



THE TIF-LENS SERIES: “ZOOM IN” ON SELF-MANAGEMENT

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WHO'S WHO?

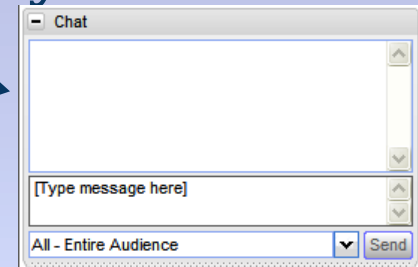


- Introductions of the host and facilitator
- Who's present?
- Who's ready to go?
 - Speakers working?
 - Microphone?
- Check out the “mute” webinar tool & make sure you are muted.
- When you're called on, unmute yourself, introduce yourself, and re-mute.
- Ready, Set, Go-To!



AGENDA: *Today we will...*

- Recognize the purpose of the Transitions Integration Framework (TIF)
- Explore the Self-Management (SM) category of the TIF and its skills > **Chat**
- Explore SM sample activities found in the complete TIF > **Share Out**  
- Use the A-C-E-S process to integrate SM skills into a lesson
 - Click on video link in webinar (opens new tab)
 - Return to webinar in 15 minutes
 - **Chat**
- Explore TIF methods to integrate SM skills into a classroom at all levels





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.

WHO *NEEDS* SELF-MANAGEMENT SKILLS?!

- Where are you at with Self-Management?
- Evaluate your current integration of Self-Management (SM) skills into your instruction.



SELF-MANAGEMENT: MATCHING SKILLS & SUB SKILLS



- The Self- Management category of the TIF contains 3 skills.
- Each skill is broken down into sub skills.
- Read the Self-Management skills on the next slide (also on handout p.2 – but don't look ahead to p. 3 yet!).
- Read each sub skill as it is introduced and *chat* which skill of the three it matches.

WHICH SKILL IS IT?

Self-Management *Skills*: Students will be able to...

- **Skill 1:** Set realistic goals and work independently to achieve them
- **Skill 2:** Manage information and materials for one's own learning and goals
- **Skill 3:** Manage time effectively to complete tasks



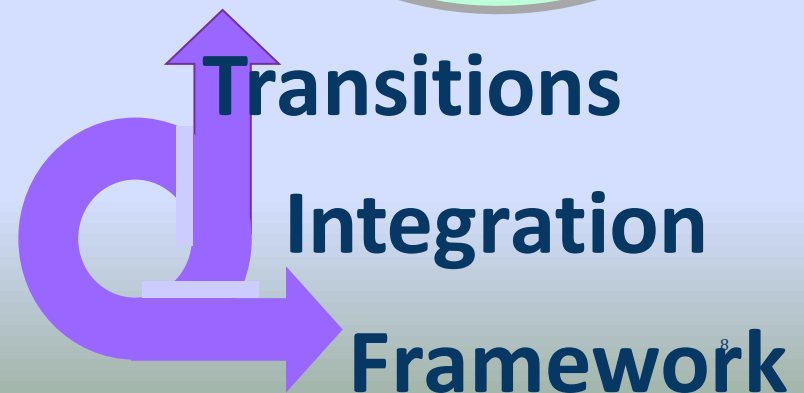
Evaluate effectiveness of
organization strategy

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.




“Zoom in” ON SELF-MANAGEMENT: COMPLETE TIF SAMPLE ACTIVITIES

- Let's look at sample activities for one subskill of each of the SM 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. 6.
- ***“Raise your hand”*** to share out.

SM Skill 1- Sub Skill a: Identify steps to achieve a goal			
Complexity 			
	<p>Match goal statements* to corresponding pictures. Choose a goal one wants to accomplish and write a goal statement. Scan resources, provided by the teacher, related to that goal for mitigating factors (e.g., cost, schedule, experience) to obtaining/pursuing the goal. Write down three action steps one must take to obtain that goal (I need to ____).</p>	<p>Identify a goal* in a particular area of life. Scan resources (provided by the teacher and related to that goal) for mitigating factors (e.g., cost, schedule, pre-requisite skills) to obtaining/pursuing the goal. Write down action steps one must take to obtain that goal. Discuss with others how one can complete the action steps.</p>	<p>Identify a goal* in a particular area of life. Conduct an online search of resources (related to that goal) to find mitigating factors (e.g., cost, schedule, test scores) to obtaining/pursuing the goal. Write down action steps one must take to obtain that goal. Create a timeline for action steps. Discuss with others the feasibility of pursuing that goal.</p>
	<p>Identify what is needed (services and hardware) to get home Internet access using pictures. Sequence these pictures and identify resources (people, organizations) who can help at each step.</p>	<p>Identify what is needed (services and hardware) to get home Internet access. Create an individualized step-by-step plan.</p>	<p>Research different service plans for home Internet access. Determine the best plan based on individual needs and create a step-by-step plan.</p>

SM Skill 2-Sub Skill a: Identify tools and organizational method (e.g., chronologically, categorically) for the organization of information and/or materials (academic binder with dividers, post-it notes)

Complexity 		
Establish an organizational system for different kinds of information and materials.* Choose tools (a binder, folders, a box, dividers, tags) in which to organize materials for efficient access. Maintain ongoing organization of materials.	Brainstorm methods to maintain organization of different kinds of information and materials.* Choose a method and explain one’s choice. Organize one’s materials using this method.	Brainstorm effective ways, including digital options, to organize different kinds of information and materials*. Choose a method and tools (e.g., online calendar, folder system, three-ring binder) that work best and describe them and why they are preferred. Create a chart/log for on-going one-stop-shop record keeping.
Save digital documents to and retrieve digital documents from the desktop, ‘my documents,’ or portable storage device.	Create folders for digital documents on a desktop, in ‘my documents,’ in class travel folder, or on a portable storage device. Save documents to and retrieve documents from these folders.	Create folders for digital documents in email, Google drive, on a desktop, in ‘my documents,’ in class travel folder, or on a portable storage device. Save documents to and retrieve documents from these folders.

SM Skill 3-Sub Skill b: Utilize tools for time management (planner, calendar)

Complexity 

Sample Activities

Fill out and maintain a weekly calendar with known obligations.* Given scenarios where one must add additional time commitments, decide how to adjust one's time.

Fill out and maintain a monthly calendar with known obligations.* Color-code (with highlighters) obligations into categories: personal/family, school, and work. Look at which area requires more time. Look at which area(s) one should spend more time on. Given scenarios where one must add additional time commitments, decide how to adjust one's time.

Discuss the concept of time management. Fill out and maintain a weekly calendar with known obligations* and other plans. Color-code (with highlighters) obligations into categories: personal/family, school, work, entertainment, etc. Create a pie chart representing the percentage of time spent in each area. Analyze the information to determine which area(s) one spends the most time in, where one should spend more time, and where one could spend less time. Write a time management plan and using that plan routinely evaluate and adjust one's weekly schedule.

Technology Activities:

Access and use a class shared calendar such as Google calendar to follow through on class events/obligations. Answer daily questions about upcoming assignments and due dates and plan how to meet commitments.

Given upcoming events/obligations, add them to a digital calendar (online or phone-based). Use the calendar to follow through on obligations.

Search online resources for interesting community activities. Collectively post events to an online classroom calendar (e.g., Google calendar, blog calendar).

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. Read and **ASSESS** the Pre A-C-E-S Lesson to determine what SM skills and sub skills are being addressed
 - Look at each lesson component and identify the SM skills and sub skills it addresses. (Refer to the “TIF at a Glance: SM Snapshot”)
 - Note the skills and sub skills in the “Assess” column for each lesson component (e.g. SM 1a, 2b)
2. Share out the skills and sub skills your group identified in the lesson

PRE-ACES LESSON PLAN

INTRODUCTION: VOCABULARY-BUILDING

Study these vocabulary:



Word	Part of speech	Meaning
assignment		
chronological		
divider		
document		
due date		
functional		
lined paper		
organized		
pocket folder		
reference		
separate		
spiral notebook		
submit		
syllabus		
tab		
three-ring binder		

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

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA			
Introduction	SM 2a			
Guided Practice				
Independent Practice				
Extension				

PRE-ACES LESSON PLAN

GUIDED PRACTICE: READING

Read *Document Organization Guidelines* silently.

- Circle all the vocabulary words you can find in the article. Read the words in context to help you understand the meaning.
- Talk about the article as a class. Ask the teacher any questions you have.
- Listen to the teacher read the article.
- Do you understand most of the ideas in the article?

Document Organization Guidelines

1. WHY is it important to keep class materials organized? You can:

- keep track of all assignments so they're completed and turned in on time
- find materials quickly in class
- find materials at home when completing assignments or preparing for tests
- use class material for reference in future classes and jobs
- develop important skills for work and life – there are many documents at home and in the workplace

2. HOW should I organize my class materials? Choose a method and order that works for you.

- Chronological = in order by date: Put each new document in the back of your binder.
OR Put each new document in the front of your binder.
- Functional = in order by type or use: Make a section in your binder for each type of document in class; put each new document in the correct section. Sections may be:
 - Homework to do
 - Homework to submit
 - Current unit materials – readings, vocabulary lists, etc.
 - Class notes
 - Reference documents – syllabus, grammar, spelling, vocabulary, computer-use instructions, etc.
- *Other:* Any method is OK as long as it works for you! *(continued)*

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

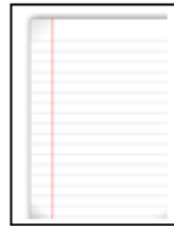
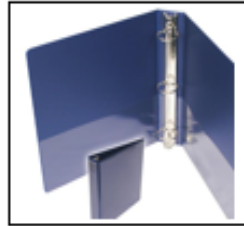
Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA			
Introduction	SM 2a			
Guided Practice	SM 1a			
Independent Practice				
Extension				

PRE-ACES LESSON PLAN

INDEPENDENT PRACTICE: VOCABULARY SHEET

Vocabulary Practice

Instructions: Write the correct vocabulary word under each box.



Please submit homework
by 9/17/14

Not mixed
together

Tabs:
September 2014
October 2014
November 2014
December 2014



Tabs:
Homework due
Unit materials
Reference materials
Notes

A piece of paper that
has information on it

A plan for what students
will learn in a class

Which vocabulary words
are *not* on this page?

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

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA			
Introduction	SM 2a			
Guided Practice	SM 1a			
Independent Practice	SM 1e			
Extension				

PRE-ACES LESSON PLAN

ASSESSMENT: EVALUATION OF DOC. ORGANIZ.

Document Organization – Evaluation

*Keeping personal and work documents organized is a key to school and job success.
Self-evaluation helps you take responsibility for your own actions and reflect on them.*

Evaluation score:

5=very good 4=good 3=so-so 2=not so good 1=not at all

Standards	Score
1. Class papers are organized in a binder or folder.	
2. Materials <i>only from this class</i> are in the binder or folder; other classes are separate.	
3. The student has lined paper or a spiral notebook to take class notes in chronological order.	
4. The student can describe and demonstrate the methods and tools used to organize.	
5. The student can find homework assignments, syllabus and reference documents quickly.	
6. The student brings all documents to class each day.	
TOTAL (total possible = 30)	

SUGGESTIONS FOR IMPROVEMENT

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

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA			
Introduction	SM 2a			
Guided Practice	SM 1a			
Independent Practice	SM 1e			
Extension	NA			
Assessment	SM 1d			

STEP 2: COMPLEMENT

1. Now watch the video clip of the “Post-ACES” TIF-ed lesson one segment at a time
<https://www.youtube.com/watch?v=WrU9sQlsiik>
2. How did the teacher **COMPLEMENT** the lesson with additional SM skills and sub skills?
 - Refer to the TIF at a Glance SM Snapshot.
 - Note the skills and sub skills in the “complement” column.
3. Share out skills & sub skills

POST-ACES LESSON PLAN

WARM-UP

Warm-up: *[video time: 0:00-3:14]*

- Think-pair-share – Why/what/how questions about organizing documents in Ss' lives

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

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA	SM 2c		
Introduction	SM 2a			
Guided Practice	SM 1a			
Independent Practice	SM 1e			
Extension	NA			
Assessment	SM 1d			

POST-ACES LESSON PLAN INTRODUCTION

Introduction: *[Video Time: 3:14-6:43]*

- Full group discussion – organizing class materials – why, what
- Introduce key vocabulary re methods and tools for organizing documents
- Show organizing tools
- Show example of well-organized binder of class materials
- Invite Ss who have organized materials to “show and tell”

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

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA	SM 2c		
Introduction	SM 2a	SM 2a		
Guided Practice	SM 1a			
Independent Practice	SM 1e			
Extension	NA			
Assessment	SM 1d			

POST-ACES LESSON PLAN

GUIDED PRACTICE

Guided Practice: *[Video Time: 6:43-10:51]*

30

- Ss read Document Organization Guidelines to themselves
- Ss highlight target vocabulary in article
- S triads discuss comprehension of guidelines and target vocabulary, help each other, identify common difficulties in understanding to ask instructor
- Ask each triad to tell one key point they understood from the article, and one thing they need help with for comprehension
- Read guidelines to Ss, pausing to explain as necessary
- Ss sort student-record cards using various organizing methods
- Full group discussion – choosing best method for organizing documents
- Hand out and preview document organizing rubric

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

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA	SM 2c		
Introduction	SM 2a	SM 2a		
Guided Practice	SM 1a	SM 1a; 2a-2c		
Independent Practice	SM 1e			
Extension	NA			
Assessment	SM 1d			

POST-ACES LESSON PLAN

INDEPENDENT PRACTICE

Independent Practice: *[Video Time: 10:51-15:27]*

- Ss complete vocabulary worksheet independently, check with partner, check as class
- Ss write about their own current organizing practice/methods/quality
- Ss interview two classmates about their current organizing practice, using interview grid
- Ss decide on the tools and other strategies they want to use to get and stay organized with class materials, using worksheet
- Ss organize class materials in binder per rubric standards, by due date; request help from classmates, volunteer, teacher as needed

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

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA	SM 2c		
Introduction	SM 2a	SM 2a		
Guided Practice	SM 1a	SM 1a; 2a-2c		
Independent Practice	SM 1e	SM 1a-c, 1e; 2b		
Extension	NA			
Assessment	SM 1d			

POST-ACES LESSON PLAN EXTENSION

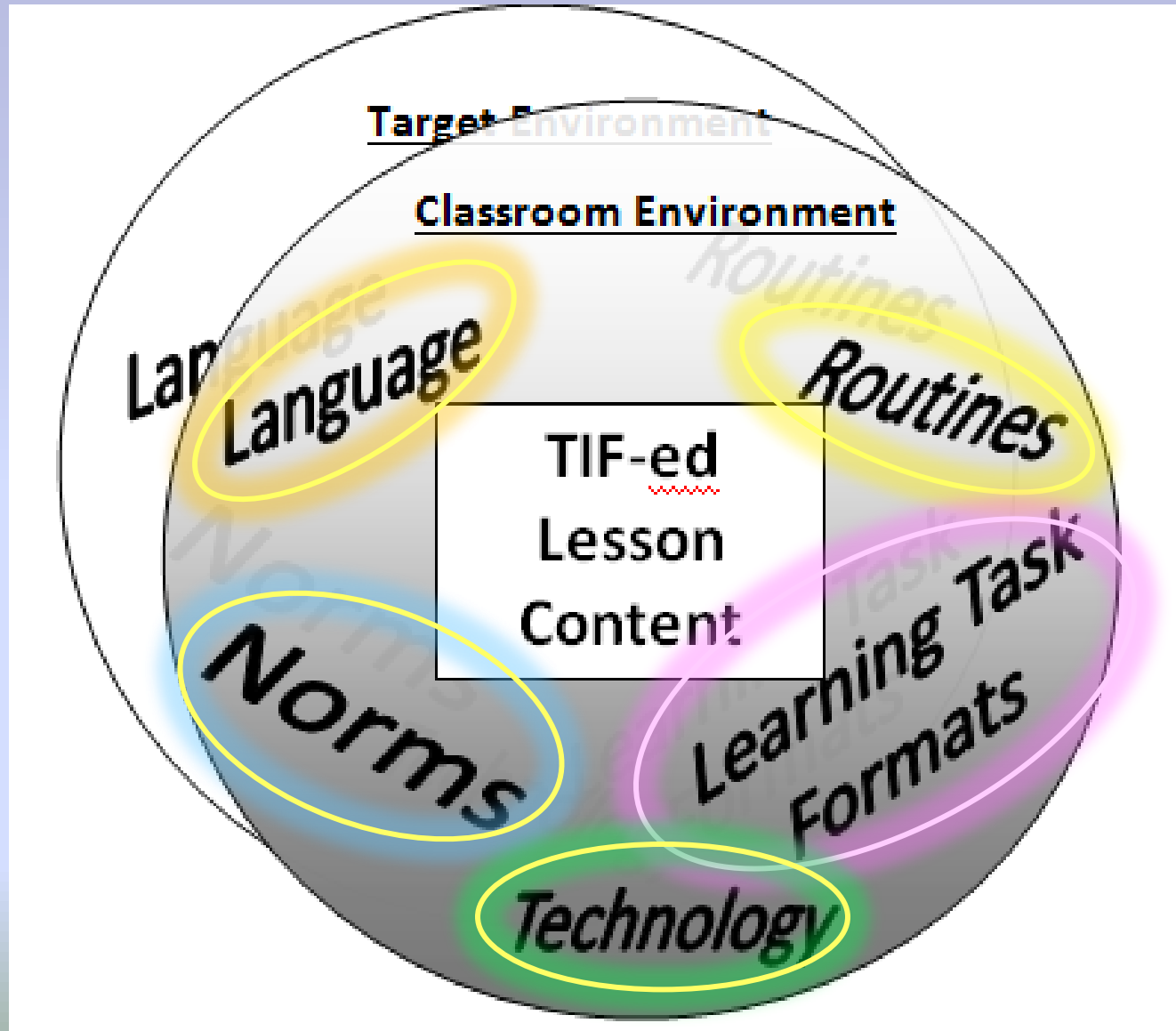
³⁴ **Extension:** *[Not featured in video]*

- S teams investigate a type of workplace re documents and how they are organized
- Teams make plan for tasks and timeline, per project due date, using plan grid
- Teams complete grid re workplace documents; attach document examples
- Team member types up table in Word (optional)
- S teams present their findings to class, including projecting their completed table

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

Lesson Components	Assess	Complement	Evaluate	Study & Reflect
Warm-Up	NA	SM 2c		
Introduction	SM 2a	SM 2a		
Guided Practice	SM 1a	SM 1a; 2a-2c		
Independent Practice	SM 1e	SM 1a-c, 1e; 2b		
Extension	NA	SM 1a; 3a-b, 3d-f		
Assessment	SM 1d	SM 1d, 1f; 2c		

TIF-ING YOUR CLASSROOM



TIF METHODS DEFINITIONS

- **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.

WHICH TIF METHOD IS WHICH?

- TIF-ing methods can be labeled in more than one way:
 - Having students check email at the beginning of each computer session, independently without prompting or instruction, is both *technology* and a *routine*.
 - Expecting students to complete and submit special assignments on time is a *norm*, but when you highlight the language structures (e.g., What is the due date for this assignment? Is it possible to get an extension?), it is also a *language* method.
- The important thing is that all of these methods reinforce TIF skills *consistently* and *authentically* regardless of lesson content.

WHICH IS WHICH?

- Look at the example of each TIF method on the following slides
- *Chat* the TIF method it primarily matches.
- Although there is one primary method for each example, they may match to other methods as well.

ROUTINE!

Example 1: Homework Chart

- Homework is assigned daily.
- “I will write the homework as part of the daily plan, on the same place on the whiteboard each day. → Please take out your blue Homework Chart when class begins and write down the homework. → This is a tool to help you remember homework due, when you go home. → When you finish an assignment, you can check *Done* – and congratulate yourself!”
- At the end of the month, students review/reflect on their homework completion rate.

[illegible]

NORM!

Example 2: Accessing Reference Documents in Class

- “You will receive color-coded reference documents in this class that you must bring daily. → These include grammar charts, computer instructions, etc. → You will need to quickly and easily find these documents in your folder or binder when used in class.”

Directions for Using the Spelling City Website

1. Open the Internet.
2. In the address line, type **spellingcity.com**
3. Click on **Search** near the top of the page and choose **Teachers/Parents**.
4. Type **Elizabeth Andress** in the Quick Search box.
5. Click on **Search** (in red).
6. Click on **Elizabeth Andress** (in blue).... [cont'd]

LANGUAGE!

Example 3: Getting materials after absence

- If you are absent, you are required to get all missed papers from the “Past Handouts” folder on the teacher cart. You can ask a classmate for help:
 - *Excuse me. What papers did I miss yesterday?*
- If you can't find documents that you need, you can make a polite request to the teacher:
 - *Excuse me. I need the grammar worksheet from yesterday. I can't find it in the file.*
 - *Excuse me. I don't have ____.*
 - *Excuse me. May I get ____?*

LEARNING TASK FORMAT!

Example 4: Team project planning grid

To accomplish goals and finish projects with a team, it is necessary to make a plan, make commitments and complete your tasks on time. Use the planning grid below to plan.

OUR TEAM PLAN:

DUE DATE -- _____

What	Who	By When

<i>Example</i> <i>Research flu shot "pros" on</i> <i><u>MedLinePlus</u></i>	<i>Abdi</i>	<i>9/21</i>
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TECHNOLOGY!

Example 5: Organizing e-mail messages

- “Each week in computer time you will receive an e-mail from me. It will usually include a link to a website and questions to answer in your reply.”
- “After finishing the e-mail assignment, move the e-mail to your ELL4 folder in Gmail. This will provide easy future access to useful learning resources. Also trash any new emails you have that you don’t need to keep. This will make your Inbox easier to manage.”

TIF-ING YOUR CLASSROOM: DISCUSSION

What is a TIF method in your classroom that already addresses one or more of the Self-Management sub skills?

“Raise your hand” to share – then unmute to talk.

HOW READY ARE YOU TO TAKE THE SELF-MANAGEMENT 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

More info coming soon!

To learn even more about ACES in Minnesota ABE, visit the [ACES page](#).

If you are having trouble finding what you are looking for, try using the **SEARCH** function in the box above.



ACES RESOURCES

ACES PLC Facilitation
Effective Communication
Critical Thinking
Self-Management

THANK YOU!!

atlas **HAMLIN**
UNIVERSITY

ABE Teaching & Learning Advancement System