

# Getting Your School Year Off to a Great Start!

Resources for the Adult Education Practitioner

September 2018 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.



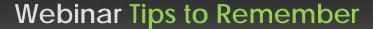






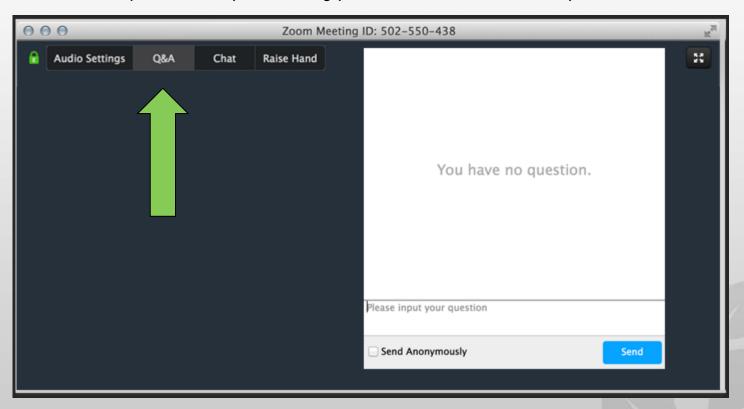


June Rall
Director of Florida IPDAE
jrall@irsc.edu





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:

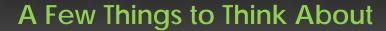
- The adult learner
- Standards and assessment tools to drive instruction
- Resources for the educator
- Upcoming events and resources from Florida IPDAE





The Adult Learner

# WHO ARE OUR STUDENTS?





Generation Name	Born
Traditional (Silent) Generation	1928-1945
Baby Boomer Generation	1946-1964
Generation X ("Baby Busters")	1965-1980
Generation Y (Millennial Generation)	1981-1997 (endpoint debatable)
Generation Z	1996 (and counting)

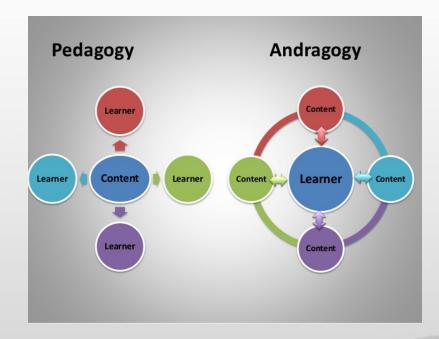


# Bridging the Generational Divide Types of Learners



- ✓ 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

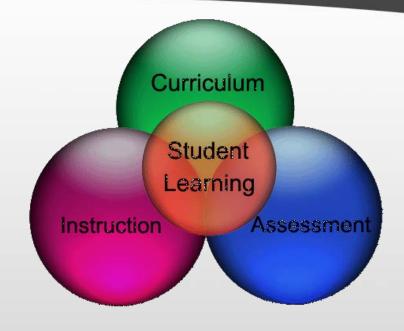
Principles of Adult Learning (2010) Dr. Stephen Lieb



- 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 standardsbased 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





Home | Academics | Career & Adult Education | Adult Education

#### **ADULT EDUCATION**

2018-2019 Adult Education Curriculum Frameworks

2017-2018 Adult Education Curriculum Frameworks

2016-2017 Adult Education Curriculum Frameworks

Adult Education Career Pathways

Adults with Disabilities

Program & Accountability Performance Resources

Technical Assistance Papers

#### **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<sup>®</sup> 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.

**ACADEMICS** 

- 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**

#### Reading (RE) Anchor Standards and Benchmark Skills

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.)

Level

Anchor Standard

1. 1. Ask and nswer questions out key details in

NRS Level 1

GE: 0.0-1.9

1.2. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Level-

**Appropriate** 

**Expectations** 

NRS Level 2

GE: 2.0-3.9

1.3. Refer to details and examples in a text when explaining what the text says explicitly and w dr fre

NRS Level 3

GE: 4.0-5.9

Focus of a) Standard fro

text says explicitly then drawing nces from the

> evidence to support analysis of science and technical texts.

1.4. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

NRS Level 4

GE: 6.0-8.9

- a) Cite specific textual evidence to support analysis of primary and secondary sources.
- b) Cite specific textual



## **Exploring a Math Standard**

# Strand

NRS Level 3

GE: 4.0 – 5.9

NRS Level 4 GE: 6.0 – 8.9

Level

#### CCR.MA.ABF.6.

#### **Expressions and Equations**

3.1 Utilize and extend previous understandings of arithmetic to algebraic expressions.

- a) Write and evaluate numerical expressions (mathematical phrase using numbers, letters and operations) involving whole-number exponents (power).
- b) Write, read, and evaluate expression which letters stand for numbers.
- Write expressions that record opera numbers and with letters standing f 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.

4.1 Use properties of operations to generate equivalent expressions.

Standard subtract, factor, and expand linear ons with rational coefficients.

how rewriting an expression in different forms in a problem can show how quantities are related.

**Benchmark** 

**Domain** 

### **Additional Resources**



HANDBOOK FOR SUSTAINING STANDARDS-BASED EDUCATION IN ADULT EDUCATION

> College and Career Readiness Standards for Adult Education

Susan Pimentel

Want to learn more about the College and Career Readiness Standards for Adult Education?

https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

https://lincs.ed.gov/publicatio ns/pdf/SustainingStandards-BasedEd.pdf

**MRTI** 

### Standards for ESOL and ELP



# English Proficiency Standards for Adult Education

https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf

# ESOL Curriculum Frameworks

http://www.fldoe.org/academics/career-adult-edu/adult-edu/2018-2019-adult-edu-curriculum-framewo.stml

# ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness Standards for English Language Arts and Literacy, and Mathematical and Science Practices

October 2016



**AIR** 

## 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 (ELCATE) (RTF)





theme.

source.

Identify a theme or element of a written source that supports a

Make generalizations or hypotheses based on evidence in a written

#### Relationships Between the High Impact Indicators and Other Indicators

The High Impact indicators are a list of key skills assessed on the GED® test that, if emphasized in instruction, can help Instructors make a significant impact on student skills and performance. This document shows the relationship between the High impact Indicators and other Indicators assessed on the GED<sup>®</sup> test. Adult educators can use this resource to create instructional plans that address the maximum number of skills in the limited time they have available with students. Providing instruction in a single High Impact Indicator area can help students broaden and deepen their skills, enabling them to apply those skills in multiple ways and in a variety of contexts across all of the content areas covered by the

Note: High Impact Indicators appear in BOLD type.

GED® Test – Reasoning Through Language Arts (RLA)

Summarize details and ideas in text.

main ideas.

support a theme.

INDICATOR LANGUAGE FOR EDUCATORS

Make sentence level inferences about details that support

Infer implied main ideas in paragraphs or whole texts.

Identify a theme, or identify which element(s) in a text

details in text, including clarifications, extensions, or

applications of main ideas to new situations

Make evidence based generalizations or hypotheses based on

Determine which detail(s) support(s) a main idea.

Comprehend explicit details and main ideas in text.

INDICATOR CODE

R.2.1

R.2.2

R.2.3

R.2.4

R.2.5

R.2.6

R.2.7

Reasoning Through Language Arts - High Impact Indicators

High Impact Indicator	Related Inc	dicators from Other Con	tent Areas
RLA	Social Studies	Science	Mathematic
R.3.1: Order sequences of events in texts. Primarily		SP.3.b Reason from data or evidence to a conclusion SP.3.c Make a prediction based upon data or evidence	MP.1 a. Seard recognize entr solving a probi
	action by Individuals, natural and societal processes, and the Influence of Ideas.		a problem or a reasoning. MP.2 c. Recoo
	SSP.3 d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal		important and attributes of a MP.3 a. Build

#### **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<sup>®</sup> 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 be currently focusing on these skills in their GED® test

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

America, and Donald Mackey's The Building of Manhattan. Test-takers who Quantitative problem solving with rational numbers

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

Resconing Trough Language Ans 

Historical Resconing Trough Language Ans 
Social Brackers in the Plass level are typically able to demonstrate 
particularly and no score at the Plass level are typically able to demonstrate 
particularly professional and professional professiona

noe	MP.1 b. Plan a pathway or our reasoning.  MP.1 d. Recod identify missin that is required problem.  MP.1 e. Select appropriate material recognition or a reasoning.  MP.2 c. Recod important and attributes of a a	colore in the Performance Level are typically able to demonstrate the following bills:  Analyzing and oreasing test features and technique  — Order sequences of search in histor at a satisfactory level.  Used in the execution processing and execution of the control of the co	Apply numbe level.  Simplify num level.  Identify abso the number i number	mencal expressions with squares and square roots of onal numbers at a satisfactory level. merical expressions with cubes and cube roots of positive,	Appl	Indiana. Understands and explain testual scientific presentations at a satisfactory level. Except scientific information or findings versifiely at a satisfactory level. Determine the meaning of symbol, terms and phrease as forely set used in scientific presentations at a satisfactory level. Recordie multiple findings, conclusions, or theories at a satisfactory level. Make a president based on data for veloces a a satisfactory level. Seemily and the set of the se	Appl	isentify specto of a historical ocument hat reveal an author's point of view or purpose of a statisticulty less.  Compare bestiment of the same social statistics total: In wardus primary and according sources, noting discrepancies between and among the sources of a statisticity level.  Signify social studies concepts to the analysis and constraination of standard studies on the studies of the statistics and constrained or disease.  Signify the chorological structure of a historical intensities and occurred steps in a process at a satisfanctive level.  As a statistically very concere differing position, it is a statistically in ordination of intensity or social content; realization are supported in processor as a statistical intensity position.  Identify intensic of bias or prospagation; or social content; realization therein differing position.  Identify intensics of bias or prospagation; at a satisfactivity level.	
	MP.3 a. Build s	<ul> <li>construct an argument.</li> <li>Analyze how a particular sentence, paragraph, chapter, or section fits</li> </ul>		etic and real-world problems involving ratios and a satisfactory level.	Rest	particular data or evidence at a satisfactory level.  coning guantitatively and interpreting data in solentific contexts			
				p arithmetic and real-world problems involving percents.  m solving in measurement rea and perimeter of triangles and rectangles at a		Apply formulas from scientific theories at a satisfactory level.  Determine the probability of events at a satisfactory level.  Use counting and permutations to solve scientific problems at a satisfactory level.			
Τ	INDICATOR	R LANGUAGE TRANSLATED FOR TEST-TAKE	RS	lengths of triangles and rectangles when given area or satisfactory level.					
ı	Understand spec	ific details and main ideas in a passage.		rea and circumference of circles. realius and diameter of circles when given area or					
:	Summarize the d	letails and ideas in a passage.		rea and perimeter of polygons.					
ı	Infer the relation	nship between the details and main idea giv	en.	lengths of polygons when given area or perimeter, rea and perimeter of composite figures, green theorem to determine unknown side lengths in a a patitistory level.					
1	Infer the main id	ea based on a set of details in single paragr	aphs	ne and surface area of rectangular prisms.					
1	and the whole w	ritten source.		lengths and height of rectangular prisms when given ace area.					
ı	Determine which	details support the main idea.		te and surface area of cylinders at a satisfactory level.					
				bliowing page)					

nalyze soientifio and technical arguments, evidence and text-based Analyzing and creating text features in a social studies context



# 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:

Is part of the instructional process.

- 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

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

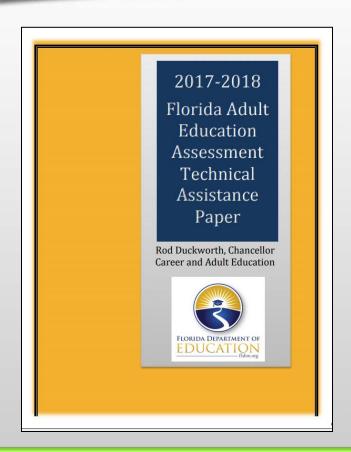
#### **Summative Assessment:**

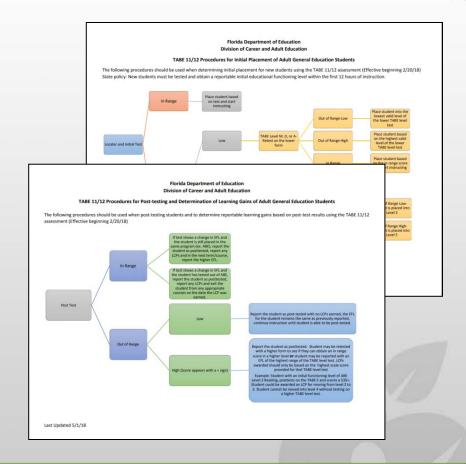
Used to determine at a particular point in time what students know and do not know.

- 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



### **TABE 11/12**

- Aligned with College and Career Readiness Standards
- Solid information about demonstrated performance
- Assists in refining instruction
- Creates a more "studentcentered" classroom

# **GED Ready®**

- Aligned with College and Career Readiness Standards
- Developed by GEDTS
- Highly predictive determines readiness for the
   operational test (test-takers
   on average score within 5-8
   points of the score earned
   on GED Ready®)
- Assists in refining instruction
- Creates a more "studentcentered" classroom



# TABE 11 and 12 Individual Score Report

Individual Profile: Lastname, Firstname MI

			Number of Points		Items	Scale		
Test Results	Test Date	Level	Total	Obtained	Attempted	Score	SEM	NRS Level
Reading	10/02/17	D	47	20	47	500	14	3
Mathematics	10/02/17	M	39	39	39	595+	88	4
Language	10/02/17	M	39	39	39	583+	69	4

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 Category					
Performance on Domains	Number of Items	Non-Proficiency	Partial Proficiency	Proficiency			
Reading		,					
Key Ideas and Details	18	~					
Craft and Structure	20		V .				
Integration of Knowledge and Ideas	9		· •				
Mathematics							
Measurements and Data	6			V			
Numbers and Operations - Fractions	7			V			
Numbers and Operations - Base Ten	6			V.			
Operations and Algebraic Thinking	5			~			
Geometry	6			<b>✓</b>			
Expressions and Equations	4			~			
Language				15.99			
Conventions of Standard English	21			<b>✓</b>			
Vocabulary Acquistion and Use	5	<b>✓</b>					
Text Types and Purposes	11		<b>✓</b>				



# TABE 11 and 12 Individual Score Report





Individual Profile: Lastname, Firstname MI

Report Criteria		
ID: 99999991	State:	State
Test Name: TABE 11 Report: selected_value Report Date: 07-25-2017		District Name School Name

The table below lists each domain and skill in each subtest for the form of the test admininistered. This information can be useful in understanding the in-depth skill areas assessed.

FORM	DOMAIN	CATEGORY	SKILLS
D	READING		
	Key Ideas and Details	Text Details	Drawinferencesintext     Identify main idea     Support main idea     Summarize
	Craft and Structure	Text Structure	Describe relationship between events     Meaning of on-level words or phrases in context
			Use text to ols to locate information     Identify author's point of view     Identify author's purpose     Identify how author uses rhetoric
	Integration of Knowledge and Ideas	Text Integration	Connect Illustration and text     Evaluate arguments/claims in text
М	MATHEMATICS	'	·
	Measurement and Data	Measurement	Solve problems using scaled bar graph     Identify and measure angles     Apply standard measurement     Understand line plots     Calculate and interpret volume
	Numbers and Operations	Fractions	Evaluate fractions     Add fractions     Multiply fractions     Understand decimals     Divide fractions
	Numbers and Operations	Base Ten	Compare and compose tens Understand place value Round Multiply whole numbers Find quotents and remainders Understand deomals
	Operations and Algebraic Thinking	Operations	Apply properties of operations: addition and subtraction     Multiply whole numbers     Apply properties of operations: multiplication and division     Understand and apply pattern rules     Understand prime and composite numbers     Evaluate expressions
	Geometry	Geometry and Spatial Sense	Know geometric shapes, figures and attributes     Know coordinate values and grid guadrants
	Expressions and Equations	Expressions and Equations	Understand exponents     Evaluate equations     Understand ordered pairs     Evaluate equations and inequalities
	Ratios and Proportional Relationships	Ratio and Relationships	Understandratio relationships
	Statistics and Probability	Statistics and Probability	Reorganize statistical questions     Understand data distribution     Interpret data plots
	Number System	Systems of Numbers	Divide fractions     Know greatest common factor     Divide whole numbers

(continued on next page)

Copyright @ 2018 by Data Recognition Corporation. All rights reserved.

Page 2





Individual Profile: Lastname, Firstname MI

	Report Criteria			
	ID:	9999991	State:	State
	Test Name:	TABE 11	District:	District Name
	Report: Report Date:	selected_value 07-25-2017	School:	School Name

FORM	DOMAIN	CATEGORY	SKILLS
M	LANGUAGE	•	
	Conventions of Standard English	Capitalization and Punctuation	Use commas Capitalize correctly Punctuate for end of sentence, pauses, parenthetical notation
		Grammar and Usage	Use pronouns correctly Use verbs in active vs passive voice Use phrases and clauses to add interest
		Sentence Formation	Order adjectives correctly     Use prepositional phrases     Use complete sentences
		Spelling	Spell
	Vocabulary Acquisition and Use	Context Meaning	Meaning of words or phrases in context     Use affixes as clue to meaning     Use level-appropriate words
		Reference Materials	Use reference materials (VAU)
	Knowledge of Language	LanguageDevelopment	Expand, combine, reduce sentences
	Text Types and Purposes	Writing Skills	Introduce topic and group related information     Use facts and related details to support topic     Use correct transition words     Provide conclusion     Use precise language and maintain style/tone

Pages 2 and 3 of Individual Profile

Report
Copyright © 2018 by Data Recognition Corporation. All rights rese

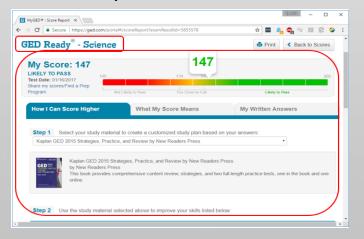
Page 3



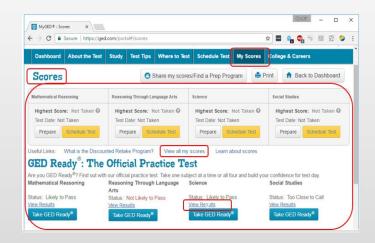
## Dashboard



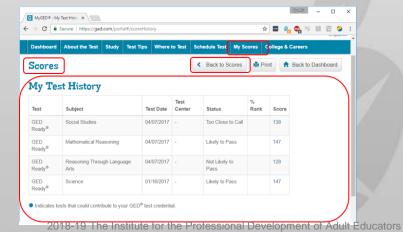
# Score Report



# My Scores/Scores



# Scores/My Test History





# **GED**® Enhanced Score Report

2018	7/6/2018	MyGED® : Score Report	
	Skill You Can Improve	Publisher Study Recommendations	
SED Re	<ul> <li>Construct, and explain data from bar graphs, circle graphs, dot plots, histograms, box plots, tables, scatter plots, and line graphs</li> </ul>		
My Sc	<ul> <li>Find the volume and surface area of three-dimensional shapes (Examples: rectangular and right prisms, cylinders, right pyramids).</li> <li>Find the side lengths, radius, or diameter of a three-dimensional figure when given the volume or surface area</li> </ul>		
TOO CLOS Test Date: 01	•Find the probability of one or more events happening		
How I Car	•Find the side lengths of triangles, rectangles, and polygons when given the area or perimeter		ass the
	Basic Algebra		articular focus
	Skill You Can Improve	Publisher Study Recommendations <b>9</b>	
Basic Ma	•Solve inequalities and real-world problems that involve them, and graph the solutions		
Skill You Ca	•Add, subtract, multiply, divide, and factor polynomials [Example: $(x + 8) (x + 4)$ ; factor $3x^2 + 10x - 8$ ]		
•Find the dis absolute val	Create algebraic expressions to represent problem situations or word-to-symbol translations (Example: write an inequality to match		
•Compute a decimals	a word problem)		
	Graphs and Functions		and graphs
Geometr	Skill You Can Improve	Publisher Study Recommendations	
Skill You Ca			

https://app.ged.com/portal#/scoreReport?examResultId=8164333

2/6

## **Quick Update on CASAS**





- New CASAS Reading GOALS test series received 7-year NRS approval.
- 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.





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://floridaliteracy.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/WEIInternet/us/index.cfm

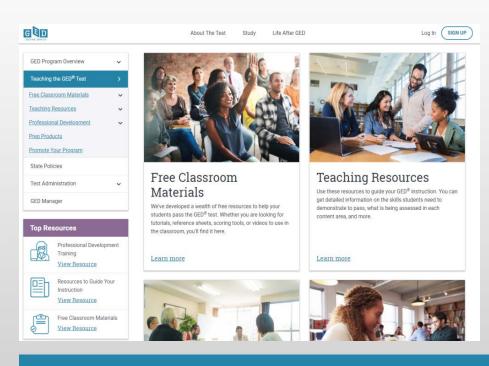


# New Home for All Things GED®





#### Take a Look at the Educators Site



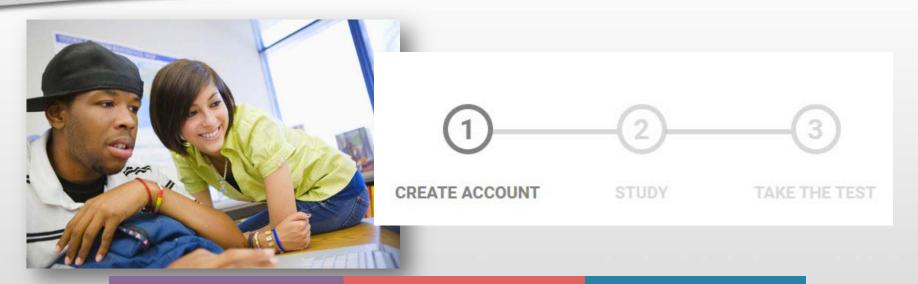
In Session Educator Newsletter

SIGN UP TO GET THE LATEST NEWS AND RESOURCES.

- ✓ In Session
- ✓ Tuesdays for Teachers
- ✓ Assessment Guide
- ✓ Performance Level Descriptors
- ✓ Teaching Resources
- ✓ High Impact Indicator Relationships
- ✓ Tutorials
- ✓ More . . .









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 GFD 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.





#### **Test-Taker Resources**

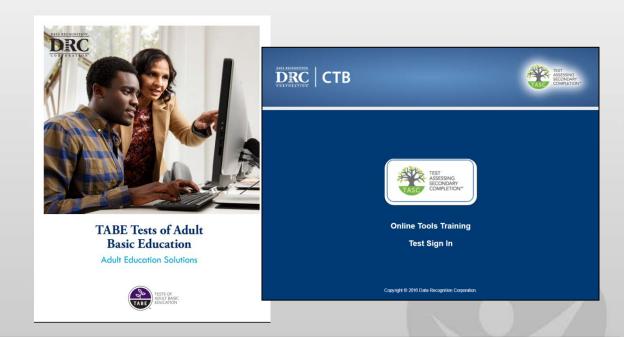




# Teacher Resources DRC INSIGHT Examinee Access

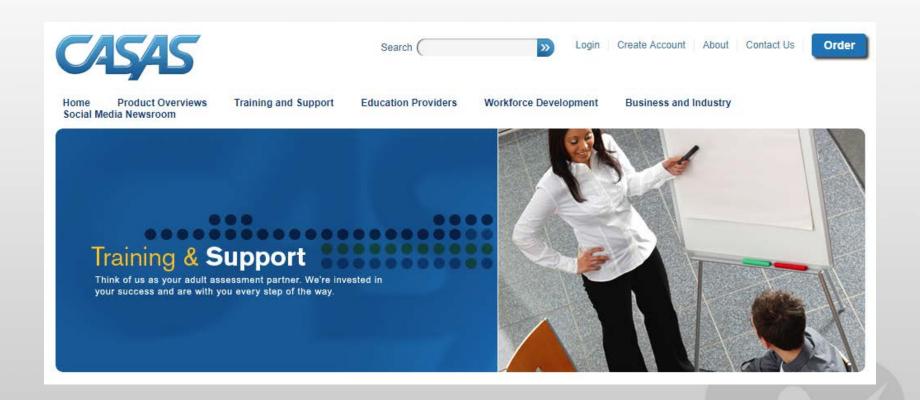


http://tabetest.com/



http://tabetest.com/resources-2/testing-information/online-tools-training/





https://www.casas.org/

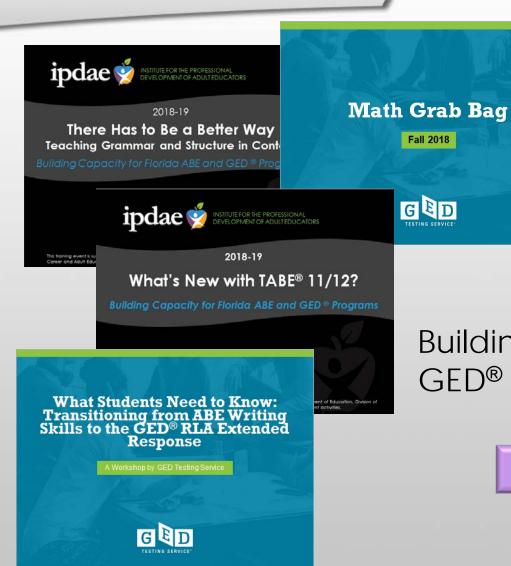






- ✓ Enroll in E-Learning Modules (GED, CCRS – ELA and Math, CASAS, TABE)
- ✓ Try out the Lesson Plans (aligned to the standards)
- ✓ Participate in Webinar Wednesdays
- ✓ Watch the Grab and Gos
- ✓ Access the Resources (Archived Workshops Toolkits, Florida's Instructor Handbook for GED® Preparation,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



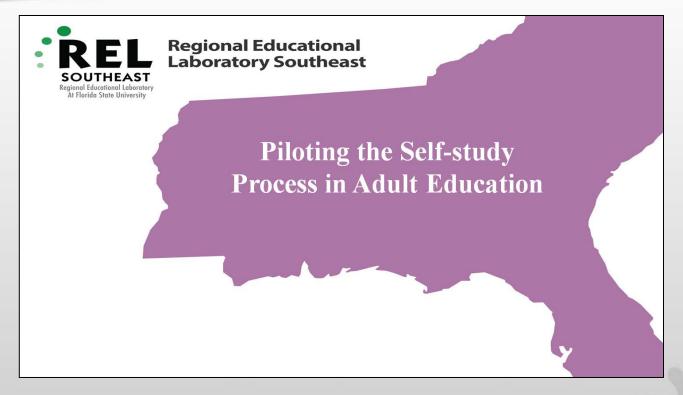


### **Register Now!**

Building Capacity in ABE to GED® Preparation Classroom

floridaipdae.org





## **Register Now!**

Piloting the Self-study Process in Adult Education Workshop

floridaipdae.org



Domain	NRS Level 1		NRS Level 2			NRS Level 3				NRS Level 4				
Sumborard Solutions, Rose Sec	Section 191	Aphanol Sphano Sphano Sphanol Sphanol Sphanol Sphanol Sphanol	STATE OF THE PARTY	Variable of the second	Older Control	Party.	there Share	edirenta.		Participation of the Participa				
Operations and lightness, thinking	Agencia hation official	Marie Marie	Market Market	Carrieronia Laboration Carrieronia Saladorenia Laboration Species	WHITE PARTY	Section 2			State Labour.					
Victorement and Cara		in the	Contracts Contracts			Parties Annual Partie		To the state of th				Various de		
Somety	A CONTRACTOR OF THE PARTY OF TH	(Aller	HE	Personal Per	Justice.	Inte		ration.	No. of Street	Contraction of the last of the		Part of the last	Para la	
Mandament personal ractions			Manager step Manager step st. Nor. In Hotel	Parties Appe	Secretary Secretary	State of the State	Total State		Set dell'atte					
Corrections and sustains									ACAMAGA.					in differen
She Kumber (school)							Control Services		His	Millering		Control of the contro	Tracketon-	
Tation and report over													Nervers Section of the	-
December and Colonical Col							Contract Con		distriction of the state					



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









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)