



Welcome to:

***THE TIF-LENS SERIES: “ZOOM IN” ON
CRITICAL THINKING***

The webinar will begin shortly

Please have packet: “**CT Webinar Handouts**” printed and a pen or pencil handy as we begin.

The packet is available in the Materials tab of your control panel and is also attached to the email you received from Suzanne earlier this week.



THE TIF-LENS SERIES: “ZOOM IN” ON CRITICAL THINKING

Suzanne Gilchrist McCurdy
ACES Consultant
ATLAS, Hamline University, MN

WHO'S WHO?



- Introductions of the host and facilitator
- Who's present?
- Who's ready to go?
 - Speakers working?
 - Microphone?
- Check out the “mute” webinar tool  & make sure you are muted.
- When you're called on, unmute yourself, introduce yourself, and re-mute.
- Ready, Set, Go-To!





THE TIF-LENS SERIES: “ZOOM IN” ON CRITICAL THINKING

Suzanne Gilchrist McCurdy
ACES Consultant
ATLAS, Hamline University, MN

INTRODUCTIONS

- Facilitator:
 - Suzanne McCurdy, ABE Consultant
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- Technical support:
 - Patsy Vinogradov, Director, ATLAS
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Please chat to Patsy during webinar if you have tech issues

AGENDA: *Today we will...*

- Recognize the purpose of the Transitions Integration Framework (TIF)
- Explore the Critical Thinking (CT) category of the TIF and its skills > **Chat**
- Explore CT sample activities found in the complete TIF > **Share out**  
- Use the A-C-E-S process to integrate CT skills into a lesson
 - Open new tab; Access video:
<https://www.youtube.com/watch?v=v9XkUD4mHb0>
 - Return to webinar as instructed > **Chat/Share out**
- Wrap up





ACES

ACADEMIC, CAREER, & EMPLOYABILITY SKILLS

MISSION

To ensure that ABE programs are able to provide effective contextualized instruction integrating post-secondary education and training readiness, employability skills, and career readiness *at all levels.*

TAKE A POLL

- Where are you at with integrating Critical Thinking?
- Evaluate your current integration of Critical Thinking (CT) skills into your instruction.



CRITICAL THINKING SKILLS: MATCHING SKILLS & SUB SKILLS



- The Critical Thinking category of the TIF contains 4 skills
- Each skill is broken down into sub skills
- Read the Critical Thinking skills on the next slide.
- Read each sub skill as it is introduced and *chat* which skill of the four it matches

WHICH SKILL IS IT?

CT Skills: Students will be able to...

- **Skill 1:** Organize, analyze & illustrate relationships between components, items, and ideas
- **Skill 2:** Solve problems
- **Skill 3:** Use information to draw conclusions & make decisions
- **Skill 4:** Recognize bias, assumptions and multiple perspectives



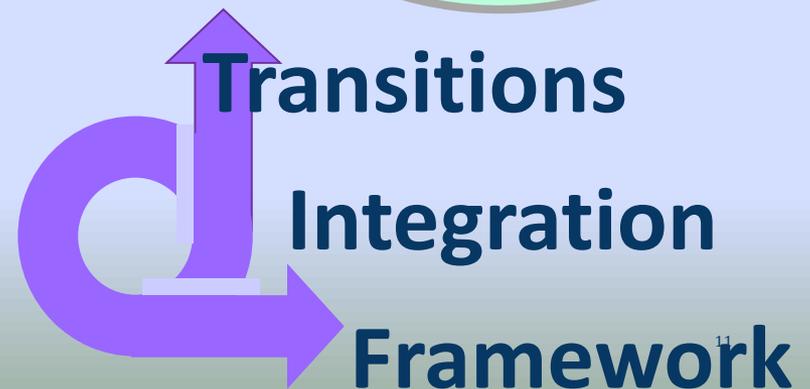
Recognize a speaker or writer's intent or purpose

TIF: TRANSITIONS INTEGRATION FRAMEWORK

Complete TIF contains:

- Categories & definitions
- Skills & sub skills
- Sample activities ranging from simple to complex
- Sample technology ideas to practice skills
- Ideas to contextualize for community, school, or work

Outlines the skills needed for successful transitions.
Serves as a guide for integrating transition skills into instruction.



Critical thinking definition from the TIF:

Critical thinking (CT) requires disciplined thinking that is open-minded, rational, and informed by evidence in order to arrive at decisions or conclusions that go beyond factual recall.

In ABE classrooms, CT skills involve actively applying thinking strategies that range from analyzing relationships between components to drawing conclusions from a variety of data.

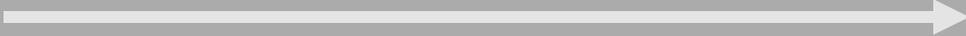
CT skills are increasingly essential for ABE learners to succeed in the workplace, higher education, and in navigating the complexities of 21st Century life.

“Zoom in”

ON CRITICAL THINKING: COMPLETE TIF SAMPLE ACTIVITIES

- Let’s look at sample activities for one sub skill for each of the CT skills.
- Choose which level of complexity best matches the level you teach
- Choose a sample activity and decide what modifications you would make to that activity for your level and context
- Take notes on the grid on handout p. 3.
- “*Raise your hand*” to share out.

CT Skill 1-Sub Skill a: Sequence components, items, or ideas in a logical or structured manner (e.g., alphabetical, chronological)

Complexity 		
<p>Sequence events* in chronological order using pictures with dates or simple contextualized sentences with dates.</p>	<p>Sequence events* in chronological order by examining verb tenses, context clues, or sequence words in sentences.</p>	<p>Recall and sequence events* from a multi-paragraph reading passage.</p>
<p>Read a topical narrative and put key events into a linear string using an easy to use online graphic organizer such as <i>readwritethink</i> webbing tool.</p>	<p>Read a short text about a topic and choose an online graphic organizer from a website such as <i>exploratree</i> to best represent the text (e.g., <i>description</i> – use word web, <i>narrative</i>- use timeline).</p>	<p>Read an article or listen to a podcast about a topic of interest. Create an online graphic organizer that best represents the organization of the information and use it to takes notes.</p>

CT Skill 2-Sub Skill d: Identify and evaluate potential solutions and possible consequences of those solutions

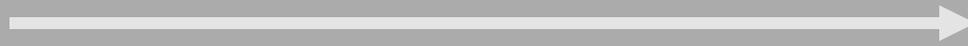
Complexity

<p>Match pictures of problems to solutions.* Respond in words or phrases to the questions: “What’s the problem?” and “How can you fix it?”</p>	<p>Read brief scenarios/narratives about problems* and three possible solutions. In small groups, rank the solutions from best to worst and describe rationale by using if-then statements.</p>	<p>In a small group, brainstorm problems* related to specific contexts. Choose one problem from the group and, using a cause and effect graphic organizer, write two or three possible solutions for the problem. For each solution, identify at least one possible advantage and/or disadvantage.</p>
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<p>Take an online teacher-provided survey that requires choosing the best solution for a given problem. (Note: This is a good follow up to the above activity.)</p>	<p>Read brief scenarios/narratives about problems* and three possible solutions. As a class, create a survey in Google drive (forms). (Note: The teacher must choose the template, title it, and share it with students before the activity.) In a small group, create one</p>	<p>For the above activity, use the online graphic organizer for cause and effect provided by <i>greatsource/iwrite</i>. Write two or three possible solutions for the problem. For each solution, identify at least one possible advantage and/or disadvantage.</p>
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CT Skill 3-Sub Skill c: Evaluate the quality and validity of information (new reports, gossip, online resources)

Complexity



<p>Use a graphic organizer (T-chart) to sort and distinguish between images of primary (true) and secondary (maybe true) source documents.*</p>	<p>Use a graphic organizer (T-chart) to sort and distinguish between primary (true) and secondary (maybe true) source documents.*</p>	<p>Conduct online research to find and distinguish between primary and secondary source documents.* Write an extended response on which source is more valid and why.</p>
<p>Discuss where information on the Internet comes from. If anyone can put information on the Internet, how do you know if it is true?</p>	<p>Research a basic fact or statistic online. Look for at least three different online sources that give the same information. Discuss the results and how checking with several sources is one way to check the validity of the information.</p>	<p>Research a topic. Write source information (e.g., web address, author/organization, date published) in a chart. Discuss trustworthiness of different sources.</p>

CT Skill 4-Sub Skill a: Recognize a speaker or writer's intent or purpose

Complexity

<p>Respond in words or phrases to the questions “What is this?” and “What is it for? What is its purpose?” regarding particular items.*</p>	<p>Read brief contextualized texts* and respond to questions like “What is this?” and “What is its purpose?”</p>	<p>Read an article (print or online) regarding an issue in a particular context* and participate in structured academic conversations to ask and respond to questions such as “What was the purpose of this article?” and “Why did the author write this?” Write a purpose statement for the article and refine as needed, referring to evidence in the text.</p>
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<p>Using an online flashcard maker such as <i>scholastic.com</i>, create flashcards with the word of a tool on one side and its purpose on the other. Use the “quiz” mode on the website to practice. (Note: This</p>	<p>Visit websites from different domains (.org, .gov, .com). Look at what kind of information is contained in each and determine what the main purposes of the different domains are.</p>	<p>Read an online article regarding an issue of interest. Use the guiding question “What is the purpose of this article?” to find evidence from the text that supports a particular purpose. Use online</p>
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GIVE ME AN **A!** THE **ACES** PROCESS

A **ssess** instruction/materials/curriculum to identify where TIF skills are addressed

C **omplement** to intentionally integrate TIF skills

E **valuate** outcomes after delivering lesson/using materials/trying the activity

S **tudy** and reflect

What else do students need?

What else do I need?

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What else do I need?

STEP 1: ASSESS

1. Look at the Pre A-C-E-S Lesson components and **ASSESS** each for the CT skills and sub skills it contains
 - CT skills and sub skills on page 2
 - Lesson components on page 4
 - Note the skills and sub skills in the “Assess” column of handout p. 5 (e.g. CT 1a, 2b)
2. Chart the skills and sub skills you identify in each lesson component

PRE-ACES LESSON PLAN

WARM UP

- Ss get their monthly calendar out of their folders.
- One ss volunteers to go to the board and write today's date, yesterday and tomorrow's day names and what the weather will be.
- Ss write board information in their notebooks.
- Class chorally repeats board information as volunteer ss leads.

PRE A-C-E-S LESSON: *ASSESS*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	CT 1a			
Introduction				
Guided Practice				
Independent Practice				
Extension				
Assessment				

PRE-ACES LESSON PLAN

INTRODUCTION: REVIEW

Review of place vocabulary (e.g. supermarket) and prepositions of place (e.g. next to).

- Teacher and ss go through pictures of place vocabulary and chorally repeat.
- T and ss review prepositions of place using classroom realia: T places two objects in relation to each other, and elicits from ss the correct preposition of place. For example, teacher puts a pencil on a chair, and elicits “on” from ss.

PRE A-C-E-S LESSON: *ASSESS*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	CT 1a			
Introduction	CT 1c			
Controlled				
Guided				
Independent				
Extension				

PRE-ACES LESSON PLAN

CONTROLLED, GUIDED *AND* INDEPENDENT PRACTICE

Controlled:

- Ss read questions about map, and circle appropriate answer to fill in the blank.

Guided:

- Ss work in pairs and use map to complete short cloze dialogues.
- Ss pairs read dialogues out loud after completing cloze.

Independent:

- Ss use map and ask each other original “Where is the _____?” questions.

PRE A-C-E-S LESSON: *ASSESS*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	CT 1a			
Introduction	CT 1c			
Controlled	CT 2c			
Guided	CT 2c			
Independent	CT 1c 2c 3b			
Extension	NA			

STEP 2: COMPLEMENT

Now watch the video clip of the post ACES lesson one segment at a time

– Access video in a new tab:

<https://www.youtube.com/watch?v=v9XkUD4mHb0>

– Return to webinar after each designated segment of the lesson.

VIEW THE WARM-UP

- Warm-up video segment: **0:00 – 2:36**
- Please watch the post ACES lesson warm-up, pause the video, and then return to the webinar.
- While viewing, please note: How did the teacher **COMPLEMENT** the lesson with additional CT skills and sub skills?
 - Refer to page 2 in your handout.
 - Write the skills and sub skills on pg. 5 in the “complement” column.
- Access video:
<https://www.youtube.com/watch?v=v9XkUD4mHb0>

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	CT 1a	CT 1a, 1c, 2c		
Introduction	CT 1c			
Controlled	CT 2c			
Guided	CT 2c			
Independent	CT 1c 2c 3b			
Extension	NA			

VIEW THE INTRODUCTION

- Introduction video segment: **2:36 – 4:21**
- Please watch the post ACES lesson Introduction, pause the video, and then return to the webinar.
- While viewing, please note: How did the teacher **COMPLEMENT** the lesson with additional CT skills and sub skills?
 - Refer to page 2 in your handout.
 - Write the skills and sub skills on pg. 5 in the “complement” column.
- Access video:
<https://www.youtube.com/watch?v=v9XkUD4mHb0>

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	CT 1a	CT 1a, 1c, 2c		
Introduction	CT 1c	1a, 1c, 1b, 2c, 3b		
Controlled	CT 2c			
Guided	CT 2c			
Independent	CT 1c 2c 3b			
Extension	NA			

VIEW THE CONTROLLED PRACTICE

- Controlled Practice video segment: **4:21 – 5:58**
- Please watch the post ACES lesson Controlled Practice, pause the video, and then return to the webinar.
- While viewing, please note: How did the teacher **COMPLEMENT** the lesson with additional CT skills and sub skills?
 - Refer to page 2 in your handout.
 - Write the skills and sub skills on pg. 5 in the “complement” column.
- Access video:
<https://www.youtube.com/watch?v=v9XkUD4mHb0>

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	CT 1a	CT 1a, 1c, 2c		
Introduction	CT 1c	1a, 1c, 1b, 2c, 3b		
Controlled	CT 2c	1a, 1c, 2c, 2d, 3b, 3d		
Guided	CT 2c			
Independent	CT 1c 2c 3b			
Extension	NA			

VIEW THE GUIDED PRACTICE

- Guided Practice video segment: **5:58 – 7:35**
- Please watch the post ACES lesson Guided Practice, pause the video, and then return to the webinar.
- While viewing, please note: How did the teacher **COMPLEMENT** the lesson with additional CT skills and sub skills?
 - Refer to page 2 in your handout.
 - Write the skills and sub skills on pg. 5 in the “complement” column.
- Access video:
<https://www.youtube.com/watch?v=v9XkUD4mHb0>

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	CT 1a	CT 1a, 1c, 2c		
Introduction	CT 1c	1a, 1c, 1b, 2c, 3b		
Controlled	CT 2c	1a, 1c, 2c, 2d, 3b, 3d		
Guided	CT 2c	1a, 1c, 2c, 2d, 3b, 3d		
Independent	CT 1c 2c 3b			
Extension	NA			

VIEW THE INDEPENDENT PRACTICE

- Independent Practice video segment: **7:35 – 9:05**
- Please watch the post ACES lesson Independent Practice, pause the video, and then return to the webinar.
- While viewing, please note: How did the teacher **COMPLEMENT** the lesson with additional CT skills and sub skills?
 - Refer to page 2 in your handout.
 - Write the skills and sub skills on pg. 5 in the “complement” column.
- Access video:
<https://www.youtube.com/watch?v=v9XkUD4mHb0>

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	CT 1a	CT 1a, 1c, 2c		
Introduction	CT 1c	1a, 1c, 1b, 2c, 3b		
Controlled	CT 2c	1a, 1c, 2c, 2d, 3b, 3d		
Guided	CT 2c	1a, 1c, 2c, 2d, 3b, 3d		
Independent	CT 1c 2c 3b	1a, 1c, 2c, 2d, 3b, 3d		
Extension	NA			

VIEW THE EXTENSION

- Extension video segment: **9:05 – end**
- Please watch the post ACES lesson Extension, pause the video, and then return to the webinar.
- While viewing, please note: How did the teacher **COMPLEMENT** the lesson with additional CT skills and sub skills?
 - Refer to page 2 in your handout.
 - Write the skills and sub skills on pg. 5 in the “complement” column.
- Access video:
<https://www.youtube.com/watch?v=v9XkUD4mHb0>

POST A-C-E-S: *COMPLEMENT*

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	CT 1a	1a, 1c, 2c		
Introduction	CT 1c	1a, 1c, 1b, 2c, 3b		
Controlled	CT 2c	1a, 1c, 2c, 2d, 3b, 3d		
Guided	CT 2c	1a, 1c, 2c, 2d, 3b, 3d		
Independent	CT 1c 2c 3b	1a, 1c, 2c, 2d, 3b, 3d		
Extension	NA	1a, 1c, 2c, 2d, 3b, 3d		

HOW READY ARE YOU TO TAKE THE CT PLUNGE?



ACES 6-PACK ABES*! THE MUSCLE BEHIND THE MISSION!

**ADULT BASIC EDUCATION SUPPORT*

1. **ACES Resource Library 6-pack:**
www.atlasabe.org/resources/aces
 - Pre & Post A-C-E-S Lesson Plan (3-pack)
 - TIF-ed Lesson Video
 - PowerPoint with Workshop Handouts and Activities
 - Bonus pack of TIF methods
2. **ACES Face-2-Face PLC s**
3. **ACES Hybrid PLCs**
4. **ACES Regional Workshops**
5. **ACES Webinars**
6. **ACES Collaborations**



ACES RESOURCE LIBRARY

- ACES *Transitions Integration Framework* (TIF) at ATLAS website:
www.atlasabe.org/professional/transitions
 - *Complete TIF with sample activities and technology activities*
- ACES PLC and Support Materials
www.atlasabe.org/resources/aces
 - *Under construction: Sample pre and post TIF-ed lessons and classroom videos for each category of the TIF*

ACES RESOURCE LIBRARY

<http://atlasabe.org/resources/aces>

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ACES Resources

Provided here are tools to help ABE practitioners integrate the Transitions Integration Framework (TIF) skills into lessons and instructional settings, including materials that can be used directly with their learners.

This resource library is still under construction, as new resources are currently being developed and will be posted during the 2014-2015 year. Eventually all 8 TIF categories listed on the right will contain the following:

- ▶ Pre & Post A-C-E-S Lesson Plan
- ▶ TIF-ed Lesson Video
- ▶ PowerPoint with Workshop/Webinar Handouts and Activities
- ▶ Bonus Pack of TIF-ing Methods



ACES RESOURCES

TIF CATEGORIES:

- 1 - Effective Communication
- 2 - Learning Strategies
- 3 - Academic Language & Skills
- 4 - Numeracy
- 5 - Critical Thinking
- 6 - Self-Management
- 7 - Developing Future Pathway
- 8 - Navigating Systems

OTHER ACES RESOURCES:

- TIF-Lens Webinar Series
- ACES Workshop Archive
- ACES PLC I Facilitators
- ACES PLC II Facilitators

THANK YOU!!

