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                 Student Evaluation; *Teacher Workshops; Teaching Methods;
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IDENTIFIERS   Adult High School Diploma; General Educational Development
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ABSTRACT
                 This manual aids professional development adult education
(AE) facilitators in conducting AE workshops using Quality Professional
Development (QPD) Project materials. A workshop outline is provided. Six
sections correspond to the six manuals in the training package. Section
components are as follows: objectives for five or six units; activities;
exercises; self-tests; informational material; worksheets; pretest; posttest;
answer keys; instructor self-evaluation; and student evaluation. Section 1,
Assessing the Adult Student, covers purpose of AE tests, components of a good
test, administering standardized tests, interpreting test results, and
testing accommodations. Section 2, Philosophy of Teaching Adult Students,
addresses state framework for AE, adult learner characteristics, and
classroom environment. Section 3, From Theory to Practice: Adult
Instructional Methodologies, focuses on learning theories and styles,
multiple intelligence, accelerated learning, whole language, Paideia, and
cooperative learning. Section 4, Basics for Successful Adult Basic Education
Instruction, deals with classroom, students, curriculum, and teaching and
surviving as an instructor. Section 5, Basics for Successful General
Educational Development Instruction, covers student assessment, curriculum,
teaching and test-taking tips, and classroom and student management. Section
6, Basics for Successful Adult High School Instruction, focuses on student
success, records and student management, and tests. Appendixes include a
national literacy resource list and four fact sheets. (YLB)

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168p.

ED 430 104

TRAIN-THE-TRAINER FOR ADULT EDUCATION

1

Quality Professional

QPD

Development Project

Quality Professional

QPD
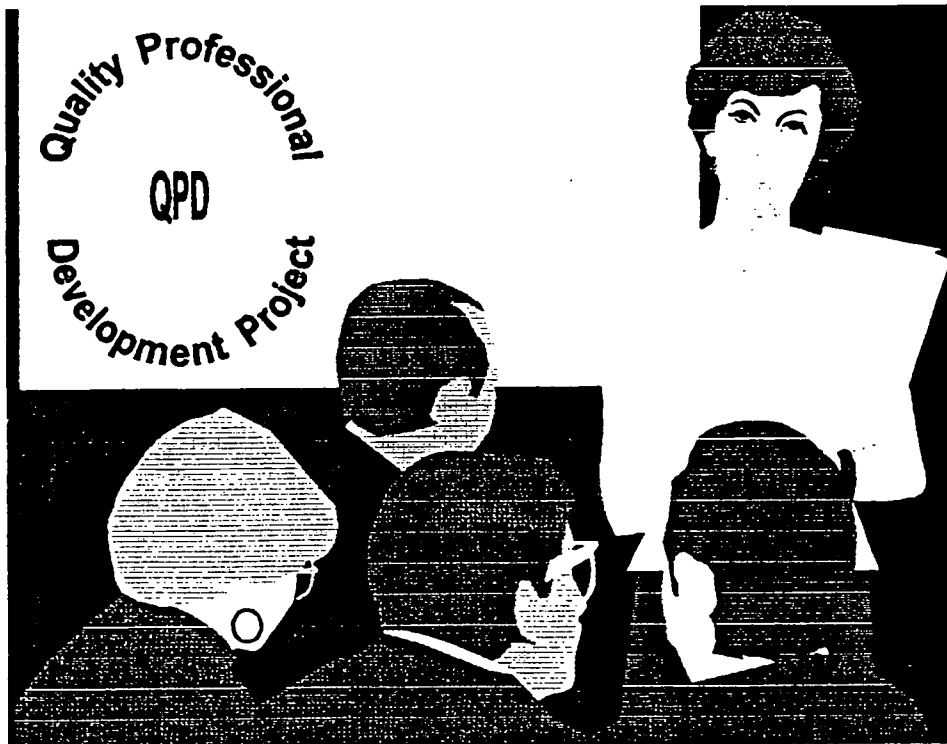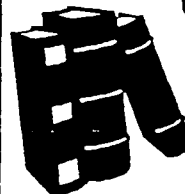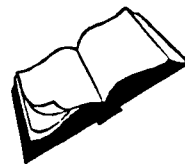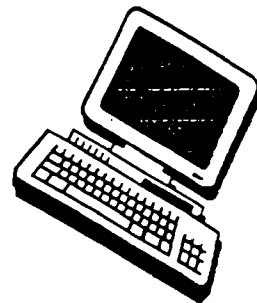
Development Project

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FOREWORD

Self-paced Training Program for Adult Education Instructors

In 1996, Florida Community College at Jacksonville (FCCJ) began an adult studies faculty development project to create a multimedia training package for adjunct adult education teachers. At FCCJ, as throughout the State of Florida and other parts of the country, part-time instructors comprise the majority of teachers teaching Adult Basic Education (ABE), General Educational Development (GED), and Adult High School (AHS) courses; however, part-time faculty frequently do not have backgrounds in teaching the self-paced, performance-based curricula used in adult education, nor do they often receive in-service training. The Quality Professional Development (QPD) materials, a series of video tapes and audio cassettes, accompanied by assessments, workbooks, and this workshop facilitator manual are adaptable for use in groups or for self-study, making professional development accessible for part-time teachers. Also, this project was pilot tested in both colleges and school district sites.

The *Train-the-Trainer for Adult Education* manual is an augmentation of the QPD Project materials (objectives, activities, evaluations) for the professional development adult education facilitator. It was developed to assist you in conducting adult education workshops for your teachers from the following list of QPD training materials:

●Assessing the Adult Student
●Philosophy of Teaching Adult Students
●From Theory to Practice: Adult Instructional Methodologies
●Basics for Successful ABE Instruction: Working with Adult Learners
●Basics for Successful GED Instruction: Working with Adult Learners
●Basics for Successful AHS Instruction: Working with Adult Learners

This project is available for dissemination through Florida Atlantic University, Florida ACENET, College of Education, Florida IDEAL, 777 Glades Road, Building 47, Room 243, Boca Raton, Florida, 33431-0991, (561) 297-2346. If you are interested in obtaining more information about this project, please contact Florida Community College at Jacksonville, Quality Professional Development Project, 940 N. Main Street, Room 203, Jacksonville, FL, 32202-9968, (904) 632-3059, or E-mail: mtmurphy or mmurr @fccj.org.

Overview of the
Quality Professional Development Project

Why? Two need assessments showed that Florida adult education instructors and administrators identified the need for this type of training.

Needs Assessments: In 1995-96, Florida Community College at Jacksonville's Adult Studies faculty and administrators were surveyed for the outlines of the first three "core" manuals (Assessing the Adult Student, Philosophy of Teaching Adult Students and From Theory to Practice: Adult Instructional Methodologies). In 1996-97, adult education faculty and administrators statewide were surveyed for the outlines of the ABE, GED and AHS manuals. Our goal was to create a multimedia training package for adult education faculty.

Fifty-seven products were developed: manuals (7) are print-based and on computer disks (7), pre- and post-tests (12), pre- and post-tests answer keys (12), instructor (6) and student (1) evaluations, video tapes (6) and audio cassettes (6).

I. Assessing the Adult Student

•Purpose of adult education tests
•Components of a "good" test
•Administering standardized tests
•Interpreting test results for classroom use
•Testing accommodations

II. Philosophy of Teaching Adult Students

•State framework for adult education
•Characteristics of the adult learner
•Classroom environment

III. From Theory to Practice: Adult Instructional Methodologies

- Learning theories and styles
- Multiple Intelligence
- Accelerated Learning
- Whole Language
- Paideia
- Cooperative Learning

IV. Basics for Successful ABE Instruction: Working with Adult Learners

- Classroom
- Students
- Curriculum
- Teaching & Surviving as an ABE instructor
- Resources

V. Basics for Successful GED Instruction: Working with Adult Learners

- GED Test
- Student assessment
- Curriculum
- Teaching & test-taking tips
- Classroom & student management
- Resources

VI. Basics for Successful AHS Instruction: Working with Adult Learners

- Program overview
- Student success
- Records & student management
- HSCT & FCAT tests
- Resources

VII. Train-the-Trainer for Adult Education

- Objectives
- Activities
Evaluations

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Facilitator Notes

If you facilitate, design or develop training programs for adult education teachers, this *Train-the-Trainer for Adult Education* was prepared for you. In addition, the following course outline was developed to assist you in designing and delivering successful adult education training sessions.

TRAIN-THE-TRAINER
Course Outline

Lesson I: Course Overview

- Define the course mission.
- Outline the purpose of the participant manual.
- List the activities to be completed by the participants.
- Summarize the participant's presentation requirements.

Lesson II: Self-Introduction

- Introduction of facilitator in three to five minutes.
- Modeling of facilitator's introduction behavior by participants.
- Provide constructive feedback to participants.

Lesson III: Ways of Learning

- Define learning.
- Summarize the theories of adult learning.
- Outline the methods by which most adults learn.

Lesson IV: Learning Outcomes

- Define a learning outcome.
- Summarize the purpose of learning outcomes.
- Outline the levels of learning outcomes.
- List the categories of learning outcomes.
- Utilize a checklist for evaluating learning outcomes.

Lesson V: Instructional Techniques

- List methods of training delivery.
- Summarize the techniques utilized in training delivery.

Lesson VI: Lesson guide Elements

- Define a lesson guide.
- Describe the characteristics of a trainer's guide.
- List the elements and describe the format for trainer guides.
- Develop a lesson guide for a practice "trainer" session, utilizing the proper elements and formats.

Lesson VII: Effective Presentations

- Define the role of the facilitator in the training process.
- Summarize the key responsibilities for the facilitator.
- List the characteristics of an effective facilitator.
- Describe the influence that a facilitator's attitude has on the transfer of learning.
- Demonstrate some of the modeled presentation skills from this lesson.

Lesson VIII: Training Aids

- Summarize the purpose of training aids.
- List the characteristics of an effective training aid.
- Describe the factors to consider when selecting a training aid.
- Demonstrate the use of training aids described in this lesson.

Lesson IX Practice Training I

- List the requirements for presentation of a 15 minute lesson guide.
- Describe the guidelines to ensure that topic and presentation satisfy the requirements.
- Prepare and present a lesson guide.

Lesson X: Evaluation of Instruction

- List the purposes of evaluating presentations.
- Describe the areas to observe during a presentation.
- Evaluate a presentation.

Lesson XI: Group Dynamics

Distinguish between the content and process in a group interaction.

Describe how the group interaction impacts the content development in training materials.

Lesson XII: practice Training II

List the requirements for presentation of a 25 minute lesson guide.

Describe the guidelines to ensure that a topic and presentation satisfy the requirements.

Prepare and present a lesson guide.

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OBJECTIVES

Assessing the Adult Student
Manual I

★ **UNIT I: THE ROLE OF ASSESSMENT IN ADULT EDUCATION**

The learner will be able to:

✓ Identify the types of assessments that are used in adult education programs.

✓ Understand the typical uses of educational testing information.

★ **UNIT II: UNDERSTANDING TEST RELIABILITY AND VALIDITY**

The learner will be able to:

✓ Understand the significance of test reliability and validity.

✓ Identify factors that affect the reliability of test scores.

✓ Know why grade equivalency scores are often misinterpreted.

★ **UNIT III: ADMINISTERING STANDARDIZED TESTS**

The learner will be able to:

✓ Discuss the difference between preparing students for a standardized test and teaching to the test.

✓ Know the guidelines for administering a standardized test.

✓ Describe testing accommodations for students with disabilities.

★   *UNIT IV: INTERPRETING TEST RESULTS TO ADULT*
     STUDENTS

The learner will be able to:

✅   Interpret various assessment scores used in adult education
     programs.

✅   Differentiate between a norm-referenced score and a criterion-
     referenced score.

✅   Discuss the importance of confidentiality and security as
     related to tests and measurements.

✅   Describe the differences between a percentile and a percentage
     score.

✅   Distinguish between criterion- and norm-referenced
     achievement testing.

★   *UNIT V: ACCOUNTABILITY AND STUDENT TRACKING*

The learner will be able to:

✅   Understand the need for accurate assessment of and accounting
     for student performance in adult education programs.

✅   Identify the kind of data that will substantiate the success of
     adult education programs and justify continued funding.

✅   Identify the two legislative mandates that drive the reform in
     adult education.

✅   Describe the key priorities of the reform systems.

ACTIVITIES

1. ICEBREAKER: OPENING GROUP ACTIVITY

Distribute index cards to the group. Divide them into groups of tree or more, and instruct them to fill out the cards with their response to the words "you probably won't believe it, but I..." After filling out the cards, one member of the group is to gather the cards, shuffle the, and redistribute them. After each member reads the contents of the card, have the group guess whom the card belongs to. Allow some time for explication of the cards.

ALTERNATIVE ICEBREAKER: OPENING GROUP ACTIVITY

Distribute index cards to the group. Instruct them to fill out the card with their response to the words "My objective for this workshop is..." After filling out the cards, the members of the group are to exchange cards with someone, and interview that person briefly. IF time allows, have individuals give a brief introduction of the person they interviewed.

2. ACTIVITY: TAKING THE TABE TEST YOURSELF

Administer to the group a small part of the TABE, such as the Punctuation and Capitalization section of the Language Test. Let them use a letter as a personal ID. Go ver directions for filling out answer sheet and what the test will measure. Go over samples. Give them five minutes to do the section (the normal time allowed is 15 minutes). Collect, have someone score or score together, and then discuss how they felt about the test.

3. EXERCISE: USING ASSESSMENTS IN EDUCATION

Complete the two Types of Educational Assessments: True/False and Fill-In-The-Blanks.

TYPES OF ASSESSMENTS USED IN EDUCATION

TRUE/FALSE
FILL-IN-THE-BLANK SHORT ANSWER

Workshop presenters may use these two exercises in one of two ways:

(1)   have each participant complete both exercises, allowing time for discussing the answers after each;

(2)   divide the participants in half, assigning one group to complete the True/False exercise and the other group the Fill-In-The-Blank exercise.

Allow time to discuss each one so that the entire group benefits from both sets of questions. Discuss the differences between the two types of assessments, have the participants consider them from both the instructor's and the students' points of view.

TYPES OF EDUCATIONAL ASSESSMENTS I

*Note: True-False assessments are an effective measure when distinguishing fact from opinion.

DIRECTIONS: Read each of the following statements and decide whether they are true or false.

_____ 1.   An example of an alternative type of assessment is a portfolio   assessment.

_____ 2.   A learning style assessment is used to determine current academic skills.

_____ 3.   Results obtained from interest inventories can help students to make better educational and occupational choices.

_____ 4.   We should only administer diagnostic tests after standardized achievement tests.

_____ 5.   An aptitude test may be used to identify a student who is achieving poorly due to a motivational problem.

_____ 6.   Diagnostic tests measure a sample of content related to broad learning objectives.

_____ 7.   We should only give aptitude tests before instruction occurs.

_____ 8 .   The best type of assessment to determine how well a student has mastered specific content taught in school is an aptitude test.

_____ 9.   Students with disabilities who require reasonable recommendations both during testing situations and in the classroom are protected by legislation.

_____ 10.   Anecdotal records on students kept by teachers and portfolios (folders holding collections of student work) would be considered alternative assessments.

ANSWER KEY

TYPES OF EDUCATIONAL ASSESSMENTS I

1. **TRUE**

2. **FALSE** A learning style assessment is used to determine the most effective way a student learns - for example, from a visual or an auditory approach. An achievement test would measure current academic skills.

3. **TRUE**

4. **FALSE** Although it may be helpful to have the results of an achievement test to identify broad strengths and weaknesses, a diagnostic test can be administered before an achievement test. For example, a diagnostic math test will be useful to both the student and the teacher in a math course where instruction is individualized. The TABE test offers some diagnostic information that increases the usefulness of the diagnostic test results.

5. **TRUE**

6. **FALSE** An achievement test measures broad learning objectives using a sample of learning tasks, while a diagnostic test measures specific content related to instructional objectives.

7. **FALSE** While aptitude tests may be given before beginning instruction, they may also be administered when a teacher senses a discrepancy between a student's ability to learn and his demonstrated achievement.

8. **FALSE** Achievement tests measure what a student has learned during formal education, while aptitude tests measure potential for learning.

9. **TRUE**

10. **TRUE**

TYPES OF ASSESSMENTS USED IN EDUCATION II
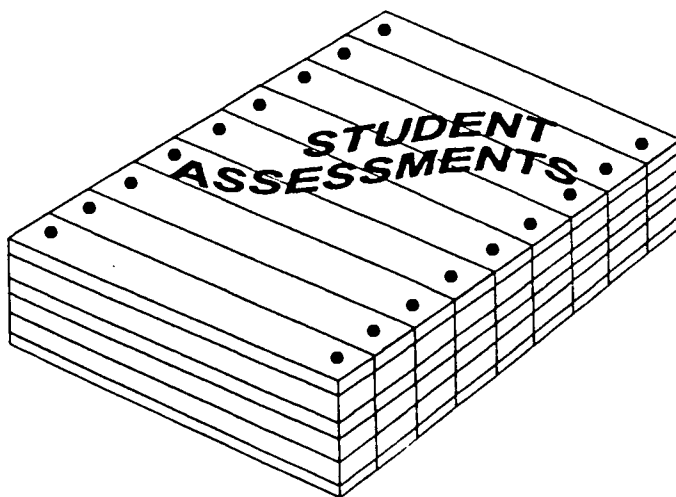
FILL-IN-THE-BLANKS

DIRECTIONS: Complete the following statements by filling the blanks with the word or phrase needed.

1. Testing is a way in which teachers demonstrate accountability in the classroom. Tests typically used for this purpose include: _____

2. In the State of Florida, academic skill tests for adults are required for students in adult general education programs. Give the name of a test used for this purpose.

    _____

3. Performance-based instruction means that teachers can demonstrate that students are learning the course objectives. This is an example of _____.

4. In the State of Florida, we require testing for students in postsecondary vocational training programs of 450 hours or more to ensure that these students possess basic academic skills. Training certificates are only awarded to those students who meet the minimum requirements. This is an example of _____ testing.

5. Aptitude tests can help to identify students whose achievement in the classroom is lower than their potential for success. Name a factor that may explain the discrepancy between achievement and potential. _____

6. Assume that district-wide standardized achievement test results show that most of the students are significantly below national norms in reading. Using this information to plan the number of new remedial reading courses needed would be important to what group of educators? _____

7. We are increasingly determining employment decisions, such as hiring and promotions, through testing. What type of assessment may be used to measure a prospective employee's ability to learn to operate a computer?

_____

8. Sometimes students experience difficulties learning in the classroom when print- based materials alone are used to present new material. We call an assessment that may help to identify other instructional methods to help such students a _____.

ANSWER KEY

TYPES OF ASSESSMENTS USED IN EDUCATION II
FILL-IN-THE-BLANKS

1.   achievement or standardized

2.   TABE

3.   accountability

4.   minimum competency

5.   motivation, learning style does not match teaching style

6.   administrators

7.   an aptitude test

8.   learning style assessment

ACTIVITY

Design A Student Questionnaire

Materials needed: Poster-sized sheets of paper
1 marker per group

Time required: 20 minutes

Directions:

Say,

"Most experienced ABE teachers will tell you that the placement test results are just a starting point for you. You need much more information about a student in order to help him or her find success. You want anecdotal information on the student, from the student, about his or her past learning experiences. It begins the first day you meet the student when you ask a few open-ended questions about that brought the student back to school and what his or her goals are. It continues as you ask more questions when you work with that student grading papers and providing instruction. It continues all term.

But it will help you if you can provide to the student on his or her first day a questionnaire that can be completed either on paper orally to you.

Divide into groups of _____. Your task is to create the questionnaire you will use in your classroom. It does not have to follow any specific format: design one that you think will be most user-friendly to ALL the students who might walk through your classroom door. You will have 15 minutes to complete the task. You have been provided markers and a sheet of poster paper; please write your finished product on the poster to be hung on the wall."

Allow the teachers to work for 15 minutes, hang the posters on the board and discuss them.

SELF-TEST
ON
UNDERSTANDING TEST VALIDITY AND RELIABILITY

NOTES: This test uses a **Defining Features Matrix.** It assesses your skills in categorizing important information according to a set of critical defining features. It is useful when you want to see how well someone can distinguish between similar concepts.

DIRECTIONS: Place an (x) within the brackets for a category that best matches the description in the left column.

Description	Reliability	Validity
Consistency of results	{ }	{ }
Evidence for proving the usefulness of test results	{ }	{ }
Variation of test scores	{ }	{ }
Test items accurately measure the instructional objectives or intended content	{ }	{ }
Consistency of test scores with different test forms	{ }	{ }
The stability of test scores over a given period	{ }	{ }
Predicts future performance	{ }	{ }

ANSWER KEY

SELF-TEST
ON
UNDERSTANDING TEST VALIDITY AND RELIABILITY

Description	Reliability	Validity
Consistency of results	{X}	{ }
Evidence for proving the usefulness of test results	{ }	{X}
Variation of test scores	{X}	{ }
Test items accurately measure the instructional objectives or intended content	{ }	{X}
Consistency of test scores with different test forms	{X}	{ }
The stability of test scores over a given period	{X}	{ }
Predicts future performance	{ }	{X}

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ACTIVITY

Michael is a 20 year old student who has been in your class for five weeks. He is shy and usually sits in the back of the room. On two occasions, you noticed he had fallen asleep. He usually tries to read and take notes, but looks somewhat confused. After several classes, he has come up to you to comment on something you said when the two of you were working together (he seems very interested in the content of the books he is working in) or to ask for clarification of an assignment. Michael seems anxious and seeks your reassurance that he is doing ok. This is, in fact, a problem since he isn't doing well. He has turned in one short written assignment. This paper was done in pencil, had many spelling errors, was hard to read, and minimally met your standards for successfully completing that assignment. Michael has taken one short test which involved writing answers to questions. He completed about 2/3 of the test. His responses were mostly inaccurate and he did not successfully complete the test.

What five action steps would take to assist this student? (List in prioritized order.)

SOME STRATEGIES FOR MICHAEL

Here are some things we know about Michael:

- **SOCIAL SKILLS**
  Shy
  Sits in back of the room
  Has fallen asleep in class
  Seems anxious and wants reassurance

- **ORAL SKILLS**
  Can come back later and comment on something the teacher said previously

- **WRITTEN SKILLS**
  Reads and looks confused
  Brings assignments back for clarification
  Papers contain many spelling errors; has poor legibility

Only completed 2/3 of essay-style test
Gives inaccurate written responses

Michael's difficulties seem to center in the written language areas and in the area of social interaction. While he listens and retains that he hears, he appears to have difficulty working with print-based materials. He falls asleep while taking notes and needs to sk questions about assignments made in writing. His in-class work shows an inability to put information down on paper in a readable fashion: he has spelling errors, poor handwriting, and cannot get the work done in the allotted time.

Teachers should identify that Michael needs to do more work orally. His teacher could read the assignments to him or have a peer do so. Michael may need a reader for longer sections of textbooks, so that he can follow along in the text while listening. While Michael's social skills may suggest that group work is not advisable, working with a partner might be very helpful.

Michael may need to take tests orally or be given longer time to complete them. If an answer seems incomplete, the teacher could ask Michael to clarify what he was saying in his answer. He may orally add the information that he did not get down on paper. Another option is to decide what amount of work will qualify as sufficient. If an exercise has 20 sentences to punctuate, perhaps doing 15 would suffice. Michael might get the 15 done in the time allotted and not lose points for the other five.

He may need frequent, short breaks when working with print-based materials. Since he has fallen asleep twice while reading, a teacher could encourage him to read standing up, even to read aloud while he walks.

Michael needs assignments on which he can succeed to build his self-confidence, and needs reassurance that the teacher knows he is working very hard. The teacher might want to have him sit near the front of the room where questions can be easily answered and encouragement

quietly given.

There are many other strategies that might work with Michael; perhaps only one will work. Michael's teacher needs to begin trying different strategies and writing down how effective they were. None cost money. The teacher needs only be aware of what is happening with Michael and be willing to experiment with approaches. Accommodating Michael might be very easy.

COMPARISON OF TWO BASIC APPROACHES TO ACHIEVEMENT TESTING

	NORM-REFERENCED TESTING	CRITERION-REFERENCED TESTING
Principal Use	Survey Testing	Mastery testing
Major Emphasis	Measures individual differences in achievement	Describes tasks students can perform
Interpretation Results	Compares performance to that of other individuals	Compares performance to a clearly specified achievement domain
Content Coverage	Typically covers a broad area of achievement	Typically focuses on limited set of learning tasks
Nature of specifications Test Plan	Table of specifications is commonly used	Detailed domain are favored
Item Selection Procedures	Items are selected that provide maximum discrimination among individuals (to obtain high score variability). Easy items are typically eliminated from the test.	Includes all items needed to adequately describe performance. No attempt is made to alter item difficulty or to eliminate easy items to increase score variability.
Performance Standards	Level of performance is determined by relative position in some known group (ranks fifth in a group of twenty)	Level of performance is commonly determined by absolute standards (demonstrates mastery by defining 90 percent of the technical terms)

Source: Gronlund. N.E., How to Construct Achievement Tests.
Page 12 Prentice - Hall, Inc., Englewood Cliffs. NJ 07632

SELF-TEST

COMPARING NON-REFERENCED AND CRITERION-REFERENCED ACHIEVEMENT TESTS

NOTES: This test uses a **Defining Features Matrix.** It assesses your skills in categorizing important information according to a set of critical defining features. It is useful when you want to see how well someone can distinguish between similar concepts.

DIRECTIONS: Place an (x) within the brackets for a category that best matches the description in the left column.

Description	Norm-Referenced Testing	Criterion-Referenced Testing
Measures individual differences in achievement	{ }	{ }
Primarily used for mastery testing	{ }	{ }
Usually covers a broad range of outcomes with few test items per outcome	{ }	{ }
Discrimination among students emphasized	{ }	{ }
Compares performance to clearly specified instructional objectives	{ }	{ }
Licensing exams are an example of this type of test	{ }	{ }
Demonstrates mastery by defining 90% of the technical terms	{ }	{ }

Description	Norm-Referenced Testing	Criterion-Referenced Testing
This test would most likely be used to select candidates	{ }	{ }
Compares performance to that of other individuals	{ }	{ }
Typically covers a broad area of achievement	{ }	{ }
Could rank a student fifth in a group of 20	{ }	{ }
Describes student performance on specific learning tasks	{ }	{ }
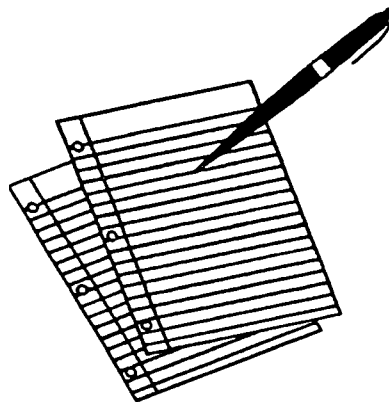
ANSWER KEY

SELF-TEST
COMPARING NON-REFERENCED AND
CRITERION-REFERENCED ACHIEVEMENT TESTS

Measures individual differences in achievement	{ X }	{ }
Primarily used for mastery testing	{ }	{ X }
Usually covers a broad range of outcomes with few test items per outcome	{ X }	{ }
Discrimination among students emphasized	{ X }	{ }
Compares performance to clearly specified instructional objectives	{ }	{ X }
Licensing exams are an example of this type of test	{ }	{ X }
Demonstrates mastery by defining 90% of the technical terms	{ }	{ X }
This test would most likely be used to select candidates	{ X }	{ }
Compares performance to that of other individuals	{ X }	{ }
Typically covers a broad area of achievement	{ X }	{ }
Could rank a student fifth in a group of 20	{ X }	{ }
Describes student performance on specific learning tasks	{ }	{ X }

STUDENT MULTI-REFERENCED REPORT

===

FLORIDA COMMUNITY COLLEGE   TABE 87

NAME: ALICE LIDDELL

===

	NR	NA	SS	GE	OM
VOCABULARY	24	30	770	9.5	80
READING COMP	30	40	754	8.4	50
MATH COMP	45	48	765	6.9	100
MATH C & A	34	40	713	5.9	67
LANGUAGE MECH	19	30	717	8.2	40
LANGUAGE EXP	34	45	724	7.9	57
SPELLING	28	30	767	12.9	100
TOTAL READING	54	70	762	9.0	
TOTAL MATH	79	88	739	6.5	
TOTAL LANGUAGE	53	75	721	8.1	
TOTAL BATTERY	186	233	741	7.7	

READING LEVEL	D5
MATH LEVEL	E5
LANG/SPL LEVEL	D5

	GED		(PREDICTED)	GED
WRITING	44	SCIENCE		47
LIT/ARTS	47	SOCIAL STUDIES		47

NR=NUMBER RIGHT   NA=NUMBER ATTEMPT
SS=SCALE SCORE   GE=GRADE EQUIV
          OM=OBJECTIVES MASTERED

OBJECTIVE	RIGHT POSS	MST LVL	%CORRECT STD
VOCABULARY			
SYNONYMS	6/7	+	86
ANTONYMS	4/4	+	100
HOMONYMS	4/4	+	100
AFFIXES	4/4	+	100
WDS IN CONTEXT	6/11	-	55
SUBTEST AVG			80
READING COMP			
PASSAGE DETAILS	9/9	+	100
CHAR ANALYSIS	4/4	+	100
CENTRAL THOUGHT	6/9	P	67
INTERPRET EVENT	5/8	-	63
WRITING FORMS	0/3	-	0
WRITING TECHNIQ	6/7	+	86
SUBTEST AVG			75
MATH COMP			
ADD WHOLE NO.	8/8	+	100
ADD DECIMALS	4/4	+	100
ADD FRACTIONS	3/4	+	75
SUB WHOLE NO.	8/8	+	100
SUB DECIMALS	4/4	+	100
SUB FRACTIONS	3/4	+	75
MULT WHOLE NO.	8/8	+	100
DIV WHOLE NO.	7/8	+	88
SUBTEST AVG			94
MATH C & A			
NUMERATION	8/8	+	100
NUMBER SENTENCE	6/6	+	100
NUMBER THEORY	5/6	+	83
PROBLEM SOLVING	8/11	P	73
MEASUREMENT	3/5	-	60
GEOMETRY	4/4	+	100
SUBTEST AVG			85

OBJECTIVE	RIGHT POSS	MST LVL	%CORRECT STD
LANGUAGE MECH			
NOUNS, PRON, ADJ	4/4	+	100
BEG WDS/TITLES	2/4	-	50
PERIOD, ?, !	2/4	-	50
COMMA, :, ;, " "	3/10	-	30
PROOFREADING	8/8	+	100
SUBTEST AVG			**83**
LANGUAGE EXP			
PRONOUNS	4/4	+	100
VERBS	4/5	+	80
ADJECTIVES, ADV	5/5	+	100
SENTENCE RECOGN	6/6	+	100
SENT COMBINING	5/9	-	56
TOPIC SENTENCE	6/10	-	60
SENT SEQUENCE	4/6	P	67
SUBTEST AVG			**76**
SPELLING			
VOWEL SOUNDS	10/12	+	83
CONSONANT SOUND	8/8	+	100
STRUCTURAL UNIT	10/10	+	100
SUBTEST AVG			**81**
TOTAL AVG			**81**

+ = MASTERED
P = PARTIALLY MASTERED
- = NOT MASTERED

BATCH 123456-78
TEST DATE: 01/31/96
RUN DATE: 01/05/96

ID NUMBER -
2121311999
CODES A-J

USING ASSESSMENT RESULTS

Alice Liddell: A Case Study

Alice is a 20 year old single mother of a three-year-old son. She completed the 10th grade at her regular high school and is now enrolled in the high school completion program at FCCJ. Alice's transcript shows mostly B's and C's. Alice believes that the high school completion program is better than the GED for students planning to enroll in college programs at FCCJ. Alice currently works as a part-time cashier at Winn Dixie.

LEARNING STYLE PROFILE

Alice benefits from worksheets and workbook exercises in mathematics. She will benefit from audio tapes, rote oral practice, a lecture or a class discussion. Alice may benefit from using a tape recorder to make tapes for listening, from teaching another student, or from conversing with the teacher.

APTITUDES	Below Average	Average	Above Average	PERCENTILE
General Learning		x		65
Verbal		x		67
Numerical		x		69
Spatial			x	82
Form Perception	x			36
Clerical Perception	x			35
Motor Coordination	x			1
Finger Dexterity	x			17
Manual Dexterity	x			25
Eye/Hand/Foot Coordination	x			44

SELF-TEST

INTERPRETING ALICE LIDDELL'S TEST SCORES

DIRECTIONS: Using the information given in the student case study on Alice Liddell, answer the following questions on a separate sheet of paper.

---

1.   Assuming that the assessment results are current, is there anything from these results that surprise you? If you answer yes, please elaborate.

2.   How can you use the Number Right and Number Attempted scores to gain more information about this student?

3.   What might explain her low reading score?

4.   What characteristics or motivational styles might you capitalize on to improve her performance?

5.   What would you do if you did not agree with these assessment results?

6.   What do you think is important while communicating test scores to students?

USING TEST RESULTS IN THE CLASSROOM

OBJECTIVE:

Discuss how to use the state performance standards, objectives measured by the TABE, and a student profile in the classroom.

MATERIALS NEEDED:

- Selected section of the performance standards and objectives measured by the TABE

- Description of what the TABE covers

- Student Profile(s) containing the following information:

  1. Test scores
  2. Age/Sex
  3. Educational background
  4. Occupation
  5. Educational goals
  6. Handicaps (if applicable)
  7. Learning style
  8. Aptitude test results
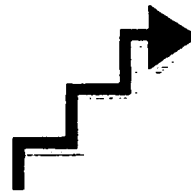
DIRECTIONS:

Review the list of state performance standards, lists of TABE objectives, and the student profile(s) you were given. Discuss in your group how you would help a new adult education instructor. Design a student educational plan.

PROCEDURE:

Participants will be divided into groups of 4-5.

If the workshop leader decides that every group will receive the same profile, follow these procedures:

(1)   allow 15-20 minutes for the groups to analyze the information on the students: one person should agree to be the note taker and one person should agree to be the speaker, who will report the group's ideas to the others.

(2)   At the end of 20 minutes, the workshop leader will ask the first group to list their ideas of how to help a new instructor and shall have someone record those ideas.

(3)   The rest of the groups will present their information in succession. They will only present those ideas that have not yet been presented or ways that they would change how the previous group(s) ideas would work with the new instructor (thus reducing the time needed for each successive group to discuss their ideas).

(4)   When all the groups have presented their ideas, the workshop leader will conduct a 2-3 minute brainstorm of any other ideas that individuals thought of during the discussion.

(5)   The leader will next ask the participants to identify those ideas which are most appropriate for the ABE, GED or AHS classrooms and which ideas can be used in all adult education classrooms.

(6)   The Leader will conclude the activity with a discussion of what information a teacher currently receives and how to secure that information for them.

If the workshop leader decides that every group will receive a different student profile, follow these procedures:

(1)   Allow 15-20 minutes for the groups to analyze the information on the students; one person should agree to be the note taker and one person should agree to be the speaker who will report the group's ideas to the others.

(2)   At the end of 20 minutes, the workshop leader shall distribute a summary of the student profiles and allow time for the participants to read it.

(3)   The workshop leader will ask the first group to present their ideas on how to help a new instructor with one of the student profiles. Also, have someone record those ideas on the board. An open discussion will then be held for 5-7 minutes that will allow other participants to ask questions of the group or to offer new ideas on how to assist the teacher of that student.

        The leader will continue through all the groups and discuss all their student profiles.

(4)   The leader will then ask the participants to identify those ideas which are most appropriate for the ABE, GED or AHS classroom.

(5)   The leader will conclude the activity with a discussion of what information the teacher currently receives and how to secure that information for them.

==

TYPES OF ASSESSMENTS USED IN EDUCATION

TRUE - FALSE ASSESSMENT

*Note: True-False assessments **are** an effective measure when distinguishing fact from opinion.

DIRECTIONS: **Read each of the following statements and decide if it is true or false.**

_____ 1. A learning style assessment is used to determine current academic skills.

_____ 2. Results obtained from interest inventories can help students to make better educational and occupational choices.

_____ 3. Diagnostic tests should only be administered after first administering a standardized achievement test.

_____ 4. An aptitude test may be used to identify a student who is achieving poorly due to a motivational problem.

_____ 5. Diagnostic tests measure a sample of content related to broad learning objectives.

_____ 6. Aptitude tests are relatively quick and economical to administer.

_____ 7. Teacher-made achievement tests are usually superior to standardized achievement measures in content validity.

_____ 8. Minimum competency tests are a form of exit testing.

ANSWER KEY

TYPES OF ASSESSMENTS USED IN EDUCATION

TRUE - FALSE ASSESSMENT

__F__ 1. A learning style assessment is used to determine current academic skills.

__T__ 2. Results obtained from interest inventories can help students to make better educational and occupational choices.

__F__ 3. Diagnostic tests should only be administered after first administering a standardized achievement test.

__F__ 4. An aptitude test may be used to identify a student who is achieving poorly due to a motivational problem.

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__F__ 6. Aptitude tests are relatively quick and economical to administer.

__T__ 7. Teacher-made achievement tests are usually superior to standardized achievement measures in content validity.

__T__ 8. Minimum competency tests are a form of exit testing.

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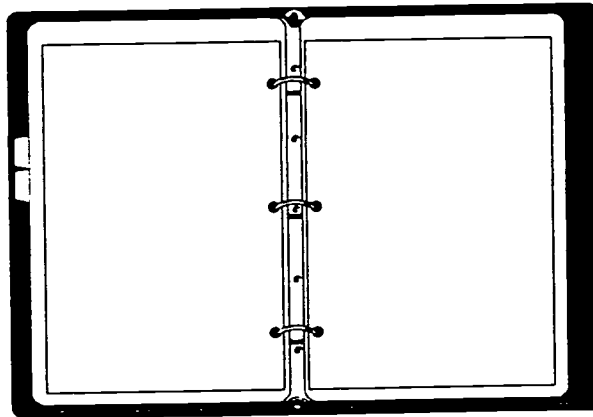
WORKSHEET

MATCHING BASIC MEASUREMENT TERMS AND CONCEPTS

Fill in the letter to indicate the correct match for each of the following terms:

a. testing
b. validity
c. achievement test
d. measurement
e. assessment
f. objectivity

g. norm-referenced measurement
h. reliability
i. criterion-referenced measurement
j. aptitude
k. standardized test
l. self-report

_____ A set of tasks or questions to provide a sample of behavior

_____ Encompasses both measurement and testing

_____ A test that measures what an individual has learned

_____ Consistency in measuring the same trait or quality

_____ Two or more reasonable persons would agree on how to score each item

_____ A test given to individuals under similar conditions

_____ Comparing a student's test performance to an absolute standard

_____ Includes measures, such as questionnaires and rating scales, that are used to obtain personal information from individuals

_____ Comparing an individual student's test score against the score of others taking the same test.

_____ Measures what it says it measures

_____ A natural or acquired ability which predicts how well an individual may perform a particular activity

_____ Is broader than testing as it may also employ observation instruments, use of checklists, and other methods that cannot be precisely construed as testing

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ANSWER KEY

WORKSHEET

MATCHING BASIC MEASUREMENT TERMS AND CONCEPTS

a. testing
b. validity
c. achievement test
d. measurement
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f. objectivity

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_l__ Includes measures, such as questionnaires and rating scales, that are used to obtain personal information from individuals.

_g__ Comparing an individual student's test score against the score of others taking the same test.

_b__ Measures what it says it measures.

_j__ A natural or acquired ability which predicts how well an individual may perform a particular activity.

_d__ Is broader than testing as it may also employ observation instruments, use of checklists, and other methods that cannot be precisely construed as testing

ASSESSING THE ADULT STUDENT

PRE-TEST

Name: _____   Date: _____
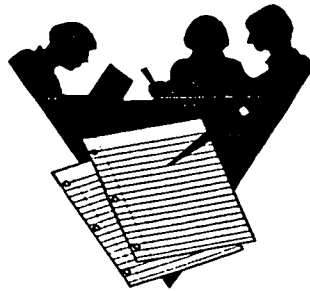
CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1.   The purpose of the Official GED Practice test is to:

   a.   predict high school achievement levels.
   b.   determine readiness to take the full-length GED test.
   c.   determine attitudes towards taking the full-length GED test.
   d.   provide specific information that may be used to design curriculum.

2.   The best type of assessment to determine an individual's current academic skill is:

   a.   an aptitude test.
   b.   an achievement test.
   c.   self-report survey assessment.
   d.   learning style assessment.

3.   Student records are protected legally by the:

   a.   Family Educational Rights and Privacy Act.
   b.   Student Rights Act.
   c.   Educational Notice Act.
   d.   none of the above.

4.   Which of the following is NOT a characteristic of a standardized achievement test?

   a.   in-depth coverage of specific learning objectives
   b.   the presence of norms for interpretation of results
   c.   uniform test administration procedures
   d.   specific scoring directions

5.   It is considered ethically permissible for teachers to:

   a.   use standardized test items in their own classroom tests.
   b.   tutor students on specific subject matter of an upcoming standardized test.
   c.   explain to students the mechanics of taking a standardized test.
   d.   exclude students if they are expected to do poorly on standardized tests.

6. Which of the following laws mandate assessments for disabled students to develop individual education plans?

    a.   Zollie Maynard Act
    b.   IDEA
    c.   PL-142
    d.   all of the above

7. The trend toward performance-based funding will have the following effect(s) on adult education:

    a.   stricter accountability for student success.
    b.   increased funding for adult programs.
    c.   fewer accepted methods of assessment for evaluating student progress.
    d.   all of the above.

8. A learning style assessment is used to determine:

    a.   the most effective way a student learns.
    b.   current academic skills.
    c.   strengths and weaknesses.
    d.   none of the above.

9. A measurement of student performance at the end of instruction is:

    a.   performance-based.
    b.   competency-based.
    c.   achievement tests.
    d.   all of the above.

10. Blueprint 2000, Florida's system of school improvement and accountability, includes in its goals:

    a.   student performance.
    b.   student retention.
    c.   adult literacy.
    d.   a & b.

11. An alternative assessment such as an applied performance test measures:

    a.   how a person performs in actual adult life situations.
    b.   observations of demonstrated skills.
    c.   student portfolios.
    d.   none of the above.

12. Primary elements common to standardized test administration:

   a. test directions are written as a script and are meant to be read verbatim
   b. test is timed
   c. consistency and accuracy in scoring procedures
   d. all of the above

13. Which of the following is not a key term in educational reform?

   a. performance standards
   b. adequate progress
   c. open entry/open exit
   d. accountability

14. The best instrument to measure a student's potential to learn within a specific content area is:

   a. an achievement test.
   b. a temperament factor assessment.
   c. an interest inventory.
   d. an aptitude test.

15. The percentage of correct scores is NOT typically used in interpreting results for which type of test?

   a. norm-referenced: where a student stands in relation to other students
   b. criterion-referenced: how a student's test performance compares to some absolute standard
   c. objectives-referenced: how well the students masters specific instructional objectives
   d. domain-referenced: how well a student is likely to perform on similar items, drawn from the same content area

ANSWER KEY

PRE-TEST

1.	B	6.	D	11.	A
2.	B	7.	A	12.	D
3.	A	8.	A	13.	C
4.	A	9.	A	14.	D
5.	C	10.	D	15.	A

ASSESSING THE ADULT STUDENT

POST-TEST

Name:_____   Date:_____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1.   Achieving-at-a-grade-level is:

    a.   a meaningless term statistically.
    b.   an expectation that we should have for all our students.
    c.   average performance for students in that grade.
    d.   an arbitrary assessment based on standardized achievement test scores.

2.   What is standardized on a standardized achievement test?

    a.   the anticipated level of performance
    b.   the conditions for test administration
    c.   the test validity
    d.   the purpose for which the test is given

3.   Standard scores express an individuals's position in the distribution of scores
    in terms of:
    a.   standard of performance.
    b.   standard deviations from the mean.
    c.   standard deviations from the maximum possible score.
    d.   deviations from a standard of performance.

4.   A term which represents the most typical score in a group of scores is called:
    a.   central tendency.
    b.   correlation coefficient.
    c.   composite score.
    d.   standard score.

5.   Mr. Jones allows his students an extra 20 minutes on a standardized achievement
    test. What is the major consequence of his actions?

    a.   The reliability of the test scores will increase.
    b.   The content validity will decrease.
    c.   Norm-referenced interpretations of the scores will not be meaningful.
    d.   Criterion-referenced interpretations of the scores will be not be meaningful.

6. Test scores of one or more defined groups considered to be representative are called:

    a. achievement values.
    b. standard scores.
    c. norms.
    d. frequencies.

7. How adult education receives its funds and the amount received will be determined by:

    a. the size of the adult education program.
    b. the success of the students in the program.
    c. the number of students who obtain high school or GED diplomas.
    d. all of the above.

8. When two forms of a test are used to measure progress of students within a school term, it is critical that the test results demonstrate:

    a. parallel-form reliability.
    b. split-half reliability.
    c. predictive validity.
    d. content validity.

9. Increasing the number of questions on a given test:

    a. makes the test more difficult to score.
    b. increases the reliability of the test scores.
    c. increases the standard error of measurement.
    d. decreases the reliability of the test scores.

10. Two of the Blueprint 2000 goals are deemed equal and of particular significance to adult education; they are:

    a. goals 3 & 5.
    b. goals 5 & 7.
    c. goals 3 & 7.
    d. goals 1 & 3.

11. The ability to reason and make judgments and to do well in school would best be measured with what type of assessment?

    a. standardized achievement test
    b. aptitude test
    c. learning style assessment
    d. teacher-made achievement test

12. The type of statistical measure which determines the correlation between the Official GED Practice Test scores and the full-length GED test scores is called:

    a. content validity.
    b. predictive validity.
    c. test-retest reliability.
    d. split-half reliability.

13. Priorities of Florida education reform are:

    a. performance standards.
    b. adequate progress.
    c. assessment.
    d. all of the above.

14. Which of the following practices is considered ethical for test users?

    a. Administering alternate forms of a test as practice
    b. Advising examinees in advance of the nature of the test
    c. Teaching the specific content of an upcoming test
    d. Using standardized test questions on locally constructed tests

15. Teachers often prefer criterion-referenced tests to norm-referenced tests because:

    a. they are concerned with how their students relate to other students in national comparisons.
    b. they need to compare the learning in their class to that of other classes.
    c. they are concerned with the specific, discrete knowledge or skills that are assessed rather than global constructs.
    d. they are more reliable.

ANSWER KEY

POST-TEST

1.	C	6.	C	11.	B
2.	B	7.	B	12.	B
3.	B	8.	A	13.	D
4.	A	9.	B	14.	B
5.	C	10.	C	15.	C

INSTRUCTOR SELF-EVALUATION

Please use the following scale to respond to each statement:

- 5 - Strongly agree
- 4 - Agree
- 3 - Neither agree nor disagree
- 2 - Disagree
- 1 - Strongly disagree

Directions: Please circle the corresponding number next to each statement.

As a result of *Assessing the Adult Student,* I:

1. am more knowledgeable about assessments that   1 2 3 4 5
   are applicable to adult learners.

2. am more comfortable using the TABE results/   1 2 3 4 5
   information for my students.

3. am more confident referring students for career   1 2 3 4 5
   assessment.

4. am re-evaluating the reliability and validity of the   1 2 3 4 5
   tests I administer.

5. now take more precautions to ensure the security   1 2 3 4 5
   of the tests I administer.

6. take more time to ensure that my students have   1 2 3 4 5
   the prior knowledge needed to work on assigned tasks.

7. find myself endorsing the TABE more enthusiastically   1 2 3 4 5
   to my students.

8. find myself assessing student mastery more thoroughly. 1 2 3 4 5

9. find myself completing the student tracking forms with 1 2 3 4 5
   greater accuracy and timeliness.

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10. am more conscientious about keeping records that track   1   2   3   4   5
    my students' success because I understand the State's
    accountability mandate.

11. feel more confident about developing valid pre- and   1   2   3   4   5
    post-tests that measure my students' achievements.

12. have a better understanding of the ethical issues   1   2   3   4   5
    related to "teaching to a test."

Please respond to the following statements:

1. I found the material most relevant to my classroom work was the information on:

    _____

    _____

    _____

2. Because I understand the TABE results more clearly, I found that I have used the
   information in the following ways:

    _____

    _____

    _____

3. Additional comments:

    _____

    _____

    _____

    _____

    _____

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STUDENT EVALUATION

Please answer the following questions about your instructor in this class. The evaluation will not affect your teacher's job in any way because we will not know who your teacher is. You should be very honest in rating your instructor.

<u>DIRECTIONS:</u>
Please use the following scale to rate your instructor: 5 = <u>STRONGLY AGREE</u>
(Circle the number that matches your opinion.)   4 = <u>AGREE</u>
3 = <u>DON'T KNOW</u>
2 = <u>DISAGREE</u>
1 = <u>STRONGLY DISAGREE</u>

1.	My instructor explained what was expected of me in the classroom.	5	4	3	2	1
2.	My instructor presents the subject matter in a way that I can easily understand.	5	4	3	2	1
3.	My instructor understands me and how I learn.	5	4	3	2	1
4.	My instructor is open to questions or comments from students.	5	4	3	2	1
5.	My instructor makes time to work directly with me when I need it.	5	4	3	2	1
6.	My instructor helps me find extra materials or learning activities when I have problems learning from the regular classroom materials.	5	4	3	2	1
7.	My instructor provides feedback on all my work quickly enough to benefit me.	5	4	3	2	1
8.	My instructor seems to respect me as a person.	5	4	3	2	1
9.	My instructor encourages me to succeed.	5	4	3	2	1
10.	I would recommend this instructor to another student.	5	4	3	2	1

COMMENTS:

_____

_____

_____

OBJECTIVES

> ## The Philosophy of Teaching Adult Students
> ## Manual II

★ **UNIT I: STATEWIDE FRAMEWORK OF ADULT EDUCATION**

The learner will be able to:

✓ Comprehend the roles of the State, adult education providers (public and private agencies), and the adult education teacher in relation to one another.

✓ Understand the future direction of our State's adult education programs.

★ **UNIT II: CHARACTERISTICS OF ADULT LEARNERS IN LITERACY PROGRAMS**

The learner will be able to:

✓ Discuss the impact of student diversity on student success and instructional methodologies.

✓ Identify characteristics of adult learners.

✓ Define the term "adult literacy."

✓ Present the profile of students in a literacy program

★ **UNIT III: THE ADULT EDUCATION CLASSROOM**

The learner will be able to:

✓ Discern the need for peen-entry/open-exit classrooms and their impact on the instructor and the student.

✓ Understand how instructors can provide accountability for student success in adult education programs.

- ✓ Identify two ways to help adult students set their educational goals.
- ✓ Identify one critical teaching skill and one critical non-curriculum based skill that will help empower adult learners.
- ✓ Understand how competency-based education affects the adult education classroom.
- ✓ Recognize the significance of the Family Educational Rights and Privacy Act of 1974.
- ✓ Understand the importance of class size and recruitment to adult studies programs.

★ UNIT IV: THE ADJUNCT EXPERIENCE

The learner will be able to:

- ✓ Identify common problems encountered by new instructors and ways to meet the challenges.
- ✓ Know how to access institutional resources.

★ UNIT V: CREATING QUALITY IN THE ADULT EDUCATION CLASSROOM

The learner will be able to:

- ✓ Identify successful components of a quality classroom.
- ✓ Define the term Total Quality Management (TQM).
- ✓ Implement a team approach in the classroom.
- ✓ Define the term Total Quality Learning (TQL).
- ✓ Identify adult education learning tools.
- ✓ Sustain quality instruction in the non-traditional adult education classroom.
- ✓ Maintain a successful one-on-one, self-paced instructional classroom environment.

ACTIVITY

THE SEVEN STEPS OF PROBLEM SOLVING

1.   IDENTIFY PROBLEM OR OPPORTUNITY

2.   ASSESS CURRENT SITUATION

3.   ANALYZE DATA

4.   IMPLEMENT PILOT TEST

5.   CHECK TO ENSURE DESIRED RESULTS HAVE BEEN ACHIEVED

6.   CONDUCT FULL-SCALE IMPLEMENTATION

7.   PLAN FUTURE IMPROVEMENTS

GROUP ACTIVITY

The facilitator will explain to the participants the purpose and process to be used during the session. There will be three steps: brainstorming, evaluation, and planning. Two participants will be selected to record ideas on the index cards and one participant will be selected to pin the ideas on the board.

1)   *Brainstorming:* a free-flowing expression of ideas; all ideas will be recorded; no evaluation or discussion will occur during this phase. (15 min.)

2)   *Evaluation:* a chance for participants to select their favorite ideas for planning; each participant will come to the board and place a sticky dot on their top five brainstorming ideas. Or, if the group is too large to permit all participants to select, they will be placed in groups to decide the top five ideas collectively and have one group representative come forward to the board. (10 min.)

3) *Planning:*generating solutions; the top five (or more) ideas will be selected for the planning phase; (all ideas, even the ones not selected for the planning phase, will be included in the print-based material); cards outlining solutions will be posted under the five ideas. (15 min.)

MATERIALS

sticky dots

index cards

markers

pins

cork board

rubber bands
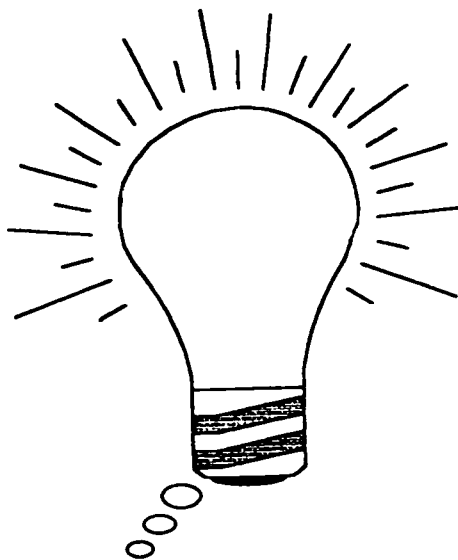
Brainstorming

Brainstorming is probably the most commonly used tool in problem solving. It is most useful in tapping the collective knowledge of people because it separates the creation of ideas from the evaluation of ideas.

● **How Do You Brainstorm?**

1. It is important in brainstorming to remind the team to follow these rules:
2. Think in new ways - break out of mental sets.
3. Go for quantity. The way to have a good idea is to have a lot of ideas.
4. No judging, arguing, criticizing, or evaluating.
5. Build on each other's ideas.
6. Wild and humorous ideas help creativity.
7. Everyone participates.
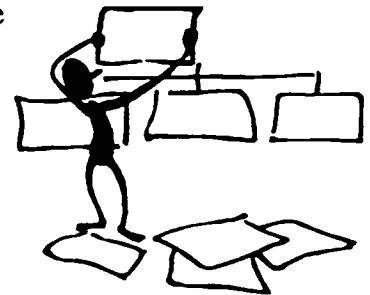
● **Tips**

1. Use a flowchart when brainstorming and hang up sheets as they are filled.
2. Always repeat the idea of the person giving it to avoid judging ideas as they are given.
3. Paraphrase ideas that are given, with concurrence from the tram member.

● **Outcome**

The team should have a long list of ideas. The ideas may fulfill the purpose of any of the steps in problem solving, including problem definition, suspected causes, or possible solutions.

Mind Mapping

Mind mapping is a method that has been developed to aid in breaking through our barriers to creativity. Mind mapping is intended to tap into creative capacity by paralleling the way our minds organized information through associations, rather than in perfect orderly categories like information in a library.

When Do You Use Mind Mapping?

Mind mapping is appropriate at any step of problem solving when new ideas are required. It can be used as an individual or group tool.

How Do You Create A Mind Map?

Write an issue, problem, or situation in a box in the center of a page. Think of the big categories related to this item and draw branches out from the center and level them with the major headings. As ideas related tho this category occur to you, draw limbs onto the branch and write the ideas. As new associations continue to occur, add new limbs or draw other branches.

Save any evaluation or sorting until you have exhausted your thoughts. As you scan the page and see relationships between the ideas on different limbs, draw connecting line with different colored markers between these ideas.

Tips

This method is one of the least structured ways of stimulating creativity. The form is of no importance.

Use Mind Mapping to come up with creative ideas for using each of the quality principles and keys presented. Use a different map for each area: Customer Service, paradigms, Team Approach, Empowerment, and Quality Tools, and Outcomes & Accountability. Put the Title

in the center of the page and begin thinking of ways to put it into practice in your classroom or program.

Example:
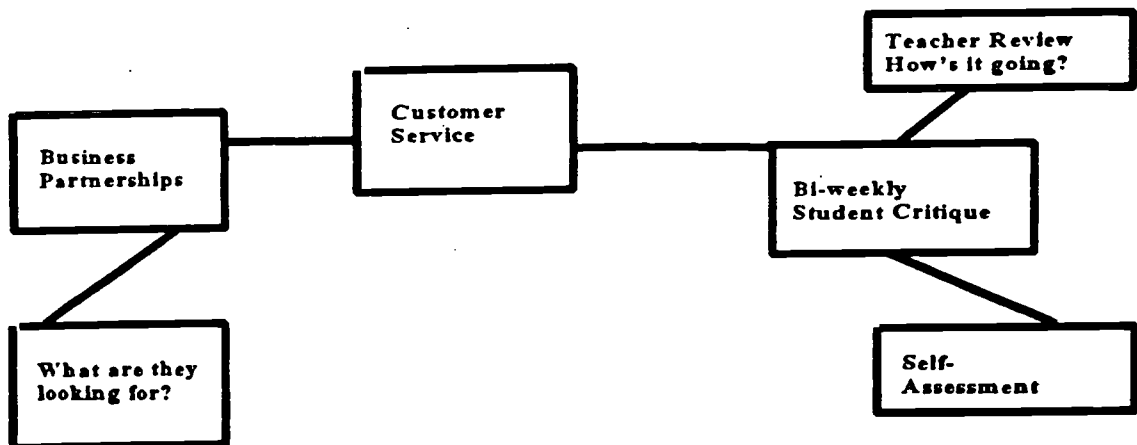
INDIVIDUALIZED ACTIVITY

Have each individual take ten minutes and draw mind map of a problem facing the team. After working alone, have team members put their ideas together on a master mind map that has been taped to the wall. Any time someone has an idea or discovers a problem, they can add an idea to an existing branch or draw in a new branch to accommodate their idea.

GROUP ACTIVITY

After everyone has developed one mind map individually, form teams with members who have created each of the six areas covered. Give each team a piece of poster board, scissors, construction paper, markers, glue stick, glitter, and stickers (any other creative materials can be added or substituted). Tell each team to use some of the ideas produced during mind mapping and create a pictorial display of the Quality classroom using the Quality principles. Teams should use good Team skills to plan their project and creative forms and drawing to represent their ideas. Words should be used minimally on the design.

· Have teams choose a spokesperson who will present the final design.

MULTIVOTING

(To reduce a large list of alternatives)

Multivoting is a decision making tool to select the most important or popular items from a list. This is accomplished with a series of votes, each of which reduces the number of items.

1. Generate a list of items and number each item.

2. If two or more items are similar, combine them but only if the group agrees, and renumber if necessary.

3. Have all members choose several items they would like to discuss or address by writing down the numbers of these items on a sheet of paper. Allow each member of a number of choices equal to at least one-third of the total number of items on the list.

4. Let members vote for their choices by a show of hands as each item number is called out. If there is a need for secrecy, conduct the vote by ballot.

5. To reduce the list, eliminate those items with the fewest votes. Rules of thumb:

    - Group size 5 fewer, cross out items with 1 or 2 votes
    - Group size 6 to 15, cross out items with e or fewer votes
    - Group size larger than 20, eliminate items with 4 or fewer votes

Repeat steps 3 through 5 on the remaining list with the choice reduced accordingly. Continue until only a few items remain then discuss the top priority.

NORMAL GROUP TECHNIQUES FOR PRIORITIZATION

(To rank-order a list of alternatives)

1. Letter the alternatives from A to Z.

2. Have each team member copy the list of alternatives onto a sheet of paper.

3. Each participant then ranks the alternatives in order of importance. The most important idea gets the highest number. If there are eight ideas, the most important gets an eight; the least important gets a one.

4. Collect the participants rankings.

5. Add the collective rankings for each alternative. The alternative considered most important by the group is the one with the highest total score.

Example: Solutions to Data Entry Errors

Idea		Individual Rankings	Group Rank
A.	More training	7,7,5,5,6,4,1,2=37	5th
B.	New ribbon	6,8,6,6,4,5,7,8=50	1st
C.	Steady load	8,6,3,1,3,6,6,5=38	4th
D.	More variety	2,4,2,2,1,1,4,6=22	7th
E.	New software	3,5,1,4,5,3,3,3=27	6th
F.	More breaks	4,3,4,3,2,2,2,1=21	8th
G.	Less distractions	1,2,7,8,8,7,5,7=45	3rd
H.	Better lights	5,1,8,7,7,8,8,4=48	2nd

FIRST DAY: A SYNOPSIS

The following answers to this exercise was written by experienced full-time adult education instructors. Perhaps you can use some of their ideas as you plan for your day.

Upon entering the classroom, all students should sign the Sign-In sheet. Ask each student to show you a copy of their registration. (Note: In some programs the classroom teacher will fill out the registration form.) Direct the *returning students* to the file cabinet to get their student daily folder and ask them to begin working. *New students* need to meet with the instructor individually to discuss the following: test scores, goal setting, classroom and attendance policies, and the orientation packet. After doing so, set up the **student folder.** (See Unit I - *Working in the ABE Classroom* for a list of the contents of the Student's Daily Folder.) Explain to the student that it is important that he ask for assistance if needed; remind him that in a self-paced classroom, the student is the monitor of progress: he should realize when he needs more assistance or when he has mastered the content. Next set up the **student's permanent folder** that is kept filed in a locked cabinet. (See Unit I - *Working in the ABE Classroom* for a list of the content of the Student's permanent Folder.)

If you are working in a program where you are to administer the placement test, direct the student to the section of the room where the testing is done. Then proceed with administering the test.

Once new students are taking their tests, the teacher is free to circulate among the returning students, chatting with them or checking to see which area of content they are working on, and letting all of them know you are interested in getting to know them.

Occasionally, a student will lose or forget to bring their test scores. If this situation occurs, you may be able to get copies from your program coordinator. If scores are not available, have the student tell you what he found difficult when taking the placement test or what skill he found difficult when he was attending school. Students are usually very open and willing

4. Avoid certain conflict-reducing techniques such as majority vote, averages, coin flips, and bargaining. When dissenting members finally agree, do not feel that they must be rewarded by having their own way on some later point.

5. Differences of opinion are natural and expected. Seek them out and try to involve everyone in the decision process. Disagreements can help the group's decision because with a wide range of information and opinions, there is a greater chance that the group will hit upon more adequate solutions.

Tips

- Ask these questions to help the consensus process:
- What are our points of agreement?
- What are out points of disagreement?
- Where do we have consensus? A majority? A "hung jury"?
- Are we differing because we have:

  - Different goals or pressures?
  - Different experiences?
  - Different values?
  - "Hot buttons" (certain words or concepts that prompt us to argue and become entrenched)?
  - Polarized into adversarial caricatures of ourselves (for example, "the Customer Advocates" versus "the Budget Guards")?

CONSENSUS DECISION MAKING

●   Consensus does not equate to 100% agreement, which is almost impossible.

●   Consensus does equate to 100% commitment to decision.

●   Commitment to decisions is achieved through a thorough decision and participation among team members.

●   Consensus occurs when each person on the team can say that he has had a chance to speak, has spoken, and has been sincerely heard.

●   The team's decision is accepted with a commitment to the decision and the implementation of the decision.

●   Consensus takes time and trust.

●   Consensus yields team synergy with accompanying bottom line results.

How To Work Toward Consensus

1.   Avoid arguing for your own priorities. Present your position as lucidly and logically as possible; but listen to the other member's reactions and consider them carefully before you press your point.

2.   Do not assume that someone must win and someone must lose when discussion reaches a stalemate. Instead, look for the next-most-acceptable alternative for all parties.

3.   Do not change your mind simply to avoid conflict and to reach agreement and harmony. When agreement seems to come too quickly and easily, be suspicious. Explore the reasons and be sure everyone accepts the solution for basically similar or complementary reasons. Yield only to positions that have objective and logically sound foundations.

INSTRUCTOR ORIENTATION

RESOURCES, INFORMATION, AND/OR SERVICES NEEDED	SOURCES
A comprehensive, thorough orientation program that covers curriculum-related materials and institutional structure information (see preceding table). This orientation should be held *before* instructors enter the classroom for the first time	Your coordinator/the person who hired you
Written material on class size, qualifying class size (to meet registration requirements), enrollment requirements	Your coordinator

PROFESSIONAL DEVELOPMENT

RESOURCES, INFORMATION, AND/OR SERVICES NEEDED	SOURCES
Opportunities to share and obtain information, such as instructional ideas, from peers	Ask your coordinator for a list of names, phone numbers, and teaching locations of peer instructors. Seek an experienced part-time or full-time instructor as a mentor.

The following charts list the resources, information, and services adult education instructors need to transition into the institution in which they work and to continually be effective as instructors. The Sources list provides possible places/people from whom to get this information. As a new instructor, you should use these tables as guides to the kinds of information you will need to gather as soon as possible.

INSTITUTIONAL STRUCTURE	
RESOURCES, INFORMATION, AND/OR SERVICES NEEDED	SOURCES
Who's who in the institution	Institutional directory/your coordinator/ other adjuncts
Who to report to at the teaching site	Institutional organizational chart/your coordinator
Who to contact for any kind of help: ▸ emergencies (fire, health, crime, student disciplinary problems) ▸ duplicating service ▸ mail service	Adjunct orientation handbook/ your coordinator/ the site coordinator if you teach off-campus
Human resources/employee issues ▸ pay period ▸ holidays ▸ time cards ▸ evaluations	Your coordinator/the institution's human resources or personnel office/the business office
Access to buildings and parking	Your coordinator/the site coordinator if you teach off-campus/security officer

ASSESSMENT	
RESOURCES, INFORMATION, AND/OR SERVICES NEEDED	**SOURCES**
Test (TABE, FCAT, HSCT) interpretation and correlation to curriculum	Request that your coordinator/ assessment staff provide you with test correlated curriculum materials
Placement guidelines	Your coordinator/institutional placement guidelines
Final evaluation requirements	Your coordinator
GED: test schedule, test cost FCAT or HSCT: test schedule Vocational/Career planning	Your coordinator/assessment staff

CURRICULUM

RESOURCES, INFORMATION, AND/OR SERVICES NEEDED	SOURCES
Who provides it?	Curriculum development department/ your coordinator
What is the instructor expected to provide?	Your coordinator/experienced instructors
What instructional materials are needed, used and provided?	Your coordinator/instructor resource manual
What are the skill areas/competencies students need to attain/master?	Your coordinator/competency lists by program type/institution's bookstore
What textbooks are used and how can you get them?	Your coordinator/textbook lists by program type
What other materials are available besides textbooks?	Your coordinator/experienced instructors
What is the final evaluation for students?	Your coordinator/institutional guidelines for grading
How does an instructor start a new student/what should be done first?	Your coordinator/experienced instructors
How do you develop a syllabus?	Your coordinator/copies of syllabuses developed by experienced instructors
Who can help with instructional ideas?	Experienced instructors
What are the guidelines for teaching at special/off-campus sites?	Your coordinator

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ASSESSMENT

RESOURCES, INFORMATION, AND/OR SERVICES NEEDED	SOURCES
Test (TABE, FCAT, HSCT) interpretation and correlation to curriculum	Request that your coordinator/ assessment staff provide you with test correlated curriculum materials
Placement guidelines	Your coordinator/institutional placement guidelines
Final evaluation requirements	Your coordinator
GED: test schedule, test cost FCAT or HSCT: test schedule Vocational/Career planning	Your coordinator/assessment staff

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RECORDKEEPING	
RESOURCES, INFORMATION, AND/OR SERVICED NEEDED	**SOURCES**
What are your recordkeeping responsibilities, and who receives your records/reports?	Your coordinator
What responsibility does the instructor have for providing data to other agencies such as courts, social service agencies, drivers' license agencies?	Your coordinator/The Family Educational Rights and Privacy Act of 1974
What accountability/student tracking information should be kept and in what format?	Your coordinator/the institution's student tracking coordinator
What should you know about confidentiality issues?	Your coordinator/The Family Educational Rights and Privacy Act of 1974

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THE PHILOSOPHY OF TEACHING ADULT STUDENTS

PRE-TEST

Name: _____   Date: _____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1. Over the last 35 years, the number of persons without a high school diploma in Florida decreased by:

   a.   31.4%
   b.   4.5%
   c.   15.2%
   d.   41.0%

2. Nationally, what percent of new ABE students are receiving public assistance?

   a.   71.0%
   b.   23.0%
   c.   47.3%
   d.   31.0%

3. When using Quality techniques and principles in the classroom, all of the following are true **except**:

   a.   Students are customers whose quality requirements you must satisfy in order to succeed.
   b.   The student customer is always right.
   c.   Empowerment means everyone has the authority to change the process to meet customer needs.
   d.   Teamwork requires that information needed for analysis is held by the team members who work with the process.

4. In a paradigm shift

   a.   The people who have authority over a process are the ones to identify a radically new way of doing business.
   b.   A pair of dimes is moved from one location to another.
   c.   The old rules are thrown away and new rules become accepted.
   d.   People generally are convinced by data that the new rules will work..

5. Which item is **not** directory information under the Family Educational Rights and Privacy Act of 1974?

a. address
b. date and place of birth
c. GPA
d. dates of attendance
e. weight and height

6. The purpose of the adult education curriculum is to be used as:

a. a framework for instruction
b. a resource to assist the teacher in teaching strategies
c. a guide to determine if competencies or performance standards are achieved in the learning process
d. all of the above

7. The faculty member is responsible for teaching the curriculum that has been provided by their institution of learning which may have been written by:

a. an Adult Studies faculty member
b. the publisher utilized in the classroom
c. the curriculum services of the institution
d. the State Department of Education
e. all of the above

8. All of the following **except** one are teaching competencies essential to empowering adult students:

a. knowledge of the Uniform Adult Education Curriculum
b. one-on-one and group teaching competencies
c. ability to read and interpret adult student assessment results
d. skills and competencies in advising students in college credit programs

ANSWER KEY

PRE-TEST

1. A

2. B

3. B

4. C

5. C

6. D

7. E

8. D

THE PHILOSOPHY OF TEACHING ADULT STUDENTS

POST-TEST

Name: _____   Date: _____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1. In 1995, what percent of adults in Florida did not possess a high school diploma?

    a. 47.6 %
    b. 33.3 %
    c. 25.8 %
    d. 57.0 %

2. The percent of new ABE students who do not receive public assistance is:

    a. 23.0 %
    b. 77. 0%
    c. 36. 0%
    d. 49. 0%

3. Which item is **not** directory information under the Family Educational Rights and Privacy Act of 1974?

    a. weight and height
    b. dates of attendance
    c. date and place of birth
    d. GPA
    e. address

4. When using Quality techniques and principles in the classroom, all of the following are true **except**:

    a. Teamwork requires that information needed for analysis is held by the team members who work with the process.
    b. Empowerment means everyone has the authority to change the process to meet customers' needs.
    c. Students are customers whose quality requirements you must satisfy in order to succeed.
    d. The student customer is always right.

5. In a paradigm shift:

   a. the old rules are thrown away and new rules become accepted.
   b. a pair of dimes are moved from one location to another.
   c. the people who have authority over a process are the ones to identify a radically new way of doing business.
   d. people generally are convinced by data that the new rules are going to work.

6. The faculty member is responsible for teaching the curriculum that has been provided them by their institution of learning which may have been written by:

   a. the State Department of Education.
   b. the publisher utilized in the classroom.
   c. a departmental faculty member.
   d. the curriculum services of the institution.
   e. all the above

7. The purpose of the Adult Education curriculum is to be used as:

   a. a guide to determine if competencies or performance standards are achieved in the learning process.
   b. a framework for instruction.
   c. a resource to assist the teacher in teaching strategies.
   d. all the above

8. An adult education adjunct instructor can help empower adult students by:

   a. developing and implementing learning activities that students can master.
   b. utilizing the experiences and skills that students bring to the classroom to reinforce learning.
   c. recognizing that non-teaching skills, such as "bonding" with students and sharing their triumphs, are important.
   d. all of the above

ANSWER KEY

POST-TEST

1.C

2.B

3.D

4.D

5.A

6.E

7.D

8.D

INSTRUCTOR SELF-EVALUATION

DIRECTIONS: Please use the scale to respond to each statement:

5 = Strongly agree
4 = Agree
3 = Neither agree nor disagree
2 = Disagree
1 = Strongly disagree

Because of this manual, *The Philosophy of Teaching Adult Students,* I:

1. am more knowledgeable about the performance-based   1 2 3 4 5
   funding initiatives at the State level.

2. am more knowledgeable about the changes in the types   1 2 3 4 5
   of programs that will be considered for State funding
   in the future.

3. hold a deeper understanding of the academic and economic   1 2 3 4 5
   problems that high-risk populations of our State have to
   overcome to succeed and be productive citizens.

4. believe that adult education programs should offer the   1 2 3 4 5
   undereducated adults a strong foundation for success.

5. recognize the broad spectrum of reasons beyond motivation   1 2 3 4 5
   that may cause students to leave adult education programs.

6. can tell my students more confidently that future jobs will   1 2 3 4 5
   require them to have a high school diploma or a GED.

7. can assure my students that adult education graduates at post-   1 2 3 4 5
   secondary institutions, on average, perform equal to traditional
   high school graduates in the number of credits earned and GPA'S.

8. am working to find more ways to empower students in   1 2 3 4 5
   my classroom.

9. have a better understanding of the information kept on student   1 2 3 4 5
    records under the guidelines of the Family Educational Rights
    and Privacy Act of 1974.

10. am more careful to ensure the privacy of student record   1 2 3 4 5
    information that I must maintain.

11. have identified new ways to solve problems commonly   1 2 3 4 5
    encountered by part-time instructors.

12. am more aware of the resources I can access at my institution   1 2 3 4 5
    to provide support for my students.

13. am more knowledgeable about what principles and theories   1 2 3 4 5
    should be applied to the adult education classroom.

14. appreciate the paradigm shift that professional development   1 2 3 4 5
    facilitates.

15. see myself incorporating that paradigm shift in the instructional 1 2 3 4 5
    planning and interactions I have with my students.

Please respond to the following statements:

1. I found the material most relevant to my classroom work was the information on:

    _____

    _____

2. Because I understand the adult learner more clearly, I find that I am approaching
    my students in the new ways identified below:

    _____

    _____

3. Additional comments:

    _____

    _____

STUDENT EVALUATION

Please answer the following questions about your instructor in this class. The evaluation will not affect your teacher's job in any way because we will not know who your teacher is. You should be very honest in rating your instructor.

<u>DIRECTIONS:</u>
Please use the following scale to rate your instructor:
(Circle the number that matches your opinion.)

5 = <u>STRONGLY AGREE</u>
4 = <u>AGREE</u>
3 = <u>DON'T KNOW</u>
2 = <u>DISAGREE</u>
1 = <u>STRONGLY DISAGREE</u>

1.	My instructor explained what was expected of me in the classroom.	5	4	3	2	1
2.	My instructor presents the subject matter in a way that I can easily understand.	5	4	3	2	1
3.	My instructor understands me and how I learn.	5	4	3	2	1
4.	My instructor is open to questions or comments from students.	5	4	3	2	1
5.	My instructor makes time to work directly with me when I need it.	5	4	3	2	1
6.	My instructor helps me find extra materials or learning activities when I have problems learning from the regular classroom materials.	5	4	3	2	1
7.	My instructor provides feedback on all my work quickly enough to benefit me.	5	4	3	2	1
8.	My instructor seems to respect me as a person.	5	4	3	2	1
9.	My instructor encourages me to succeed.	5	4	3	2	1
10.	I would recommend this instructor to another student.	5	4	3	2	1

COMMENTS:

_____

_____

_____

_____

OBJECTIVES

From Theory to Practice:
Adult Instructional Methodologies
Manual III

★ UNIT I: MODES OF LEARNING

The learner will be able to:

✓ Identify the principles that describe learning.

✓ Identify the characteristics of instruction that promote learning.

★ UNIT II: MULTIPLE INTELLIGENCES

The learner will be able to:

✓ Comprehend the theory of multiple intelligences.

✓ Identify the eight intelligences with visual and written clues.

★ UNIT III: LEARNING DISABILITIES

The learner will be able to:

✓ Understand how a learning disability is defined.

✓ Understand what characteristics are commonly found in students with learning disabilities.

✓ Understand the evaluation process in diagnosing a learning disability.

✓ Implement practical strategies in the classroom to maximize the functioning of individuals with learning disabilities.

★ *UNIT IV: ACCELERATED LEARNING*

The learner will be able to:

✓ Define the accelerated learning teaching approach.

✓ Know the mental activities of the left and right brain hemispheres.

★ *UNIT V: WHOLE LANGUAGE LEARNING*

The learner will be able to:

✓ Understand the definition and purpose of Whole Language Learning, its general teaching approach and benefits to the adult learner.

✓ Understand the advantages of using volunteers in the classroom as tutors.

✓ Understand several whole language methods that can be taught to volunteers for classroom tutoring.

★ *UNIT VI: COOPERATIVE LEARNING*

The learner will be able to:

✓ Understand the basic goal of cooperative learning.

✓ Use it in an adult education classroom.

COGNITIVE LEARNING

■ You may want to introduce the topic of Cognitive Learning with the following activities:

1. Tell the audience, "Say 'pots'." Have them do it all together. Have them repeat this a second time by saying, "All together now. Say 'pots.' ("Pots.") "Once more. 'Pots'." ("Pots") Then say, "What do you do at a green light?" Most of the group will say "Stop!" in unison. You again ask, "What do you do at a green light?" By this time they catch on, and you'll get some laughter.

2. Tell the students that you're going to display a phrase on the overhead, and that you want to pick someone to merely read it. Display the transparency (T.1) "Tall in the Saddle," keeping the title of the transparency covered. Have someone read the statement in the triangle. (The reader usually misses the second "the" in the phrase.) If he misses it, have him read it again. (By this time, others usually catch on, and again you'll probably get some laughter.) (In case the student happens to "catch" the second 'the' in the phrase, as the class what they think would more commonly happen, and then develop the lesson as you would have).

■ Now ask the students wast the "stimulus" was in these activities. Then ask, since the stimulus was the question in the first case and the phrase in the second, why did different students respond differently? Point out that they were not responding only to the stimuli, but they were also responding to their past experience and expectations. For example, saying "Pots," established expectations for them, and they responded to their expectations instead of the actual stimulus.

■ Point out that behaviorism is unable to explain events such as these; cognitive psychology suggests that the learner isn't responding only to the environment, but is also responding to internal cognitive processes. Note that examples such as these led to interest in what actually is going on in people's minds. This leads to the idea of information-processing.

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Tall

in the

the saddle

Transparency T.1 - "Tall in the Saddle"

■ To illustrate the limitations of working memory, display the transparency(T.2), "Limitations of Working Memory." Tell the students that you're going to show them some letters for about 1 second, and that after you've shown them, they should write them down. Then show the first row only (for about a second). Have the students write the letters. Then repeat the process with the other four rows. (Be careful to avoid displaying the words at the bottom of the transparency)

After you're finished, display the letters and ask them how many got the letters in each case. Nearly all will get the letters in the five-letter row, and fewer will get all the letters in each succeeding row. Point out that the typical adult capacity is from 5 to 1 bits of information, and that these capacities are lower for younger children.

■ To illustrate the process of chunking display the words at the bottom half of the transparency. This displays the same letters in the exercise "chunked" into one or two units. They will see that remembering all the letters in the "chunked" information is easy to remember in each case.

Point out that remembering patterns and relationships is also a form of chunking which frees working memory space. This is the reason that in this class we emphasize relationships rather than isolated pieces of information. When several items of information are related to each other, they essentially become a "chunk." (For example, with a little practice and effort, the information processing model becomes a chunk rather than several pieces of information.)
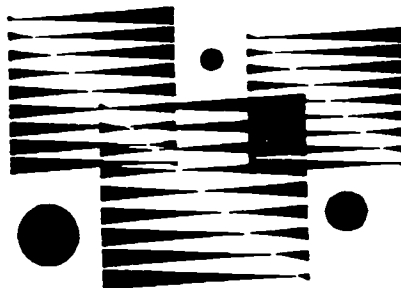
```
R    N    E    L    A

N    H    U    K    E    C    D

C    T    O    N    A    I    D    U    E

T    N    V    E    N    R    I    O    N    E    M

K    W    M    O    R    Y    G    O    R    M    I    N    E
```

LEARN

CHUNKED

EDUCATION

ENVIRONMENT

WORKING MEMORY

Transparency T.2: *The Limitations of Working Memory*

MULTIPLE INTELLIGENCES

LET'S REVIEW
GARDNER'S THEORY OF
MULTIPLE INTELLIGENCES

♦ NATURALIST

♦ VERBAL/LINGUISTIC

♦ LOGICAL/MATHEMATICAL

♦ VISUAL/SPATIAL

♦ BODIAL/KINESTHETIC

♦ MUSICAL

♦ INTERPERSONAL

♦ INTRAPERSONAL

Using our kinesthetic intelligence we could

1 - shake leaves off a tree for **naturalist**

2 - touch our tongues for **verbal/linguistic**

3 - count our fingers for **logical/mathematical**

4 - make some glasses for **visual/spatial**

5 - touch our ties for **kinesthetic**

6 - sing la la la for **musical**

7 - shake the hand of a neighbor for **interpersonal**

8 - think a happy though and smile for **intrapersonal**

ACCELERATED LEARNING

By increasing the connections students have to their learning, we can insure greater recall of information. **Accelerated Learning** makes use of word associations and acrostics to connect learning to a framework that can easily be remembered. Singing the prime numbers to a nursery tune can make memorization easier because as the brain accesses the familiar tune a pathway has been made to the numbers also. Remembering a sentence like, "King Henry Dates Uncle Dimi's Cousin Millie" can help a student recall the metric system: Kilo, Hecto, Deca, Units, Deci, Centi, Milli.

Most critical to the processes of **Accelerated Learning** is the importance and value of the individual. Self-esteem is the one key that begins the cycle of accelerated learning. If a person can feel good about themselves and their learning, it frees the brain from the anxieties that prevent learning from taking place. According to Glen Capelli a calm brain is a brain more receptive to learning. If learning takes place, then self-esteem increases, and if self-esteem increases, then more learning can take place. This is truly the key that unlocks accelerated learning.

WHOLE LANGUAGE LEARNING

The following is an exercise to be completed with workshop participants which will allow them to experience working with the Whole Language Approach to teaching reading.

Approximate time needed for exercise: 15 minutes

Materials needed for each participant: 2 sheets of notebook paper
1 blue or black pen
5 notecards
1 blue or black marker

Directions:

Form dyads with another member of the group, with one member agreeing to play the role of the "learner" and one agreeing to play the role of the "instructor/tutor."

The "learner" and the "instructor/tutor" shall decide on a general topic that will be used for the learning exercise. Examples might be:

My Favorite Vacation   Advice to My Child
My Family   My Favorite Season
Why I Like My Job   Money is Important

The "learner" will talk through a story on the topic agreed upon. While he is talking, the "instructor/tutor" will write down the story on the paper provided - word for word. Do not change anything. Do not correct the grammar used. Do not add or omit any words.

When the "learner" has completed his or her story, the "instructor/tutor" will talk through the story, choosing 5 vocabulary words from the story. Write the cards on the notecards, using the marker provided and writing the words in large letters. Review them with the "learner."

Next, the "instructor/tutor" will write out the "learner's" story on the second sheet of paper that has been provided, replacing the vocabulary words with blank lines that have been numbered (1), (2), (3), (4), (5). The five vocabulary words should be written below the story, listed in an order different than the one used in the story.

The "learner" and the "instructor/tutor" will then read the story again, with the "learner" providing the correct word for the blank from the words in the list. The "learner" should select the words, thus learning to recognize the word on paper. Where needed, the "instructor/tutor" should provide encouragement and assistance.

WHOLE LANGUAGE LEARNING

The following is an exercise to be completed with workshop participants which will allow them to experience working with the Whole Language Approach to teaching reading.

Approximate time need for exercise: 10 minutes

Materials needed: Chalkboard/chalk or flip chart/marker

Directions:

This exercise involves a group experience, such as telling about a person, place or incident familiar to everyone involved. The instructor might bring an interesting object into the classroom or choose something in the room to describe.

The instructor instructs everyone that the group is going to create a story/essay about the experience or item. The group might need to talk bout the item for a few minutes, but no one should be told what they are to say about it.

Then, one-by-one, each student dictates a sentence or two for a group story, which the instructor prints in large letters on the chalkboard or flipchart. The sentences should be printed word-for word, with no changes. The instructor should not correct the grammar used. The instructor should not add or omit any words.

This story/essay is typed and handed out at the next session to read and discuss.

The instructor can pick out sight words for each student, including words from the sentences of other students. Students can be grouped to read the story: each one will know his sentence and can assist the others in reading their sentence. In turn, when it is his turn to read, other students can provide assistance.

The exercise provides one more example of the student seeing his or her words on paper. It reminds the student that his words are worthy of being in print, thus building

self-esteem. It also creates group consciousness where each student comes to view the others as allies and sees them all as a group where members can assist one another, embracing the concepts of Cooperative Learning.

ACTIVITY

PAIDEIA PRINCIPLES

A. Have participants get into pairs or groups and discuss the Paideia Principles. After discussing the principles, have them answer the following questions:

1. What one principle do you agree with the most? Why?

2. What one principle do you have the most difficulty with? Why?

Finally, ask for volunteers or for the group to elect one person to report their answers.

B. These questions should be asked by the workshop presenter at the end of a Paideia demonstration/seminar. They encourage participants to review the methods and answer any questions they have.

1. What do you like about Paideia?

2. What is still not clear?
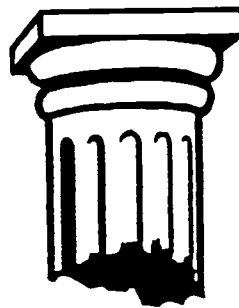
FROM THEORY TO PRACTICE:
ADULT INSTRUCTIONAL METHODOLOGIES

PRE-TEST

Name: _____   Date: _____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1.   Which of the following best defines learning?

   a.   Learning is a change in internal, mental "structures" that may or may not result in immediate behavioral change.
   b.   Learning is the observable change in behavior that occurs as a result of experience.
   c.   Learning is a change in learners' "beliefs" about what influences behavior.
   d.   Learning is an assimilation of experiences into existing understanding of the way the world works.

2.   Which of the following factors influence learning?

   1.   learners' perceptions of their experiences
   2.   learners' background knowledge related to the topic they're studying
   3.   learners' beliefs and expectations about what they're learning
   4.   learners' awareness of their own habits and understanding
   5.   learners' innate gender characteristics

   a.   1,2,3,4,5
   b.   1,2,3,4
   c.   1,2,3
   d.   1,4
   e.   2,3

3.   From the perspective of instruction, which of the following *most strongly* influences learning?

   a.   how well organized the instructor is in explaining the content
   b.   how effectively the learner is reinforced for desired performances
   c.   the clarity of the objectives identified for the learning experience
   d.   how active the learner is in the learning process
   e.   the background knowledge of the instructor

4. In his theory on Multiple Intelligences, Howard Gardner defines a person's preference for working alone or in cooperation with others as

    a. visual/spatial intelligence.
    b. logical/mathematical intelligence.
    c. intrapersonal and interpersonal intelligence.
    d. introverted and extroverted personality types.

5. According to Gardner, most standardized tests measure only

    a. intrapersonal and interpersonal intelligences.
    b. visual/spatial and musical intelligences.
    c. verbal/linguistic and logical/mathematical intelligences.
    d. learning styles.
    e. student effort.

6. According to Gardner's theory of Multiple Intelligences, solving a jigsaw puzzle would be an example of which type of intelligence?

    a. body/kinesthetic intelligence
    b. visual/spatial intelligence
    c. musical/rhythmic intelligence
    d. interpersonal intelligence

7. A learning disability

    a. can usually be outgrown.
    b. manifests itself in a consistent manner.
    c. is more common in individuals from lower socio-economic backgrounds.
    d. is a permanent and invisible disorder.

8. A learning disability

    a. can be properly diagnosed by a medical doctor.
    b. is formally diagnosed through a psycho-educational evaluation.
    c. is easy to diagnose.
    d. can always be diagnosed in young children.

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9. An individual with a learning disability

    a. demonstrates a gap between achievement and aptitude.
    b. has a low IQ.
    c. demonstrates a gap between achievement and aptitude and a processing problem.
    d. has learning deficits in all subject areas.

10. A processing problem means that

    a. an individual can't retain information.
    b. an individual never learned basic math and reading skills.
    c. the manner in which a person takes in, retains and expresses information is affected.
    d. a person is not working hard enough.

11. An adult with a learning disability may have a deficit

    a. in reading comprehension.
    b. in time management.
    c. in written expression.
    d. in all of the above.

12. Accommodations for individuals with learning disabilities at adult education levels

    a. are usually not effective due to the age of the student.
    b. compromise teaching standards.
    c. are often, but not always, effective and must be accomplished through trial and error.
    d. are never mandated.

13. Which of the following would be a strategy to accelerate learning in the Adult Studies classroom?

    a. Paideia
    b. cooperative learning
    c. interactive multi-media
    d. self-paced instruction
    e. all of the above

14. Accelerated learning is an umbrella term that encompasses many aspects of

   a.   cooperative learning only.
   b.   learning theories and strategies.
   c.   games and toys.
   d.   music and rhythm.
   e.   four learning styles.

15. The whole language approach works well with the adult learner because

   a.   the typical adult learner cannot succeed using conventional methods.
   b.   the adult learns to read and write the language with which he or she is most familiar.
   c.   whole language activities are easier than conventional methods.
   d.   the learner doesn't have to learn standard English.

16. The best general definition of whole language could be expressed as

   a.   a reading technique that has replaced phonics instruction with a more practical and broad-based approach to language instruction.
   b.   a language program that includes multi-cultural themes and terminology.
   c.   a method of teaching that uses relevant texts to teach language and writing skills, beginning with the whole text, then developing specific skills for the text.
   d.   a method of instruction that appeals to a wide general population using components from various language instruction methodologies.

17. Volunteers can be used in the classroom in all but the following ways:

   a.   grading papers and making answers keys
   b.   tutoring students
   c.   filing and other office work, making photocopies, running errands
   d.   in all of the above ways
   e.   1 and 3 above

18. An example of positive interdependence is

   a.   close proximity of group members.
   b.   small number of members (2-4).
   c.   shared materials.
   d.   individual test taking.
   e.   lecture.

19. Cooperative Learning differs from individualistic or competitive learning because
the resulting attitudes are summarized by:

    a.   I win - you lose.
    b.   I sink or swim alone.
    c.   We're all in this together.
    d.   The teacher is the imparter of great wisdom.
    e.   all of the above.

20. The Paideia classroom is different from the traditional teaching classroom for
which of the following reasons:

    a.   There is more emphasis on coaching and discussion of ideas than lecturing.
    b.   the arrangement of the room.
    c.   The reading materials are more challenging.
    d.   all of the above.

21. Which educational philosopher is considered the father of the Paideia program?

    a.   Malcolm Knowles
    b.   Ted Sizer
    c.   Mortimer Adler
    d.   Albert Ellis

22. The three goals of a Paideia program are teaching students to

    a.   help, serve, and encourage.
    b.   educate, direct, and teach citizenship.
    c.   learn, earn a living, and become a productive citizen.
    d.   serve, direct, and educate.

23. Paideia is a program based on

    a.   lecture.
    b.   teacher-centered activities.
    c.   student-centered activities.
    d.   didactic instruction, coaching, and seminars.

ANSWER KEY

PRE-TEST

1.	A		16.	C
2.	B		17.	D
3.	D		18.	C
4.	C		19.	C
5.	C		20.	D
6.	B		21.	C
7.	D		22.	C
8.	B		23.	D
9.	C			
10.	C			
11.	D			
12.	C			
13.	E			
14.	B			
15.	B			

FROM THEORY TO PRACTICE:
ADULT INSTRUCTIONAL METHODOLOGIES

POST-TEST

Name: _____ Date: _____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1. Which of the following best defines learning?

    a. Learning is a change in internal, mental "structures" that may or may not result in immediate behavioral change.
    b. Learning is the observable change in behavior that occurs as a result of experience.
    c. Learning is a change in learners' "beliefs" about what influences behavior.
    d. Learning is an assimilation of experiences into existing understanding of the way the world works.

2. Which of the following factors influence learning?

    1. learners' perceptions of their experiences
    2. learners' background knowledge related to the topic they're studying
    3. learners' beliefs and expectations about what they're learning
    4. learners' awareness of their own habits and understanding
    5. learners' innate gender characteristics

    a. 1,2,3,4,5
    b. 1,2,3,4
    c. 1,2,3
    d. 1,4
    e. 2,3

3. From the perspective of instruction, which of the following *most strongly* influences learning?

    a. the clarity of the objectives identified for the learning experience
    b. how well organized the instructor is in explaining the content
    c. the background knowledge of the instructor
    d. how effectively the learner is reinforced for desired performances
    e. how active the learner is in the learning process

4. Interpersonal and intrapersonal intelligence refers to the ability of a person to

    a.   see spatial relationships.
    b.   share resources.
    c.   work alone or in cooperation with others.
    d.   pass standardized tests.
    e.   answer essay questions.

5. Verbal/linguistic and logical/mathematical intelligences are commonly measured

    a.   by cooperative learning exercises.
    b.   on standardized tests.
    c.   in a Paideia group.
    d.   by an evaluation of learning styles.
    e.   by teacher observation.

6. According to Howard Gardner, visual/spatial intelligence can be demonstrated by

    a.   repeating a rap song.
    b.   hands-on work.
    c.   completing a standardized test.
    d.   solving a jigsaw puzzle.
    e.   working together well with others.

7. A learning disability

    a.   is a permanent and invisible disorder.
    b.   can usually be outgrown.
    c.   is more common in individuals from lower socio-economic backgrounds.
    d.   manifests itself in a consistent manner.

8. A learning disability

    a.   is easy to diagnose.
    b.   can be properly diagnosed by a medical doctor.
    c.   can always be diagnosed in young children.
    d.   is formally diagnosed through a psycho-educational evaluation.

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9. An individual with a learning disability

    a. demonstrates a gap between achievement and aptitude and a processing problem.
    b. has learning deficits in all subject areas.
    c. demonstrates a gap between achievement and aptitude.
    d. has a low IQ.

10. A processing problem means that

    a. an individual can't retain information.
    b. a person is not working hard enough.
    c. an individual never learned basic math and reading skills.
    d. the manner in which a person takes in, retains and expresses information is affected.

11. An adult with a learning disability may have a deficit

    a. in written expression.
    b. in reading comprehension.
    c. in time management.
    d. in all of the above.

12. Accommodations for individuals with learning disabilities at adult education levels

    a. are never mandated.
    b. are often, but not always, effective and must be accomplished through trial and error.
    c. are usually not effective due to the age of the student.
    d. compromise teaching standards.

13. Which of the following would **not** be a strategy to accelerate learning in the Adult Studies classroom?

    a. self-paced instruction
    b. cooperative learning
    c. computer assisted instruction
    d. Paideia seminars
    e. none of the above

14. A term that can be used to describe a wide variety of learning theories and strategies that speed up the learning process is

    a.   cooperative learning.
    b.   learning modalities.
    c.   learning preferences.
    d.   accelerated learning.
    e.   self-paced instruction.

15. The whole language approach works well with the adult learner because

    a.   the learner doesn't have to learn standard English.
    b.   whole language activities are easier than conventional methods.
    c.   the typical adult learner cannot succeed using conventional methods.
    d.   the adult learns to read and write the language with which he or she is most familiar.

16. The best general definition of whole language could be expressed as

    a.   a reading technique that has replaced phonics instruction with a more practical and broad-based approach to language instruction.
    b.   a method of instruction that appeals to a wide general population using components from various language instruction methodologies.
    c.   a method of teaching that uses relevant texts to teach language and writing skills, beginning with the whole text, then developing specific skills for the text.
    d.   a language program that includes multi-cultural themes and terminology.

17. Volunteers can be used in the classroom in all but the following ways:

    a.   running errands, making photocopies, filing and other office work
    b.   tutoring students
    c.   grading papers and making answers keys
    d.   1 and 3 above
    e.   in all of the above ways

18. An example of positive interdependence is

    a.   lecture.
    b.   small number of members (2-4).
    c.   individual test taking.

    d.   shared materials.
    e.   close proximity of group members.

19. Cooperative Learning differs from individualistic or competitive learning because the resulting attitudes are summarized by:

    a.   The teacher is the imparter of great wisdom.
    b.   I sink or swim alone.
    c.   I win - you lose.
    d.   We're all in this together.
    e.   all of the above.

20. The Paideia classroom is different from the traditional teaching classroom for which of the following reasons:

    a.   There is more emphasis on coaching and discussion of ideas than lecturing.
    b.   the arrangement of the room.
    c.   The reading materials are more challenging.
    d.   all of the above.

21. Which educational philosopher is considered the father of the Paideia program?

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    c.   Mortimer Adler
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22. The three goals of a Paideia program are teaching students to

    a.   serve, direct, and educate.
    b.   help, serve, and encourage.
    c.   educate, direct, and teach citizenship.
    d.   learn, earn a living, and become a productive citizen.

23. Paideia is a program based on

    a.   lecture.
    b.   teacher-centered activities.
    c.   student-centered activities.
    d.   didactic instruction, coaching, and seminars.

ANSWER KEY

POST-TEST

1.	B	16.	C
2.	B	17.	E
3.	E	18.	D
4.	C	19.	D
5.	B	20.	D
6.	D	21.	C
7.	A	22.	D
8.	D	23.	D
9.	A		
10.	D		
11.	D		
12.	B		
13.	E		
14.	D		
15.	D		

INSTRUCTOR SELF-EVALUATION

DIRECTIONS: Please use the scale to respond to each statement:

> 5 = Strongly agree
> 4 = Agree
> 3 = Neither agree nor disagree
> 2 = Disagree
> 1 = Strongly disagree

Because of this manual, *From Theory to Practice: Adult Instructional Methodologies*, I

1.	can identify the principles that describe learning.	1	2	3	4	5
2.	can identify the characteristics of instruction that promote learning.	1	2	3	4	5
3.	can comprehend the theory of multiple intelligences.	1	2	3	4	5
4.	can identify the eight intelligences with visual and written clues.	1	2	3	4	5
5.	can understand how a learning disability is defined.	1	2	3	4	5
6.	can understand what characteristics are commonly found in students with learning disabilities.	1	2	3	4	5
7.	can understand the evaluation process in diagnosing a learning disability.	1	2	3	4	5
8.	can implement practical strategies in the classroom to	1	2	3	4	5
	maximize the functioning of individuals with learning disabilities.	1	2	3	4	5
9.	can define the accelerated learning teaching approach.	1	2	3	4	5
10.	know the mental activities of the left and right brain hemispheres.	1	2	3	4	5

11. understand the definition and purpose of Whole Language   1 2 3 4 5
     Learning, its general teaching approach and benefits to the
     adult learner.

12. understand the advantages of using volunteers in the classroom   1 2 3 4 5
     as tutors.

13. understand several whole language methods that can be taught   1 2 3 4 5
     to volunteers for classroom tutoring.

14. understand the basic goal of cooperative learning.   1 2 3 4 5

15. can use it in a adult education classroom.   1 2 3 4 5

16. can identify the three Paideia modes of learning/teaching.   1 2 3 4 5

17. explain the components of the three Paideia modes of   1 2 3 4 5
     learning/teaching.

Please respond to the following statements:

1.   I found the material most relevant to my classroom work was the information on:

     _____
     _____
     _____

2.   Because I have a greater understanding of learning theories, I find that I am
     approaching my students in the new ways identified below:

     _____
     _____

3.   Because I have a better understanding of the teaching methodologies introduced in
     this manual, I find that I am using them in the new ways identified below:

     _____
     _____

4.   Additional comments:

     _____
     _____
     _____
     _____
     _____

STUDENT EVALUATION

Please answer the following questions about your instructor in this class. The evaluation will not affect your teacher's job in any way because we will not know who your teacher is. You should be very honest in rating your instructor.

DIRECTIONS:

Please use the following scale to rate your instructor: (Circle the number that matches your opinion.)

5 = STRONGLY AGREE
4 = AGREE
3 = DON'T KNOW
2 = DISAGREE
1 = STRONGLY DISAGREE

1. My instructor explained what was expected of me in the classroom.   5 4 3 2 1

2. My instructor presents the subject matter in a way that I can easily understand.   5 4 3 2 1

3. My instructor understands me and how I learn.   5 4 3 2 1

4. My instructor is open to questions or comments from students.   5 4 3 2 1

5. My instructor makes time to work directly with me when I need it.   5 4 3 2 1

6. My instructor helps me find extra materials or learning activities when I have problems learning from the regular classroom materials.   5 4 3 2 1

7. My instructor provides feedback on all my work quickly enough to benefit me.   5 4 3 2 1

8. My instructor seems to respect me as a person.   5 4 3 2 1

9. My instructor encourages me to succeed.   5 4 3 2 1

10. I would recommend this instructor to another student.   5 4 3 2 1

COMMENTS:

_____

_____

_____

_____

OBJECTIVES

> ## Basics for Successful ABE Instruction:
> ## Working with Adults
> ## Manual IV

★UNIT I: WORKING IN THE ABE CLASSROOM

The learner will be able to:

- ✓ Organize an Adult Basic Education (ABE) classroom.

- ✓ Know the components of a registration procedure.

- ✓ Identify the classroom furniture and accessories that are needed.

- ✓ Name the necessary contents of a student's daily folder.

- ✓ Reorganize the necessary contents of a student's permanent folder.

- ✓ Develop a new student's orientation\registration packet.

- ✓ Understand the purpose and contents of a student accomplishment chart or student work plan.

★UNIT II: WORKING WITH ABE STUDENTS

The learner will be able to:

- ✓ Discuss strategies for effectively working with Adult Basic Education (ABE) students.

- ✓ Identify methods of student support and motivation.

- ✓ Recognize teaching skills useful in the ABE classroom.

★UNIT III: WORKING WITH ABE CURRICULUM

The learner will be able to:

☑   Develop a student work plan from the state performance standards and student placement test results.

☑   Understand the state performance standards.

☑   Write a prescription/course of study using placement test results and the state performance standards.

★UNIT IV: TEACHING ABE STUDENTS

The learner will be able to:

☑   Identify different teaching strategies which are effective in an Adult Basic Education (ABE) classroom.

☑   Recognize ways to work effectively with print-based materials.

☑   Know the components of a Whole Language Approach to teaching.

☑   Understand how learning styles impact student learning.

☑   Know several ways to teach to a variety of learning styles.

☑   Identify various ways to effectively use volunteers in the classroom.

★UNIT V: SURVIVING IN THE ABE CLASSROOM

The learner will be able to:

☑   Identify survival strategies for the Adult Basic Education (ABE) instructor.

☑   Incorporate classroom management strategies.

☑   Know the daily routine of an ABE instructor.

☑   Identify student management methods.

★UNIT VI: GENERAL INFORMATION FOR THE ABE INSTRUCTOR

The learner will be able to:

✓ Demonstrate teaching tips successfully in the classroom.

✓ Incorporate ABE resources into the classroom.

✓ Understand the grade levels, subjects, and time lengths for TABE 5 & 6 and TABE 7 & 8.

GROUP ACTIVITY: THE FIRST DAY

Materials needed: Handout of discussion topic

Note: Consider inviting three experienced ABE, GED and AHS adult education instructors
to be present for this discussion.

Time needed for activity: 20 minutes for small group discussion

20 minutes for round table summation

10 minutes for final questions and discussions

Directions:

Divide the group into groups of 3-4.

Distribute the discussion topic handout.   Allow 20
minutes for the small groups to   discuss this topic.   Have each group identify a note-
taker and a speaker.

After 20 minutes, pull the teachers together in a large group.   Ask each group's
spokesperson to summarize how they would handle the firs class day.   A note-taker
should write ideas on a large flip-chart.   Allow the experienced teachers to comment
on the strategies at the end of the round table.

When all groups have presented their ideas on how to handle the first class day, as the
following question:

**"You've established some excellent strategies for meeting your students
on day one. But, how will you change your plans if you find that you do
not have test results for several students?"**

Allow 5-10 minutes for this part of the discussion.

DISCUSSION TOPIC:

You are preparing for your first day in an ABE classroom in Somewhere, Florida. You have been told to expect twelve to fifteen students. Of these, half will be returning students, although you are not sure who will be returning or how long they have been out of school. Half will be new students; all will have taken a placement test and you can expect to have everyone's test results . Finally, your coordinator has told you that you must meet with each new student to review the test results and establish an Individualized Educational Plan.

Discuss in your group how a new teacher should prepare to handle this situation.

INDIVIDUAL ACTIVITY: THE FIRST DAY

You are preparing for your first day in an ABE classroom in Somewhere, Florida. You have been told to expect twelve to fifteen students. Of these, half will be returning students, although you are not sure who will be returning or how long they have been out of school. Half will be new students; all will have taken a placement test and you can expect to have everyone's test results.

Your coordinator has told you that you must meet with each new student to review the test results and establish an Individualized Educational Plan. On a separate sheet of paper, jot down a few ideas of how you would operate your day. How would you change your plans if you discovered that some students had taken the placement tests, but did not have a copy of the test results with them?

When you have finished, read the following responses of experienced adult education teachers.

FIRST DAY: A SYNOPSIS

The following answers to this exercise was written by experienced full-time adult education instructors. Perhaps you can use some of their ideas as you plan for your day.

Upon entering the classroom, all students should sign the Sign-In sheet. Ask each student to show you a copy of their registration. (Note: In some programs the classroom teacher will fill out the registration form.) Direct the *returning students* to the file cabinet to get their student daily folder and ask them to begin working. *New students* need to meet with the instructor individually to discuss the following: test scores, goal setting, classroom and attendance policies, and the orientation packet. After doing so, set up the student folder. (See Unit I - *Working in the ABE Classroom* for a list of the contents of the Student's Daily Folder.) Explain to the student that it is important that he ask for assistance if needed; remind him that in a self-paced classroom, the student is the monitor of progress: he should realize when he needs more assistance or when he has mastered the content. Next set up the student's permanent **folder** that is kept filed in a locked cabinet. (See Unit I - *Working in the ABE Classroom* for a list of the content of the Student's permanent Folder.)

If you are working in a program where you are to administer the placement test, direct the student to the section of the room where the testing is done. Then proceed with administering the test.

Once new students are taking their tests, the teacher is free to circulate among the returning students, chatting with them or checking to see which area of content they are working on, and letting all of them know you are interested in getting to know them.

Occasionally, a student will lose or forget to bring their test scores. If this situation occurs, you may be able to get copies from your program coordinator. If scores are not available, have the student tell you what he found difficult when taking the placement test or what skill he found difficult when he was attending school. Students are usually very open and willing

to discuss these areas of difficulties. For example, if a student says he did not know how to do fractions, give him a worksheet with long division and them proceed to fractions. This gives you an opportunity to check previously learned skills, and provides the student with immediate success before going on to a skills he finds difficult. In addition, you can also give the student a mastery test, telling him to only do the items he is comfortable with and skip the ones that he cannot do. The results of this test will give you a starting place for teaching. Create the **student's daily folder** based on your conversation with the student or the mastery test results, telling the student this may change when the actual results come in.

First days can seem overwhelming in an individualized classroom, but with some planning, the teacher can be prepared and able to handle any surprises.

INDIVIDUAL ACTIVITY: ORGANIZING THE CLASSROOM

Your supervisor has shown you your classroom for the first time. It has four walls, three windows, a teacher's desk, and independent desks for 25 students. Your supervisor explains that this is a new class and that the textbooks will be delivered tomorrow. He tells you he realizes the room is sparse and it will take a while to make it look nice. He asks you to make a list of what is needed and give it to him to process.

Directions: Look back over the recommended components of successful ABE classroom that were introduced during this period and prioritize these items for your list.
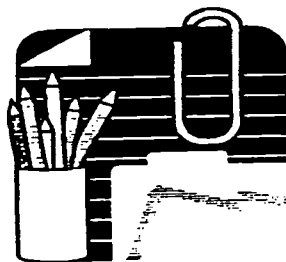
BASICS FOR SUCCESSFUL ABE INSTRUCTION: WORKING WITH ADULT LEARNERS

PRE-TEST

Name:_____   Date:_____

PLEASE MARK EACH STATEMENT (T) TRUE OR (F) FALSE

___   1. TABE scores are valid for five years.

___   2. Keep all original copies of the students' accomplishment charts/individualized educational plans in their permanent folders.

___   3. Instructors must be careful never to talk down to the adult learner.

___   4. Flexibility is a good trait for the ABE instructor.

___   5. If a student says s/he already knows how to do a particular skill, it is okay to move on to the next concept.

___   6. When grading a student's worksheet, immediate feedback is very important.

___   7. If the lesson requires group work, all students should be required to work in a group situation.

___   8. Tests at the ABE level are only used to show if a student has passed.

___   9. Most adult learners come to class with poor self-esteem.

___   10. Keeping student attendance is important because you may be asked to verify attendance.

___   11. Whole language proponents believe that reading is acquired in the same way a child naturally learns oral language.

___ 12. As teachers we know best what a student needs to learn, and therefore should not provide a choice of learning materials to the student.

___ 13. When choosing a reading text for ABE students, an instructor should select one that contains some classic literature.

___ 14. When a student pronounces a word incorrectly, it is the instructor's duty to immediately correct the student.

___ 15. Learning styles reflect the way we tend to analyze data.

ABE = SUCCESS

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ANSWER KEY

PRE-TEST

1. FALSE

2. TRUE

3. TRUE

4. TRUE

5. FALSE

6. TRUE

7. FALSE

8. FALSE

9. TRUE

10. TRUE

11. TRUE

12. FALSE

13. FALSE

14. FALSE

15. TRUE

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BASICS FOR SUCCESSFUL ABE INSTRUCTION:
WORKING WITH ADULT LEARNERS

POST-TEST

Name:_____   Date:_____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1. You may be asked to verify a student's attendance for the:

    a. Department of Children and Families.
    b. State Attorney's Office.
    c. Probation Department.
    d. all of the above

2. Tests at the ABE level are not an issue of passing or failing but are given to show:

    a. skills mastered.
    b. remediation.
    c. progress.
    d. all the above

3. Which would you not find in a student's daily folder?

    a. course outline
    b. computer referral
    c. original copies of the accomplishment charts/individualized educational plan
    d. an orientation packet

4. Students should be tested if the TABE score is older than:

    a. one year.
    b. five years.
    c. ten years.
    d. three years.

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5. Which would not be a good trait for an ABE instructor?

    a. patience
    b. lecturing skills
    c. organization
    d. flexibility

6. Most of the time the adult learner comes to class with:

    a. confidence.
    b. goals set.
    c. poor self-esteem.
    d. books, pencils, and other supplies.

7. When grading papers, immediate instructor feedback is necessary because:

    a. the student can see his grade.
    b. you can explain the student's mistakes.
    c. you don't have to take work home.
    d. you can make sure the student hasn't cheated.

8. If a lesson requires group work and one student expresses a desire not to participate, it would be best if you would:

    a. ask the student to work with the group anyway.
    b. give the student the task of observing and taking the notes on what the group is doing.
    c. have the student sit in another part of the room and work quietly.
    d. send the student to the library.

9. Sometimes a student will say that she doesn't need to work on a skill because she already knows it. It would be best to:

    a. skip it and go on to the next skill.
    b. give the TABE test over.
    c. have the student review the skill anyway.
    d. give a short mastery test on that skill.

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10. The instructor must always remember to:

   a. motivate the student.
   b. be patient.
   c. never talk down to a student.
   d. all of the above

11. According to the whole language approach, which of the following is a component of learning to read:

   a. reading is acquired naturally in the same way a child learns oral language
   b. social interaction
   c. skills are acquired inductively
   d. all of the above

12. Providing as much choice as possible to the student:

   a. empowers the student.
   b. puts undue stress on the student.
   c. is not feasible because of time constraints.
   d. all of the above

13. The most important factor in choosing a reading text for ABE students is:

   a. a colorfully illustrated book.
   b. content that is meaningful to the lives of the students.
   c. that it contain works of classic literature.
   d. none of the above

14. When a student pronounces a word incorrectly, the instructor should:

   a. ignore it and let the student continue.
   b. pronounce it correctly only if asked to do so.
   c. teach a lesson on correct pronunciation.
   d. all of the above

15. Learning styles reflect the manner in which we:

   a. take in and process information.
   b. react to the words and actions of others.
   c. decode words when reading.
   d. develop a reference for the style of writing we use.

ANSWER KEY

POST-TEST

1. D
2. C
3. C
4. D
5. B

6. C
7. B
8. B
9. D
10. D

11. D
12. A
13. B
14. D
15. A

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INSTRUCTOR SELF-EVALUATION

Please use the following scale to respond to each statement:
- 5 - Strongly agree
- 4 - Agree
- 3 - Neither agree nor disagree
- 2 - Disagree
- 1 - Strongly disagree

Circle the corresponding number of your choice next to each statement.

As a result of the *Basics for Successful ABE Instruction: Working With Adult Learners*, I:

1. am more knowledgeable about the state performance standards. 5 4 3 2 1

2. understand the impact learning styles have on learning 5 4 3 2 1

3. can identify ways to empower the adult student. 5 4 3 2 1

4. understand the applicability of the whole language approach in working with adult adult students. 5 4 3 2 1

5. feel comfortable about setting up a self-paced classroom and program. 5 4 3 2 1

6. can successfully use learned techniques to manage my classroom paperwork 5 4 3 2 1

7. have used the Whole Language Learning teaching strategy in class. 5 4 3 2 1

8. have utilized a variety of the adult learner teaching strategies in my classroom. 5 4 3 2 1

9.   know the components of the ABE basic
     skills curriculum.   5   4   3   2   1

10. know the components of the ABE
     functional skills curriculum.   5   4   3   2   1

11. am comfortable correlating the State
     performance standards with the curriculum   5   4   3   2   1
     I am using in my classroom.

12. have learned techniques to teach adult
     students with varied learning modalities.   5   4   3   2   1

13. am able to successfully assess the
     academic strengths and weaknesses   5   4   3   2   1
     of my students.

14. have implemented changes in my classrooms'
     physical environment and student record   5   4   3   2   1
     keeping process with positive results.

15. know how to secure supplemental educational
     resource materials for my classroom.   5   4   3   2   1

Please respond to the following statements:

1.   I found that the most relevant material was:

     _____
     _____
     _____

2.   Because I understand the adult basic education learner more clearly, I find that I
     am using the following new approaches with my students:

     _____
     _____
     _____

3.   Additional Comments:

     _____
     _____
     _____
     _____

STUDENT EVALUATION

Please answer the following questions about your instructor in this class. The evaluation will not affect your teacher's job in any way because we will not know who your teacher is. You should be very honest in rating your instructor.

DIRECTIONS:

Please use the following scale to rate your instructor:
(Circle the number that matches your opinion.)

5 = STRONGLY AGREE
4 = AGREE
3 = DON'T KNOW
2 = DISAGREE
1 = STRONGLY DISAGREE

1. My instructor explained what was expected of me in class.   5 4 3 2 1

2. My instructor presents the subject matter in a way that I can easily understand.   5 4 3 2 1

3. My instructor understands me and how I learn.   5 4 3 2 1

4. My instructor is open to questions or comments.   5 4 3 2 1

5. My instructor makes time to work directly with me when I need it.   5 4 3 2 1

6. My instructor helps me find extra materials or learning activities when I have problems learning from the regular classroom materials.   5 4 3 2 1

7. My instructor provides feedback on all my work quickly enough to benefit me.   5 4 3 2 1

8. My instructor seems to respect me as a person.   5 4 3 2 1

9. My instructor encourages me to succeed.   5 4 3 2 1

10. I would recommend this instructor to another student.   5 4 3 2 1

COMMENTS:

_____

_____

OBJECTIVES

> ## Basics for Successful GED Instruction:
> ## Working with Adult Learners
> ## Manual V

★ **UNIT I: GED TEST**

The learner will be able to:

✓ Gain an accurate knowledge of requirements for a passing score on the GED examination, as well as the number of test items and time limits for each test, and will demonstrate this competency by completing a chart that shows score requirements, number of test items and time limits for each part of the test.

✓ Display knowledge of the GED registration by completing a flow chart based upon the scenario of a particular student.

✓ Acquire knowledge of the modifications allowed when the GED examination is taken by a student with a certified disability, as well as familiarization with what is required to certify a student as "disabled." The development of a written self-check guide will demonstrate this competency. It will contain all relevant information, its sources, and access directions.

✓ Display knowledge of the necessary retesting procedure for the student who fails to pass the examination on their initial attempt. This competency will be demonstrated via a flow chart.

★ **UNIT II: GED STUDENT ASSESSMENT**

The learner will be able to:

✓ Use the test scores to identify a student's strengths and weaknesses

in reading, math, language and spelling when presented with a Student Multi-Referenced Report from the Test of Adult Basic Education (TABE).

✓ Use testing information to plan a teaching and learning strategy with the student.

✓ Develop a list of testing materials previously used and rate them in order from most to least useful.

✓ Examine testing materials presently on hand to see if there are additional ways to use them in the GED classroom.

✓ Use the information from a mastery test, which is a form of criterion-referenced test, as a tool to identify a student's strengths and weakness and to measure a student's progress.

✓ Use the information from a norm-referenced test as a tool to identify a student's strengths and weaknesses and to measure the student's progress.

✓ Use the information from computer-aided instruction and computer administered testing as a tool to identify a student's strengths and weaknesses and to measure a student's progress.

✓ Use the information from teacher observation as a tool to identify a student's strengths and weaknesses and to measure the student's progress.

★ *UNIT III: GED CURRICULUM*

The learner will be able to:

✓ Demonstrate a clear understanding of each of the five major divisions of GED curriculum covered on the GED examination and display this competency by providing specific examples of materials in each area on a self-check worksheet.

✅ Display a thorough understanding of the GED state objectives by discussing the objectives in one subject area with other GED teachers and having each group present their subject objectives to the entire workshop.

✅ Demonstrate a familiarization with both general preparatory and GED specific software available to supplement GED text-based curriculum by preparing a class list of software titles and sharing specific information about personal experiences with computer assisted instruction.

✅ Learn at least one method of preparing student accomplishment charts to assist with tracking of individual progress and demonstrate this competency by incorporating a similar method into the GED classroom.

★ *UNIT IV: GED TEACHING AND TEST-TAKING TIPS*

The learner will be able to:

✅ Identify the four major teaching knowledge competencies.

✅ Develop a student educational plan or student work plan with its three components for use in the classroom.

✅ Identify the four learning styles in the 4MATSystem.

✅ Identify teaching strategies which are relevant to GED instruction.

✅ Demonstrate knowledge of two basic teaching approaches, didactic and facilitative, by using them in the classroom.

✅ Demonstrate a student self-paced and group facilitative activity in the classroom.

✅ Incorporate test-taking strategies throughout the curriculum.

★ *UNIT V: GED CLASSROOM AND STUDENT MANAGEMENT*

The learner will be able to:

✓ Know the definitions of classroom and student management as defined in the student and classroom management unit.

✓ List three essentials for organization within the GED classroom.

✓ Evaluate the concepts in the Student and Classroom Management unit and apply the concepts to their particular (or prospective) classroom environments.

✓ Distinguish between program structure and student focus as defined in the Student and Classroom Management unit.

★ *UNIT VI: THE CHALLENGE: ACCOUNTABILITY*

The learner will be able to:

✓ Understand the rationale for establishing an educational tracking system.

✓ Know that a tracking system is designed to collect and report on learner demographics and outcomes (i.e., student test performance, goals, learning styles, competency achievement, retention, and completion).

✓ Identify the purpose of establishing a tracking system (i.e., monitor student progress, follow student outcomes, guide instruction, document competency attainment, and provide program accountability).

GROUP STUDENT ACTIVITY

Adjective Game: 15 students maximum

This "game" can be very useful in developing mutual interests and at the same time begin the process of students knowing each other's needs.

Without any introduction, ask your students to sit in a circle and ask them to do the following: The student to your left is to start with his\ her own first name preceded by an adjective which is not only self-descriptive, but also starts with the same letter. For example "Exciting Ed," "Joyful Joy," "Confused Charlene." The student to that persons's left is to start the chain repeatedly, until the circle has been completed - often with laughter, and it provides a memory trick to help remember the names when they are forgotten.

GROUP COOPERATIVE LEARNING ACTIVITY

1.   Divide the workshop into five groups.

2.   Provide each group with a copy of the Steck-Vaughn <u>GED Complete</u> and one generic curriculum framework.

3.   Assign one GED subject area to each group.

4.   Have the group examine the text and locate the pretest, overviews, reviews and posttests for their subject area.

5.   Provide opportunity for each group to record appropriate page numbers and lesson numbers for their text section.

6.   Copy each groups' work and share it with the entire workshop. All instructors will now have curriculum frameworks to use with <u>GED Complete</u> by Steck-Vaughn.

7.   Instructors can then transfer this information for use on other GED texts.

GROUP ACTIVITY

The members of the workshop will be divided into groups of no more than five. Each group will be given a filled out flow chart of the registration process and retesting process. The group will be given 10 minutes to discuss the chart to insure an accurate understanding of this information. Each group will choose a recorder and a spokesperson. The recorder will fill out a blank flow chart from information given by fellow group members. The objective will be complete the blank form with out referral to the completed charts, or, at least, with minimal referral. Depending upon the number of groups, the spokesperson from each group will come forward and fill out a portion of a blank flow chart that will be visible to the workshop at large. The order in which the groups are called upon to participate in this process will be random, thus encouraging all groups to become familiar with the entire process reflected in the chart.

GED REGISTRATION

LARGE GROUP
ACTIVITY

Ask for volunteers from the audience to sand and tell something about the tests that are most useful to them, their student, and their reasons for choosing these tests.

Ask for a show of hands of the other teachers that use these tests.

Judge audience response and continue as long as they are identifying different tests. It is possible that some of the tears in the audience have some great assessment material that others don't have and could b shared with the group?

SMALL GROUP
ACTIVITY

Divide the group into groups of four. Have them compose a list of their three most useful classroom tests. Then each group will take turns telling the larger group their choices.

In a small group, discuss the classroom environments teachers have encountered in the past or are currently encountering. Make sure that the groups are representative of the kinds of GED classrooms in your service delivery area including: jails, public schools, community colleges, community centers, churches, housing developments, etc.

1. *List the different classroom environments.*

2. *How did you overcome the distractions, if any, to teaching in these environments?*

3. *What suggestions would you make to teachers who encounter similar environments?*

4. *What kind of things did you do to cause the class to come together as a unit?*

5. *Share and discuss some of your student interaction or human relations experiences.*

BASICS FOR SUCCESSFUL GED INSTRUCTION:
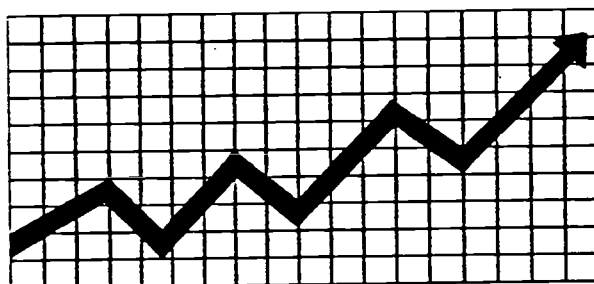## *WORKING WITH ADULTS*

PRE-TEST

Name: _____   Date: _____

PLEASE MARK EACH STATEMENT (T) OR FALSE (F)

----- 1. The location of the teacher's desk is a part of classroom management.

----- 2. The most effective GED preparation materials are published by Steck-Vaughn.

----- 3. The GED classroom is most conducive to learning when it is student centered.

----- 4. The term "student focus" can best be defined as student preparation to pass the GED.

----- 5. Many adult students are able to adapt their learning styles to traditional teaching styles.

----- 6. Four major teaching knowledge competencies are: the content of your curricula, adult learner characteristics, interpersonal skills, and diagnostic-prescriptive techniques.

----- 7. A didactic teaching method is least effective when basic information is provided for the student.

----- 8. The "4MATSystem" learning styles are: imaginative, analytic, common sense, and dynamic.

----- 9. The results from a multiple-choice test gives an indication of how well a student takes a multiple choice test.

----- 10. The results from a multiple-choice test gives an indication of how well a student gets along with other people.

----- 11. A mastery test is a particular type of criterion-referenced test designed to measure attainment of a limited range of cognitive skills.

____ 12. The Student Multi-Reference Report provides a comprehensive item analysis of the results from the Test of Adult Basic Education (TABE).

____ 13. Any student who is at least 16 years of age and has been granted a waiver by the local school may sign up to take the GED examination.

____ 14. In order for a student to be certified as "disabled" and thus qualify for the GED testing accommodations, that student must have a letter from a physician documenting the disability.

____ 15. In Florida, if a student fails his or her first attempt of the GED examination, that student must then wait six months before being allowed to register for the exam again.

____ 16. In Florida, if a student scores a minimum of 40 on each section of the GED examination and accumulates a total of 225 points on the entire test, that student has achieved a passing score and will receive the GED credential.

____ 17. The five subject areas of the GED curriculum are: writing skills, science, social studies, literature and arts, and mathematics.

____ 18. The State of Florida has identified twenty-seven GED performance objectives and/or standards.

____ 19. Computer-assisted instruction can: capture the attention of the tactile learner, supplement text-based instruction, can be used as a diagnostic tool, and is designed to provide simulated GED testing.

____ 20. Student accomplishment charts or grade sheets are used to track individual progress and to provide students with greater ownership of their learning.

ANSWER KEY

PRE-TEST

1.	FALSE	11.	TRUE
2.	TRUE	12.	TRUE
3.	TRUE	13.	TRUE
4.	TRUE	14.	FALSE
5.	FALSE	15.	FALSE
6.	TRUE	16.	TRUE
7.	FALSE	17.	TRUE
8.	TRUE	18.	TRUE
9.	FALSE	19.	TRUE
10.	FALSE	20.	TRUE

BASICS FOR SUCCESSFUL GED INSTRUCTION: WORKING WITH ADULTS

POST-TEST

Name: _____   Date: _____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1. A mastery test is a form of:

   a. a temperament traits test.
   b. a criterion-referenced test.
   c. an interest test.
   d. an attitudes test.
   e. a pretest.

2. The results from a multiple-choice test:

   a. give an indication of how well a student gets along with other people.
   b. give an indication of how well a student takes a multiple choice test.
   c. give an indication of how well a student knows the answers to the material.
   d. b and c
   e. are not a true measurement of skill attainment.

3. A test can be:

   a. helpful in finding a student's strengths and weaknesses.
   b. helpful in planning a teaching strategy.
   c. a professional tool.
   d. all of the above.
   e. none of the above

4. The Student Multi-Reference Report from the TABE:

   a. can be helpful in finding a student's strengths and weaknesses.
   b. can be helpful in planning a teaching strategy.
   c. provides a comprehensive item analysis of the TABE results.
   d. all of the above
   e. a and c

5. All of the following would be considered aspects of Classroom Management except:

   a. seating arrangement.
   b. chalkboards or dry erase boards.
   c. GED textbook used.
   d. location of teacher's desk.
   e. bookshelves and files for storage.

6. The most effective GED preparation materials are published by:

   a. Steck-Vaughn
   b. Cambridge
   c. Contemporary
   d. Scotts-Foreman
   e. all of the above

7. The GED classroom is most conducive to learning when it is:

   a. student centered.
   b. teacher centered.
   c. located in the community.
   d. located in a school classroom.
   e. combined with the ABE classroom.

8. Student focus, a critical aspect of student management in the GED classroom, can best be defined as:

   a. student preparations for his/her next job.
   b. preparations for the ASVAB test.
   c. student preparation for entering college.
   d. student preparation to pass the GED.
   e. family literacy and improving one's education.

9. The *4MATSystem* learning styles are:

   a. imaginative.
   b. analytic.
   c. common sense..
   d. dynamic.
   e. all of the above.

10. A didactic teaching approach is:

   a. least effective when basic information is provided to the student.
   b. the one-way presentation of information - from you or from prepared materials - to the student.
   c. the least traditional teaching method.
   d. not a common technique used for the delivery of "content" information.
   e. a and d only

11. A facilitative teaching approach is:

   a. designed to supplement, not to replace didactic teaching.
   b. less activity on the part of the student.
   c. not a learn-how-to-learn process.
   d. having the teacher in the role of "expert".
   e. b and c only

12. The major components of a student educational plan are:

   a. diagnostic evaluation.
   b. objectives and goals.
   c. time frames + task completion = concrete outcomes.
   d. all of the above.
   e. a and c only.

13. Writing skills, science, social studies, literature and arts, and mathematics are:

   a. only a part of the GED curriculum.
   b. the five subjects covered on the GED examination.
   c. not taught on the GED level.
   d. none of the above
   e. all of the above

14. The twenty-seven GED performance objectives:

   a. have been adopted by the State of Florida.
   b. include at least five objectives in each subject area covered on the GED.
   c. include essay writing.
   d. none of the above
   e. all of the above

15. Tactile and kinesthetic learners can benefit most from:

    a.   classroom lectures.
    b.   supplemental audio tapes.
    c.   computer assisted instruction.
    d.   diagrams and pictures.
    e.   none of the above.

16. A student accomplishment chart or student work plan is used:

    a.   to track student progress.
    b.   as a grading system.
    c.   to provide students with greater ownership of their learning.
    d.   all of the above
    e.   a and c

17. The minimum passing score for each subject area on the GED examination when taken in Florida is:

    a.   225
    b.   35
    c.   45
    d.   40
    e.   an average of 45 on each subject area.

18. If a student fails only part of the GED examination, can that student retest only the failed section(s) and receive a diploma?

    a.   No, the student must retake the entire examination.
    b.   Yes, if the student achieves a passing score of 40 on those parts previously failed and a total point score of 215.
    c.   Yes, if the student achieves a passing score of 40 on those parts previously failed and a total point score of 225.
    d.   No, the student must retest on at least three of the five subject areas.
    e.   Yes, if the student achieves an average of 45 points, including those areas previously failed.

19. What is needed in order for a student to register to take the GED examination?

    a.   Permission, via a written permission form, signed by the GED instructor.

    b.   Achievement of scores on practice GED tests that predict success on the official GED test.

    c.   Proof of having successfully completed at least the eighth grade in a public school system.

    d. $25.00, an official picture identification (driver's license, military, state) and a waiver from the local school board if the student is between sixteen and eighteen years of age.

    e.   all of the above.

20. What are the special arrangements available for students with certified disabilities?

    a.   Adaptation of testing materials.

    b.   Modification of testing conditions and locations.

    c.   Adjustment of time allowed.

    d.   all of the above

    e.   b and c only

Please match the term with the corresponding statement on the following pages:

_____ 21. aptitude test

_____ 22. areas of instruction for the GED

_____ 23. classroom management

_____ 24. computer assisted instruction

_____ 25. criterion-referenced test

_____ 26. diagnosis

_____ 27. didactic teaching

_____ 28. facilitative teaching

_____ 29. GED Unit Teach

_____ 30. holistic grading

_____ 31. kinesthetic learner

_____ 32. mastery test

_____ 33. norm referenced tests

_____ 34. program structure

_____ 35. state curriculum objectives

_____ 36. student accomplishment charts, student work or educational plan

_____ 37. student focus

_____ 38. student management

_____ 39.   tactile learner

_____ 40.   Three essentials for GED classroom organization are:

Statement:

a.   a measurement, which is a form of criterion - referenced test, used to identify a student's strengths and weaknesses and to measure the student's progress

b.   a test with very restricted content specifications to serve a limited range of highly specified purposes

c.   a one-way instruction where the basic function is transfer of knowledge or skill from the teacher, text, or other materials to the student

d.   an instructional method utilizing more experiential learning, more affective dimensions and more of the learn-how-to-learn process

e.   a type of assessment that may be used to measure one's ability to learn how to operate a computer

f.   a learner who relates or perceives through the sense of touch

g.   a learner who uses his sensory experience derived from stimulation of bodily movements and tensions

h.   a working hypothesis and judgment of the student's strengths and weaknesses

I.   adequate classroom space, chalkboards or dry erase boards, tables, desks, and storage space for curriculum materials and student records

j.   a test in which the scores are interpreted with respect to norms obtained from a sample of examinations (the GED is an example of this type of test)

k.   is the teaching method or approach you use on a regular basis to prepare your students for the GED test

l.   is the pre-GED individualized preparation assessment and clarification of skills, abilities and concepts necessary to pass the GED test

m.   is the orderly, efficient and effective process which is used by the GED teacher to assist the student in obtaining a passing score on the GED test

n.   four curricula which were developed to help boost scores in individual areas of GED instruction

o.   a method of teaching student progress that employs self-paced textbook work combined with periodic teacher intervention

p.   twenty-seven specific learning outcomes tested on the GED examination

q.   programs designed to supplement classroom instruction and reinforce learning

r.   writing, science, social studies, literature and arts, and mathematics

s.   <u>Know</u> your students, their goals, aspirations, and other things that are important to them.
      <u>Be</u> knowledgeable, willing, and prepared to advise your students.
      <u>Model</u> being prepared and resourceful.

t.   This scoring method requires the evaluator to assess the assignment as a whole. At the same time, the evaluator is aware of structural, grammatical, punctuation, and spelling errors.
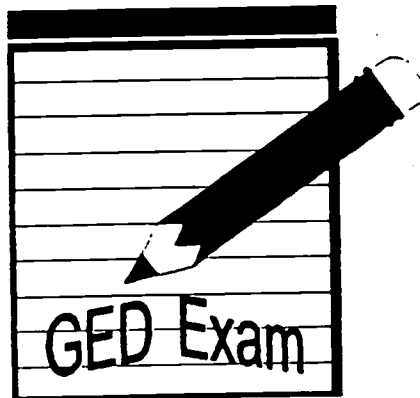
ANSWER KEY

POST-TEST

1.	b	16.	d	31.	g
2.	e	17.	d	32.	a
3.	d	18.	c	33.	b
4.	d	19.	d	34.	k
5.	d	20.	d	35.	p
6.	e	21.	e	36.	o
7.	a	22.	r	37.	l
8.	d	23.	I	38.	m
9.	e	24.	q	39.	f
10.	b	25.	j	40.	s
11.	a	26.	h		
12.	d	27.	c		
13.	b	28.	d		
14.	e	29.	n		
15.	c	30.	t		

INSTRUCTOR SELF-EVALUATION

Please use the following scale to respond to each statement:

SCALE:
- 5 - Strongly agree
- 4 - Agree
- 3 - Neither agree nor disagree
- 2 - Disagree
- 1 - Strongly disagree

Circle the corresponding number of your choice next to each statement

As a result of the *Basics for Successful for GED Instruction: Working with Adult Learners*, I:

1. gained an accurate knowledge of   5   4   3   2   1
    requirements for a passing score on
    the GED examination, as well as the
    number of test items and time limits
    for each test.

2. understand the necessary retesting   5   4   3   2   1
    procedure for students who fail to
    pass the examination on their initial
    attempt.

3. interpret the Student Multi-   5   4   3   2   1
    Referenced Report from the Test of
    Adult Basic Education (TABE) test
    scores to identify a student's
    strengths and weaknesses in
    reading, math, language, and spelling.

4. use testing information to plan   5   4   3   2   1
    teaching and learning strategies.
    for students

5. feel comfortable about setting up a   5   4   3   2   1
    self-paced classroom and program.

6.	use information from a mastery test as a tool to identify students' strength and weaknesses and to measure their progress.	5	4	3	2	1
7.	use information from norm-referenced test as a tool to identify students' strengths and weaknesses and to measure their progress.	5	4	3	2	1
8.	have clear understanding of five major divisions of GED curriculum covered on GED examination.	5	4	3	2	1
9.	am using at least one method of preparing student accomplishment charts to assist with tracking of individual progress.	5	4	3	2	1
10.	have developed a student educational plan for use in my classroom.	5	4	3	2	1
11.	am incorporating test-taking strategies throughout the curriculum.	5	4	3	2	1
12.	apply student and classroom management concepts in classroom.	5	4	3	2	1
13.	am more knowledgeable of the GED registration process.	5	4	3	2	1
14.	understand the GED examination modifications which are allowed when taken by students with certified disabilities.	5	4	3	2	1
15.	understand the GED testing requirements to certify students "disabled".	5	4	3	2	1

STUDENT EVALUATION

Please answer the following questions about your instructor in this class. The evaluation will not affect your teacher's job in any way because we will not know who your teacher is. You should be very honest in rating your instructor.

<u>DIRECTIONS:</u>
Please use the following scale to rate your instructor:
(Circle the number that matches your opinion.)

5 = <u>STRONGLY AGREE</u>
4 = <u>AGREE</u>
3 = <u>DON'T KNOW</u>
2 = <u>DISAGREE</u>
1 = <u>STRONGLY DISAGREE</u>

1. My instructor explained what was expected of me in class.   5   4   3   2   1

2. My instructor presents the subject matter in a way that I   5   4   3   2   1
    can easily understand.

3. My instructor understands me and how I learn.   5   4   3   2   1

4. My instructor is open to questions or comments.   5   4   3   2   1

5. My instructor makes time to work directly with me when   5   4   3   2   1
    I need it.

6. My instructor helps me find extra materials or learning   5   4   3   2   1
    activities when I have problems learning from the regular
    classroom materials.

7. My instructor provides feedback on all my work quickly   5   4   3   2   1
    enough to benefit me.

8. My instructor seems to respect me as a person.   5   4   3   2   1

9. My instructor encourages me to succeed.   5   4   3   2   1

10. I would recommend this instructor to another student.   5   4   3   2   1

COMMENTS:

_____

_____

OBJECTIVES

> ## Basics for Successful AHS Instruction:
> ## Working with Adult Learners
> ## Manual VI

★ *UNIT I: ADULT HIGH SCHOOL PROGRAM OVERVIEW*

The learner will be able to:

☑ Identify the AHS diploma requirements.

☑ Define a status A, B, and C student.

☑ Understand that the AHS curriculum is based on state-mandated intended outcomes that form the curriculum framework.

☑ Explain the AHS grading system.

★ *UNIT II: STUDENT SUCCESS - PREPARING TO MEET THE CHALLENGES*

The learner will be able to:

☑ Understand how to meet the course content, record keeping, and accountability requirements of the AHS classroom.

☑ Be prepared to help students make the transition from public school to adult high school.

☑ Discover how to inspire students to succeed.

☑ Recognize the need for consistency.

★ *UNIT III: RECORDS AND CLASSROOM EXPECTATIONS*

The learner will be able to:

✓ Develop an understanding of adequate record keeping.

✓ Understand the importance of conveying to students what is expected of them.

✓ Develop an understanding of teaching in self-paced program.

★ *UNIT IV: PREPARING YOUR STUDENTS FOR THE*
*HSCT AND FCAT TESTS*

The learner will be able to:

✓ Describe the purpose of the High School Competency Test (HSCT).

✓ Identify the four months of the year when the HSCT is given.

✓ Identify skill areas which are covered on the HSCT.

✓ Identify supplemental HSCT communications and mathematics skills teaching resources.

✓ Describe the purpose of the Florida Comprehensive Assessment Test (FCAT).

✓ Identify skill areas which are covered on the FCAT.

✓ Identify supplemental FACT communications and mathematics skills teaching resources.

★ *UNIT V: EDUCATIONAL RESOURCES FOR THE*
    AHS CLASSROOM

The learner will be able to:

✓ Identify teaching materials available from the program director.

✓ Discuss the use of pre-tests to give students credit for prior knowledge in a particular course.

✓ Identify the parts of a complete curriculum

✓ Recognize the components of a science laboratory program for self-paced instruction.
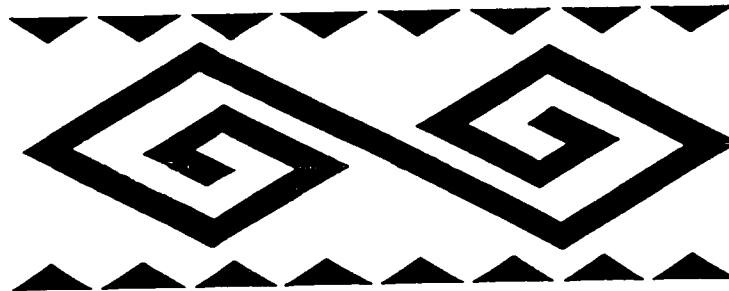
SELF-PACED ACTIVITY

Based on the guidance provided by this section of the manual, develop a list of information that you need to gather from your coordinator, institution, community sources, and other AHS instructors, so that you will be able to promote student success and your own classroom readiness. For instance, you may still need information on student support services or institutional policies and procedures. Go out and get this information, then apply it to your classroom!

GROUP ACTIVITY

The facilitator should direct the following and continue until all items are covered.

Break up into two groups and assign one group to develop list 1 and one to develop list 2:

LIST 1   Classroom problems/situations where you felt inadequate as a new AHS instructor.

LIST 2   The strengths and knowledge that you brought with you that helped you to succeed as a new AHS instructor.

The facilitator should direct each group to assign a recorder (to write the list), a timekeeper, and a reporter (to present the list to the group), and to complete their list within 10 minutes. The timekeeper should be directed to let the group know when 7 minutes have elapsed and to bring the group work to a close after 10 minutes.

The facilitator should reconvene the two groups after 10 minutes and ask the reporter from group 1 to present that group's list one item at a time. The reporter from group 2 should be asked if the group 2 list provided a companion strength or knowledge that could be used to solve each problem. If no companion strength or knowledge was listed, the full group should discuss and develop one. Continue until all items are covered.

ALTERNATIVE GROUP ACTIVITY

Open discussion: **Define Student Success.**

1.   Have one person from the group write components of definition in note book, on newsprint, on whiteboard, etc., as available.

2.   Have each person write on a note card the <u>one</u> most important tool they have developed or discovered to promote student success.

3.   Pass note cards to facilitator, who may read them each aloud and ask for comments, or show of hands on how many participants have tried the method discussed.

QUALITY PROFESSIONAL DEVELOPMENT

BASICS FOR SUCCESSFUL AHS INSTRUCTION: WORKING WITH ADULTS

PRE-TEST

Name: _____   Date: _____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1. The adult high school (AHS) program provides the opportunity to receive a high school diploma to students who are:

   a.   15 years of age or older.
   b.   16 years of age or older.
   c.   17 years of age or older.
   d.   all of the above

2. The AHS program:

   a.   allows students to progress and earn credits within their own time frame.
   b.   requires 24 credits to graduate.
   c.   will transfer previously earned credits.
   d.   all of the above

3. The AHS grading system assigns:

   a   letter grades.
   b.   pass of fail.
   c.   points.
   d.   "a" and "c"

4. A new AHS instructor should always be provided with:

   a.   a copy of the curriculum frameworks/performance standards for each course.
   b.   volunteer tutors to assist in the classroom.
   c.   a revised syllabus for each course s/he will be teaching.
   d.   "a" and "c"

5.   A primary responsibility of all AHS instructors is:

      a.   student registration
      b.   creating policies and procedures
      c.   records accountability
      d.   all of the above

6.   A characteristic of adult high school classes is:

      a.   students may register throughout most of the term.
      b.   students are treated as adults.
      c.   some students may have already completed high school.
      d.   all of the above

7.   It is important that AHS instructors:

      a.   show respect for their students.
      b.   keep careful records of prep time.
      c.   use the same testing methods and tools for all students.
      d.   become involved in their students' personal lives.

8.   Consistency is important in the classroom because:

      a.   many AHS students lack this skill and need to learn it.
      b.   there may be a lack of consistency in many AHS students' home lives.
      c.   the AHS classroom is so different from what most students are used to that
            they need the order that consistency provides.
      d.   all of the above

9.   What documents should an instructor request from a new student?

      a.   driver's license
      b.   registration slip
      c.   social security card
      d.   both a & b

10.   Instructors are required to review educational transcripts for all new students.

      a.   true
      b.   false

11. Course requirements should be given to each new student in writing

    a.   during orientation
    b.   the first day of class
    c.   during registration
    d.   never

12. Instructors should keep attendance records.

    a.   true
    b.   false

13. AHS students are required to have a GPA of _____ to graduate.

    a.   1.5
    b.   2.0
    c.   2.5
    d.   3.0

14. What does **HSCT** stand for?

    a.   Home School Competency Test
    b.   High School Competency Test
    c.   High School Certification Test

15. How many times a year is the HSCT given?

    a.   1
    b.   2
    c.   4

16. How many times may a student take the HSCT?

    a.   Unlimited
    b.   3
    c.   5

17. What is the time-limit for the HSCT?

   a. 3 hours
   b. 5 hours
   c. no time limit

18. Which of the following teaching materials may be available from Adult High School program directors?

   a. teacher edition of textbooks
   b. pre- and posttests
   c. complete curriculum guides
   d. course syllabi
   e. none of the above
   f. all of the above

19. Which of the following is not a component of a self-paced laboratory program?

   a. lab check sheets
   b. pre- and posttests
   c. written instructions for laboratory exercises
   d. physical laboratory space

20. Students in a self-paced adult high school program can never test out of a course or parts of a course.

   a. true
   b. false
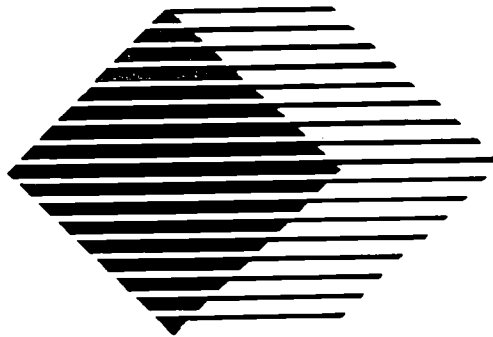
ANSWER KEY

PRE-TEST

1. b

2. d

3. a

4. a

5. c

6. d

7. a

8. c

9. b

10. b

11. b

12. a

13. b

14. b

15. c

16. a

17. c

18. f

19. b

20. b

BASICS FOR SUCCESSFUL AHS INSTRUCTION: WORKING WITH ADULTS

POST-TEST

Name: _____   Date: _____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1. All AHS students must pass the:

    a. Florida Adult High School Proficiency Test.
    b. Florida High School Competency Test.
    c. High School Diploma Assessment Scale.
    d. none of the above

2. The AHS science requirements are:

    a. two lab courses.
    b. one non-lab course.
    c. "a" and "b".
    d. three lab courses.

3. A half-credit course allows a student to:

    a. successfully complete either the first or second half of a course even if s/he fails the other half.
    b. to transfer half of a full credit course and complete the other half of the course at another school.
    c. none of the above
    d. all of the above

4. A new AHS instructor should:

    a. be familiar with all course materials.
    b. develop new syllabi.
    c. learn the institution's policies and procedures.
    d. all of the above

5. Accurate record keeping by each instructor is most important to ensure that:

   a. students know how many credits they need to graduate.
   b. the institution is able to meet State accountability requirements.
   c. the instructor gets a good evaluation from his/her coordinator.
   d. the instructor can compare his/her performance to that of other instructors.

6. One big difference between public high school and adult high school is:

   a. they have different course completion requirements.
   b. they have different standards for student behavior.
   c. one is lecture-based and the other is self-paced.
   d. one gives a high school diploma and the other gives a general education diploma.

7. An AHS instructor should try to find out about student needs and goals so that:

   a. s/he can use this information to promote student success.
   b. s/he can determine whether a referral to an assessment specialist, advisor, or other support service provider is warranted.
   c. s/he can develop alternative learning methods/materials when needed.
   d. all of the above.

8. Since the adult high school provides a very different learning environment from the public high school, teachers should ensure that the following is/are maintained in their classrooms:

   a. consistency
   b. computers
   c. group activities
   d. audio-visual aides

9. What is the minimum score required to pass a test?

   a. 65
   b. 70
   c. 75
   d. 80

10. Students are required to show their registration slips to instructors on their first day of class.

   a.   true
   b.   false

11. Course outlines should be given to students on their first day of class.

   a.   true
   b.   false

12. What happens with a student who completes the course requirements before to the end of a term?

   a.   The student remains in the course until the end of the term.
   b.   The student no longer has to attend the course.
   c.   An early completion grade may be awarded.
   d.   both b&c

13. Instructors are not required to keep progress records on students.

   a.   true
   b.   false

14. What academic subjects are covered on the HSCT?

   a.   social studies, science, English and mathematics
   b.   science, mathematics and English
   c.   communications and mathematics

15. Where can supplemental resources be obtained to assist you in teaching the HSCT skills?

   a.   learning resource center/library
   b.   Florida Department of Education
   c.   program administrator
   d.   all of the above

16. When is the HSCT given?

    a. October and March
    b. October, January, March and July
    c. October, March and July

17. What workshop must be given prior to each HSCT testing session?

    a. calculator skills
    b. reading skills

18. Which of the following teaching materials may be available from Adult High School program directors?

    a. teacher editions of textbooks
    b. pre- and post-tests
    c. complete curriculum guides
    d. course syllabi
    e. none of the above
    f. all of the above

19. Which of the following is not a component of a self-paced laboratory program?

    a. lab check sheets
    b. pre- and post-tests
    c. written instructions for laboratory exercises
    d. physical laboratory space

20. Students in a self-paced adult high school program can never test out of a course or parts of a course.

    a. true
    b. false

ANSWER KEY

POST-TEST

1. b

2. c

3. b

4. d

5. b

6. c

7. d

8. a

9. b

10. a

11. a

12. d

13. b

14. c

15. d

16. b

17. a

18. f

19. b

20. b

INSTRUCTOR SELF-EVALUATION

Please use the following scale to respond to each statement.

5 - Strongly agree
4 - Agree
3 - Neither agree nor disagree
2 - Disagree
1 - Strongly disagree

Circle the corresponding number of your choice next to each statement.
Add any comments you wish at the end of the evaluation.

As a result of the workshop, *BASICS FOR SUCCESSFUL AHS INSTRUCTION: WORKING WITH ADULTS,* I:

1. can identify the AHS diploma requirements.   1 2 3 4 5

2. can define a status A, B, and C student.   1 2 3 4 5

3. understand that the AHS curriculum is based on   1 2 3 4 5
    State-mandated intended outcomes that form
    the curriculum framework.

4. can explain the AHS grading system.   1 2 3 4 5

5. understand how to meet the course content, record   1 2 3 4 5
    keeping, and accountability requirements of the
    AHS classroom.

6. am prepared to help students make the transition   1 2 3 4 5
    from public school to adult high school.

7. know how to inspire students to succeed.   1 2 3 4 5

8. recognize the need for consistency.   1 2 3 4 5

9. developed an understanding of adequate record keeping.   1 2 3 4 5

10. understand how to develop an effective course outline.   1   2   3   4   5

11. understand the importance of conveying to students   1   2   3   4   5
     what is expected of them.

12. have developed an understanding of teaching in a   1   2   3   4   5
     self-paced program.

13. can describe the purpose of the High School Competency   1   2   3   4   5
     Test (HSCT).

14. can identify the four months of the year when the HSCT   1   2   3   4   5
     is given.

15. can identify skill areas which are covered on the HSCT.   1   2   3   4   5

16. can identify supplemental HSCT communications and   1   2   3   4   5
     mathematics skills teaching resources.

17. can identify teaching materials which are available from   1   2   3   4   5
     the program director.

18. use pre-tests to give students credit for prior knowledge   1   2   3   4   5
     in a particular course.

19. can identify the parts of a complete curriculum guide.   1   2   3   4   5

20. can recognize the components of a science laboratory   1   2   3   4   5
     program for self-paced instruction.

Please respond to the following statements:

1. At the workshop, *BASICS FOR SUCCESSFUL AHS INSTRUCTION: WORKING WITH ADULTS*, I found that the material most relevant to my classroom work was the information on:

_____

_____

_____

2. Because I understand the AHS program more clearly, I find that I am:

_____

_____

_____

_____

_____

3. Additional comments:

_____

_____

_____

_____

_____

_____

_____

STUDENT EVALUATION

Please answer the following questions about your instructor in this class. The evaluation will not affect your teacher's job in any way because we will not know who your teacher is. You should be very honest in rating your instructor.

DIRECTIONS:
Please use the following scale to rate your instructor:
(Circle the number that matches your opinion.)

5 = STRONGLY AGREE
4 = AGREE
3 = DON'T KNOW
2 = DISAGREE
1 = STRONGLY DISAGREE

1. My instructor explained what was expected of me in class.　　5　4　3　2　1

2. My instructor presents the subject matter in a way that I can easily understand.　　5　4　3　2　1

3. My instructor understands me and how I learn.　　5　4　3　2　1

4. My instructor is open to questions or comments from students.　　5　4　3　2　1

5. My instructor makes time to work directly with me when I need it.　　5　4　3　2　1

6. My instructor helps me find extra materials or learning activities when I have problems learning from the regular classroom materials.　　5　4　3　2　1

7. My instructor provides feedback on all my work quickly enough to benefit me.　　5　4　3　2　1

8. My instructor seems to respect me as a person.　　5　4　3　2　1

9. My instructor encourages me to succeed.　　5　4　3　2　1

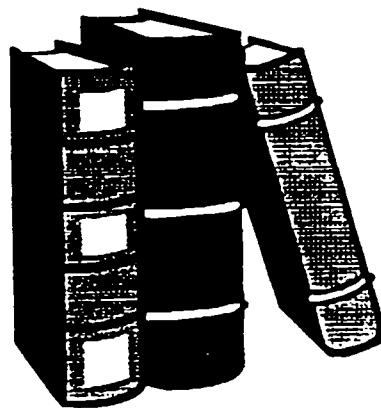10. I would recommend this instructor to another student.　　5　4　3　2　1

COMMENTS:

_____

_____

APPENDIX

RESOURCES

151

National Literacy Resource List

ASSOCIATIONS

American Association of Adult and Continuing Education
1200 19th Street, NW, Suite 300
Washington, DC 20036
202/429-4131

American Bar Association
Standing Committee on Law & Literacy
740 15th Street, NW
Washington, DC 2005
202/662-1-24

American Council on Education, GED Testing Service
1 Dupont Circle, NW, Suite 250
Washington, DC 20036
202/939-9490

American Library Association
50 E. Huron Street
Chicago, IL 60611
312/944-6780

Adult Literacy & Technology Network
302 S. Geneva St., Room G-10
Ithaca, NY 14850
607/273-0634

Correctional Education Association
4380 Forbes Boulevard
Landham, MD 20706
301/918-1915

International Reading Association
444 North Capitol Street, Suite 422
Washington, DC 20001
202/624-8800

National Alliance of Business
1201 New York Avenue NW, Suite 700
Washington, DC 20005
202/289-2934

National Alliance of Urban Literacy Coalitions
600 Jefferson, Suite 500
Houston, TX 77002
713/845-2557

National Association of State Literacy Resource Centers
901 G Street, NW, Room 300
Washington, DC 20001
292/727-1616

National Council of State Directors of Adult Education
P.O.Box 2120
Richmond, VA 232216-2120
804/225-2293

ENGLISH LANGUAGE LEARNING

National Clearinghouse for ESL Literacy Education
1118 22nd Street, NW
Washington, DC 20037
202/429-9292

Teachers of English to Speakers of
Other Languages
1600 Cameron Street, Suite 300
Alexandria, VA 22314
703/836-0774

FAMILY LITERACY

Barbara Bush Foundation
for Family Literacy
1002 Wisconsin Avenue, NW
Washington, DC 20007
202/338/2006

National Center for Family Literacy
325 West Main Street, Suite 200
Louisville, KY 40202-4251
502/584-1133

FEDERAL GOVERNMENT

Center for the Book
Library of Congress
Washington, DC 20540
202/707-5221

National Institute for Literacy
800 Connecticut Ave., NW, Suite 200
Washington, DC 20006-2712
202/632-1500

U.S. Department of Education
Division of Adult Education & Literacy
330 C Street, SW
Washington, DC 20202-7240
202/205-9685 or 1-800-USA-LEARN

America Reads Challenge
600 Independence Ave., SW
Washington, DC 20202
202/401-8888 or 1-800-USA-LEARN

U.S. Department of Labor
Employment & Training Administration
200 Constitution Avenue, NW,
Room N5637
Washington, DC 20210
202/219-7674

LEARNING DISABILITIES

Learning Disabilities Association
4156 Library Road
Pittsburgh, PA 15234
412/341-1515

National Adult Literacy and Learning
Disabilities Center
1875 Connecticut Avenue NW, 8th Fl
Washington, DC 20009-1202
202/884-8178

National Center for Learning
Disabilities
381 Park Ave., South, Suite 1420
New York, NY 11565
212/545-7510

Orton Dyslexia Society
8600 LaSalle Road, Suite 382
Baltimore, MD 21286-2044
410/296-0232 or 800/222-3123

RESEARCH/ACADEMIC INSTITUTIONS

Institute for the Study of Adult Literacy
Pennsylvania State University
102 Rackley Building
University Park, PA 16802
814/863-3777

National Center on Adult Literacy
University of Pennsylvania
3910 Chestnut Street
Philadelphia, PA 19104-3111
215/898-2100

National Center on the Study of Adult Literacy and Learning
Nichols House, Harvard University
Graduate School of Education
Cambridge, MA 02138
617/496-0516

VOLUNTEER ORGANIZATIONS

Laubach Literacy
1320 Jamesville Avenue, Box 131
Syracuse, NY 13210
315/422-0001

Literacy Volunteers of America
635 James Street
Syracuse, NY 13203
315/422-9121

Student Coalition for Action in Literacy Education
140 ½ E. Franklin St., CB #3505
Chapel Hill, NC 27599-3505
919/962-1542

FACT SHEET: CORRECTIONAL
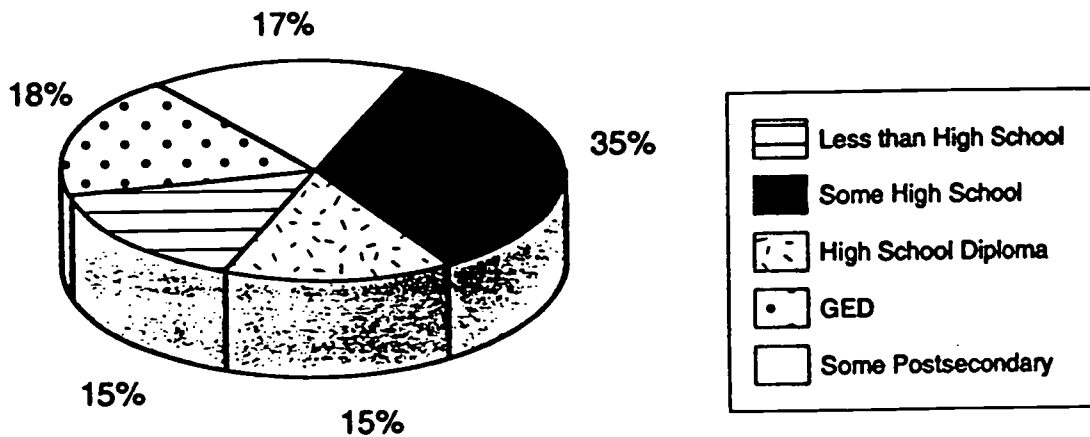
                                       EDUCATION

Prisoners generally have significantly lower literacy skills than the general population. Those who improve their skills return to prison less often.

Need

- Only 51 percent of prisoners have completed high school or its equivalent, as compared with 76 percent of the general population.

- Seventy percent of prisoners scored in the two lowest literacy levels of the National Adult Literacy Survey. This means that while they have some reading and writing skills, they are not adequately equipped to perform tasks like writing a letter explaining an error on a credit card bill or understanding a bus schedule.

- Inmates who have a high school diploma demonstrate lower basic skills than members of the general public with a high school diploma.

- Eleven percent of prisoners self-report having learning disabilities, as compared with three percent of the general population.

17%

18%   35%

                                    ☐ Less than High School

                                    ■ Some High School

                                    High School Diploma

                                    GED

                                    ☐ Some Postsecondary

15%

15%

Educational Level of Prisoners

Delivery System

- The federal prison system began mandatory literacy training in 1982, and in 1991 raised the achievement standard from 8th to 12th grade.

- The percentage of inmates with low literacy skills who actually receive literacy education is estimated at 7 to 10 percent.

Outcomes

Various studies have found that education diminishes the rate of recidivism. A study by the Federal Bureau of Prisons concluded that "the more actively the inmates successfully participated in prison education programs, the less likely they were to recidivate."

A Virginia study found that out of a sample of 3,000 inmates, 49 percent of those who did not participate in correctional education programs were reincarcerated, compared to 20 percent of those who did participate in these programs.

An Illinois study found that inmates with an education of 8th grade or less were re-arrested at a rate of 62 percent. High school graduates had a re-arrest rate of 57 percent, and those with some college, 52 percent.

Sources: "Literacy Behind Prison Walls," National Center for Education Statistics, "Prison Literacy Programs," ERIC Digest No. 159, "Literacy in Corrections," Correctional Education Association.

RECOMMENDED RESOURCES

Correctional Education Association
4380 Forbes Boulevard
Landham, MD 20706
301/918-1915

Department of Education
Office of Adult & Vocational Education
600 Independence Avenue, SW
Washington, DC 20202
202/205-9258
1-800-USA-LEARN

NATIONAL INSTITUTE FOR LITERACY
800 Connecticut Avenue NW, Suite 200   Washington, DC   20006-2712   phone: 202/632-1500
NIFL Hotline: 1-800-228-8813   Fax: 202/632-1512   Http://www.nifl.gov

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FACT SHEET: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

English for Speakers of Other Languages (ESOL) is the fastest growing area of the adult basic education system.

Need

- Nearly 32 million people in the United States speak languages other than English--a 38 percent increase over 1980.

- More than 50 percent of adults learning English as a second language are Hispanic. Other common first languages of ESOL participants are: French, Portuguese, Polish, Russian, Chinese, and Vietnamese.

- There is not enough space in programs to serve everyone who wants to learn English. Most cities have waiting lists of several months to several years, and some rural areas have no available classes.

ESOL Programs

- ESOL programs very in scope and content. Some programs, especially those for recent arrivals, emphasize life skills and focus on improving listening and speaking abilities. Others stress vocational topics, citizenship education, family literacy, or academic or GED preparation.

- Over one million adults are enrolled in federally-funded ESOL instruction. Many more are tutored by volunteers in churches, libraries, local businesses and unions, community colleges, and other community-based organizations.

RECOMMENDED RESOURCES

National Clearinghouse for ESL Literacy Education
Center for Applied Linguistics
1118 22nd Street, NW
Washington. DC 20037-1214
(202) 429-9292, ext. 200
World Wide Web http://www.cal.org/ncle

Teachers of English to Speakers of Other
Languages
1600 Cameron Street, Suite 300
Alexandria, VA 22314
703/836-0774

Thanks to the national Clearinghouse of ESL Literacy Education for providing the information for this fact sheet.

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FACT SHEET: LITERACY & LEARNING DISABILITIES

Talk to any adult literacy teacher and you are likely to hear of an apparently bright and able student who does not achieve to potential. The student who shows this unexpected underachievement may have a learning disability.

Overview

- "Learning disability" is an umbrella term that encompasses a wide variety of disorders, including basic psychological processes involved in understanding or using spoken or written languages.

- Learning disabilities may manifest themselves as significant difficulty in listening comprehension, speaking, reading, writing, spelling, computational, and problem-solving skills needed by adults to function effectively as parents, employees, and citizens.

- People with learning disabilities are recognized as having a disability under federal law. This means that they are entitled to "reasonable accommodations" and certain other federally-supported services.

Scope

Many people have learning disabilities. Estimates range from:

- Fifty to 80 percent of all students in literacy and basic education programs.

- Fifteen to 30 percent of all participants in job training programs.

- Twenty-five to 40 percent of all adults on welfare.

Assessment

- Only diagnostic testing can accurately determine the presence of a learning disability.

- Some adults with suspected learning disabilities are eligible for assessment and other services through vocational rehabilitation.

- Literacy practivitioners can be trained to help students with learning disabilities, including those who have not been formally diagnosed.

Consequences

- **Education**

  Learning disabilities may manifest themselves as difficulties in spoken or written language, arithmetic reasoning, and organization skills, and will affect adults in adult basic education, literacy, postsecondary, and vocational training settings.

- **Employment**

  Adults with learning disabilities commonly make errors in completing employment applications because of poor reading or spelling skills. Some may not reach employment at all. Job-related programs may arise for adults with learning disabilities as a result of their difficulties with tasks that require organizing, planning, scheduling, or monitoring; difficulties with language comprehension and expression; poor social skills; and inattentiveness. Accommodations for these problems may increase employability.

- **Self-esteem**

  Being criticized, put down, teased, or rejected because of failures in academic, vocational, or social endeavors often contribute to low self-esteem and depression in adults with learning disabilities.

- **Social interactions**

  Adults with learning disabilities may misinterpret others' moods and attitudes and appear to be less sensitive to others' thoughts and feelings.

- **Independent living**

  Basic responsibilities such as writing checks, filling out tax forms, or recording phone messages may present problems for adults with learning disabilities.

RECOMMENDED RESOURCES

The National Adult Literacy and Learning Disabilities Center
Academy for Educational Development
!875 Connecticut Avenue. NW
Washington. DC 20009-1202

Phone: 202/884-8185; 800-953-2553
Fax: 202/884-8422
Internet: info@nalldc.aed.org

NATIONAL INSTITUTE FOR LITERACY
200 Connecticut Avenue NW, Suite 200   Washington. DC   20006-2712   Phone: 202/632-1500
NIFL Hotline: 1-800-228-8813   Fax: 202/632-1512   Http://www.nifl.gov

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│  FACT SHEET                            WORKFORCE      │
│                                        LITERACY       │
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In order to stay competitive in the global economy, employers need workers who can read, write, compute, solve problems, and communicate well.

Need

About 20 percent of America's workers have low basic skills, and 75 percent of unemployed adults have reading or writing difficulties.

Workers who lack a high school diploma earn 60 cents for every dollar earned by a high school graduate, and 34 cents for every dollar earned by a college graduate.

Over 60 percent of front-line workers in the goods-producing industry cannot match information in a text to the required task if any inference is involved, and cannot integrate information from several sources.

Solution

Workplace literacy programs provide workers with the skills needed to get or retain a job, advance in their careers, or increase productivity.

Workplace literacy programs do not have to be expensive. Federal and state grants and tax credits are available.

RECOMMENDED RESOURCES

National Alliance of Business
1201 New York Avenue NW, Suite 700
Washington. DC 20005
202/289-2934
http://www.nab.com

Institute for the Study of Adult Literacy
The Pennsylvania State University
University Park. PA 16801
818/863-3777
Http://www.psu.edu/institutes/isal/

NATIONAL INSTITUTE FOR LITERACY
800 Connecticut Avenue NW, Suite 200   Washington. DC   20006-2712   phone: 202/632-1500
NIFL Hotline: 1-800-228-8813   Fax: 202/632-1512   Http://www.nifl.gov

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