuation &

## Mathematical Reasoning

- ABE/ASE/GED® Overlays

## Reading

- ABE/ASE/GED® Overlays

## Language Arts

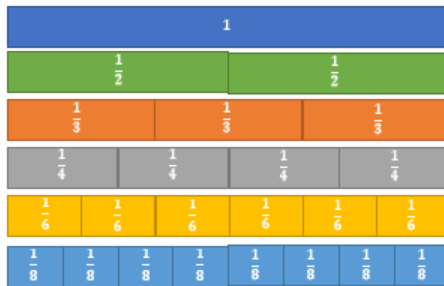
- ABE/ASE/GED® Overlays

## Activity Resources

### Components:

- Concept
- Practice Activities
- Answer Key
- Additional Resources
- References/Credits

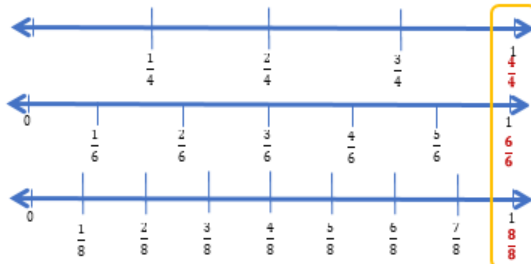
This time, let's closely examine fractions that equivalent to a whole. Looking at the fraction tiles below, we can generate some fractions that are equivalent to a whole.



We can say that the following examples form the same size as a whole and are fractions equivalent to a whole or 1.

- Two pieces of the  $\frac{1}{2}$  fraction tiles which represents  $\frac{2}{2}$
- Three pieces of the  $\frac{1}{3}$  fraction tiles which represents  $\frac{3}{3}$
- Four pieces of the  $\frac{1}{4}$  fraction tiles which represents  $\frac{4}{4}$
- Six pieces of the  $\frac{1}{6}$  fraction tiles which represents  $\frac{6}{6}$
- Eight pieces of the  $\frac{1}{8}$  fraction tiles which represents  $\frac{8}{8}$

Looking at a few number lines, we can also see the same pattern of fractions equivalent to 1.




## Individualized Instructional Student Plan

### Highlights:

- Test Level
- Emphasis Level
- Domain Percentage
- Standard Group
- Checklist Format

Currently Being Piloted

ipdae  INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

**INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN**  
**ABE Mathematics: TABE Level A**

STUDENT NAME: \_\_\_\_\_ I.D.: \_\_\_\_\_

| CURRENT TESTING INFORMATION: |  | POST-TESTING INFORMATION: |   |
|------------------------------|--|---------------------------|---|
| Test Date:                   |  | TABE Level:               | A |
| Current Test Level:          |  | CCR Level:                | E |
| Current Test Form:           |  |                           |   |
| Scale Score:                 |  |                           |   |
| NRS Level:                   |  |                           |   |

LOW EMPHASIS      MEDIUM EMPHASIS      HIGH EMPHASIS

| DOMAIN:       | Geometry | SCORED PROFICIENCY:                          |  |
|---------------|----------|--|--|
| 15%           |          | <input type="checkbox"/> Non-Proficiency     |  |
|               |          | <input type="checkbox"/> Partial Proficiency |  |
|               |          | <input type="checkbox"/> Proficiency         |  |
| MASTERY DATE: |          |  |  |

| NRS | Group:  | Standard Description:   | Mastery Date: |
|-----|---|---|---------------|
| 5/6 | GEOMETRY: CONGRUENCE                                  | <i>Experiment with transformations in the plane.</i><br>Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. |               |
| 5/6 | GEOMETRY: SIMILARITY, RIGHT TRIANGLES, & TRIGONOMETRY | <i>Prove theorems involving similarity.</i><br>Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.  |               |
| 5/6 | GEOMETRY: GEOMETRIC MEASUREMENT & DIMENSION           | <i>Explain volume formulas and use them to solve problems.</i><br>Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.  |               |
| 5/6 | GEOMETRY: MODELING WITH GEOMETRY                      | <i>Apply geometric concepts in modeling situations.</i><br>Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).  |               |

| DOMAIN:       | Numbers & Quantity | SCORED PROFICIENCY:                          |  |
|---------------|--------------------|--|--|
| 13%           |                    | <input type="checkbox"/> Non-Proficiency     |  |
|               |                    | <input type="checkbox"/> Partial Proficiency |  |
|               |                    | <input type="checkbox"/> Proficiency         |  |
| MASTERY DATE: |                    |  |  |

| NRS | Group:                                    | Standard Description:   | Mastery Date: |
|-----|---|---|---------------|
| 5/6 | NUMBER & QUANTITY: THE REAL NUMBER SYSTEM | <i>Extend the properties of exponents to rational exponents.</i><br>Rewrite expressions involving radicals and rational exponents using the properties of exponents.  |               |
| 5/6 | NUMBER & QUANTITY: QUANTITIES             | <i>Reason quantitatively and use units to solve problems.</i><br>Use units as a way to understand problems and to guide the solution of multi-step problems.<br>Choose and interpret units consistently in formulas.<br>Choose and interpret the scale and the origin in graphs and data displays.<br>Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |               |



The laptop screen shows a detailed curriculum matrix for Adult Basic Education Mathematics. The matrix is organized into columns for NRS Levels 1 through 5/6 and rows for various mathematical domains. The domains are color-coded: 1. Number and Quantity (orange), 2. Operations and Algebraic Thinking (yellow), 3. Measurement and Data (blue), 4. Geometry (dark blue), 5. Number and Operations: Fractions (grey), 6. Ratios and Proportions (green), 7. The Number System (purple), 8. Expressions and Equations (red), 9. Functions and Statistics (brown), and 10. Functions (light green).

| Domain                               | NRS Level 1  | NRS Level 2  | NRS Level 3  | NRS Level 4  | NRS Level 5/6  |
|--------------------------------------|--|--|--|--|--|
| 1. Number and Quantity               | 1.1. Understand the place value system; use place value to read, write, and compare numbers up to 100,000; round whole numbers to the nearest 10 or 100.   | 1.2. Understand the place value system; use place value to read, write, and compare numbers up to 1,000,000; round whole numbers to the nearest 10, 100, or 1,000.   | 1.3. Understand the place value system; use place value to read, write, and compare numbers up to 100,000,000; round whole numbers to the nearest 10, 100, 1,000, or 10,000.   | 1.4. Understand the place value system; use place value to read, write, and compare numbers up to 10,000,000,000; round whole numbers to the nearest 10, 100, 1,000, 10,000, or 100,000.                             | 1.5. Understand the place value system; use place value to read, write, and compare numbers up to 1,000,000,000,000; round whole numbers to the nearest 10, 100, 1,000, 10,000, 100,000, or 1,000,000.               |
| 2. Operations and Algebraic Thinking | 2.1. Understand and apply basic properties of operations; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.                | 2.2. Understand and apply basic properties of operations; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.                | 2.3. Understand and apply basic properties of operations; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.                | 2.4. Understand and apply basic properties of operations; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.                | 2.5. Understand and apply basic properties of operations; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.                |
| 3. Measurement and Data              | 3.1. Measure and estimate the length of an object, the area of a surface, the volume of a solid figure, the weight of an object, and the capacity of a container.  | 3.2. Measure and estimate the length of an object, the area of a surface, the volume of a solid figure, the weight of an object, and the capacity of a container.  | 3.3. Measure and estimate the length of an object, the area of a surface, the volume of a solid figure, the weight of an object, and the capacity of a container.  | 3.4. Measure and estimate the length of an object, the area of a surface, the volume of a solid figure, the weight of an object, and the capacity of a container.  | 3.5. Measure and estimate the length of an object, the area of a surface, the volume of a solid figure, the weight of an object, and the capacity of a container.  |
| 4. Geometry                          | 4.1. Identify and describe two-dimensional shapes and their attributes.  | 4.2. Identify and describe two-dimensional shapes and their attributes.  | 4.3. Identify and describe two-dimensional shapes and their attributes.  | 4.4. Identify and describe two-dimensional shapes and their attributes.  | 4.5. Identify and describe two-dimensional shapes and their attributes.  |
| 5. Number and Operations: Fractions  | 5.1. Understand and apply basic properties of fractions; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.                 | 5.2. Understand and apply basic properties of fractions; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.                 | 5.3. Understand and apply basic properties of fractions; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.                 | 5.4. Understand and apply basic properties of fractions; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.                 | 5.5. Understand and apply basic properties of fractions; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.                 |
| 6. Ratios and Proportions            | 6.1. Understand and apply basic properties of ratios and proportions; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.    | 6.2. Understand and apply basic properties of ratios and proportions; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.    | 6.3. Understand and apply basic properties of ratios and proportions; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.    | 6.4. Understand and apply basic properties of ratios and proportions; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.    | 6.5. Understand and apply basic properties of ratios and proportions; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.    |
| 7. The Number System                 | 7.1. Understand and apply basic properties of the number system; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.         | 7.2. Understand and apply basic properties of the number system; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.         | 7.3. Understand and apply basic properties of the number system; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.         | 7.4. Understand and apply basic properties of the number system; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.         | 7.5. Understand and apply basic properties of the number system; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.         |
| 8. Expressions and Equations         | 8.1. Understand and apply basic properties of expressions and equations; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations. | 8.2. Understand and apply basic properties of expressions and equations; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations. | 8.3. Understand and apply basic properties of expressions and equations; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations. | 8.4. Understand and apply basic properties of expressions and equations; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations. | 8.5. Understand and apply basic properties of expressions and equations; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations. |
| 9. Functions and Statistics          | 9.1. Understand and apply basic properties of functions and statistics; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.  | 9.2. Understand and apply basic properties of functions and statistics; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.  | 9.3. Understand and apply basic properties of functions and statistics; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.  | 9.4. Understand and apply basic properties of functions and statistics; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.  | 9.5. Understand and apply basic properties of functions and statistics; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.  |
| 10. Functions                        | 10.1. Understand and apply basic properties of functions; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.                | 10.2. Understand and apply basic properties of functions; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.                | 10.3. Understand and apply basic properties of functions; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.                | 10.4. Understand and apply basic properties of functions; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.                | 10.5. Understand and apply basic properties of functions; understand the relationship between multiplication and division; use properties of operations to calculate with numbers in many situations.                |

# ELECTRONIC MATRIX/LINKED ACTIVITIES

## What To Expect!

**Launch Date** The Electronic Curriculum Math Matrix is now **live**

**How Do I Find It?** The Electronic Curriculum Math Matrix is accessed online at **[www.floridaipdae.org](http://www.floridaipdae.org)**

Simply click on the Curriculum Matrix option from the home page.

### IN THE KNOW...

**NEW!** Adult Education Curriculum Matrices now available.

[Click for ABE & GED® Versions](#)





## By EDUCATORS for EDUCATORS

Select an area below to view available resources.



**ABE**

Adult Basic  
Education



**GED® & AHS**

GED® Preparation  
& Adult High School



**ESOL**

English for Speakers  
of Other Languages



**IET**

Integrated Education  
and Training

### IPDAE WELCOMES EDUCATORS

IPDAE (Institute for the Professional Development of Adult Educators) is a resource center that offers information, training and professional development resources for adult educators.

We work to ensure the development of necessary skills and to assist with FICAPS (Florida's Integrated Career and Academic Preparation System).

[+ Learn more](#)

### FEATURED EVENTS

SEP  
11

#### **Webinar - Start the School Year with Florida IPDAE**

Wednesday, September 11, 2019

[Webinar - Start the School Year with Florida IPDAE](#)

SEP  
18

#### **Webinar - Do You See What I Mean? Visual Literacy in a Digital World**

Wednesday, September 18, 2019

[Webinar - Do You See What I Mean? Visual Literacy](#)

### IN THE KNOW...

**NEW!** Adult Education Curriculum Matrices now available.

[Click for ABE & GED® Versions](#)

Self-Study Guide for  
Adult Education



[View NEW Snapshot Video](#)

## E-Trainings for TABE 11/12

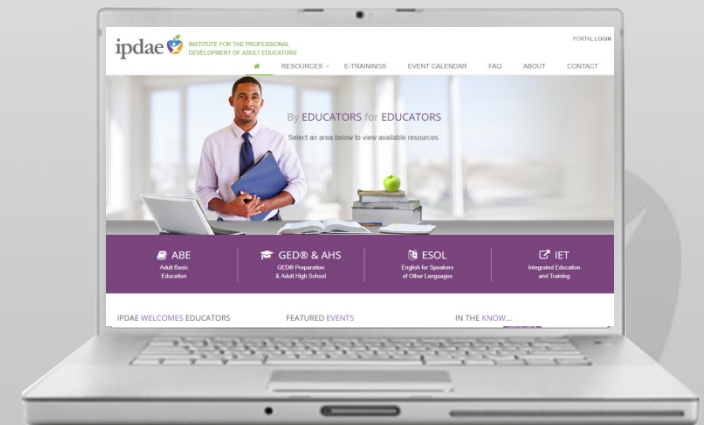


- **TABE 11/12 Re-certification** – New version is now available.
- **TABE 11/12 How To Administer** – Developing a new initial certification training to be available online that will replace the prior F2F trainings.
- **TABE 11/12 How To Interpret** – An updated online version will be available for interpretation of the scores. ETA is 2<sup>nd</sup> quarter 2019.

**Coming in 2019-20 – TABE Help Center!**

## Benefits for TABE 11/12 E-Trainings

- Removes attendee's seat limitations
- Removes restrictions due to scheduling and location
- Substantial cost reduction
- Ensures consistency of delivery and consumption



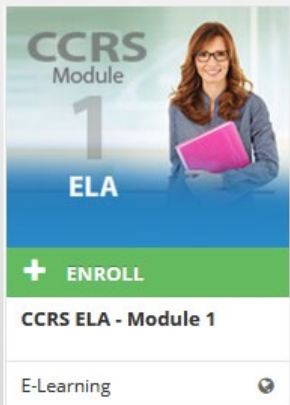

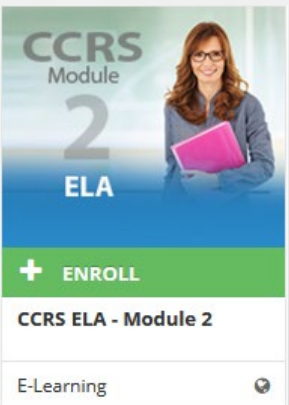

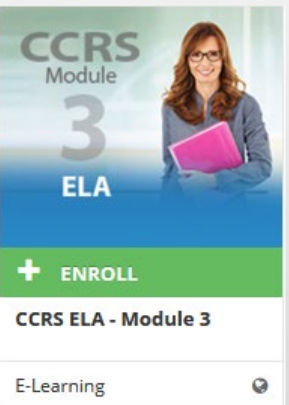

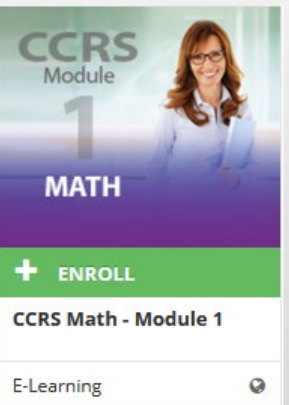

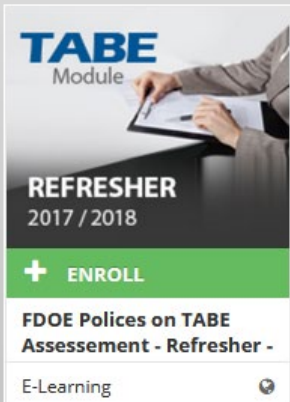

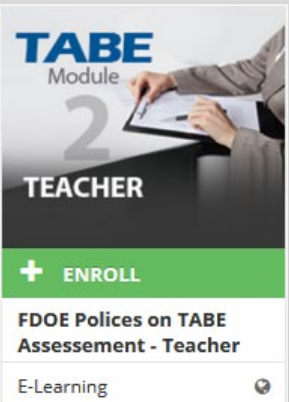

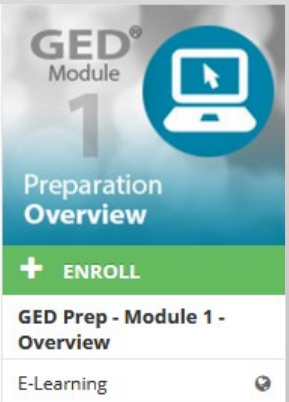

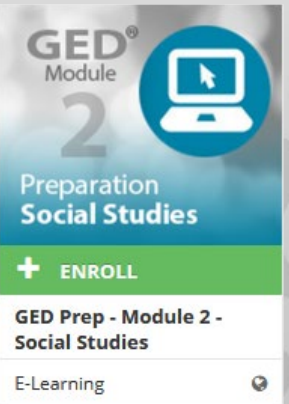

Available at **Floridaipdae.org** in the E-Trainings section.



- **Self-Paced** modules
- Convenient, **Free & Easy** to Navigate
- Developed by **Subject Matter Experts** in the Field
- Great as a **Professional Development** Recertification Resource
- Post-Test & **Certificate of Participation** are provided

*In-Service hours qualifications are at the discretion of each district.*

# E-Training Catalog

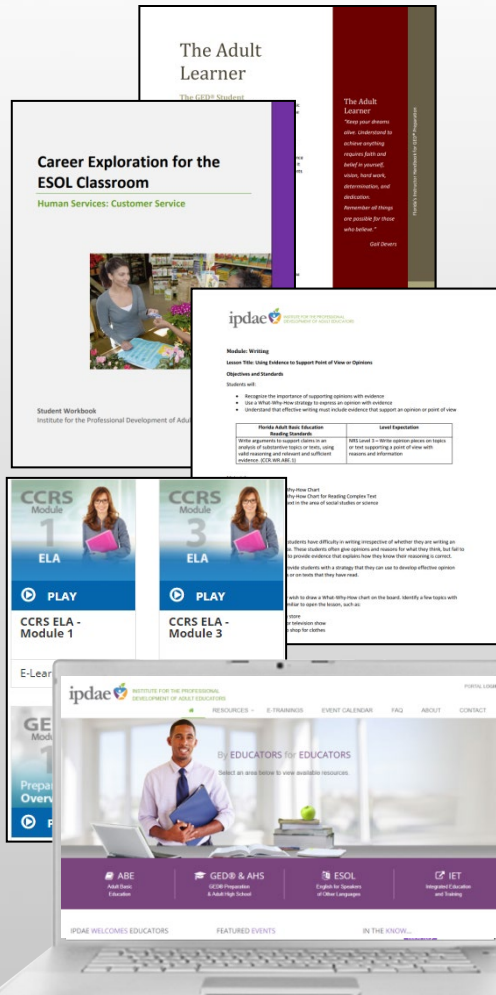
|   |   |   |  |
|---|---|---|--|
|  <p><b>CCRS</b><br/>Module<br/><b>1</b><br/>ELA</p> <p><b>+ ENROLL</b></p> <p><b>CCRS ELA - Module 1</b></p> <p>E-Learning </p>   |  <p><b>CCRS</b><br/>Module<br/><b>2</b><br/>ELA</p> <p><b>+ ENROLL</b></p> <p><b>CCRS ELA - Module 2</b></p> <p>E-Learning </p>                                 |  <p><b>CCRS</b><br/>Module<br/><b>3</b><br/>ELA</p> <p><b>+ ENROLL</b></p> <p><b>CCRS ELA - Module 3</b></p> <p>E-Learning </p>  |  <p><b>CCRS</b><br/>Module<br/><b>1</b><br/>MATH</p> <p><b>+ ENROLL</b></p> <p><b>CCRS Math - Module 1</b></p> <p>E-Learning </p>  |
|  <p><b>TABE</b><br/>Module<br/><b>REFRESHER</b><br/>2017 / 2018</p> <p><b>+ ENROLL</b></p> <p><b>FDOE Polices on TABE<br/>Assesment - Refresher -</b></p> <p>E-Learning </p> |  <p><b>TABE</b><br/>Module<br/><b>2</b><br/>TEACHER</p> <p><b>+ ENROLL</b></p> <p><b>FDOE Polices on TABE<br/>Assesment - Teacher</b></p> <p>E-Learning </p> |  <p><b>GED®</b><br/>Module<br/><b>1</b><br/>Preparation<br/>Overview</p> <p><b>+ ENROLL</b></p> <p><b>GED Prep - Module 1 -<br/>Overview</b></p> <p>E-Learning </p> |  <p><b>GED®</b><br/>Module<br/><b>2</b><br/>Preparation<br/>Social Studies</p> <p><b>+ ENROLL</b></p> <p><b>GED Prep - Module 2 -<br/>Social Studies</b></p> <p>E-Learning </p> |



# Updated Administrators' Portal



- ✓ **Attend** F2F Workshops
- ✓ **Enroll** in E-Learning Modules
- ✓ **Try out** the Matrices and Linked Activities
- ✓ **Participate** in Webinar Wednesdays
- ✓ **Watch** the Videos
- ✓ **Access** the Resources
- ✓ **Visit** the IPDAE site regularly
- ✓ **Contact** IPDAE staff for more information



<http://floridaipdae.org/>

## **Always here to assist!**

- 24/7 Online Contact Inquiry Form
- Email Support Help-Desk
- Join Our E-mail List
- Follow Us on Twitter
- Access videos/webinars on YouTube









**Please complete this quick survey.**



[www.floridaipdae.org](http://www.floridaipdae.org)

**Thank you for your  
participation!**

