The TIF-Lens Series: "Zoom in" on Navigating Systems

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Objectives:
You will…

1. Recognize the purpose of the Transitions Integration Framework (TIF)
2. Explore the Navigating Systems category of the TIF and its skills
3. Use the A-C-E-S process to integrate Navigating Systems skills into a lesson
4. Explore TIF-ing methods to integrate Navigating Systems skills into a classroom at all levels

ACES Webpage @ www.atlasabe.org
- *Transitions Integration Framework:* **www.atlasabe.org/professional/transitions**
- ACES PLC and Support Materials: **www.atlasabe.org/resources/aces**

Matching Navigating Systems Skills

Read the following Navigating Systems (NS) **skills** and decide which NS **sub skills** (below) go with each skill. Write the number of the skill (**1**, **2**, or **3**) in the small box to the left of each sub skill.

NS *Skills*: Students will be able to…

> **Skill 1:** Seek information or assistance appropriately from others in order to successfully navigate specific systems

> **Skill 2:** Identify and comply with rules, policies and performance expectations within institutions and organizational structures

> **Skill 3:** Identify and follow norms of an organizational structure

NS *Sub Skills:* Students will be able to…

☐ Identify the hierarchy or chain of command of an institution

☐ Actively reflect on personal performance and seek feedback

☐ Recognize, develop, and maintain relationships that may provide further or future assistance

☐ Demonstrate appropriate self-advocacy when faced with barriers

☐ Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use)

☐ Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems (e.g., employee handbooks, HR department, student support services)

☐ Acknowledge mistakes, recognize consequences for them, and offer options for redress

☐ Choose appropriate processes for communication within a hierarchy (e.g., scheduling a meeting, using communication forms, completing documentation)

☐ Differentiate formal and informal speech, dress and communication and apply appropriately to various situations

☐ Use appropriate documentation processes for tasks (filing emails, cc-ing emails to others, taking messages)

☐ Recognize one's rights and processes for appeals within an organization

☐ Identify opportunities for advancement within an organization

TIF @ a Glance: Navigating Systems Snapshot

Navigating Systems (NS): Navigating Systems is the ability to successfully within the institutions and organizational structures (such as school, workplace, or community organizations) in one's life. Successful learners and are those who are able to adapt to their environment and problem solve when issues arise. Examples of activities in this category could include looking at and evaluating processes, evaluating and fitting into a particular environment, and understanding and breaking down policies. Teaching the skills in this category will assist the learner in understanding new experiences, and help them to become their own best advocate.

Skill 1: *SWBAT…*	Seek information or assistance appropriately from others in order to successfully navigate specific systems

Sub Skills:

- ☐   a.   Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems
- ☐   c.   Recognize, develop, and maintain relationships that may provide further or future assistance
- ☐   d.   Demonstrate appropriate self-advocacy when faced with barriers

Skill 2: *SWBAT…*	Identify and comply with rules, policies and performance expectations within institutions and organizational structures

Sub Skills:

- ☐   a.   Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use)
  - b.   Use appropriate documentation processes for tasks (filing emails, cc-ing emails to others, taking messages)
- ☐   c.   Differentiate formal and informal speech, dress and communication and apply appropriately to various situations
- ☐   d.   Actively reflect on personal performance and seek feedback
- ☐   e.   Acknowledge mistakes, recognize consequences for them, and offer options for redress

Skill 3: *SWBAT…*	Identify and follow norms of an organizational structure

Sub Skills:

- ☐   a.   Identify the hierarchy or chain of command of an institution
- ☐   b.   Choose appropriate processes for communication within a hierarchy (e.g., scheduling a meeting, using communication forms, completing documentation)
- ☐   c.   Recognize one's rights and processes for appeals within an organization
- ☐   d.   Identify opportunities for advancement within an organization

The Complete TIF Format:

Categories: The *Transitions Integration Framework* (TIF) is divided into eight skills categories: Effective Communication (EC), Learning Strategies (LS), Academic Language & Skills (ALS), Numeracy (N), Critical Thinking (CT), Self-Management (SM), Developing a Future Pathway (DFP), and Navigating Systems (NS). A definition of each category is provided. (See p. 4-A)

Skills: Under each category, several related **Skills** are defined in broad terms. The acronym **SWBAT**, **S**tudents **W**ill **B**e **A**ble **T**o, precedes each skill, followed by a description of what the performance of that skill looks like. (See p. 4-B)

Sub Skills: These broader skills in turn are broken down into discrete **Sub Skills**, specifically defining what it is learners will be able to do, as prefaced by SWBAT. (See p.4 -C)

Sample Activities: For each skill included in the TIF, sample activities are provided for two selected sub skills. These sample activities are presented in chart form beneath the full listing of sub skills. (See p.4 -D)

> **Complexity:** The sample activities are arranged in a continuum of complexity beginning with simpler activities and progressing to more difficult ones. The activities are designed with a multi-level group in mind, providing a guide for teaching the same sub skill to a multi-level group within the same timeframe. (See p.4 -E)

> **Contexts:** As you read the sample activities, you will notice an asterisk embedded within the description. These asterisks direct you to the bottom of the grid where suggestions are provided for integrating the targeted sub skill into three different contexts: community, school, and work. Teaching the sub skills in context is crucial for effective instruction. (See p. 4-F)

> **Technology Activities:** For each selected sub skill, sample technology activities are included to provide ideas on how to integrate technology into the instruction of the sub skills. Research supports an integrated approach to teaching technology and these activities provide a glimpse at how to do this. (See p. 4-G)

Note: *Parenthetical examples are provided throughout the document and do not attempt to represent all possible examples.*

A → **Navigating Systems (NS):** Navigating Systems is the ability to successfully within the institutions and organizational structures (such as school, workplace, or community organizations) in one's life. Successful learners and are those who are able to adapt to their environment and problem solve when issues arise. Examples of activities in this category could include looking at and evaluating processes, evaluating and fitting into a particular environment, and understanding and breaking down policies. Teaching the skills in this category will assist the learner in understanding new experiences, and help them to become their own best advocate.

B →

Skill 1:
SWBAT… Seek information or assistance appropriately from others in order to successfully navigate specific systems

C →

Sub Skills: Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems (e.g., employee handbooks, HR department, student support services)

Recognize, develop, and maintain relationships that may provide further or future assistance

Demonstrate appropriate self-advocacy when faced with barriers

NS Skill 1- Sub Skill a: Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems (e.g., employee handbooks, HR department, student support services)

D → **Complexity** →

E → **Sample Activities**	Develop a list of questions to ask when visiting a particular place of interest* for the first time. Brainstorm a list of resources for finding answers to the questions. Choose one of those resources and explore it with a partner.	Role play calling a particular place* and asking questions about the services they offer. Produce follow-up questions to gain more information.	Contact (by phone, online, or in person) a particular place of interest* in order to learn more about the services they offer. Summarize the information gathered for a larger audience.
F → **Technology Activities:**	Scan printed web pages and circle the information needed. Visit the actual website and match circled information on print handout to actual information on website.	Find a phone number for a particular place* through a simple online search.	Find a phone number for a particular place* through a simple online search or the 'contact' page of the place's website. Contact that place to learn more about the services they offer. Summarize the information gathered for a larger audience.
Contexts / **Community**	* Grocery store, bank, library	* Grocery store, bank, library	* Bank, county services, healthcare provider
School	* Child's school, a community college	* Child's school, a community college	* Child's school, a community college
Work	* A workforce center, staffing agency	* A workforce center, staffing agency	* A workforce center, staffing agency

G →

http://atlasabe.org/professional/transitions

"Zoom In" Navigating Systems Sample Activities

Given each Navigating Systems **skill** from the complete TIF, read the sample activities (including technology activities) that are provided for that skill. Choose one sample activity at the level you teach (Beginning, Intermediate, or Advanced) that interests you.

Fill out the corresponding row on the grid below with your choice. Indicate the sub skill and activity level
* Write a brief description of the activity
* Describe how you might use this activity with your students, including any modifications you would make
* "Raise your hand" to share out with the larger group.

TIF Category: Navigating Systems			
TIF Skill/Sub Skill	**Level**	**Activity Description**	**How will you tweak it?**
Skill 1/Sub skill__			
Skill 2/Sub skill__			
Skill 3/Sub skill__			

Navigating Systems (NS): Navigating Systems is the ability to successfully within the institutions and organizational structures (such as school, workplace, or community organizations) in one's life. Successful learners and are those who are able to adapt to their environment and problem solve when issues arise. Examples of activities in this category could include looking at and evaluating processes, evaluating and fitting into a particular environment, and understanding and breaking down policies. Teaching the skills in this category will assist the learner in understanding new experiences, and help them to become their own best advocate.

Skill 1:
SWBAT… Seek information or assistance appropriately from others in order to successfully navigate specific systems

Sub Skills:
   d. Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems (e.g., employee handbooks, HR department, student support services)
   e. Recognize, develop, and maintain relationships that may provide further or future assistance
   f. Demonstrate appropriate self-advocacy when faced with barriers

NS Skill 1- Sub Skill a: Identify and utilize resources (print, electronic, and human) that aide in navigating specific systems (e.g., employee handbooks, HR department, student support services)

Complexity →

Sample Activities	Develop a list of questions to ask when visiting a particular place of interest* for the first time. Brainstorm a list of resources for finding answers to the questions. Choose one of those resources and explore it with a partner.	Role play calling a particular place* and asking questions about the services they offer. Produce follow-up questions to gain more information.	Contact (by phone, online, or in person) a particular place of interest* in order to learn more about the services they offer. Summarize the information gathered for a larger audience.
Technology Activities:	Scan printed web pages and circle the information needed. Visit the actual website and match circled information on print handout to actual information on website.	Find a phone number for a particular place* through a simple online search.	Find a phone number for a particular place* through a simple online search or the 'contact' page of the place's website. Contact that place to learn more about the services they offer. Summarize the information gathered for a larger audience.
Contexts — **Community**	* Grocery store, bank, library	* Grocery store, bank, library	* Bank, county services, healthcare provider
Contexts — **School**	* Child's school, a community college	* Child's school, a community college	* Child's school, a community college

Work	∗ A workforce center, staffing agency	∗ A workforce center, staffing agency	∗ A workforce center, staffing agency

NS Skill 1-Sub Skill c: Demonstrate appropriate self-advocacy when faced with barriers

	Complexity ⟶		
Sample Activities	Brainstorm problems* one has faced given a particular setting. Make polite requests to talk to a manager or supervisor given these different scenarios.	Read a narrative about someone facing a particular problem.* Brainstorm ways to solve the problem and develop a script (for speaking) or letter/email to address the problem with the appropriate person in a professional yet assertive way.	Discuss or write (using word processing) about a frustrating situation* when one was "given the run-around." What happened? Who couldn't or wouldn't help? What did you try to do? What happened in the end? Brainstorm ways to handle a situation like this in a professional yet assertive way. Develop a strategy for documenting the steps taken to solve a problem (e.g., I talked to *name* on *date*. I was referred to *name* at *phone #*.).
Technology Activities:	Using a list of phrases, request help from peers during any computer activity: Can you help me? Can you show me that again? How did you _____. I'm having problems. I'm getting frustrated.	Politely request help from peers during any computer activity when needed: Can you help me? Can you show me that again? How did you _____. I'm having problems. I'm getting frustrated.	Politely request help from peers and others regarding technology use when needed: Can you help me? Can you show me that again? How did you _____. I'm having problems. I'm getting frustrated.
Contexts — **Community**	∗ Overcharged at store, fines for library books, an undeserved parking ticket	∗ Overcharged at store, fines for library books, an undeserved parking ticket	∗ Overcharged at store, fines for library books, an undeserved parking ticket
School	∗ Confusing homework, problems with one's child's teacher	∗ Confusing homework, problems with one's child's teacher	∗ Confusing homework, problems with one's child's teacher
Work	∗ Error on paycheck, problems with a co-worker or supervisor, unsafe work environment	∗ Error on paycheck, problems with a co-worker or supervisor, unsafe work environment	∗ Error on paycheck, problems with a co-worker or supervisor, unsafe work environment

Navigating Systems (NS) Continued…		
Skill 2: *SWBAT…* Identify and comply with rules, policies and performance expectations within institutions and organizational structures		
Sub Skills: a. Follow standard procedures and protocols regarding behavior and tasks (punctuality, calling in sick, proper cell phone or computer use) b. Use appropriate documentation processes for tasks (filing emails, cc-ing emails to others, taking messages) c. Differentiate formal and informal speech, dress and communication and apply appropriately to various situations d. Actively reflect on personal performance and seek feedback e. Acknowledge mistakes, recognize consequences for them, and offer options for redress		

NS Skill 2-Sub Skill c: Differentiate formal and informal speech, dress, and communication and apply appropriately to various situations		
Complexity ⟶		
Sample Activities	Choose pictures from print or online sources of appropriate clothing for a particular setting/purpose.*	Recommend clothing changes based on a picture of inappropriate clothing for a particular setting/purpose.*	Create and publish online written guidelines for making a positive impression during a particular task or event.*
Technology Activities:	Compare two simple emails, one to a friend and one to a supervisor, and identify the differences in format and vocabulary (e.g., *H*i vs. *Dear*, *See ya* vs. *Sincerely*). Using the emails as a guide, email a friend or one's teacher.	With one's class, examine several emails used for different purposes and develop guidelines and vocabulary appropriate to each level of formality/purpose. In a small group, each member receives a different communication scenario and emails everyone in the group according to his/her scenario. Evaluate one another's emails for appropriate level of formality using the guidelines developed.	Brainstorm multiple purposes for communication. Determine appropriate electronic communication type (email, text message, chat) for each purpose. Discuss levels of formality and develop guidelines with appropriate vocabulary and format for each. Create a communication scenario and practice appropriate e-communication with a partner. Evaluate one another's communications using the guidelines developed.
Contexts — Community	∗ Meeting with a community professional (e.g., banker, teacher, lawyer)	∗ Meeting with a community professional (e.g., banker, teacher, lawyer.)	∗ Meeting with a community professional (e.g., banker, teacher, lawyer)
Contexts — School	∗ Class presentation	∗ Class presentation	∗ Class presentation
Contexts — Work	∗ Interview for a specific job	∗ Interview for a specific job	∗ Interview for a specific job

NS Skill 2-Sub Skill d: Actively reflect on personal performance and seek feedback		
Complexity →		

Sample Activities	Complete a simplified self-assessment of a particular area of one's life.*	Keep a log (paper or online) of activities, tasks, or measures related to performance.* Identify areas for improvement and ask peers for suggestions and advice.	Role-play asking a professional* for feedback on work related to accomplishing a particular goal or task:* e.g., How am I doing? Is this what you had in mind? How does this look? Describe steps for improvement based on feedback received.
Technology Activities:	Given a teacher-created digital template, keep a learning log that charts one's self-assessment (good, so-so, need work) on different learning activities that reflect different learning areas. After a particular period of time, identify learning areas of success and those where more work is needed. Talk with a peer or teacher to identify actions steps for improving problem areas.	Given a teacher-created digital template, keep a learning log that charts one's self-assessment (good, so-so, need work) and teacher's assessment scores on different learning activities that reflect different learning areas. After a particular period of time, identify learning areas of success and those where more work is needed. Talk with a peer or teacher to identify actions steps for improving problem areas.	Create a digital learning log to charts one's self-assessment and other assessment scores on different learning activities that reflect different learning areas. After a particular period of time, identify learning areas of success and those where more work is needed. Talk with a peer or teacher to identify actions steps for improving problem areas.
Contexts / **Community**	* Healthy lifestyle (eats healthy food, exercises, doesn't smoke)	* Healthy and unhealthy activities, places where one practices English	* Health professional; ask about a wellness goal
School	* School performance (comes to school on time, finishes assignments, works with others, asks for help)	* School tests, study habits, homework completed/not completed	* Teacher; ask about a completed assignment
Work	* Job performance (comes to work on time, finishes work, works with others, asks for help)	* Job activities, performance issues or successes, job search activities	* Supervisor; ask about a completed work task or project

Navigating Systems (NS) Continued…			

Skill 3: *SWBAT…*	Identify and follow norms of an organizational structure
Sub Skills:	a. Identify the hierarchy or chain of command of an institution
	b. Choose appropriate processes for communication within a hierarchy (e.g., scheduling a meeting, using communication forms, completing documentation)
	c. Recognize one's rights and processes for appeals within an organization
	d. Identify opportunities for advancement within an organization

NS Skill 3-Sub Skill b: Choose appropriate processes for communication within a hierarchy (e.g., scheduling a meeting, using communication forms, completing documentation)			

	Complexity →		
Sample Activities	Identify problems within a particular context.* Match community problems with the correct contact person or organization. Practice a simple dialogue that addresses a problem.	Listen to a conversation about a contextualized issue.* Identify what the next step would be to begin to solve the problem. Create and perform a conversation addressing that next step.	Read a scenario about a community, school or work setting with a significant problem and set a goal* to improve that setting. Develop a communication plan on how to involve others in achieving that goal. Whose input do you need? How do you get them on board? What communication tools do you use? Present plan to class.
Technology Activities:	After the above activity, record the dialogue using online technology (e.g., *vocaroo*, *audacity*).	After the above activity, record the conversation using online technology (e.g., *vocaroo*, *audacity*).	Develop a digital presentation (PowerPoint, Prezi) that illustrates your communication plan.
Contexts — **Community**	* Noisy neighbor, illegal activity, dirty park, overcharged at a store	* Noisy neighbor, illegal activity, dirty park, overcharged at a store	* Make the neighborhood safer, have cleaner parks, meet our community leaders
School	* Noisy classmates, dirty bathrooms, disagreement with a teacher	* Noisy classmates, dirty bathrooms, disagreement with a teacher	* Coffee should be available in the morning, the student lounge needs to be more inviting
Work	* Unsafe environment, illegal activity, dirty cafeteria, low wages	* Unsafe environment, illegal activity, dirty cafeteria, low wages	* Cashiers need more training, create a safer work environment, employees need higher pay

NS Skill 3-Sub Skill d: Identify opportunities for advancement within an organization.

	Complexity →		
Sample Activities	Identify leadership and other important roles in a particular setting.* Match leadership roles with sample responsibilities. Determine one's level of interest in becoming involved in this manner (like, not sure, don't like).	Generate a flow chart of roles/positions in a particular setting* from prior knowledge. Visit a website to fill in gaps in knowledge and to answer questions about the roles of each position and how to become involved in that setting. Determine one's level of interest in becoming involved in this manner.	Conduct online research of a particular organization or company of interest* to see what opportunities they have. Create a career pathways diagram or flow chart to illustrate advancement within that organization/company. Note required education and training for each position (volunteer or paid) along the career pathway. Note contact information and process for obtaining these opportunities.
Technology Activities:	Identify jobs within a key career cluster (health, construction, hospitality, sales, etc.). Match jobs with sample job duties. Organize a given set of jobs within one career cluster on a career pathway diagram (1. home health aide, 2. nurse, 3. doctor; 1. teacher's aide, 2. teacher, 3. principal, etc.). Visit *mymncareers.org* to learn more about specific entry-level jobs within key clusters.	Explore one career cluster on *mymncareers.org* and complete a career pathways chart listing in the order of advancement the specific jobs under each of the 3 educational levels. Record the salary and training required for each. Discuss the concept of career pathways and how one can advance from one level to the next.	Conduct online research of a company of interest to see what career opportunities they have. Create a career pathways diagram or flow chart to illustrate advancement within that company. Note salaries and required education and training for each job along the career pathway. Note contact information and process for obtaining employment with that company.
Contexts — **Community**	* Parent, community center director, council member, mayor	* City council member, mayor	* Community organizations
School	* Taking a test, meeting the teacher, using computers, the first day of school	* Parent, volunteer, teacher, principal	* A specific school or school district
Work	* Going to an interview, asking for help, changing your schedule, requesting vacation	* City council member, mayor	* A specific company/employer of interest

GRID 1: TIF-ing a Lesson

1. The first column outlines standard lesson components.
2. **Assess** the original "Pre-ACES" lesson to identify which TIF skills are addressed in each applicable lesson component.
   - *Write the skills in the "Assess" column.*
3. **Complement** the lesson by adding elements to the lesson that integrate *additional* TIF skills.
   - *Watch the video lesson. Write these skills in the "Complement" column.*
4. *Evaluate* the outcomes of the lesson after instruction using ***student evidence***.
   - *What evidence of student learning did you see in the video? Note this in the "Evaluate" column.*
5. **Study** and reflect about what else the students need as well as what the instructor needs.
   - *What more do the teacher and students need? Note in the "Study & Reflect" column.*

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
Warm-up:				
Introduction:				
Guided Practice:				
Independent Practice:				
Extension:	NA			
Assessment:				

TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side (Advanced)

Pre A-C-E-S	Post A-C-E-S
	Pre-Lesson Work: • Ss worked on learning goal(s) while in ABE Orientation class. • Ss notified their teacher(s) of their goal(s) with a written essay on their goals. • Ss created a MyGED account in ABE Orientation or in the computer lab with classmates. • Ss took an official GED Ready! RLA practice test while in class. They shared their scores with the local program in order for the teacher(s) to view diagnostic reports. • Ss discussed the practice test in class the day following the practice test.
Warm-up: N/A	**Warm-up:** • Brainstorm with Ss on learning styles and methods of learning. Try to elicit examples of each learning style and what it could look like in a classroom setting. (*Visual* = seeing and reading – *Auditory* = listening and speaking – *Kinesthetic/Tactile* = touching and doing)
Introduction: • Explain the basic concept of a learning styles inventory to Ss. (*To find out how one learns best – there are 3 primary learning styles Visual, Auditory, Kinesthetic/Tactile.*) • Brainstorm with Ss examples of each learning style and what it could look like in a classroom setting. (*Visual* = seeing and reading – *Auditory* = listening and speaking – *Kinesthetic/Tactile* = touching and doing) • Explain to Ss that they are going to have an opportunity to take a learning style inventory online (or in a paper format if a computer is not available) to help them determine how they may best learn.	**Introduction:** • Explain to Ss that they are going to have an opportunity to take a learning style inventory online (or in a paper format if a computer is not available) to help them determine how they may best learn. • Model with Ss how to use the online learning style inventory by going to the URL and reading the questions aloud and choosing the answer that represents you. (You can do this with an overhead projector or have a copy of the questions in a paper format for Ss to preview prior to doing the online inventory.) • Remind Ss they should think about the statement carefully before choosing an answer. • Model how to submit answers and review the corresponding learning style inventory. • Ss then perform their own learning style inventory and record results.
Guided Practice: • Model with Ss how to use the online learning style inventory by going to the URL and reading the questions aloud and choosing the answer that represents you. (You can do this with an overhead projector or have a copy of the questions in a paper format for Ss to preview prior to doing the online inventory.) • Remind Ss they should think about the statement carefully before choosing their answer.	**Guided Practice:** • Explain to Ss that they will do a jigsaw reading on learning style inventories and strategies for each learning style. There are 3 sections with information on the three learning styles. Ss will learn the information to become content experts and then present to the class. • Put Ss into 3 groups based on their learning style Group A = auditory learners, Group B = visual learners, Group C = tactile/kinesthetic learners (Note: if the class is large, you may need to have 2 groups for each learning style)

• Model how to submit answers and review the corresponding learning style inventory.	• Distribute the various parts of the handout to the groups. They will follow the directions on the top of each page. • Ss present their sections to the class while other Ss take notes on each style presented on a separate notes page • Check for comprehension orally to review of the main points covered in each presentation
Independent Practice: • Ss will perform an online learning style inventory. • Help Ss complete the learning style inventory and note or print results as needed. • The online learning style inventory (http://www.personal.psu.edu/bxb11/LSI/LSI.htm) consists of 24 questions and should take about 10 – 15 minutes.	**Independent Practice:** • Ss will review material pertaining to their own learning style and develop a plan that includes strategies that support their preferred method of learning. • Ss will fill out information in Educational Plan and Testing Log document.
Extension: N/A	**Extension:** • Ss will use the Education Plan and Testing Log with teacher during conferences. • After a few weeks of learning plan implementation, Ss will reflect on the plan and make adjustments as needed.
Assessment: • Ss complete online learning style inventory and note results. • Check through the results Ss generated and make sure they are noted and understood.	**Assessment:** • Ss complete the chart with information gathered from their learning style inventory. • Examine the charts Ss generated after completion and again during conferencing. • Teacher uses diagnostics from TABE and GED Practice Tests to inform instruction.

How to Create a MY GED Account

Follow the steps below to create a My GED account. You will need this in order to take the official *GED Ready!* practice tests and to take the official GED tests. You must keep this paper in a safe place. Only you will have the information to get into your account.

1. Go to URL   www.GED.com

2. Click on "Create an account" (right side)

3. Enter a valid email address (make sure you use this email and you write it below.

    _____

4. Enter your email address a second time to verify it is correct

5. Create a password that is at least 8 characters long – it needs one number or

    symbol (i.e.: "**password8**")

    write your password here _____

6. Type in your personal information requested

7. Read and click "accept" the terms and conditions by checking the box

8. Click "Continue"

9. Complete your contact information and click "Next"

10. If there is a "better address" for what you type, click the appropriate address

11. You must type in two phone numbers – primary and secondary (they can be the

    same number)

12. Click the box if you want emails from MyGED

13. Click "continue"

14. Make sure "Minnesota" is listed as the place you want to take the test and it says

    "no" for being enrolled in high school, then click "continue"

15. Click "no" for accommodations – this is for students who have documented

    disabilities and click "continue"

16. Take a "tour" of the MyGED website. This is what you will use when you take the

    official practice test.

17. Click on "Test Tips" and "Tutorial" to practice the computer basics for the GED

    test. You may want to practice the computer skills a few times.

Minneapolis Adult Education
Educational Plan and Learning Strategies

I, _____ am committed in furthering my education at Minneapolis Adult Education. I understand that one step in my education is to develop a plan and define learning strategies I can use.

My educational goal(s) is _____

_____.

My Preferred Learning Style is _____.

Three strategies I can use to increase my reading comprehension and GED® Ready! score are:

1. _____

2. _____

3. _____

Two strategies I can use to improve my digital literacy skills to help improve my GED® Ready! score are:

1. _____

2. _____

Testing Log

TABE Test

TABE subject	Date/Score	Date/Score	Date/Score	Date/Score
Reading				
Language Arts				
Math				

GED® Ready! Practice Test

GED® subject	Date/Score	Date/Score	Date/Score	Date/Score
Reasoning through Language Arts				
Social Studies				
Math				
Science				

GED® Official Test

GED® subject	Date/Score	Date/Score	Date/Score	Date/Score
Reasoning through Language Arts				
Social Studies				
Math				
Science				

GED® Ready! Practice Test Reflection

You recently took the GED® Ready! Reasoning through Language Arts (RLA) practice test. For many of you, it was the first time seeing what the GED® test is like. In order to prepare an educational plan, take a moment to reflect upon the test. Answer the questions below *independently* then discuss them in your table groups.

1. What part of the test was the easiest for you?

_____

2. What part of the test was the most difficult for you?

_____

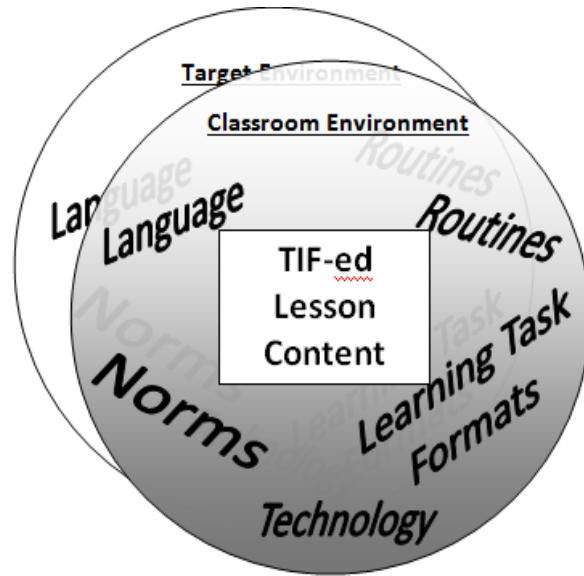3. Did you feel prepared with the technology skills used on the test?

_____

4. Did you feel prepared with the writing on the test?

_____

5. Did you feel you had enough time to answer the questions?

_____

What is a strategy you can work on outside of class to improve your score future tests?

_____

Other comments:

_____

TIF Methods

This TIF-ing the Classroom model presents the classroom environment as a mirror of the target environment, i.e. the environment into which your students plan to transition such as post-secondary education and training, the workplace, or increased participation in one's community or family. Inside the box, is the lesson content with integrated TIF skills. Outside the box, within the circle of the classroom environment, are the methods we can use to integrate TIF skills regardless of lesson content.

- **Routines:** a sequence of *actions* regularly followed; a routine *process*
- **Norms:** standards of acceptable *behavior*; *expectations* within a specified context
- **Learning Task Formats:** routine *structures* for activities and tasks that provide practice of lesson content
- **Language:** *vocabulary* and *language structures* that are necessary to effectively address a specified TIF skill
- **Technology:** technology use that mirrors what is necessary in the "target" environment.

These methods can be labeled in more than one way. For example, setting up the expectation for students to email completed assignments is both *technology* and a *norm*. Expecting students to speak courteously in class is a *norm* but when you highlight the necessary language structures to do this effectively (e.g. Could/can/may I...), it is also a *language* method. The important thing to note is that all of these methods provide a way to reinforce TIF skills consistently and authentically regardless of lesson content.

NS TIF-ing Methods Activity

Routines

Norms

Learning Task Formats

Language

Technology

TIF-ing Methods Descriptions

Example 1: Testing Log

- Teacher gives testing log document to students (Ss)
- Ss use the Learner Portal in MABE to obtain their most recent TABE or CASAS scores and enter information in testing log
- Ss repeat this process after every testing cycle and as they advance in the ABE program

mce **Adult Education**
Minneapolis Community Education

Testing Log

TABE Test

TABE subject	Date/Score	Date/Score	Date/Score	Date/Score
Reading				
Language Arts				
Math				

GED® Ready! Practice Test

Example 2: Reporting Absences

Reporting absences is an important part of education and the workplace. In this class, you will be required report your absences to your teacher. It is important that you take responsibility for your learning and missed assignments. Teacher contact information is available on the syllabus you will receive each quarter.

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South Campus Syllabus – Evening Program
2014 - 2015 • Quarter 4
April 6th, 2015 – June 4th, 2015

Course Name
Time: **Section 1:** 6:00pm – 7:25pm   **Section 2:** 7:35pm – 9:00pm   Room: 324
Teacher: **Heather Turngren**
Voice Mail: (612) 668-7078   Email: Heather.Turngren@gmail.com

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Example 3: Accountable Talk

- It is an expectation in this class that we treat each other with respect and courtesy. One way to show respect is to express our different opinions using polite language and tone. When you want to express your disagreement or you want to affirm someone else's opinion, using the following phrases is the courteous way to achieve this:

- I would like... --Instead of -- I want/need…
- Could you…/Can you… --Instead of -- Give me…
- Could I…/Can I…/May I… --Instead of -- I'm going to…

Example 4: Responding to a Survey

- Teacher introduces students (Ss) to different instances when they may be asked to give an opinion by completing a survey
- Ss practice with Likert scale vocabulary (*very interested, somewhat interested, often, seldom, strongly agree, disagree,* etc.)
- Teacher designs opportunities for Ss to use in class

Pre-Evaluation – WordlyWise 3000 Lesson 11 – *The Kachina Dolls of Oraibi*

Statement	Self-Rating				
1. I can define and use the academic vocabulary from WordlyWise Book 8 Lesson 11.	1 strongly disagree	2 disagree	3 somewhat agree	4 agree	5 strongly agree
2. I can answer questions from Lesson 11 in an online quiz format with 80% accuracy.	1 strongly disagree	2 disagree	3 somewhat agree	4 agree	5 strongly agree
3. I can describe the kachina carvings of the Oraibi and Hopi.	1 strongly disagree	2 disagree	3 somewhat agree	4 agree	5 strongly agree
4. I can state the function of the main systems of the human body.	1 strongly disagree	2 disagree	3 somewhat agree	4 agree	5 strongly agree
5. I can identify effects and possible solutions to disease.	1 strongly disagree	2 disagree	3 somewhat agree	4 agree	5 strongly agree

Example 5: Online Learner Portal in MABE

- Teacher gives students link to MABE Learner Portal so students can access their testing records and attendance data collected by the local ABE program.
- Ss log in to Learner Portal in MABE
- Ss can track their own testing and attendance records for their own purposes