

ACES Hybrid PLC II Meeting THREE: Notes

Facilitator Notes:

Focus Category: Navigating Systems (NS)

Outside Tasks:

- Outside Task #4: TIF-ing a Lesson: Try It Out 2!: Participants will develop and implement a TIF-ed lesson integrating LS skills. They will share a summary of the lesson, their evaluation and their study & reflection of the lesson with their PLC partner or on their Google Doc. Three participants will be asked to share at Meeting THREE.
- Outside Task #5: Participants will implement a TIF method that integrates LS and share this experience with their PLC partner or on their Google Doc. Three participants will be asked to share at Meeting THREE.
- Outside Task #6: Preview/review Navigating Systems (NS) category (The complete TIF p. 62-67). Participants will choose 2 sample activities they could use with their students (1 technology example!) and fill out the grid (p. 26) with their choices and tweaks. They will share this with their PLC partner or on their Google Doc. Three participants will be asked to share at Meeting THREE.

Copies:

The following copies would be helpful to provide in Go-To-Training “materials” section for this PLC:

- The Participant Workbook (Provided during meeting ONE)
- The TIF @ a Glance (Provided during meeting ONE)
- The Complete TIF (This is optional. However, for each PLC meeting they will need copies of the pages from the complete TIF that correspond to the focus category of each meeting: Developing a Future Pathway (pp. 56-61), Learning Strategies (14-21), and **Navigating Systems (62-67)**).

Outside Collaboration: (Between meetings)

There are two possible modes to use for the required outside collaboration around the outside tasks:

- **Google drive:** Create a Google doc to share with your participants. This doc should have a clear format that allows multiple participants to share their implementation together. After each outside task, participants can add notes to the Google doc and these notes can then be shown during the webinar.
- **PLC Partner:** Participants can choose a PLC Partner during this F2F PLC. After outside tasks, participants will collaborate with their PLC Partner in the manner of their choosing (email, f2f, phone, etc.).
- The slides in the PowerPoints contain both options (so as to be a universal fit) so please indicate to your participants which option they will be using.

Sharing Outside Tasks during Webinars: (Optional)

Regardless of the option you choose above, you may want to ask specific participants to share their Outside Task implementation experiences & materials with you via email prior to the webinar meetings. You can then show these materials as part of your webinar meeting. *This is completely optional as a facilitator.*

CEU Request: Visit this link to request CEUs. <http://atlasabe.org/resources/aces/aces-plcs>

Fill out the spreadsheet with participant information & attach to your request digital request.

Topic (Time)	Description	Handouts Slides
Welcome (3 min)	<p>Welcome participants. Introduce yourself (facilitator) and the host. Check in with each participant to make sure they can hear and then explain the mute/unmute feature and have everyone mute themselves. Explain that you will call on each participant so that they can introduce themselves. Have them unmute when they are called on and re-mute afterwards.</p> <p>Remind everyone that this meeting will focus on Navigating Systems (NS).</p>	Slide: 2
Agenda & Webinar Tools (2 min)	<p>Go over each agenda item and have participants preview and practice the webinar feature to be utilized. Secure 3 different participants to share out for each of the Outside Tasks (<i>see notes below for more information</i>).</p> <ul style="list-style-type: none"> • Warm-up: ACES Goal Checkpoint > <i>Poll</i> • Sharing OT #4 > <i>Hands up; 3 volunteers</i> <i>Show the “hands up” icon and have 3 participants volunteer with a “hands up” to share OT #4 when we come to that item. Jot down their names.</i> • Sharing OT #5 > <i>Hands up; 3 volunteers</i> <i>Have 3 participants volunteer with a “hands up” to share OT #5 when we come to that item. Jot down their names.</i> • NS Match it! > <i>Quiz</i> • Sharing OT #6 > <i>Hands up; 3 volunteers</i> <i>Have 3 participants volunteer with a “hands up” to share OT #6 when we come to that item.</i> • The ACES Process: The Classroom > <i>Video: Have participants open a new tab and access video link. Explain that they will need to go to this tab & watch the video when we get to that portion of the webinar.</i> • The ACES Process: Corrections > <i>Interview script (extra handout in materials section of webinar tools). Partner Chat > Show them how to chat w/ a participant and explain that they will chat with a PLC partner for this activity. Have them practice by sending a chat message to a PLC partner.</i> • TIF Methods & Share out > <i>Hands up-unmute-mute</i> • ACES Journey Discussion > <i>Hands up-unmute-mute</i> • ACES & CCRS > <i>Presenter</i> • Wrap up & Q & A > <i>Hands up-unmute-mute</i> 	Slide: 3 HO: p. 28
ACES Goal Checkpoint (5 min)	<p>Launch the Poll: ACES Goal Checkpoint</p> <p>Participants will rate their progress towards their ACES Goal on p. 12.</p> <p>Share the poll.</p>	Slide: 4 HO: p. 12

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<p>Sharing Outside Task #4: TIF-ed Lesson: Try it Out 2! (10 min)</p>	<p>Google Drive: <i>If your group is using Google drive, show this doc during this activity.</i> Call on each of the participants who volunteered to share. Have them unmute themselves and address the questions on the slide. Have other participants chat any comments or questions they have. Read these to the person sharing out so that they can address them. Then have them re-mute themselves. Guiding Questions:</p> <ul style="list-style-type: none"> • What NS skills did it integrate? • What did the lesson entail? • How did the lesson go? What evidence of learning did you observe? • What went well? What would you do differently next time? 	<p>Slide: 5 Outside Task #4</p>
<p>Sharing Outside Task #5: TIF Method Implementation (10 min)</p>	<p>Google Drive: <i>If your group is using Google drive, show this doc during this activity.</i> Call on each of the participants who volunteered to share. Have them unmute themselves and address the questions on the slide. Have other participants chat any comments or questions they have. Read these to the person sharing out so that they can address them. Then have them re-mute themselves. Guiding Questions:</p> <ul style="list-style-type: none"> • Describe your TIF method. • What LS skills did it integrate? • How did the implementation go? What evidence of learning did you observe? • What went well? What would you do differently next time? 	<p>Slide: 6 Outside Task #5</p>
<p>Quiz: NS Match it! (5 min)</p>	<p>Launch the quiz. Have participants match each NS sub skill with its parent skill. Share the test results.</p>	<p>Slide: 7 Go-To-Training Quiz</p>
<p>OT #6: NS Sample Activities: The Complete TIF (10 min)</p>	<p>Google Drive: <i>If your group is using Google drive, show this doc during this activity.</i> Review the OT task activity. Call on each of the participants who volunteered to share. Have them unmute themselves and address the questions on the slide. Have other participants chat any comments or questions they have. Read these to the person sharing out so that they can address them. Then have them re-mute themselves. Guiding Questions:</p> <ul style="list-style-type: none"> • What did you find? • How did you tweak it? 	<p>Slides: 8-9 HO p. 26</p>
<p>A Tale of Two Contexts: The ACES Process</p>	<p>Explain that we will look at applying the ACES process to the contexts of the classroom and corrections, this time looking at the NS category (TIF @ a Glance, p. 12).</p>	<p>Slides: 10-30 HO pp. 29-</p>

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<p>The Classroom (30 min)</p>	<p>Context: The Classroom IPT: Lesson Plan (LP)</p> <ul style="list-style-type: none"> • Share the pre-ACES LS lesson and together identify the skills and sub-skills it addresses. Jot these down on the grid (p. 29). <i>(Participants will chat the skills they notice in the lesson segments.)</i> • Watch the Post-ACES Lesson one segment at a time as indicated on the TIF-ing the Classroom Grid (p. 29) and the slides. <i>(Note: You can cut these segments down to save time.)</i> Link: https://www.youtube.com/watch?v=V9t1z23_Y40&feature=em-uploademail <ul style="list-style-type: none"> ○ Warm-up: 0:00-7:10 ○ Introduction: 7:10-9:04 ○ Guided Practice: 9:04-13:12 ○ Independent Practice: 13:12-16:30 ○ Extension: 16:30-17:46 • Identify the skills & sub skills from each segment and jot them on the grid (p. 29) after watching each segment. • Check your notes with the slides. • Reflect on the ‘E’ and ‘S’ of the ACES Process for this lesson 	<p>31</p> <p>TIF @ a Glance p. 12</p>
<p>A Tale of Two Contexts: The ACES Process Corrections (20 min)</p>	<p>Context: Corrections Read the interview script from an instructor in corrections (extra handout).</p> <ul style="list-style-type: none"> • Read about the system she uses to TIF the lessons for her learners. • What kind of instructional planning tool does she use in this setting? How does she use it? • What kinds of pre-ACES materials does she use and how does she TIF them? <p>Have participants chat with a partner by choosing a participant’s name in the chat box. Have them discuss the following questions:</p> <ul style="list-style-type: none"> • Which process would work best in your setting? (Classroom, corrections, other?) • Why did you choose that option? • How would you tweak either process to better fit your setting and learners? • Is there a way to combine the two processes to get the best of both worlds? 	<p>Slides: 31- 32 HO p. 16 Extra HO: <i>Correction’s Instructor Interview</i></p>
<p>TIF Methods (15 min)</p>	<p>TIF Methods:</p> <ul style="list-style-type: none"> • Refer participants to handouts pp. 22-23. • Review the TIF Methods visual. • “Fly in” one definition at a time on slide 34 and have participants “Chat” the type of TIF method given each 	<p>Slides: 33- 35 HO pp. 22- 23; p. 32 TIF @ a</p>

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	<p>definition. "Fly in" each answer.</p> <p>Have participants look at p. 32 and individually jot down 1 to 2 examples of TIF methods they could implement in their settings to integrate NS skills.</p> <p>Call on each of the participants who volunteered to share. Have them unmute themselves and follow the directions on the handout. Have other participants chat any comments or questions they have. Read these to the person sharing out so that they can address them. Then have them re-mute themselves.</p> <p><i>Directions:</i></p> <ul style="list-style-type: none"> • Describe TIF methods • Assess the methods for NS skills and sub skills <p>Share the ACES resource library for the NS category.</p>	<p>Glance p. 12</p> <p>Slide 36</p>
<p>ACES Journey (7 min)</p>	<p>Revisit participants ACES goals. This time have participants "share" their overall ACES journey and their next steps with ACES. Have them raise their hands and unmute themselves when called upon. Have other participants chat any comments or questions they have. Read these to the person sharing out so that they can address them. Then have them re-mute themselves.</p> <p>Questions to address:</p> <ul style="list-style-type: none"> • Where did you start with ACES? What challenges did you face? • How do you feel about your progress toward becoming an ACES practitioner? What challenges have you overcome? • Did you meet your ACES goal in this PLC? Why or why not? (Handout p. 12) • What are your next steps for ACES? 	<p>Slide: 37 HO p. 12</p>
<p>ACES & CCRS (3 min)</p>	<p>Discuss the alignment between ACES and the College & Career Readiness Standards (CCRS).</p> <ul style="list-style-type: none"> • Explain that the College Career & Readiness Standards are the new instructional standards for ABE in Minnesota. • Explain that many of these standards in the CCRS are already being addressed through other professional development venues, such as Minnesota Numeracy Initiative (MNI), STAR Reading and Evidence Based Reading Instruction (EBRI), GED professional development, and, of course, the ACES project. • Discuss how the TIF provides a framework for the transferable transitions skills required for employability, career, post-secondary education & training, and increased involvement with community and family. As the CCRS does not contain most of these essential transitions skills, the TIF nicely complements the academic-based skills addressed in the CCRS. • Furthermore, it aligns with the CCRS in the categories of 	<p>Slides: 38-39</p>

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	<p>Academic Language & Skills and Numeracy and to a lesser degree Effective Communication, Learning Strategies, and Critical Thinking.</p> <p>Discuss how the ACES process can be used with any standards.</p> <ul style="list-style-type: none"> • As we begin to integrate the CCRS standards into our teaching, we can directly apply the skills we developed through this ACES PLC by following the steps in the ACES process. • Through the ACES process, we discovered that we already integrate many TIF skills into our instruction and that by being intentional about it, we can add more to our repertoire. • The same thing will be true as we begin to work with CCRS. We will discover that we already integrate many CCRS standards and that with some intentional modifications, we can integrate more. 	
<p>Wrap-up/Q & A (2 min)</p>	<p>Explain that you will submit a report to request CEUs for them. (link: http://atlasabe.org/resources/aces/aces-plcs)</p> <ul style="list-style-type: none"> • F2F PLC meeting ONE: 3 CEUs • Webinar meetings: 4 CEUs (2 each) • Pre-Tasks #1-3: 2 CEUs • Outside Tasks #1-3: 3 CEUs • Outside Tasks #4-6: 3 CEUs • TOTAL = 15 CEUs <p>Answer questions. Thank everyone for participating.</p>	<p>Slides: 40-41</p>