Getting Your School Year Off to a Great Start!

Resources for the Adult Education Practitioner

September 2018

www.floridaipdae.org

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Welcome!

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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 explore:

• The adult learner
• Standards and assessment tools to drive instruction
• Resources for the educator
• Upcoming events and resources from Florida IPDAE
WHO ARE OUR STUDENTS?
<table>
<thead>
<tr>
<th>Generation Name</th>
<th>Born</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional (Silent) Generation</td>
<td>1928-1945</td>
</tr>
<tr>
<td>Baby Boomer Generation</td>
<td>1946-1964</td>
</tr>
<tr>
<td>Generation X (“Baby Busters”)</td>
<td>1965-1980</td>
</tr>
<tr>
<td>Generation Y (Millennial Generation)</td>
<td>1981-1997 (endpoint debatable)</td>
</tr>
<tr>
<td>Generation Z</td>
<td>1996 (and counting)</td>
</tr>
</tbody>
</table>

A Few Things to Think About
Bridging the Generational Divide

**Types of Learners**

- Traditional classroom, structured
- Facilitated, interaction and talk time
- Independent and alternative learning activities, feedback
- Collaborative and networked, 2-way learning experience
- Pocket mobile – internet based, visual
Andragogy vs. Pedagogy

WHAT’S THE DIFFERENCE?
• Desire to maintain social relationships
• Need to meet external expectations -- the supervisor recommends you upgrade skills
• Desire to learn how to better serve others
• Professional advancement
• Escape or stimulation
• Cognitive or personal interest
• Requirement for competence or licensing

Principles of Adult Learning (2010)
Dr. Stephen Lieb
• Incorporate grouping styles that are best for both the student and task
• Make sure that students understand why they are learning something
• Respect that students have different learning styles and are from different generations
• Allow students to experience what they’re learning
• When the student is ready; the teacher appears
• Encourage students and support their learning

Classroom Instruction that Works (2012)
Robert Marzano, Debra Pickering, Jane Pollock
A Standards-based Instructional Program

WHAT DO I TEACH?
The Culture of Teaching in Your Agency’s Adult Education Program

What’s your word?
What is a standards-based instructional program?

What does it look in our GED, ABE, and ESL classrooms?

What standards should I use?
• Standards are **not** a curriculum.

• Standards are statements about **WHAT** students should know/be able to do.

• Instructors decide **HOW** students should get there.
Where the Florida Curriculum Frameworks Live

Adult Education

Florida’s adult education system includes a range of instructional programs that help adults get the basic skills they need to be productive workers, family members, and citizens. The major program areas are Adult Basic Education Adult High School and GED® Preparation, and English for Speakers of Other Languages (ESOL). These programs emphasize basic skills such as reading, writing, math, and English language competency. Adult education programs also help adult learners gain the knowledge and skills they need to enter and succeed in postsecondary education.

Adult learners enrolled in Adult High School can earn a high school diploma or its equivalent by successfully passing the Standard GED® tests.

Adult education programs are available to individuals that:

- Are 16 years or older.
- Are not enrolled or required to be enrolled in secondary school.
- Do not have a high school diploma or its equivalent.
- Want to learn to speak, read, and write the English language.

Contact information for the Adult Education Program office:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/
# Exploring an ABE Reading Standard

## Anchor Standards and Benchmark Skills

<table>
<thead>
<tr>
<th>CCR.RE.ABE.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS Level 1</td>
</tr>
<tr>
<td>GE: 0.0–1.9</td>
</tr>
<tr>
<td>1. Ask and answer questions about key details in the text.</td>
</tr>
<tr>
<td>a) Cite specific textual evidence to support analysis of primary and secondary sources.</td>
</tr>
<tr>
<td>Strand</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| CCR.MA.ABE.6.               | NRS Level 3
GE: 4.0 - 5.9                                                        | 3.1 Utilize and extend previous understandings of arithmetic to algebraic expressions.   | 4.1 Use properties of operations to generate equivalent expressions.                            |
|                             |                                                                        | a) Write and evaluate numerical expressions (mathematical phrase using numbers, letters, and operations) involving whole-number exponents (power). | 4.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. |
|                             |                                                                        | b) Write, read, and evaluate expressions in which letters stand for numbers.           | 4.1 Describe how rewriting an expression in different forms in a problem can show how the quantities are related. |
|                             |                                                                        | • Write expressions that record operations with numbers and with letters standing for numbers. |                                                                                                  |
|                             |                                                                        | • Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient). |                                                                                                  |
|                             |                                                                        | • View one or more parts of an expression as a single entity.                         |                                                                                                  |
|                             |                                                                        | • Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. |                                                                                                  |
Want to learn more about the College and Career Readiness Standards for Adult Education?


English Proficiency Standards for Adult Education

ESOL Curriculum Frameworks

English for Speakers of Other Languages (ESOL)
- Adult English for Speakers of Other Languages (RTF)
- Adult ESOL College and Career Readiness (RTF)
- Adult ESOL Literacy Skills (RTF)
- Citizenship (RTF)
- English Literacy for Career and Technical Education (EL CATE) (RTF)
GED® Program

High Impact Indicators

All of the indicators listed in the GED® Assessment Target indicators describe the critical thinking skills essential to test-taker success in college, career training, and the workforce. However, those we are highlighting in the High Impact Indicators may be useful for educators to emphasize in their instruction.

We selected the following skills as High Impact Indicators because:

- They represent particular foundational skills that are the basis for the development of other skills covered in the GED® Assessment Targets and have broad usefulness that can be applied in multiple contexts.
- They are a good fit for classroom instruction because they are not complicated but are important for students to know and use.
- GED® testing data suggests that educators may not currently be focusing on these skills in their GED® test preparation.

While focused classroom instruction on these High Impact Indicators may quickly and positively impact your students’ test performance, educators should note that the High Impact Indicators are not more important than the rest of the indicators. Proficiency with all of the indicators is essential for test-takers to perform well on the GED® test.

Reasoning Through Language Arts – High Impact Indicators

Revised 2016 GED® Test Performance Level Descriptors: Level 2 (Pass/High School Equivalency: 145-164)

GED® Test – Reasoning Through Language Arts (RLA)

<table>
<thead>
<tr>
<th>INDICATOR CODE</th>
<th>INDICATOR LANGUAGE FOR EDUCATORS</th>
<th>INDICATOR LANGUAGE TRANSLATED FOR TEST-TAKERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.2.1</td>
<td>Comprehend explicit details and main ideas in text.</td>
<td>Understand specific details and main ideas in a passage.</td>
</tr>
<tr>
<td>R.2.2</td>
<td>Summarize details and main ideas in text.</td>
<td>Summarize the details and main ideas in a passage.</td>
</tr>
<tr>
<td>R.2.3</td>
<td>Make sentence level inferences about details that support main ideas.</td>
<td>Infer the relationship between the details and main idea given.</td>
</tr>
<tr>
<td>R.2.4</td>
<td>Infer implied main ideas in paragraphs or whole text.</td>
<td>Infer the main idea based on a set of details in single paragraphs and the whole written source.</td>
</tr>
<tr>
<td>R.2.5</td>
<td>Determine which detail(s) support a main idea.</td>
<td>Determine which details support the main idea.</td>
</tr>
<tr>
<td>R.2.6</td>
<td>Identify a theme, or identify which element(s) in a text support a theme.</td>
<td>Identify a theme or element of a written source that supports a theme.</td>
</tr>
<tr>
<td>R.2.7</td>
<td>Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</td>
<td>Make generalizations or hypotheses based on evidence in a written source.</td>
</tr>
</tbody>
</table>
Performance Level Descriptors (PLDs)

• Essential tool for the classroom
• Explain in detail the skills students need to demonstrate to pass the test
High Impact Indicators (HIIs):
- Are important skills that are widely applicable
- May currently receive light coverage during GED® test preparation
- Lend themselves to straightforward instruction
- Are based on research
Use standards to:

**Tip 1:** Assess a student’s current skill level

**Tip 2:** Shape learning activities

**Tip 3:** Add perspective to lesson plans

**Tip 4:** Select educational materials

**Tip 5:** Determine when students are ready to test
Formative vs. Summative Assessments

HOW DO I ASSESS LEARNING?
Formative vs. Summative Assessment

Formative Assessment:
- Quizzes
- Observations
- Creating T-Charts, Venn diagrams & other student learning evidence
- Classwork/Homework
- Writings & exit tickets
- Helps teacher modify future lesson planning based on learner needs

Summative Assessment:
- Both are ways to assess
- Questioning strategies need to be addressed
- Both need to be used to evaluate a student effectively
- Both can be used for student feedback
- Assist in future lesson planning

Summative Assessment:
- Used to determine at a particular point in time what students know and do not know.
- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability
- SAT or ACT-type tests
Florida Technical Assistance Papers

http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml
<table>
<thead>
<tr>
<th>TABE 11/12</th>
<th>GED Ready®</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aligned with College and Career Readiness Standards</td>
<td>• Aligned with College and Career Readiness Standards</td>
</tr>
<tr>
<td>• Solid information about demonstrated performance</td>
<td>• Developed by GEDTS</td>
</tr>
<tr>
<td>• Assists in refining instruction</td>
<td>• Highly predictive - determines readiness for the operational test (test-takers on average score within 5-8 points of the score earned on GED Ready®)</td>
</tr>
<tr>
<td>• Creates a more “student-centered” classroom</td>
<td>• Assists in refining instruction</td>
</tr>
<tr>
<td></td>
<td>• Creates a more “student-centered” classroom</td>
</tr>
</tbody>
</table>
### Individual Profile: Lastname, Firstname MI

<table>
<thead>
<tr>
<th>Test Results</th>
<th>Test Date</th>
<th>Level</th>
<th>Number of Points</th>
<th>Scale Score</th>
<th>SEM</th>
<th>NRS Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>10/02/17</td>
<td>D</td>
<td>47</td>
<td>20</td>
<td>500</td>
<td>14</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10/02/17</td>
<td>M</td>
<td>39</td>
<td>39</td>
<td>595+</td>
<td>88</td>
</tr>
<tr>
<td>Language</td>
<td>10/02/17</td>
<td>M</td>
<td>39</td>
<td>39</td>
<td>583+</td>
<td>69</td>
</tr>
</tbody>
</table>

If a student scores more than one NRS level above the targeted level, then a (+) sign will appear next to the scale score and their score will be set to the highest possible scale score, which is one above the targeted level. In this case, students may want to test with a higher TABE test in order to better assess their ability level.

### Performance on Domains

<table>
<thead>
<tr>
<th>Performance Category</th>
<th>Number of Items</th>
<th>Non-Proficiency</th>
<th>Partial Proficiency</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Ideas and Details</td>
<td>18</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craft and Structure</td>
<td>20</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Integration of Knowledge and Ideas</td>
<td>9</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurements and Data</td>
<td>6</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Numbers and Operations - Fractions</td>
<td>7</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Numbers and Operations - Base Ten</td>
<td>6</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Operations and Algebraic Thinking</td>
<td>5</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Geometry</td>
<td>6</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Expressions and Equations</td>
<td>4</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions of Standard English</td>
<td>21</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Vocabulary Acquisition and Use</td>
<td>5</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text Types and Purposes</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dashboard

Score Report

My Scores/Scores

Scores/My Test History
### Skill You Can Improve

- Construct, and explain data from bar graphs, circle graphs, dot plots, histograms, box plots, tables, scatter plots, and line graphs
- Find the volume and surface area of three-dimensional shapes (Examples: rectangular and right prisms, cylinders, right pyramids). Find the side lengths, radius, or diameter of a three-dimensional figure when given the volume or surface area
- Find the probability of one or more events happening
- Find the side lengths of triangles, rectangles, and polygons when given the area or perimeter

### Basic Algebra

<table>
<thead>
<tr>
<th>Skill You Can Improve</th>
<th>Publisher Study Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve inequalities and real-world problems that involve them, and graph the solutions</td>
<td></td>
</tr>
<tr>
<td>Add, subtract, multiply, divide, and factor polynomials [Example: (x + 8) (x + 4); factor 3x^2 + 10x - 8]</td>
<td></td>
</tr>
<tr>
<td>Create algebraic expressions to represent problem situations or word-to-symbol translations (Example: write an inequality to match a word problem)</td>
<td></td>
</tr>
</tbody>
</table>

### Graphs and Functions

<table>
<thead>
<tr>
<th>Skill You Can Improve</th>
<th>Publisher Study Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• CASAS submitted new Math GOALS series to OCTAE for NRS approval.

• CASAS developing reading and listening series for ESL programs based on NRS level descriptors for ESL.

• Life and Work Reading 80 series, the Life and Work Listening 980 series, or the Life Skills Math 30 series can be used for NRS reporting through June 30, 2019.

https://www.casas.org/
Professional Organizations, Websites, Instructional Sites

WHERE CAN I LOCATE MORE INFORMATION?
Governmental and Professional Organizations

**OCTAE**
https://www2.ed.gov/about/offices/list/ovae/index.html

**ACE of Florida**
http://aceofflorida.org/

**Florida Literacy Coalition**
https://florida-literacy.org/

**COABE**
https://www.coabe.org/
Governmental and Professional Organizations

TESOL
http://www.tesol.org/

NAASLN
http://naasln.org/

LINCS
https://lincs.ed.gov/

World Education
https://www.worlded.org/WEIlnternet/us/index.cfm
New Home for All Things GED®

https://ged.com
In Session
- Tuesdays for Teachers
- Assessment Guide
- Performance Level Descriptors
- Teaching Resources
- High Impact Indicator Relationships
- Tutorials
- More . . .

Take a Look at the Educators Site

In Session Educator Newsletter

SIGN UP TO GET THE LATEST NEWS AND RESOURCES.
Help Students Sign Up!

CREATE ACCOUNT

1

STUDY

2

TAKE THE TEST

3

97%
Colleges and employers accept the GED® credential

20,000,000
There are over 20 million graduates and counting

$9,000
GED® grads can earn on average $9,000 more a year

 Millions of people have passed the GED test and gone on to college and better jobs. You can be one of them. And we'll help you every step of the way.

SIGN UP
Test Previews

Try a free practice test in each of the GED® test subjects. The free practice test is a quarter the length of the actual GED® test and will give you a sense of what to expect on test day.

Mathematical Reasoning

Reasoning Through Language Arts

Social Studies

Science

GED Ready®
Official Practice Test

Find GED® Classes
Prep with a teacher in person or online

Find Local Classes

Enter city, state, or ZIP

GED Flash™
For Math

GED LIVE

2018-19 The Institute for the Professional Development of Adult Educators
Teacher Resources
DRC INSIGHT Examinee Access

http://tabetest.com/

http://tabetest.com/resources-2/testing-information/online-tools-training/
https://www.casas.org/
Tips on Using IPDAE Resources (By Educators/for Educators)

- **Enroll** in E-Learning Modules (GED, CCRS – ELA and Math, CASAS, TABE)
- **Try out** the Lesson Plans (aligned to the standards)
- **Participate** in Webinar Wednesdays
- **Watch** the Grab and Gos
- **Access** the Resources (Archived Workshops Toolkits, Florida’s Instructor Handbook for GED® Preparation, Career Exploration Kits)
- **Visit** the IPDAE site regularly

http://floridaipdae.org/
Register Now!

Building Capacity in ABE to GED® Preparation Classroom

floridaipdae.org
Piloting the Self-study Process in Adult Education

Register Now!
Piloting the Self-study Process in Adult Education Workshop

floridaipdae.org
Stay Tuned!

- ABE Math and ELA Curriculum Matrix
- TABE 11 and 12 Test Administrator e-Learning Modules
- Webinar Wednesdays – instructional focus
- New classroom materials – lesson plans, guides, resources, activities

floridaipdae.org
Please complete this quick survey.
“The purpose of adult education is to help them to learn, not to teach them all you know and thus stop them from learning.”

Carl Rogers

Always here to assist!

Bonnie Goonen
bgoonen@gmail.com
407-361-1375 (cell and text)