



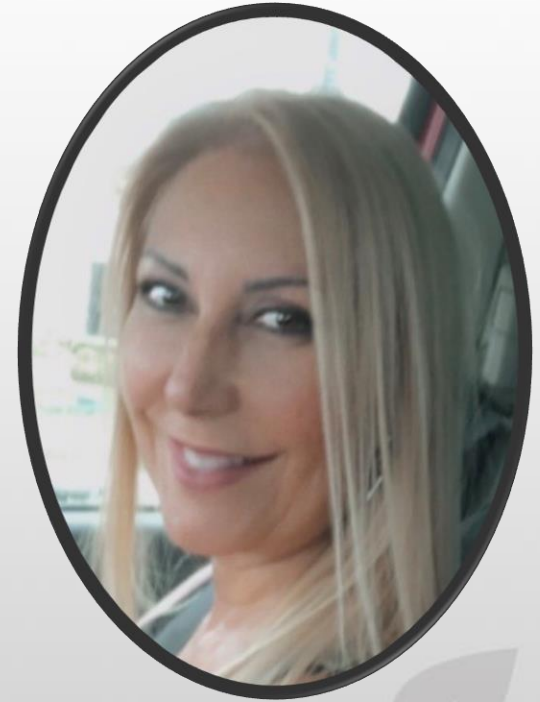
INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Using the IISPs in a Virtual Setting

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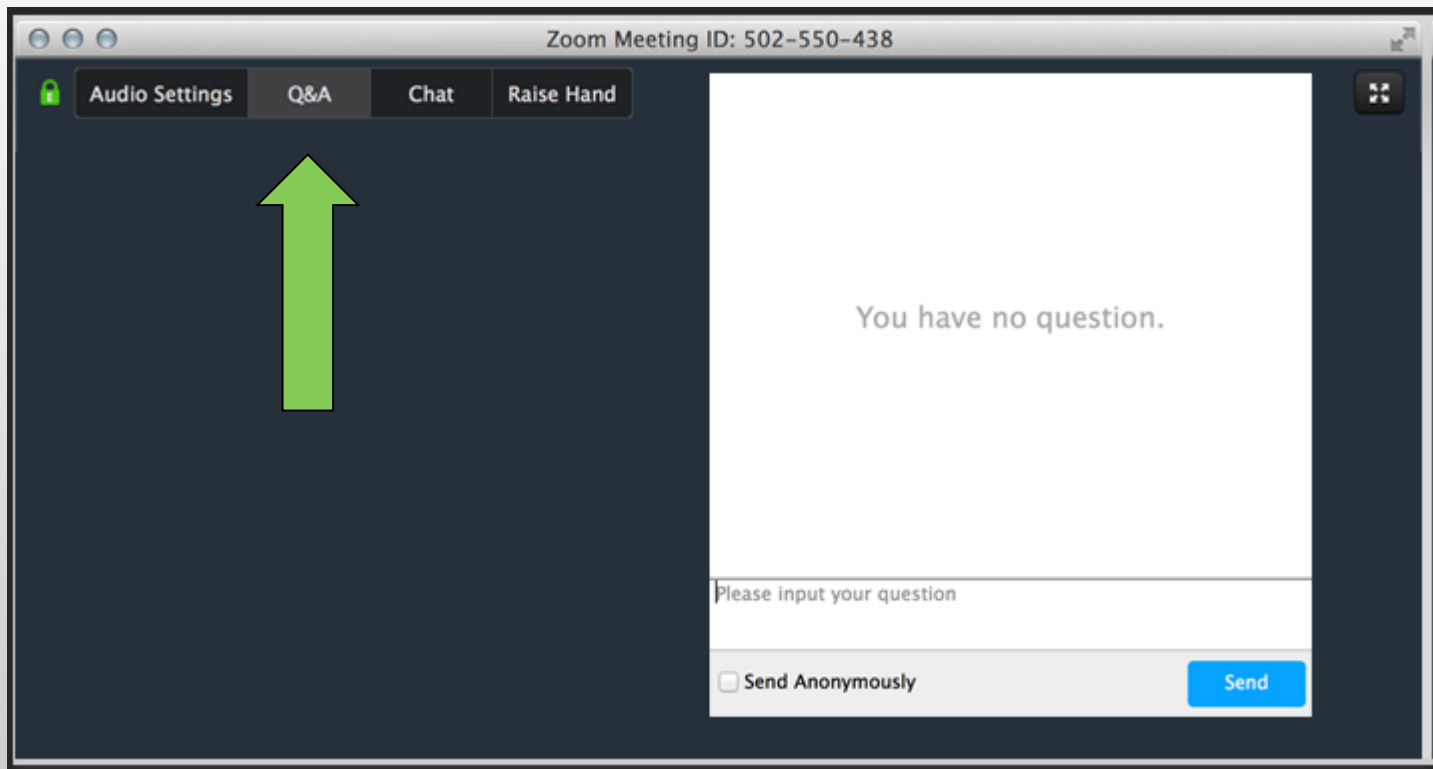
This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Welcome!



Maria Gutierrez
Miami-Dade County Public
Schools, Administrator

- 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.

Using the IISPs IN A VIRTUAL SETTING!

● Let's get started!

Training Objectives:

In this professional development session, we will explore ways in which we can use the IISPs in a virtual setting. To set the stage for success, we will address 5 basic applications.

1

2

3

4

5

**NO TESTING?
NO PROBLEM!**

**VIRTUAL SCOPE
& SEQUENCE**

**RECORDING
MASTERY**

**VIRTUAL
DATA CHATS**

**NEXT-LEVEL
PROMOTION**

Using the appropriate level IISP in the absence of standardized testing

Using the IISP to develop a virtual scope & sequence of instruction that targets tested content

Using the IISPs to assess and record mastery of tested content

Using the IISPs to hold student data chats in a virtual setting

Using the IISPs to gauge student readiness for next level promotion

1

Using the appropriate level IISP in the absence of standardized testing

Scenario #1:

- Your ABE Reading Class is now virtual.
- You have no testing data for new students.
- Your class is definitely multi-level.
- You need to assign each student an IISP.

Which IISP do I assign?

Pre-test TABE Level	Pre-test NRS Level	Suggested NTA
E	1	E
	2	E
	3	M
M	2	M
	3	M
	4	D
D	3	D
	4	D
	5	A
A	4	A
	5	A
	6	N/A

1

...continued

Does the publisher offer a pretest?

Example 1: YES

1. Use the pretest results to determine the corresponding level IISP.
2. Place student on same level.

Example:

Publisher's Pre-Test:	Suggested IISP:
Reading Level M	Reading Level M

More Accurate Course Placement Option:
ABE Reading 2

Example 2: NO

1. Place on lowest functional level.
2. Assign lowest level IISP.
3. As student demonstrates mastery, it is noted on the IISP.
4. Provide next level IISP when all tested content is mastered.

Example:

Initial Placement & IISP:	Next Level Placement & IISP:
Lowest ABE Read 1 Reading Level E IISP	Mastered IISP Reading E Moved to ABE Reading 2 New IISP: Reading M

2

Using the IISP to develop a virtual scope & sequence of instruction that targets tested content

Scenario #2:

- Your ABE read. class is virtual.
- You have incomplete pretest data for your students.
- Your class is multi-level.
- You need to develop lessons that address tested content and learning gaps.

What content should I emphasize? How do I address all tested content in a multi-level class?

Formula for Success!

Common Planning Tool

+

IISPs (All Levels)

+

Instructional Calendar

= Scope & Sequence that Targets Tested Content!

2

...continued

We begin with the new Common Planning Tool for the Multi-Level ABE Class!

1 → TABE 11/12 Reading Common Planning Tool for the Multi-level Classroom

TABE Level E

2 → TABE Level M

TABE Level D

TABE Level A

3 → DOMAIN: Key Ideas & Details

37% / 14-15 ?s / RI

4 → 37% / 18 ?s / RI-RL

47% / 17 ?s / RI-RL-RH-RST

47% / 17 ?s / RI-RL-RH-RST

5 → Identify Main Idea

High: 3.RI.2

6 → High: 4.RL.2

High: 6.RI.2/ Medium: 6.RL.2/
Low: 6-8.RST.2

High: 9-10.RI.2/ Medium: 9-10.RL.2/ Low: 11-12.RST.2

Determine the main idea in a slightly complex text.

Identify the central idea of a literary text.

Identify the central idea of a slightly complex text.

Determine the central idea of a section of text.

Determine the main idea in a moderately complex text.

Identify the main idea of a moderately complex text.

Determine the main idea of a moderately complex text.

Determine central idea of complex text.

Determine central idea of complex literary text.

Identify the main idea of a very complex text.

7 → Determine theme of text across varying text complexities.

This tool aligns tested content across all 4 ABE levels so you can effectively plan for your multi-level classroom without missing any tested content.

2

...continued

Let's look at your students' IISPs.

Highlight
non-mastered
content that will
be post-tested on
the Common
Planning Tool!

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level A

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level D

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level M

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN
ABE Reading: TABE Level E

STUDENT: _____ I.D.: _____
TEACHER: _____ COURSE: _____ DATE: _____

CURRENT TESTING INFORMATION:		POST-TESTING INFORMATION:	
Test Date:		TABE Level:	E
Current Test Level:	<input type="checkbox"/> E	CCR Level:	B
Current Test Form:	<input type="checkbox"/> 11 <input type="checkbox"/> 12	Average Word Count:	301-422
NRS Level & Scale Score:	<input type="checkbox"/> 1 (310-441) <input type="checkbox"/> 2 (442-500)	Average Lexile:	718 L - 780 L

DOMAIN: Phonics & Word Recognition (16%)
(Reading Foundational Skills)
CATEGORY: Reading Foundational Skills (RF)
Questions: Form 11: 5 / Form 12: 6

SCORED PROFICIENCY: ☐ Non-Proficiency
☐ Partial Proficiency
☐ Proficiency

TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Segment Syllables	Decode multisyllable words	Medium	2.RF.3	
	Distinguish between vowel sounds	Medium	2.RF.3.a	
	Distinguish between vowel sounds of words embedded in a sentence	Medium	2.RF.3.b	
Know Long and Short Vowel Sounds	Distinguish between vowel sounds of words with similar	Medium	2.RF.3.c	

2

...continued

Let's continue by setting up a calendar for the entire trimester.

November 2020				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25 ^a	26	27
30				

NOVEMBER 2020										
Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.
2	3	4	5	6	9	10	11	12	13	14
	P L A N N I N G						H O L I D A Y			

Set up your linear calendar horizontally.

Include only instructional days .

2

...continued

It's now time to populate the calendar with “tested”, “non-mastered” content to create your “Virtual Scope & Sequence” of instruction.

First, identify the TABE category.

Then, align the individual TABE skills and spread them out.

Be sure to specify the TABE level in parentheses for easy reference.

NOVEMBER 2020									
Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.
2	3	4	5	6	9	10	11	12	13
		Identify Main Idea			Support			Main Idea	
Identify the main idea of a very complex text (EM)	P L A N N I N G	Identify the central idea of a literary text (M)	Determine the central idea of a complex text (D)	Determine the central idea of a complex literary text (D)			H O L I D A Y		
		Determine theme of text across varying text complexities (M)		Determine the central idea of a section of text (A)					

3

Using the IISPs to assess and record mastery of tested content

Scenario #3:

- You know what non-mastered content to teach.
- You need to assess student mastery of new content.
- You need to keep a record of newly mastered content for future reference.

What can I use to assess student mastery?

Where do I record this information?

First, let's assess!

1. Publisher's tests & quizzes
2. Online quizzes
3. Polls
4. Forum posts
5. Game-type assessments

This is key!

Be sure that you assess each individual TABE skill so that you are able to record mastery for each skill independently.

3

...continued


Using the IISPs to assess and record mastery of tested content

Next, it's time to record mastery!!

You need to record mastery in 2 places:

1. IISPs
2. S & S

Recording mastery maintains your student data live!



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1

INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Reading: TABE Level M

STUDENT: _____ I.D.: _____

TEACHER: _____ COURSE: _____ DATE: _____

CURRENT TESTING INFORMATION:

Test Date: _____

Current Test Level: ☐ E ☐ M

Current Test Form: ☐ 11 ☐ 12

NRS Level & Scale Score: ☐ 2 (442-500) ☐ 3 (501-535)

DOMAIN: Key Ideas & Details (37%)

CATEGORY: Reading Informational Text (RI) /

Questions: Reading Literature (RL)

18

TABE Category/Subcategory	TABE Category/Subcategory
Recall Details in a Text	Identify key details in a text Support a stated inference Use details to support information

POST-TESTING INFORMATION:

NOVEMBER 2020

Mon.	Tues.	Wed.	Thurs.	Fri.
2	3	4	5	6
Identify Main Idea				
P L A N N I N G	Identify the main idea of a very complex text (EM)		Identify the central idea of a literary text (M)	Determine the central idea of a complex literary text (D)
	Determine theme of text across varying text complexities (M)		Determine the central idea of a section of text (A)	Determine the central idea of a section of text (A)

2
→

4

Using the IISPs to hold student data chats in a virtual setting

Scenario #4:

- Your students are wondering how they're doing.
- You need to provide them with regular progress updates.
- You don't have any or current TABE post-test data.

What should I address during a virtual data chat?

When and how often should I conduct data chats?

What does a virtual data chat look like?

1. What to Discuss

- a. IISP
- b. Progress based on mastery dates
- c. Strengths
- d. Weaknesses & areas for next focus
- e. Additional resources/ tutoring/ assignments

4

...continued

Using the IISPs to hold student data chats in a virtual setting

2. When do I conduct these data chats ...

- a. During breakout rooms
- b. While students are working independently on assignments, quizzes, polls, etc.
- c. During group activities
- d. Basically any time students are busy completing a task

and how often?

- a. At least once weekly

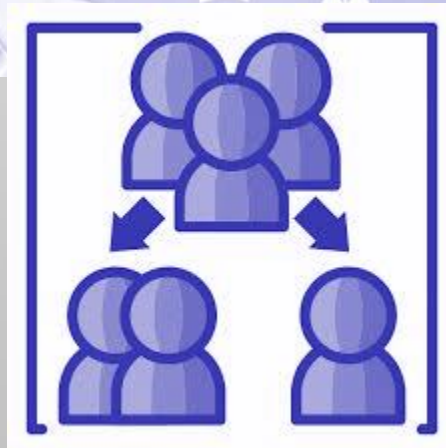


4

...continued

Using the IISPs to hold student data chats in a virtual setting

3. What does a virtual data chat look like?



The logistics is all about breakout rooms!

4

...continued

Using the IISPs to hold student data chats in a virtual setting

3. What does a virtual data chat look like?



- The first breakout room is where you will conduct your data chats, one student at a time.
- You “invite” a new student to this breakout room every 10-15 min.



- Students work in small groups to complete provided assignment.
- Teacher pops in and out of the breakout rooms to invite “individual” students to Breakout Room #1 for their virtual data chats.



- Everyone starts out here.
- “Daily” breakout room activities will ensure you have sufficient time allotted to virtual data chats for all students.

4

...continued

Using the IISPs to hold student data chats in a virtual setting

3. What does a virtual data chat look like?



- The first breakout room is where you will conduct your data chats, one student at a time.
- You “invite” a new student to this breakout room every 10-15 min.

- Students work in small groups to complete provided assignment.
- Teacher pops in and out of the breakout rooms to invite “individual” students to Breakout Room #1 for their virtual data chats.

- Everyone starts out here.
- “Daily” breakout room activities will ensure you have sufficient time allotted to virtual data chats for all students.

4

...continued

Using the IISPs to hold student data chats in a virtual setting

3. *What does a virtual data chat look like?*



- Everyone starts out here.
- Provide students with assignment.
- Students complete assignments individually. Assignments may include
 1. Quiz
 2. Written assignment
 3. Poll
 4. Discussion post, etc.



- There is only one breakout room.
- This is the room where you will be conducting the data chats, one student at a time.
- “Invite” a new student to this breakout room every 10-15 min.

5

Using the IISPs to gauge student readiness for next-level promotion

Scenario #5:

- You have been using the common planning tool and developing lessons that emphasize tested content.
- You have been updating IISPs regularly and holding data chats.
- Students have mastered nearly all required tested content, but post-testing hasn't resumed.
- Students are becoming frustrated and have indicated that they feel they're wasting their time because they're still stuck in the same functional level. They want to move on.


What data can I use to move students to the next functional level in the absence of standardized testing?

5

...continued

What data
can I use to
move students
to the next
functional
level?

Using the IISPs to gauge student readiness for next-level promotion

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INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN

ABE Reading: TABE Level M

STUDENT: _____ I.D.: _____
TEACHER: _____ COURSE: _____ DATE: _____

CURRENT TESTING INFORMATION:		POST-TESTING INFORMATION:		
Test Date: _____ Current Test Level: <input type="checkbox"/> E <input type="checkbox"/> M Current Test Form: <input type="checkbox"/> 11 <input type="checkbox"/> 12 NRS Level & Scale Score: <input type="checkbox"/> 2 (442-500) <input type="checkbox"/> 3 (501-535)		75%-80% Mastery of ALL tested content = ready for the next functional level		
DOMAIN: Key Ideas & Details (37%) CATEGORY: Reading Informational Text (RI) / Reading Literature (RL) # Questions: 18		<input type="checkbox"/> Proficiency		
TABE Category/Subcategory	TABE Skill	Emphasis	Aligned CCRS	Mastery Date
Recall Details in a Text	Identify key details in a text	Low Low	4.RI.1 4.RI.2	04/20/20
	Support a stated inference with detail from the text			04/20/20
	Use details to support inferences regarding connections in a text			04/20/20
Draw Inferences in Text	Make an inference about a section of text	Low Medium	5.RI.1 5.RL.1	05/01/20
	Make an inference based on a section of text			05/01/20
	Make an inference about the text			05/12/20
	Make an inference about an event in a slightly complex text			05/12/20
	Make inferences based on events in a moderately complex text			05/12/20



CONCLUSION & REFLECTION



Let's review the information presented in today's training by summarizing the 5 ways you can use the IISPs in your virtual classrooms:

1

**NO TESTING?
NO PROBLEM!**

To better identify student's initial functional level and best placement

2

**VIRTUAL SCOPE
& SEQUENCE**

To develop an instructional scope & sequence that addresses ALL tested content in your multi-level classroom

3

**RECORDING
MASTERY**

To maintain live, individual student data on tested content that is mastered throughout the virtual trimester

4

**VIRTUAL
DATA CHATS**

To hold student data chats that keep students focused on in the virtual setting

5

**NEXT-LEVEL
PROMOTION**

To gauge student readiness for next level promotion in the absence of post-testing

Time to Reflect

Growth Mindset: Taking It One Step Further

Change how you look at virtual instruction. Look beyond the constraints of a physical classroom. Be sure to individualize instruction using the IISPs in order to address the instructional needs of each student.

Redesign your online curriculum. Use your district calendar and the identified tested content on the IISPs to develop a scope and sequence to serve as an instructional guide for your multi-level ABE classrooms. Develop lessons and select instructional resources based on identified tested content. Make an active decision to drive all virtual instruction based on the information gathered from the IISPs and use it to motivate your students to become actively engaged in their own learning. Pace activities based on each student's individual progress.

Review all of the information covered in this webinar and look through the companion resource handbook. Share this information with teachers, administrators and district personnel and become an expert. Have round-table discussions with your administrative team and share the placement, instructional, and promotional options provided in this training.

Reflect and Make a Change. Finally, ask yourself, "What is working especially well in my virtual classroom, and what is not?" Hold virtual data chats with your students regularly and be sure to update IISPs every time content is mastered. Share your students' success with other teachers so that they too are motivated to implement changes that will keep students



“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”

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Connected*

Always here to assist!

The IPDAE Team

WE WANT
YOUR
FEEDBACK



All IISPs contain information obtained from the source documents listed below.

TABE Test for Adult Assessment: Blue Prints

<https://tabetest.com/resources-2/testing-information/blue-prints/>

TABE Test for Adult Assessment: Crosswalks

[https://tabetest.com /PDFs/TABE_11_12_Skills_Crosswalks_Mathematics.pdf](https://tabetest.com/PDFs/TABE_11_12_Skills_Crosswalks_Mathematics.pdf)

TABE Test for Adult Assessment: TABE 11/12 Individual Profile Report

<https://tabe.drctdirect.com/default.aspx?leapp=Reports&leview=DynamicStudentReports>

Pimentel, Susan. "College and Career Readiness Standards for Adult Education." *Office of Career, Technical, and Adult Education*, U.S. Department of Education, 2013, lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf.