Hybrid PLC I Participant Workbook

ACES PLC, ATLAS, October 2014

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PLC Pre-Tasks

Pre-Task #1: <u>PLC Summary</u>

Directions: Read a brief summary of what PLCs are and how they support ACES work

Part 1: Leading Professional Learning Communities

Theory of Change: The Relationship Between
Professional Learning and Student Learning

| Access system resources, policies, leadership, culture of improvement | → | Design and nurture principal and teacher learning | → | Specify new principal and teacher knowledge, skills, and behavior | → | Identify desired student learning outcomes |
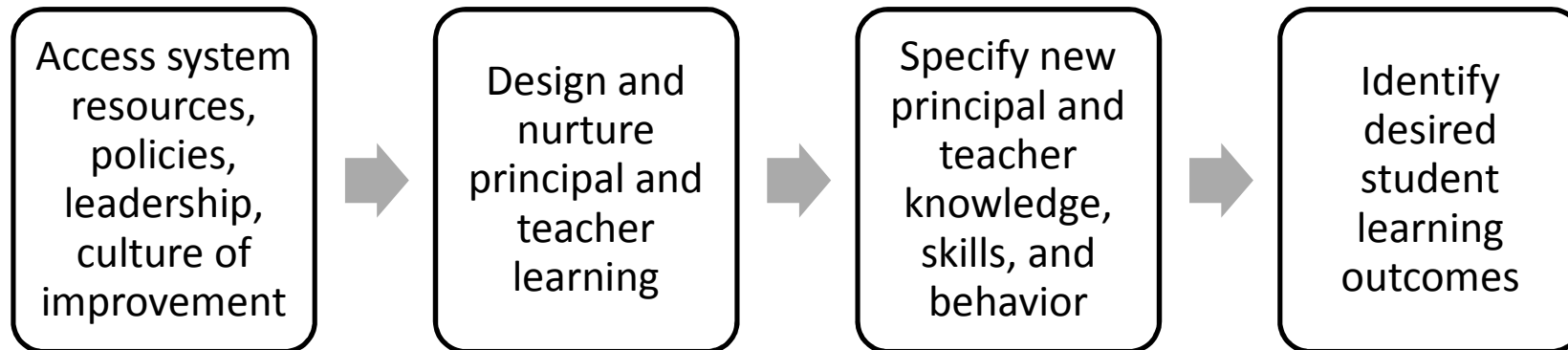
Hord, S. & Sommer, W. (2008). *Leading Professional Learning Communities*

Part 2: Components of Professional Learning Communities

Shared Beliefs, Values, and Vision	Shared and Supportive Leadership	Collective Learning and Its Application	Supportive Conditions	Shared Personal Practice
The staff consistently focuses on <u>students' learning</u> which is strengthened by the staff's own continuous learning—hence professional learning community.	Administrators and faculty hold shared power and authority for making decisions.	What the community determines to learn and how they will learn it in order to address students' learning needs is the bottom line	<u>Structural</u> factors provide the physical requirements: time, place to meet for community work, resources, and policies, etc. to support collaboration. <u>Relational</u> factors support the community's human and interpersonal development, openness, truth telling, and focusing on attitudes of respect and caring among the members.	Community members give and receive feedback that supports their individual improvement and that of the organization.

Hord, S. & Sommer, W. (2008). *Leading Professional Learning Communities*

Pre-Task #2:
Promoting Learner Transitions to Postsecondary Education and Work: Developing Academic Readiness Skills From the Beginning

Directions: Read Johnson & Parrish CAELA Brief *(Separate pdf)* and reflect on how it applies to your students and your setting. For instructors of native speakers of English, please determine how this applies to these learners as well

Pre-Task #3: <u>Learner Goals Chart</u>

Directions: Talk to three students about their long-term goals. Fill out the Learner Goals Chart below with their names, long-term goals, and steps they need to accomplish to get there.

Student Name	Long-Term Goal	Steps to Reach Goal	

Additional Notes:

PLC I Meeting ONE Handouts

PLC Meeting ONE

Hybrid PLC Meeting One Agenda

Pre-Tasks Due:
- Pre-Task #1: PLC Summary
- Pre-Task #2: CAELA Brief: Parrish, B. & Johnson, K.
- Pre-Task #3: Learner Goals Chart

Meeting Objectives:
1. Get acquainted with your colleagues in this group and explain the nature of a Professional Learning Community
2. Articulate the ACES project, its purpose, and the role of the TIF in this work.
3. Visualize the ideal practitioner and identify the knowledge, skills, and dispositions required for this role.
4. Name the eight areas of the TIF and the components of the ACES process.
5. Identify skills and their corresponding sub skills.
6. Consider your ABE students' transitions skills and needs by using the TIF.
7. Use an observation tool to note students' transitions skills/skill-needs.
8. Choose <u>one</u> area of the TIF to continue working with throughout the PLC and, in collaboration with a partner(s), become familiar with this category.
9. Assess lessons for transitions skills, with particular emphasis on one's category of choice.
10. Complement sample lessons/materials by using the TIF categories, skills, & sub skills.

Agenda:

20 min:	Introductions & Expectations PLC Overview: Pre-Task #1
5 min:	ACES Overview & TIF Intro
20 min:	Ideal ACES Practitioner Discussion
25 min:	Get to know the TIF
10 min:	Learner Goals: Pre-task #3
5 min:	Learner Observation: Outside Task #1
15 min:	Break!
5 min:	Choose TIF category & *PLC Partner*:
55 min:	The ACES Process
5 min:	TIF-ed Lesson: Try it Out! Outside Task #2
5 min:	ACES Action Plan and Collaboration
5 min:	Ready, Set, Go-To!
5 min:	Wrap-up & Next Steps

⧗ **Look Ahead: <u>PLC Webinar Mtg TWO</u>:**
- ☐ Volunteer Share-out of Outside Tasks #1-2
- ☐ Explore Evidence of Student Learning
- ☐ Explore TIF-ing the Classroom Methods: (Routines, Norms, Learning task formats, Technology, & Language)

⧗ **Look Ahead: <u>PLC Webinar Mtg THREE</u>:**
- ☐ Volunteer Share-out of Outside Tasks #3-5
- ☐ Explore the complete TIF: Sample Activity search
- ☐ Discuss What's Next
- ☐ Explore TIF alignment with CCRS

PLC Purpose

In this professional learning community (PLC), practitioners "zoom out" to view and better understand their roles as adult educators and to more clearly see the trajectory of their learners.

We also "zoom in" to individual classrooms and lesson plans to focus on how transitions skills and the ACES process are enacted and might be enhanced in our daily work.

This PLC provides the time and space where this clarifying and shifting of perspectives can take place. Here, we hone the skills and articulate the stance needed to respond to the complex interplay of long-term learner goals, our roles and responsibilities as adult educators, and the instruction that moves students forward effectively.

At the close of the ACES PLC, participants will be able to:

1. Articulate their roles as adult educators and identify the dispositions and commitments that their roles require.
2. Embark on the reflection and professional self-work that leads to carrying these dispositions and commitments into the daily work of adult education.
3. Identify the importance of transitions skills integration into instruction.
4. Deliver effective instruction using the *ACES* process that integrates key transitions and technology skills from one chosen area of focus, as drawn from the *Transition Integration Framework (TIF)*:
   - **A**ssess current teaching materials, lesson plans, and routines to determine their inclusion of transitions skills.
   - **C**omplement teaching materials, lesson plans, and routines by intentionally integrating transitions skills.
   - **E**valuate materials, lesson plans, routines, and learner progress.
   - **S**tudy and reflect on their own roles as an adult educators and how transitions skills can be further integrated into instruction.
5. Articulate their learning and how it has become part of their practice as an adult educator, and consider ways to demonstrate this learning to colleagues.
6. Continue the process begun during this PLC for other areas of the TIF and identify ways to continue connecting and learning with others after the PLC has concluded.

A

B

Effective Communication (EC): Effective communication is a two-way process between individuals of diverse backgrounds and experience in which information is conveyed and received in ways that are mutually understood as intended. This can include speaking, writing, and all forms of nonverbal communication. Examples of activities in this category could include adjusting communication to suit various audiences, questioning to clarify meaning and to enhance understanding, or articulating differences and appreciating how differences can affect communication. Teaching the skills in this category will help the learner give and receive information in a purposeful, appropriate, and collaborative manner.

Skill 1:

C

SWBAT...   Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals

Sub Skills:
- a.   Seek and offer clarification (clarifying questions, paraphrasing, restating)appropriately in spoken and written communications
- b.   Repair communication breakdowns respectfully and effectively
- c.   Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions
- d.   Express expectations and acknowledge an understanding or acceptance of the expectations of others
- e.   Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team
- f.   Employ effective strategies for resolving conflict

EC: Skill 1-Sub Skill a: Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications

E

Complexity ⟶

D	**Sample Activities**	Role play basic scenarios* using rote phrases, posted in the classroom to request clarification (e.g., Excuse me? Can you repeat that?) and provide basic clarification as requested (e.g., I said… I meant…).	Role play scenarios* utilizing a variety of phrases, created by students and posted in the classroom, to request and offer clarification as requested.	Discuss situations* in which asking for clarification is crucial. Discuss possible consequences that may result for not getting clarification. Write two contrasting scenarios; one with consequences for not requesting clarification, the other with better results after requesting clarification.
G	**Technology Activities:**	Record phrases to request clarification (e.g., Excuse me? Can you repeat that?) using technology (e.g., iPad, *vocaroo.com*, *audacity*). Listen to the phrases and evaluate accuracy and pronunciation (needs work, so-so, good).	Record scenarios to request and offer clarification using technology (e.g., iPad, *vocaroo.com*, *audacity*). Listen to the scenarios and evaluate accuracy and pronunciation (needs improvement, so-so, good, excellent).	Use email or online inquiry form to request clarification or to respond to requests for clarification regarding contextualized topics.*
Contexts	**Community**	∗ Grocery store, bank	∗ Grocery store, library, bus stop	∗ Banking information, billing issues
F	**School**	∗ Classroom	∗ Classroom	∗ Questions regarding homework, requesting homework extensions
	Work	*Workplace	*Workplace	∗ Paycheck error, clarifying instructions

http://atlasabe.org/professional/transitions

Directions:

- *Learner Observation: Choose 1 student to observe. Note the TIF skills/sub skills (from your focus category) that this student demonstrates and which skills he/she needs to develop. Write your reflections in the bottom row and be prepared to share them with your PLC Partner.*
- *Outside Collaboration: Connect (face-to-face, phone, email, facetime, discussion board, etc.) with your PLC Partner. Share your learner observations and reflections on how this information may impact your instruction.*

Learner Observation Notes

Student Name: _____   Date *(Optional)*: _____

TIF Category: _____

TIF Skills/Sub Skills Already Demonstrated	TIF Skills/Sub Skills Needing Development
How might this information impact your instruction? Write your reflections here. Share with your PLC partner.	

Applying the A-C-E-S Process: Video Activity

1. The first column outlines standard lesson components.
2. **Assess** the original "Pre-ACES" lesson to identify which *Critical Thinking* skills are addressed in each lesson component.
   - *Write these skills in the "Assess" column.*
3. **Complement** the lesson by adding elements to the lesson that integrate *additional* **Critical Thinking** skills.
   - *Watch the video lesson. Write these **Critical Thinking** skills in the "Complement" column.*
4. *Evaluate the outcomes of the lesson after instruction using **student evidence**. [FYI Only: We will not complete this step.]*
5. **Study** and reflect about what else the students need as well as what the instructor needs. [*FYI Only: We will not complete this step.]*
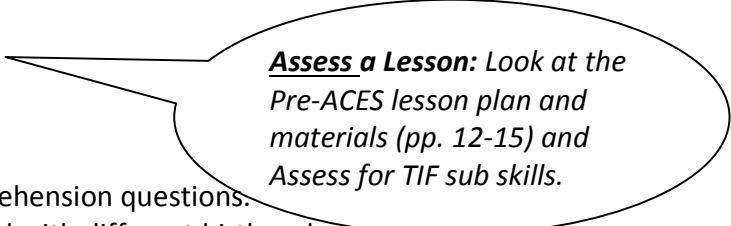
Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
Warm-up:				
Introduction: Pre-Reading				
Guided Practice: Reading				
Independent Practice: Post-Reading				
Extension:				

Lesson/Materials Components	Assess	Complement
Warm-up:	NA	EC1.a
Introduction: Pre-Reading	EC1.a	EC1.a,e CT1.b-c
Guided Practice: Reading	EC1.a	EC1.a-b,e CT1.c, CT2.c, CT4.b-c
Independent Practice: Post-Reading	CT3.b, CT 1.a-b,d	EC1.a-b, e CT1.c, CT2.c, CT3.b, CT4.b-c SM1.a, SM2.a, SM3.e
Extension:	NA	CT1.a, CT3.b

Pre A-C-E-S Lesson Plan

Assess a Lesson: Look at the Pre-ACES lesson plan and materials (pp. 12-15) and Assess for TIF sub skills.

Objectives (General):
1. Use key vocabulary to discuss birth order.
2. Read about birth order and answer comprehension questions.
3. Recognize the personal qualities associated with different birth orders.
4. Compare and contrast one's experience with birth order to that described in the text.

Warm up: NA

Introduction: Pre-Reading
- Elicit student responses to the Pre-Reading questions.
- Extend the conversation to provide a number of different examples of birth order.
- Preview the vocabulary, referring to examples from the initial conversation, to help students understand the vocabulary.

Guided Practice: Reading
- Students (Ss) read the text to themselves first.
- Ask them a few general questions to assess their general understanding of the text and determine what you need to explain when you read the text to them.
- Read the text to the Ss, pausing to explain elements as necessary.
- Repeat the earlier general questions and others you feel are important.
- Read through the comprehension questions.

Independent Practice: Post-Reading
- Ss read the text independently again and try to answer the comprehension questions.
- Ss write about their own birth order and how their experience compares and contrasts with the text.

Extension: NA

Assessment:
- Check through the comprehension questions to see how many they answered correctly.
- Evaluate the writing to see if they understood the concepts of the text and applied them appropriately.

Pre A-C-E-S Sample Lesson:

Introduction: Pre-reading

Questions:
- What does birth order mean?
- What is your birth order?
- How would you describe your personality?
- If you have siblings, how would you describe their personalities?

Definitions:
- birth order – the order of siblings by age
- energetic – having a lot of energy
- aggressive – ready and willing to fight, argue, etc.
- compliant – willing to do whatever you are asked to do
- easy-going – relaxed and casual in style or manner
- caring – showing love and keeping someone healthy, safe, etc.
- risk-taker – someone who risks loss or injury for gain or excitement

Guided Practice: Reading

Personality and Birth-Order Theory
by, Betsy Parrish

Birth-order theory is a sociological and psychological concept that describes the tendency for people born into a particular birth order in a family (oldest, youngest, middle, or only child) to have certain personality traits. It is believed that because parents treat children in each birth order differently, children develop distinctively different personalities. It is found that children from within each group often share some common characteristics.

First Born Children

First-borns are oriented toward their parents and often share their parents' sense of values. As a result, they may be more conservative or traditional than other children. First-borns especially strive to please their parents and often have high expectations for themselves and others. As children, they may be given responsibility over younger siblings, further developing a strong sense of responsibility and ethic.

When they grow up, first born children often become high-achievers. They perform well in the academic, corporate, and professional fields. They often choose careers that require a high degree of precision such as law, medicine, or architecture. Interestingly, more than half of all American presidents have been first born sons. (They may have had an older sister.) Two-thirds of entrepreneurs are first-borns.

Middle Children

Middle children generally look outside the family for approval and acceptance. As a result, they are less like the members of their own family. They may be less traditional and more independent. They often have improved social skills since they interact frequently with members outside their family. Middle children are quite often the most difficult children to both read and to raise. Middle children are quite often referred to as the "Mysterious Middle Child." While the personality traits of middle born children are more difficult to pin down, they tend to be the opposite of their older sibling.

Middle children can listen well to others and diplomatically manage social situations. They tend to be peacemakers and get along well with others. Not surprisingly, middle children frequently assume managerial or leadership positions. They may choose careers that allow them to be creative such as sales, art, advertising, or a career that requires negotiating because of level headedness, and the ability to be unbiased**Youngest Children**

The "babies" of the family often develop strategies to gain attention. They may act out in negative ways, behaving immature or acting self-centered, or in positive ways, being affectionate, empathetic and caring. Last-borns can be playful, charming, or manipulative.

Last-borns frequently experience the most independence from family pressures. They tend to be creative and carefree. This may be due to their parents' increasingly relaxed attitudes toward family rules. With each successive child, parents worry less about rearing children "perfectly." Careers in the arts, entertainment, or sales are good matches for the free spirits of last-born personalities. They see no limits, like Microsoft's Bill Gates, a famous last born!

Only Children

Only children are extreme versions of first-born children. They receive undivided attention from parents throughout their lifetime, and can become selfish and dependent if their parents are over-indulgent. Like first-borns, only children also seek approval from their parents. However, fear of disappointing their parents can turn them into perfectionists who are well-organized but anxious.

On the other hand, only children are mature and sensitive to adult needs. They are generally self-sufficient, appreciate their privacy, and enjoy high self-esteem. They tend toward the same professions as first-born children, for example, law or medicine.

Independent Practice: Post-Reading

Part 1: Reading Comprehension

1. What are the different birth orders described in the text? _____

   _____

2. What are three characteristics of a first born child? _____

   _____

3. What are three characteristics of the youngest child? _____

   _____

4. What are three characteristics of a middle child? _____

   _____

5. What are three characteristics of an only child? _____

   _____

6. According to the author, why does birth order influence a person's personality?

   _____

   _____

Part 2: Writing

Write about your own birth order and how your personality compares and contrasts with what the text describes.

_____

_____

_____

_____

_____

_____

Post A-C-E-S Lesson Plan
Objectives (General):

1. Ask and answer questions in order to categorize themselves into groups based on birth order.
2. Use key vocabulary to discuss birth order.
3. Read about birth order and summarize the main points
4. Fill out graphic organizers to demonstrate concept understanding.
5. Discuss cultural differences regarding different personality traits.
6. Articulate how different birth orders correspond to different personality traits.
7. Create survey questions to ask others about their birth order and personality traits.
8. Interview others to collect birth order data.
9. Work as a team to compare data results with the text.
10. Listen to a lecture on birth order and take notes on main points and supporting details.

> **_Complement a Lesson:_** _Read the Post-ACES lesson plan and watch the video: Developing Reading Skills._ _Note TIF skills._

Warm up:

- Students (Ss) do a 10-minute "free write" on the topic "My Role in the Family".
- Connect learning from the previous topic to the current topic. (In this case, the issue of gender in "The Scholarship" reading is connected to the issue of birth order in the current reading.
- Ss discuss the meaning of birth order and what they already know about birth order.
- Ss identify the different birth orders: first born, middle child, youngest child, and only child.

Introduction: Pre-Reading

- Ss mingle and create groups according to their birth order: first born, middle child, last born, only child.
- Once in birth-order groups, they brainstorm the benefits and drawbacks of their birth order and record their ideas on a _T-chart._

Guided Practice: Reading

- Each birth-order group is given the section of a reading on birth-order theory for their own birth order and completes one branch of a tree diagram.
- Groups mingle and interview others in class to complete the other branches of the tree.
- Each student gets one vocabulary word from the readings, for example, _energetic, aggressive, compliant, easy-going, caring, risk-taker._
- Ss place their word on a continuum that reflects contrasting values, such as positive or negative, promotes success or does not promote success, is valued in their culture or is not.

Independent Practice: Post-Reading

- In small groups, Ss prepare a questionnaire to conduct their own birth-order theory study.
- Then they Interview 10 people outside of class and bring results back to class.
- Ss compare the results of their interviews among themselves and to the reading.
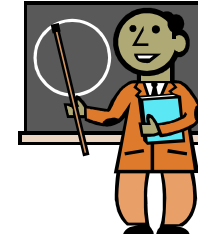- Ss determine whether their findings support the theory.

Extension:

- Ss listen to a short lecture on birth-order theory and fill in partially completed Cornell Notes.
- Ss then write a final summary.

Assessment:

- Extension assignment is evaluated on the following: Listening for main ideas & details; Discriminating btw. main ideas and details; Note-taking skills; Summarizing and synthesizing.

TIF-ed Lesson: Try it Out!

1. "TIF" a lesson or materials of your choice, focusing on your one TIF category.
2. Try this "TIF-ed" lesson with your learners.
3. **Assess** the lesson to identify which TIF skills <u>from your category</u> are addressed.
4. **Complement** the lesson by adding additional TIF skills <u>from your category</u>.
5. **Evaluate** the outcomes of the lesson by gathering 'student evidence'.
6. **Study** and reflect about what else your students need as well as what you need.
7. Share your lesson plan and/or materials and this grid via email, googledocs, dropbox, etc. with your *PLC Partner*. Discuss your evaluation and reflections regarding the lesson implementation.

Lesson/Materials Components	**Assess** (Category, skill, sub skill)	**Complement** (Category, skill, sub skill)	**Evaluate** (Student evidence)	**Study & Reflect**

PLC I Meeting TWO Handouts

PLC Meeting TWO

PLC Meeting Two Agenda

Outside Tasks Due:

- Outside Task #1: Learner Observation Notes
- Outside Task #2: TIF-ed Lesson Try it Out!

Objectives:

1. Share new insights about "the ideal ACES practitioner".
2. Discuss observations of students' transitions skills to inform one's ACES stance.
3. Evaluate a lesson based on evidence of student learning
4. Share TIF-ed lessons and discuss the ACES Process.
5. Explore the "TIF-ing the Classroom" visual; discuss the tools and methods outlined.
6. Identify TIF methods that utilize TIF skills.
7. Prepare for Outside Task #3: TIF-ing the Classroom through implantation of routines, norms, etc.
8. Prepare for Outside Task #4: Apply the ACES process to a lesson plan/learner plan or teaching materials. Deliver the lesson/plan or utilize the materials.
9. Prepare for Outside Task #5: Apply the ACES process to an observation of a colleague's lesson or a lesson video.
10. Prepare for Preview Activity for finding sample activities in the Complete TIF.

Agenda:

 5 min: Welcome & Re-introductions

 5 min: Agenda & Webinar Tools

 5 min: Warm up: Quiz: Matching TIF category to sample activity

10 min: Ideal ACES Practitioner Revisited

10 min: Share Outside Task #1: Learner Observations

30 min: Student Evidence Video and Discussion

 5 min: Take your TIF Temperature

15 min: Share Outside Task #2: TIF-ed Lesson

20 min: TIF-ing the Classroom:

　　　　Routines, Norms, Learning Task Formats, language, and technology.

 10 min: Prepare for Outside Task #3-#5:

　　　　Outside Task #3: Implementing TIF-ing Methods

　　　　 Outside Task #4: TIF-ed Lesson Try it Out 2!

　　　　Outside Task #5: Observation of Colleague or Video

　　　　Preview Activity: The Complete TIF Sample Activities

 5 min: Wrap-up: Q & A

⧗ **Look Ahead: PLC Meeting THREE:**
- ☐ Share Lesson Observation
- ☐ Share TIF-ed Lesson
- ☐ Share TIF-ing the Classroom implementation
- ☐ Explore the complete TIF: Sample Activity search
- ☐ Discuss "What's Next?"
- ☐ Explore TIF alignment with CCRS
- ☐ Wrap-up & Q&A

Evidence of Student Learning

- Open up a new tab on your browser.
- Access the video: http://www.mlots.org/?page_id=133
- Return to the webinar in ***15 minutes***.
- Watch the video and look for evidence of student learning.
    - Which student behaviors, tasks, and responses provide evidence of learning?
    - Which student behaviors DO NOT provide evidence of student learning?
    - Take notes below.
- After the video, you will "chat" with your PLC Partner using the questions below as a guide. Then share with the full group.

Student behaviors, tasks, and responses that show **evidence of student learning**	Student behaviors and responses that DO NOT show evidence of student learning

Now "chat" with your PLC Partner:

∗ What evidence of student learning did you observe in the video?
∗ What did you observe that was NOT evidence of student learning?
∗ What 'evidence' can you use to evaluate your TIF-ed lessons?
∗ What are ways to improve our evaluation of TIF-ed lessons by using student evidence?

Share with the larger group

TIF-ing the Classroom
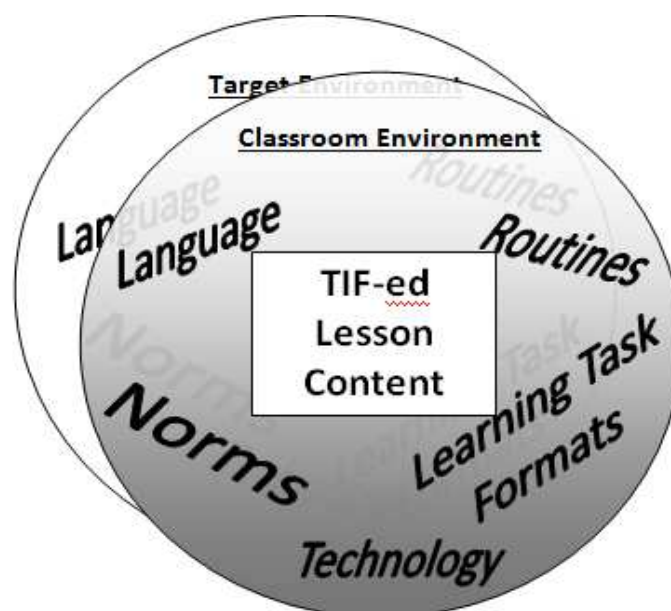
TIF-ing Methods

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.

Norms vs. Routines

Definitions:

- ☐ **Routines:** *a sequence of actions regularly followed*

- ☐ **Norms:** *standards of acceptable behavior; expectations within a specified context*

Norms and *routines* are not mutually exclusive. In fact, *routines* can be *norms*. *Routines* become *norms* when they become expectations in our instructional setting. For example, signing in/out and logging one's assessment/assignment scores are *routines*. However, once they become an **expectation** in the classroom, they become a *norm*.

For our work with ACES, we will recognize this cross domain but focus on *routines* as processes that are repeated in our classes and not be concerned with the fact they may also be *norms*. *Norms*, then, will primarily focus on behaviors and expectations that we set for our learners in our classes, rather than repetitive processes. Here is a list of norms and examples for each.

- ■ Personal responsibility: *homework turned in on time, making up missed work*
- ■ Accountability: *signing in/out, getting missed work/notes, writing down assignments*
- ■ Evaluation: *evaluating the quality of work and participation of self and others*
- ■ Teamwork: *expectation set to work collaboratively to accomplish certain tasks*
- ■ Tasks, duties: *participation in tasks/duties as learning experiences*
- ■ Levels of formality: *using more formal speech and behaviors with the instructor and in the classroom in general*
- ■ Informal interaction: *speech and behaviors appropriate to use with peers (not outside friends)*

# TIF-ing the Classroom Activity Grid

1. Match the TIF methods examples to their type: Routines, Learning Task Formats, Norms, Technology, or Language. Write the type on the grid under the corresponding example.
2. Write a brief description of the example.
3. Assess each TIF method for which TIF skills & sub skills it already contains from your category of focus.
4. Note ways you could enhance this TIF-ing method in the "Complement" column.
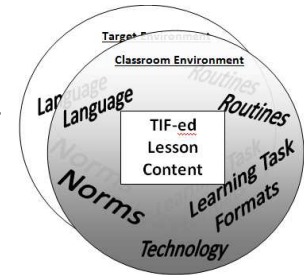
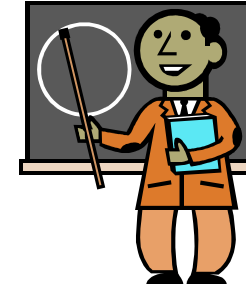| **TIF Method Type** Routines, Norms, Technology, Learning Task Formats, Language.	**Example Description**	**Assess:** What TIF skills & sub skills does it contain?	**Complement:** What TIF skills & sub skills can you add?
Example 1:			
Example 2:			
Example 3:			
Example 4:			
Example 5:			

TIF-ing the Classroom: Try it Out!

1. Describe a TIF method (*routine*, *norm*, *learning task format*, *technology*, or *language)* you will integrate into your setting.
2. Implement at least one method into your classroom before PLC meeting #3.
3. **Assess** the method to identify which TIF skills <u>from your category</u> are addressed.
4. **Complement** the method by adding elements that address additional TIF skills from your category.
5. **Evaluate** how it's going by gathering 'student evidence'
6. **Study** and reflect about what else your students need as well as what you need.
7. Share your TIF method implementation notes with your PLC Partner (via email, phone, f2f, dropbox, etc.) or with your PLC by adding notes to the Google presentation *ACES Hybrid PLC I Outside Tasks Collaboration.*
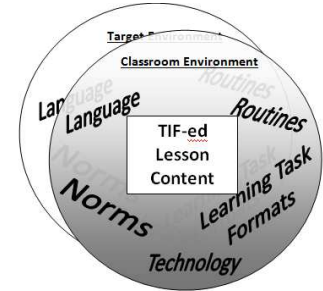
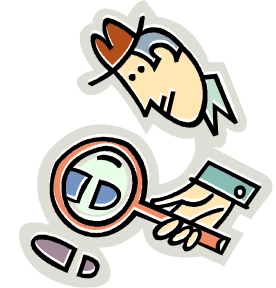| TIF-ing Method Description	**A**ssess (Category, skill, sub skill)	**C**omplement (Category, skill, sub skill)	**E**valuate (Student evidence)	**S**tudy & Reflect
Optional:				
Optional:				

TIF-ed Lesson: Try it Out 2!

1. "TIF" another lesson or materials of your choice, focusing on your one TIF category.
2. Try this "TIF-ed" lesson with your learners.
3. **Assess** the lesson to identify which TIF skills <u>from your category</u> are addressed.
4. **Complement** the lesson by adding additional TIF skills from your category.
5. **Evaluate** the outcomes of the lesson by gathering 'student evidence'.
6. **Study** and reflect about what else your students need as well as what you need.
7. Share your lesson plan and/or materials and notes with your PLC Partner (via email, phone, f2f, dropbox, etc.) or with your PLC by adding notes to the Google presentation ***ACES Hybrid PLC I Outside Tasks Collaboration.***

Lesson/Materials Components	**A**ssess (Category, skill, sub skill)	**C**omplement (Category, skill, sub skill)	**E**valuate (Student evidence)	**S**tudy & Reflect

TIF-Lens Lesson Observation

1. Observe a colleague's lesson or video-taped lesson using your TIF Lens
   ESL: http://www.newamericanhorizons.org/training-videos (Choose *one* of the many included.)
   ABE: http://mlots.org/wendy/wendy.html
2. Write out a brief description of the lesson plan or teaching material components
3. **Assess** the lesson to identify which TIF skills from your category are addressed.
4. **Complement** the lesson by adding elements that address additional TIF skills from your category.
5. **Evaluate** the outcomes of the lesson by gathering 'student evidence'.
6. **Study** and reflect about what else the students need and how the lesson may be further enhanced.
7. Be prepared to share your lesson observations at PLC Meeting THREE.

Lesson/Materials Components	**A**ssess (Category, skill, sub skill)	**C**omplement (Category, skill, sub skill)	**E**valuate (Student evidence)	**S**tudy & Reflect

Preview Activity: The Complete TIF Sample Activities

Find your category in the complete TIF: _EC: pp. 8-13_; _CT: pp. 42-49_; _SM: pp. 50-55_.
Read the sample activities that are provided. Choose at least two sample activities you
could try with your students. Make sure at least one of them is a technology example.

Fill out the grid below with your choices and tweaks. Share with your PLC Partner or add
notes to our Google presentation doc prior to meeting THREE.

TIF Category: _____			
TIF Skill/Sub Skill	**Level**	**Activity Description**	**How will you tweak it?**
		*Technology:	
Optional:			

Challenge: _Choose a sub skill that does not have a sample activity provided. Create your own sample activity for that sub skill. How can it be adapted for 3 levels of complexity?_

Skill: _____			
Sub Skill: _____			
Level of Complexity	→		
Sample Activity			
Technology Activity			

PLC I
Meeting THREE
Handouts

PLC Meeting THREE

PLC Meeting Three Agenda

Outside Tasks Due:
- Outside Task #3: TIF-ing Methods Implementation
- Outside Task #4: TIF-ed Lesson: Try it Out 2!
- Outside Task #5: Lesson Observation
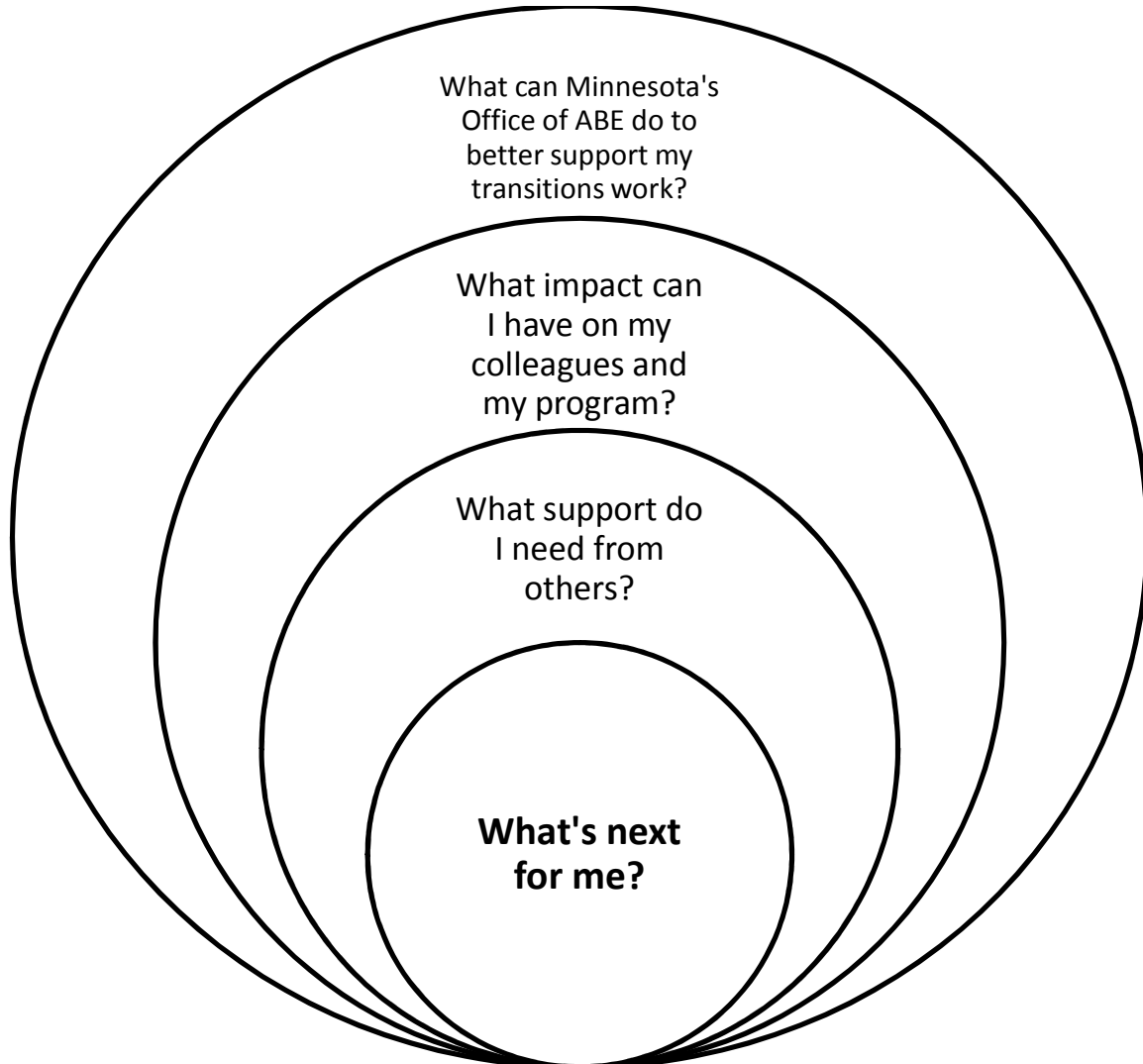- Preview Activity: The Complete TIF Sample Activities

Objectives:
1. Share new insights about "the Ideal ACES Practitioner".
2. Share and discuss the observations of colleagues' lessons
3. Share and discuss your TIF-ed lesson and apply the ACES process.
4. Share and discuss the implementation of TIF routines, norms, learning formats, etc. in your class and apply the ACES process.
5. Navigate the full TIF and identify sample activities for the sub skills in your category that can be implemented in your class.
6. Recognize your own knowledge of transitions skills, as well as your ability and commitment to integrating such skills.
7. Re-assess yourself in terms of integrating transitions skills.
8. Share how you will continue your work as ACES practitioners.

Agenda:

5 min:	Welcome
5 min:	Agenda & Webinar Tools
5 min:	Warm-up: Share your TIF "highlight"
5 min:	Ideal ACES Practitioner Revisited
15 min:	Outside Task #5: Lesson Observation: Discussion
15 min:	Outside Task #4: TIF-ed Lesson: Try it Out 2!: Sharing and Discussion
10 min:	Quiz: TIF Methods Review
15 min:	Outside Task #3: TIF-ing the Classroom: Sharing and Discussion
15 min:	The Complete TIF Sample Activity Search
5 min:	Got the Drift of the TIF? Poll
5 min:	TIF Categories: "Chat Out!"
10 min:	What's Next? Reflect and discuss what's next in our ACES future & ACES resources & support
5 min:	Explore the relationship between ACES and CCRS
5 min:	Wrap-up and Q&A

What's Next?

What can Minnesota's Office of ABE do to better support my transitions work?

What impact can I have on my colleagues and my program?

What support do I need from others?

What's next for me?

Think/Pair/Share: Think about each question and jot down some notes. Then "chat" with your PLC Partner. Share out with the larger group.

* What's next for me? What area of the TIF will I explore next?

* What support do I need?

* What impact can I have on my colleagues and my program?

* What can Minnesota's Office of ABE do to better support my transitions work?

College and Career Readiness Standards Alignment

The TIF categories of Academic Language and Skills (ALS) and Numeracy (N) are thoroughly aligned with the College and Career Readiness Standards (CCRS) for Adult Education. Several skills in other categories align with CCRS as well. The chart on the following page outlines this alignment.

TIF Abbreviations:	**CCRS Abbreviations:**
Effective Communication (EF) Learning Strategies (LS) Academic Language and Skills (ALS) Numeracy (N) Critical Thinking (CT)	**ELA/Literacy Domains** Reading (R) Writing (W) Speaking and Listening (SL) Language (L) **Mathematics Domains** *Domain abbreviation is followed by the Level (A-D) where the standard first appears.* Numbers and Operations (NO) Operations and Algebraic Thinking (OAT) Geometry (G) Measurement and Data (MD) Ratios and Proportional Relationships (RP) Expressions and Equations (EE) Statistics and Probability Mathematical Practice (MP)

TIF and CCRS Alignment Chart

TIF Skills	CCRS Standards	TIF Skills	CCRS Standards
EC .1a	SL.1	ALS.5c	W.8, R.1
EC.1b	SL.1	ALS. 5d	W.9, R.2
EC.1e	SL.3	ALS.5e	W.7
EC.2a	SL.5	ALS.5f	W.1, W.2, W.9, R.1
EC.2b	SL.5	ALS.5g	W.6
LS.1c	L.4	N.1a	NO-A
LS.1d	R.2, SL.2	N.1b	NO-A
LS.1g	R.1	N.1c	NO-B
LS.3a	SL.1	N.1e	NO-A, OAT-A
LS.3c	L.4	N.1f	NO-B
LS.3d	L.4	N.1g	NO-B
ALS.1a	R.4, L.5, L.6	N.1h	RPR-C
ALS.1b	R.4, W.2, L.6	N.2a	OAT-B
ALS.1c	W.1, W.2	N.2c	OAT-B
ALS.1d	L.4	N.2d	OAT-C, EE-C
ALS.2	L.1, L.2	N.3a	MD-B
ALS.3a	LS.2	N.3b	MD-A
ALS.3b	R.5, R.6, W.1, W.2, W.3	N.3c	SP-D
ALS.3c	R.5, W.1, W.2, W.3	N.4a	G-A
ALS.3d	R.7, SL.2	N.4b	G-C
ALS.3e	W.6	N.4c	MD-B
ALS.3f	R.2	N.5	OAT-A
ALS.3h	R.1, R.3, R.9	N.5d	MP.5
ALS.3i	W.4	N.5e	MP.6
ALS.3j	W.5, L.3	CT.1d	W.1
ALS.4	SL.4	CT.3	R.8
ALS.4e	SL.5	CT.3c	W.8
ALS.5a	W.1, W.2, W.8, R.2	CT.4	R.8
ALS.5b	W.8	CT.4a	R.6, SL.3, W.9