



INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

# SHIFT HAPPENS

[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.

Welcome!



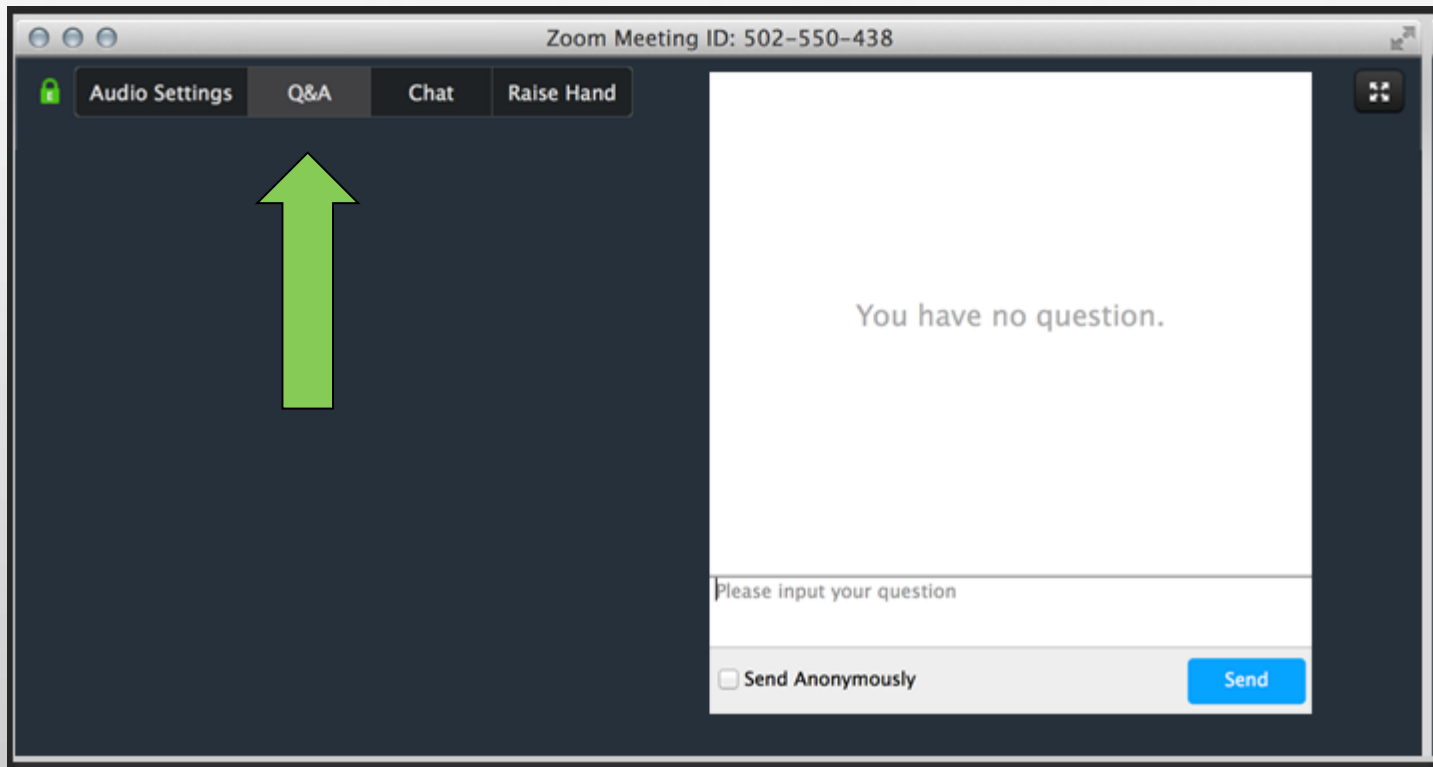
June Rall



**Jenna Moniz, NBCT, M.S.**

Department Chair, Pre-College Academic Studies  
Atlantic Technical College  
Broward County Public Schools

- 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:

- Student retention in AGE programs
- Instructors' perspective of teaching and our students
- Students' views of traditional instructional approaches
- Student-centered instruction
- 21<sup>st</sup> Century Teaching & Learning



## Where we are . . .

Data shows us that far too many students in AGE programs are not post-testing.

This causes a devastating impacting on our Measurable Skills Gain rates (MSG) and Completion rates, but more importantly . . . What happens to the tens of thousands of students who do not continue on to post-secondary levels?



# Root Cause Analysis

**Why do students enroll and then leave before post-testing?**



Why?  
Why? Why? Why?  
Why?  
Why?

# Why do we lose so many students?

## Student-Related

- Lack of motivation/drive/confidence
- Work Schedules
- LD –Diagnosed & Undiagnosed
- Poor Attendance
- Language Barriers

## Curriculum & Resources

- TABE not aligned to CCR
- Challenging Curriculum
- Lack of Tutoring Options

## Policies & Procedures

- Data Reporting Issues
- Testing Policies
- Court-Ordered Requirements





# Efficacy



## What Matters Most in Raising Student Achievement?



# DON'T CALL THEM DROPOUTS

## UNDERSTANDING THE EXPERIENCES OF YOUNG PEOPLE WHO LEAVE HIGH SCHOOL BEFORE GRADUATION

A Report from America's Promise Alliance and its Center for Promise at Tufts University

Approximately 20% of young people -about 800,000 per year – don't graduate from high school.

We can't help them to meet their own goals if we don't understand the lives they lead, the challenges they face and the perspectives they bring.

# Thoughts?

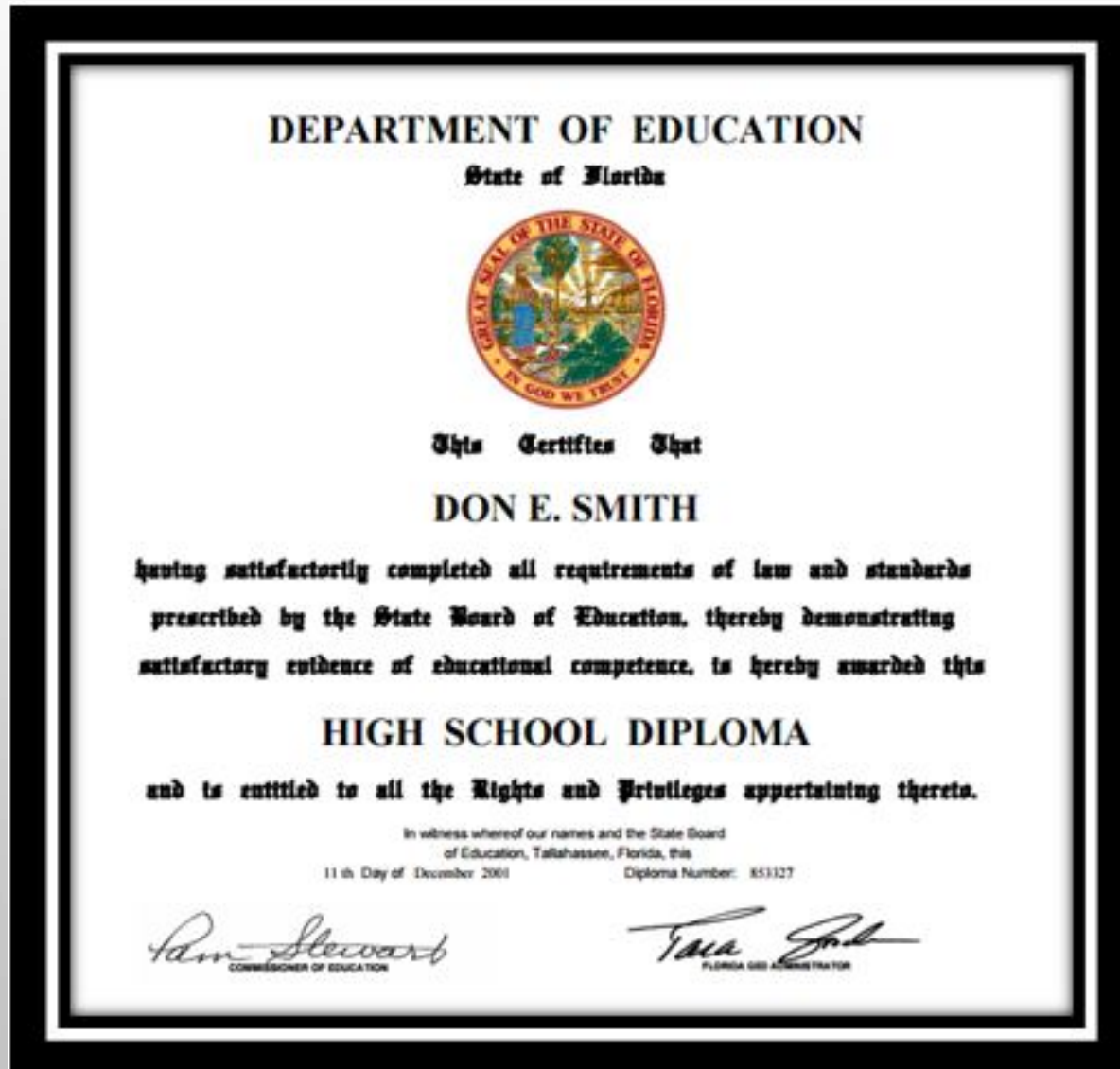
## The top reasons students drop out of high school



# Listen

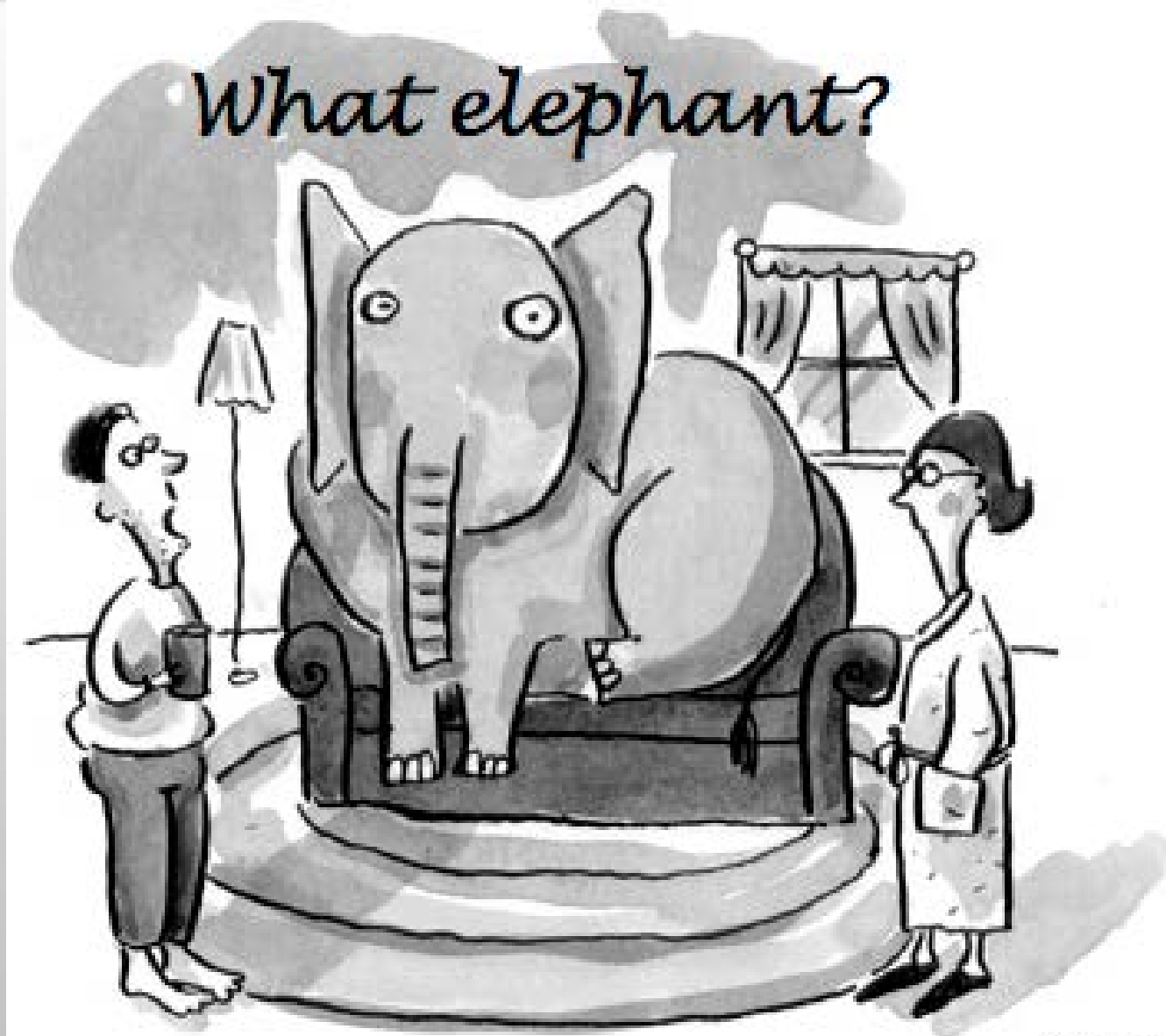


# What's in a Name?



# Real Talk

How do I  
show up?





# Have you Ever?

## How do I show up?

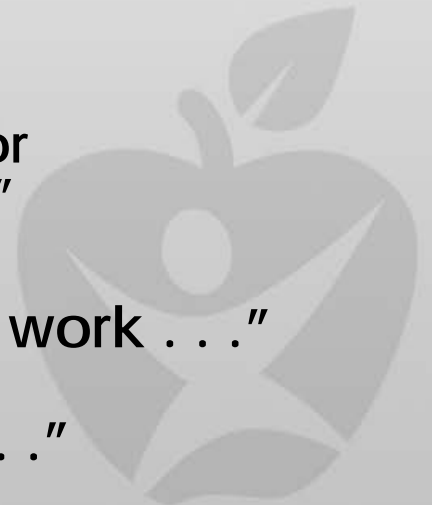


"They should have graduated when they had the chance."

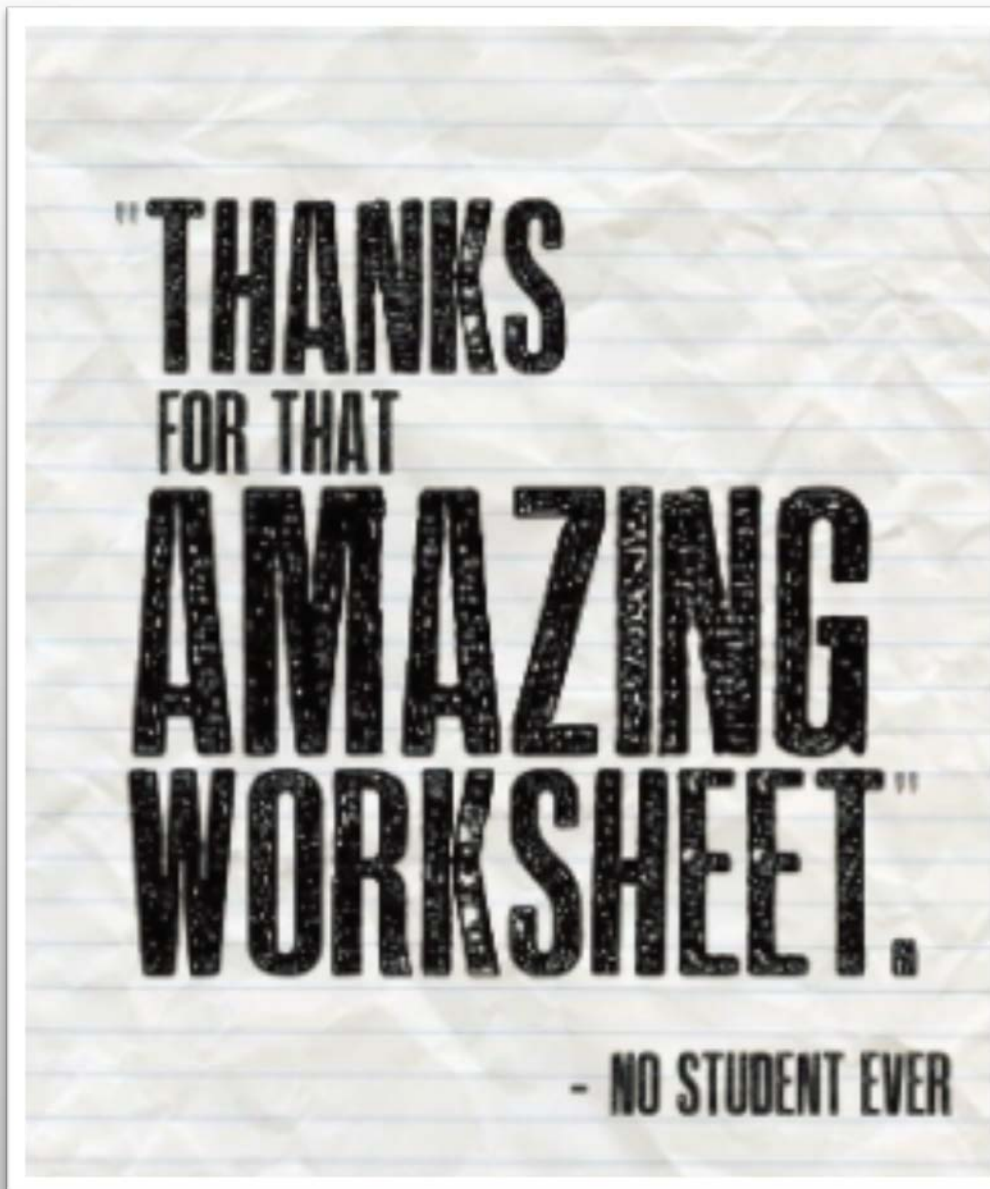
"I teach Level M/D/A  
I teach ABE. I don't know about GED or  
I teach ESOL. I don't know about ABE"

"If s/he would just sit down and do the work . . ."

"If s/he would just smile more . . ."



# Real Talk





# Listen

“The basic reason why I dropped out was because — a traditional high school setting like, I just couldn’t learn very much. I guess I learn really hands-on and if it’s shown to me in a really creative way then I get it right away. But, in traditional high school you sit down and read a book and hopefully you learn this. I just couldn’t do that. I used to really like to read things but once I got into high school and that’s all I was doing, I started hating reading ... ”



# Perfect Storm

## 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



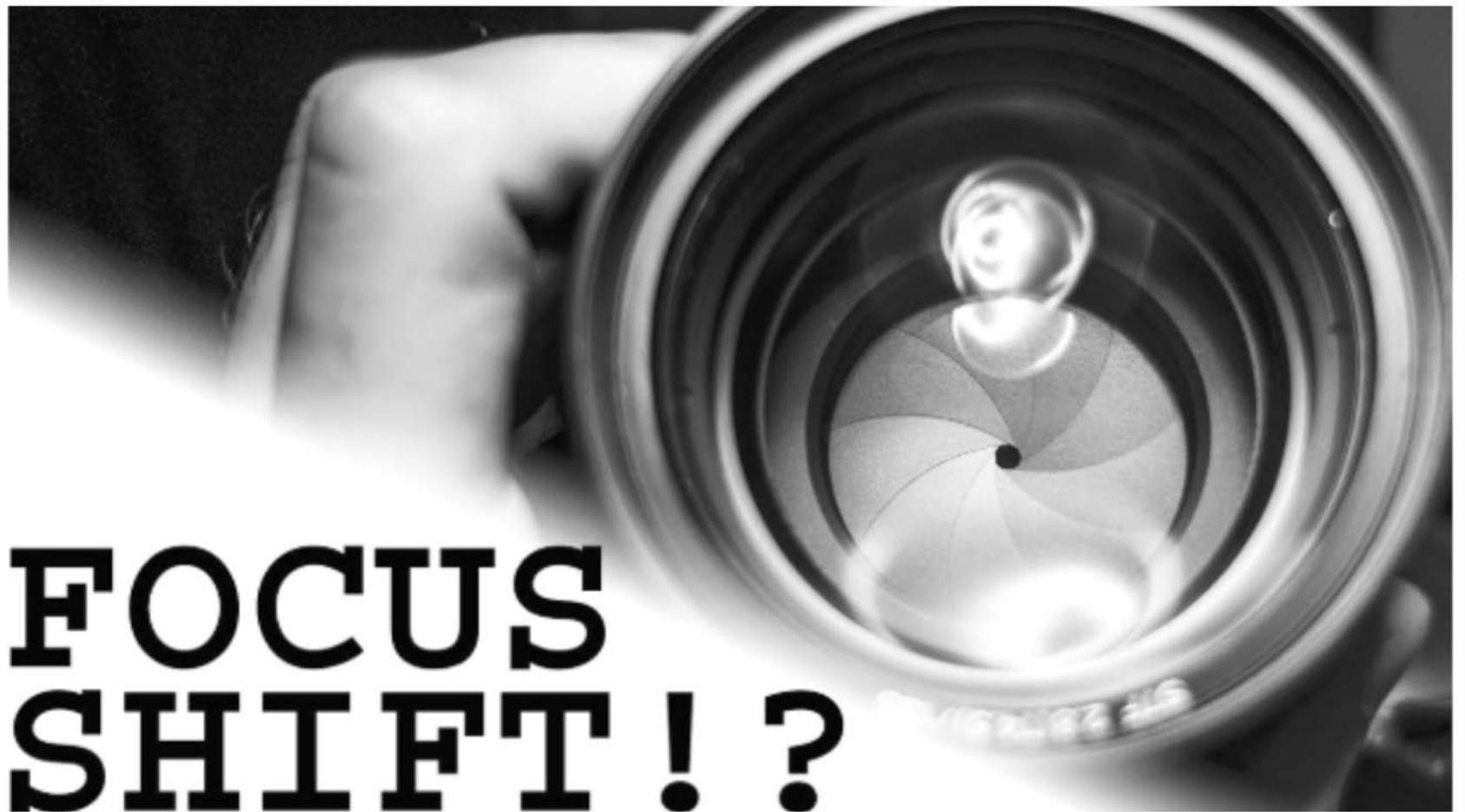
 AIR



TABE 11/12

# SHIFT

**Focus on the students and the  
CCR Standards FIRST**



# Curriculum

## 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

## 2018-2019 Adult Education Curriculum Frameworks

[Adult General Education Change Document 2018-2019 \(RTF\)](#)

### Adult Basic Education (ABE)

- [Adult Basic Education Language Arts \(RTF\)](#)
- [Adult Basic Education Mathematics \(RTF\)](#)
- [Adult Basic Education Reading \(RTF\)](#)

### Adult General Education for Adults with Disabilities

- [Adult General Education for Adults with Disabilities \(RTF\)](#)

### Adult High School

- [Adult High School \(RTF\)](#)
- [Adult High School \(Co-Enrolled\) \(RTF\)](#)
- [2018-2019 Co-Enrolled Courses Eligibility List \(RTF\)](#)

### Applied Academics for Adult Education (AAAE)

- [Applied Academics for Adult Education \(RTF\)](#)

### 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 \(ELCATE\) \(RTF\)](#)

### GED® Preparation Program

- [GED® Reasoning through Language Arts \(RTF\)](#)
- [GED® Science \(RTF\)](#)
- [GED® Social Studies \(RTF\)](#)
- [GED® Mathematical Reasoning \(RTF\)](#)
- [GED® Preparation Comprehensive \(RTF\)](#)
- [GED® Integrated Preparation Comprehensive \(RTF\)](#)

# SHIFT



**Tulare County  
Office of Education**

*Jim Vidak, County Superintendent of Schools*



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# SHIFT

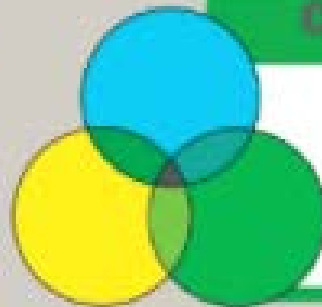
## 21st Century Skills

### Metro 4Cs Rubric Performance Areas



#### Critical Thinking

- Information & Discovery
- Interpretation & Analysis
- Reasoning
- Constructing Arguments
- Problem Solving
- Systems Thinking



#### Collaboration

- Leadership & Initiative
- Cooperation
- Flexibility
- Responsibility & Productivity
- Collaborate Using Digital Media
- Responsiveness & Constructive Feedback

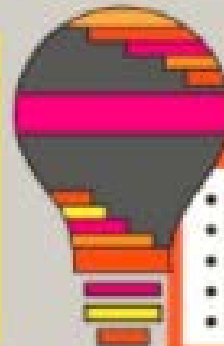


#### Communication

- Effective Listening
- Delivering Oral Presentations
- Communicate Using Digital Media
- Engaging in Conversations & Discussions
- Communicating in Diverse Environments

#### Writing to:

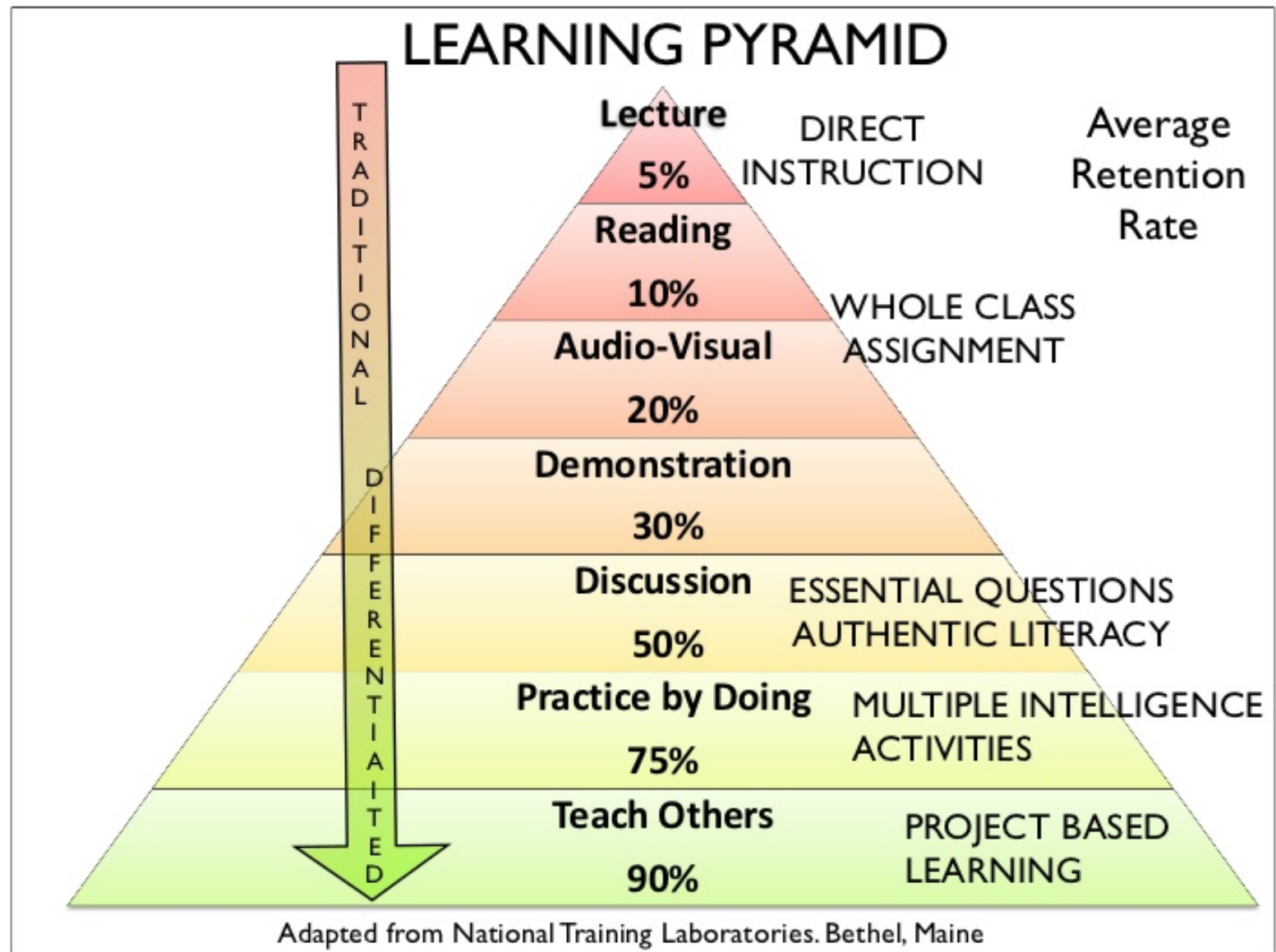
- Inform
- Support an Argument With Claims
- Engage and Entertain



#### Creativity

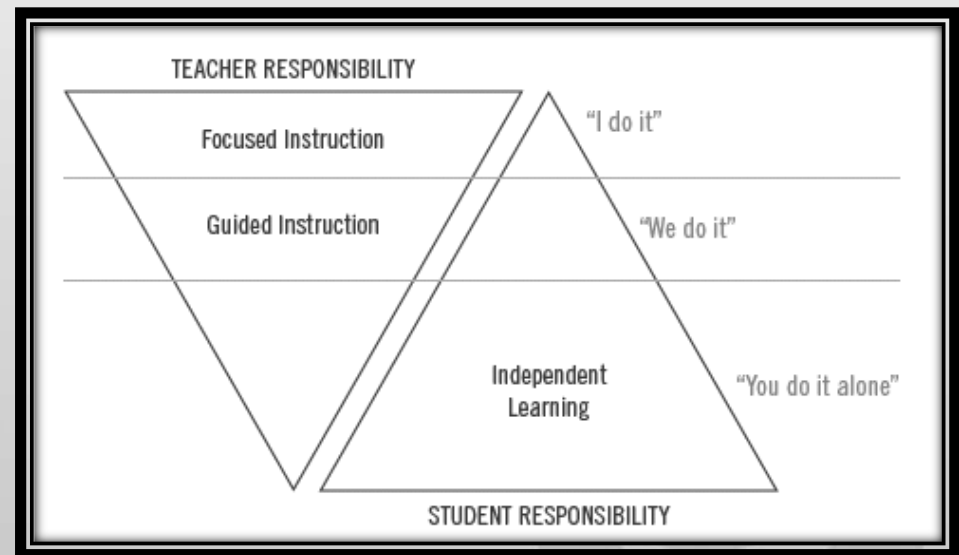
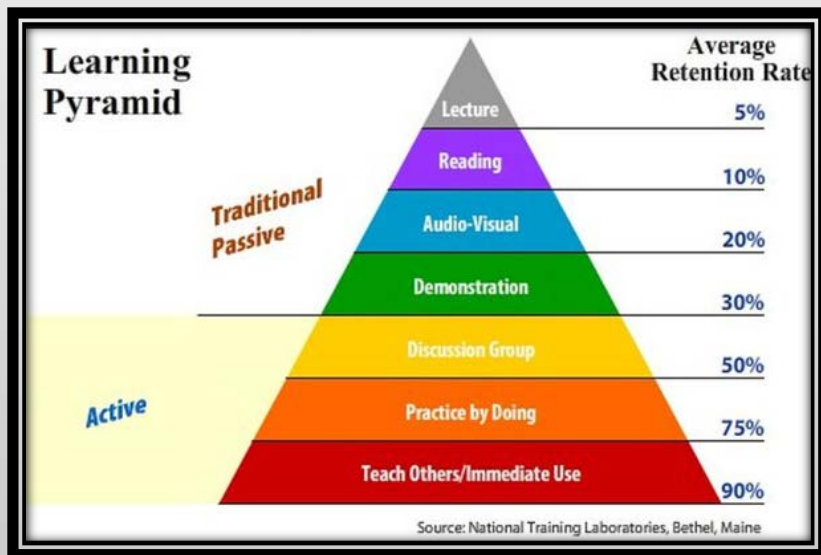
- Idea Generation
- Idea Design & Refinement
- Openness & Courage to Explore
- Work Creatively with Others
- Creative Production & Innovation

# SHIFT





# BALANCE TEACHING & LEARNING





**WE ARE NOT CHANGING  
EVERYTHING!**



# Growth Mindset

<https://www.youtube.com/watch?v=75GFzikmRY0>

## **FIXED MINDSET**

**THEY BELIEVE THAT YOU  
ARE NOT IN CONTROL  
OF YOUR ABILITIES.**

**SKILLS ARE BORN.**

**YOU CAN'T LEARN AND  
GROW.**

## **GROWTH MINDSET**

**THEY BELIEVE THAT YOU  
ARE IN CONTROL OF YOUR  
ABILITIES.**

**SKILLS ARE BUILT.**

**YOU CAN LEARN AND  
GROW.**

# Growth Mindset

## GROWTH MINDSET

SKILLS ARE BUILT  
YOU CAN LEARN  
AND GROW

THE PROCESS  
GETTING BETTER

**BELIEFS**

**FOCUS**

SKILLS ARE BORN  
YOU CAN'T LEARN  
AND GROW

PERFORMANCE  
OUTCOMES  
NOT LOOKING BAD

## KEY INGREDIENTS TO GROWTH

USEFUL - LEADS  
TO GROWTH

EMBRACE &  
PERSEVERE - FRAME  
AS AN OPPORTUNITY

USE THEM TO  
LEARN

APPRECIATE &  
USE IT



NOT NECESSARY  
NOT USEFUL

BACK DOWN &  
AVOID - FRAME AS  
A THREAT

HATE THEM  
GET DISCOURAGED  
AVOID THEM

NOT HELPFUL  
GET DEFENSIVE  
TAKE IT PERSONAL



# XQ SCHOOLS

## RETHINKING HIGH SCHOOLS

<https://xqsuperschool.org/>



HOME ABOUT XQ IN ACTION GET INVOLVED RESOURCES XQ EVENTS SIGN UP

**WE ARE A COMMUNITY OF PEOPLE  
MOBILIZING AMERICA TO  
REIMAGINE PUBLIC HIGH SCHOOL**

Our system has remained virtually unchanged



# GET ON THE BUS!





# RETHINKING HIGH SCHOOLS

## MEET 18 SCHOOLS ON THEIR JOURNEY TO CREATE XQ LEARNERS



# WHY PBL?

<http://www.bie.org/>

<https://www.bookwidgets.com/blog/2017/06/what-is-project-based-learning-15-pbl-ideas-fit-for-your-classroom>

## PROJECT AND PROBLEM BASE LEARNING



# PBL

## Project-based learning - Definition

PBL or project-based learning is a learning method in which students identify a real-world problem and develop its solution. Students gain knowledge and skills by working for a longer period of time to investigate and respond to an engaging or complex question, problem or challenge.

Guide your students to identify, through research, a real-world problem of which they have to develop a solution using evidence to support the claim. They have to present their project through a multimedia approach based on a set of 21st-century tools.

Students show what they learn as they go through the unit, interact with the lessons, collaborate with each other and assess themselves and each other.

## Why should you use project-based learning?

Project-based learning is not something new, teachers just didn't use it a lot when you were young. The ordinary way of teaching is teaching with disconnected lessons. Daily lessons that teach a skill which fits into a unit based on a topic or a theme. But, each lesson works independently and doesn't connect other units in a learning story.



# PBL

## **1. PBL provides opportunities for students to use technology**

Most students are using technology and apps almost every day. They are familiar with and enjoy using a variety of tech tools. As it happens, tech tools can be a perfect fit with project-based learning. With those tools and apps, teachers and students can find the right resources, information, create products and collaborate more effectively. They can even reach out to communities, experts and partners.

## **2. PBL promotes lifelong learning**

Because technology is present, its use enables students, teachers and administrators to reach out beyond the school building. PBL also teaches students to take control of their learning, the first step as a lifelong learner.

## **3. PBL connect students and schools with the real world**

Project-based learning enables students to solve problems and address issues important to them, their communities, and the world. Through PBL, students learn how to interact with adults and organizations. They are exposed to real workplaces and jobs so they will develop career interests. Even parents and other partners can be involved in certain projects.

# PBL

## 4. PBL lends itself to formative and authentic assessment

Formative assessment allows us to systematically document a student's progress and development. Authentic assessment focuses on deep learning, asking thorough questions.

Why is this any different than any other class? Well, PBL encourages formative and authentic assessment by doing the following:

- It allows students to demonstrate their capabilities while working independently.
- It lets teachers have multiple assessment opportunities.
- It shows the student's ability to apply skills such as doing research.
- It develops a student's ability to work with other students, building teamwork and group skills.
- The teacher learns more about the student as a person.
- It helps the teachers communicate in meaningful ways with the student or a team. Being able to give meaningful feedback is very important.

# PBL

## **5. PBL encourages students to be more engaged and to learn actively**

The fact that students are working on a project that has to be the key of solving a problem, makes them more actively involved. A real project engages their mind and their hearts. It's a real world relevance for learning.

## **6. PBL builds skills for college, career and life**

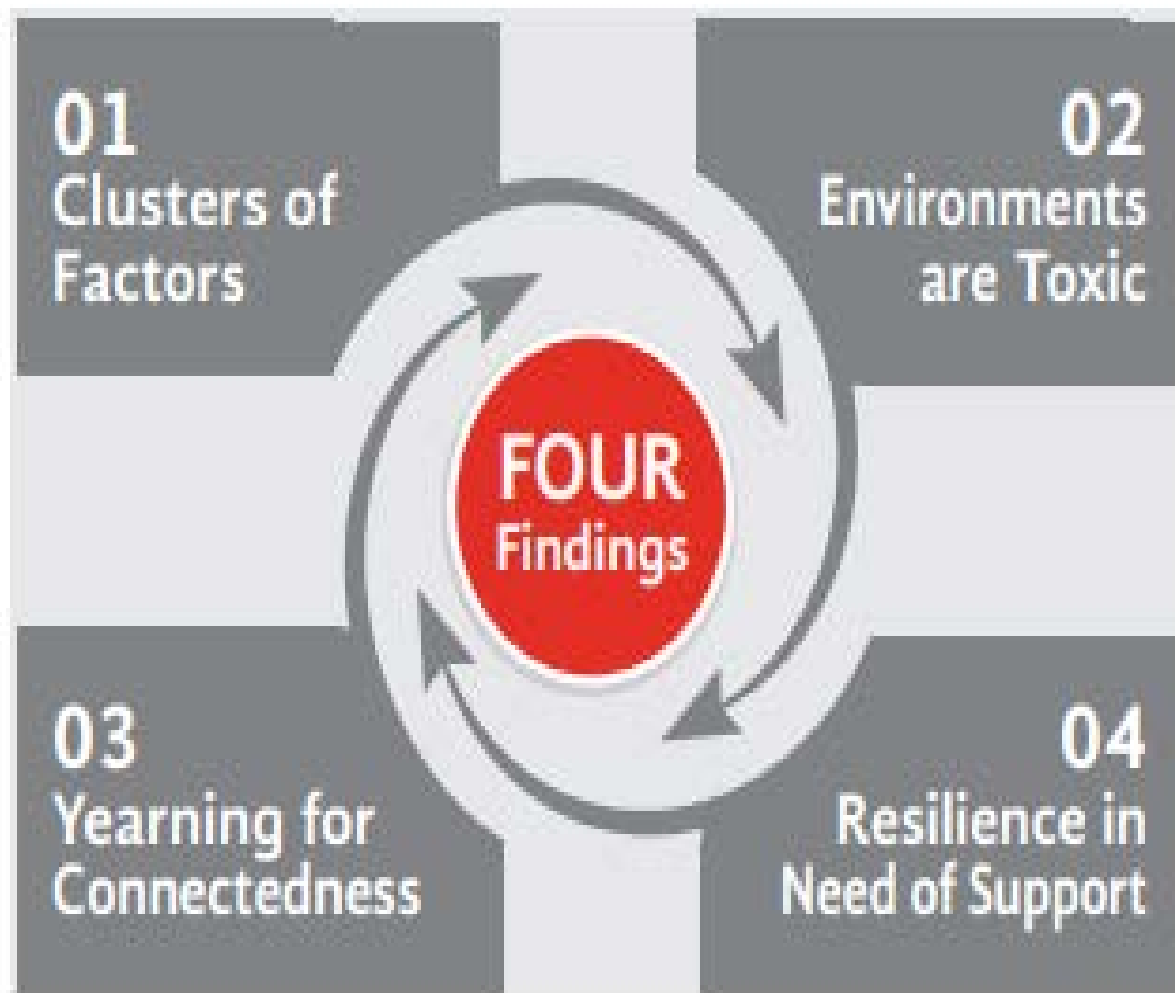
Success in life requires more than knowledge and skills. With PBL, students learn how to take initiative, be responsible and build a good attitude. They learn to build their confidence, solve problems, work in teams, and communicate ideas.

## **7. PBL encourages imagination and creativity**

When you need to solve a problem, you have to be inventive and creative. PBL often asks to solve world class problems, so thinking out of the box is necessary. Because there are no real guidelines, visual design, drawing, and creating are very important elements within project based learning.

## FINDING 3.

Young people consistently seek supportive connections with others; in toxic environments this search can lead them toward or away from school.



# TRAUMA





## STUDENT SUPPORTS

# What else should we consider?



# COACHES



# STUDENT-LED TEACHER SUPPORT



## Pre-College Academic Preparation Checklist to Success



Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ Cell Phone #: \_\_\_\_\_

Email Address: \_\_\_\_\_ ged.com Password: \_\_\_\_\_

### STEP #1 Pass the TABE tests

9.0 (D) or above	Pass the TABE tests	Score
<input type="checkbox"/>	Reading	_____
<input type="checkbox"/>	Math	_____
<input type="checkbox"/>	Language	_____

### STEP #2 Pass the GED® Practice Tests

145 or above	Score Likely to Pass
<input checked="" type="checkbox"/>	
<input type="checkbox"/>	GED® Reasoning through Language Arts _____
<input type="checkbox"/>	GED® Social Studies _____
<input type="checkbox"/>	GED® Science _____
<input type="checkbox"/>	GED® Mathematical Reasoning _____

### STEP #3 Pass the Official GED® tests and graduate by: \_\_\_\_\_

145 or above		Date	Score	Informed Instructor
<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
<input type="checkbox"/>	GED Reasoning Through Language Arts	_____	_____	<input type="checkbox"/>
<input type="checkbox"/>	GED Social Studies	_____	_____	<input type="checkbox"/>
<input type="checkbox"/>	GED Science	_____	_____	<input type="checkbox"/>
<input type="checkbox"/>	GED Mathematical Reasoning	_____	_____	<input type="checkbox"/>

### STEP #4 Plan Your Next Step AFTER Graduation

Complete <input checked="" type="checkbox"/>	Post-Secondary Program of Interest _____
<input type="checkbox"/>	Attend a Program Orientation _____
<input type="checkbox"/>	Complete the Financial Aid Application _____
<input type="checkbox"/>	Meet with your program Counselor/Advisor _____
<input type="checkbox"/>	Complete the program application _____
<input type="checkbox"/>	Complete program entry requirements (if applicable) _____
<input type="checkbox"/>	Obtain program materials (textbooks, uniform, etc.) _____





# Progress Monitoring (cont.)



## Pre-College Academic Preparation

Stay on Track!



I reviewed with (Name of staff): \_\_\_\_\_

### Concerns

Date: \_\_\_\_\_

### Topics Reviewed

### Yes/No

- ☐ Attendance (*Am I attending as often as I can?*) \_\_\_\_\_
- ☐ Schedule (*Is my schedule correct?*) \_\_\_\_\_
- ☐ Skills/Knowledge (*Is there something I didn't get?*) \_\_\_\_\_
- ☐ Testing (*Am I up to date on testing?*) \_\_\_\_\_

### I Need Assistance With

- ☐ Accommodations/Academic Intervention
- ☐ Financial Aid
- ☐ CTE Counselor's Name: \_\_\_\_\_
- ☐ Social Worker (Ms. Cina)

- ☐ Attendance
- ☐ Childcare
- ☐ Family/Personal Issues
- ☐ Finances
- ☐ Health/Medical Issues
- ☐ Housing Issues
- ☐ Loss of Interest/Motivation
- ☐ Other \_\_\_\_\_

### My Action Steps:

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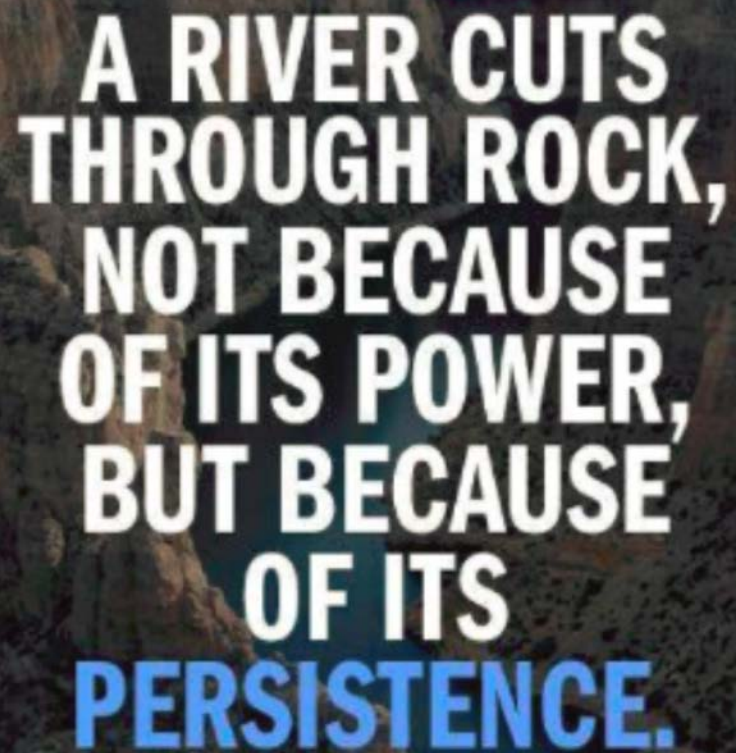
# IDEAS?

# Please share your ideas on how we can foster Relationships



**email [jenna.moniz@browardschools.com](mailto:jenna.moniz@browardschools.com)**

# WE CAN MAKE THE DIFFERENCE



**A RIVER CUTS  
THROUGH ROCK,  
NOT BECAUSE  
OF ITS POWER,  
BUT BECAUSE  
OF ITS  
PERSISTENCE.**





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