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PLC Meeting TWO

Note: Copy pages 3–8 and prepare as a packet for each group or pair. Make sure to <u>cut off or black out the headers </u>that give the category name.

Warm-up: Matching Activities: Facilitator Instructions
(Participant Handout p. 3)

Directions:
1. Analyze each sample activity/task

2. Fill out the grid for each activity/task by answering these questions:
    a. What is the description of the activity/task?
    b. What is the main TIF category (from the 3 choices below) this activity/task addresses?
    c. What skills and sub skills does it address from that category?

3. Share your ideas with the full group

Effective Communication	Critical Thinking	Self-Management

Station:	Activity/Task Description	TIF Category • **Skill(s)/sub skill(s) (e.g. 1a, 2b)**
1.		
2.		
3.		

Warm-up: Matching Activities to the TIF

Note: Cut out this set of scenario cards. Have students choose a card and construct a polite request to obtain the stated outcome.

Role Play Cards: Polite Requests

You want someone to repeat a telephone number.	Someone is talking too fast.
You need some help with your homework.	Someone is talking too quietly.
You didn't understand the question.	You can't spell a word.
You don't understand the instructions.	Your teacher is talking too fast.
You don't know how to spell your friend's name.	You didn't understand what your friend said.
You don't understand what a word means.	You don't understand the story.
You didn't hear what your friend said.	You want someone to repeat his/her name.

Note: Students use this to evaluate their document organization in occupational preparation classes.

Document Organization – Evaluation
EXAMPLE (used in occupational prep classes)

Our training classes aim to equip students with both technical knowledge *and* general skills for workplace success. Classes also promote self-evaluation – taking responsibility for your own actions and reflecting on them.

Keeping personal and work documents organized is a key to work success.

Evaluate yourself periodically. Write the date at the top of the column. Next to each item, rate yourself:

	5=very good	4=good	3=so-so	2=not so good	1=bad

Expectation Dates					
1. My class papers are organized in my binder.					
2. In class I can quickly find the papers needed.					
3. When I receive new papers in class I put them in the correct place in my binder that day.					
4. After class I know what the homework is and complete homework each day.					
5. I use the materials in my binder to study for each quiz.					
6. My materials are organized in a way that will help me prepare for the final exam.					
TOTAL (perfect = 30)					

My way of organizing my materials: _____

_____

GOALS FOR IMPROVEMENT

Date	Goal	Goal met
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Note: Students will do this reading and complete the graphic organizer on the next page. This Reading is Beginning level.

Pay Yourself First *(page 1/2)*

Marshall ABE Level 1

URL: *http://www.marshalladulteducation.org/reading-skills-for-todays-adult/group-1*

Pathway: *www.hubbs.spps.org > students > Educational websites > ELL (ESL) > ELL 0-2 websites > 9. Marshall ABE Timed Readings > (scroll down to Level 1) Pay Yourself First*

Pete drives his car to work each day. It is expensive. Gas is not cheap. He wants a bike to ride to work, but he does not have enough money to buy one.

Pete plans to save money each week from his paycheck. He will save 10% of each check. That is a dime from each dollar he earns.
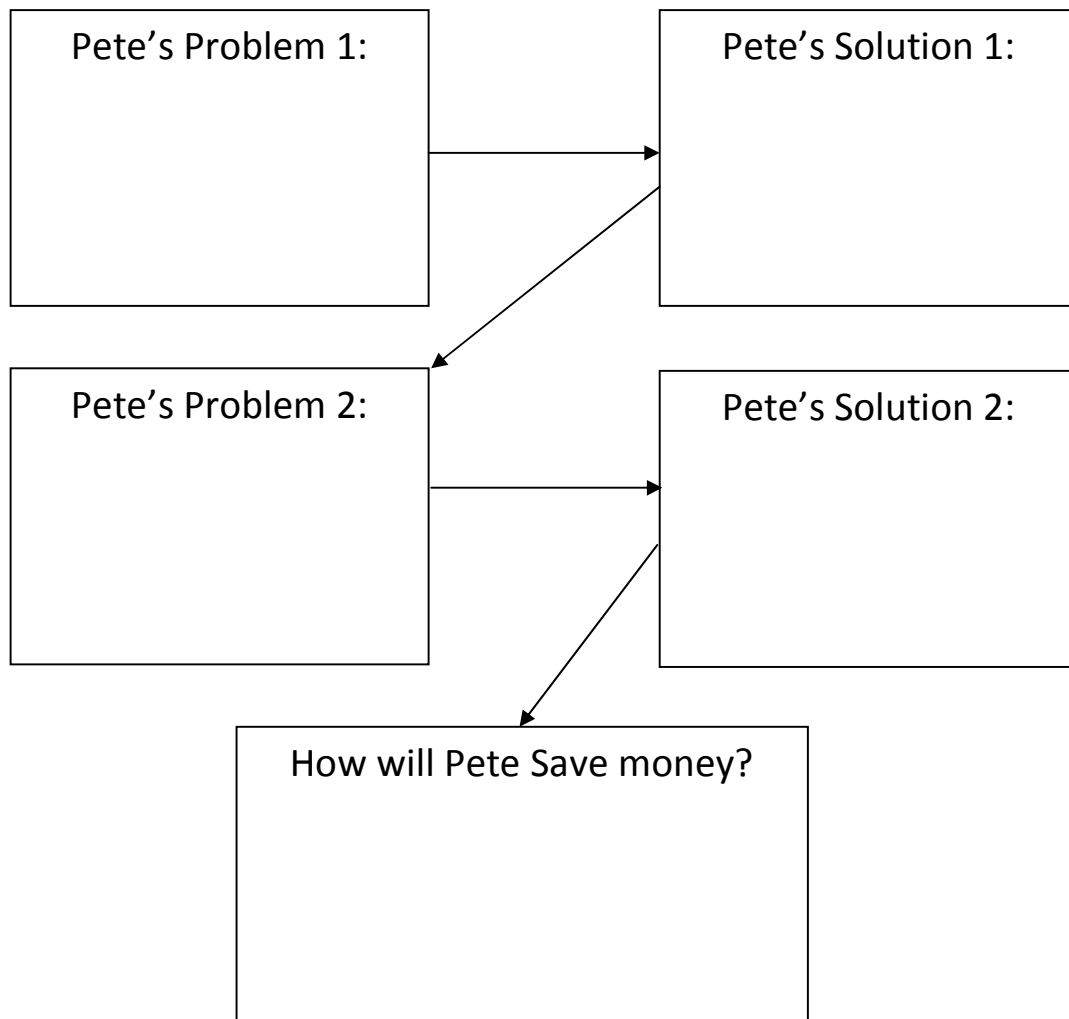
Pete is paid once a week on Fridays. At the end of each week, he puts $10 in his "Pay Yourself First" fund. He pays himself first. Then he pays his bills.

Pete wants to make saving money a habit. Soon he will meet his goal. He will have his new bike!

Reading for Information: Graphic Organizer *(page 2/2)*

Read the story. Fill in the graphic organizer.

Pay Yourself First

Pete's Problem 1:	Pete's Solution 1:

Pete's Problem 2:	Pete's Solution 2:

How will Pete Save money?

Note: Students will do this reading and complete the graphic organizer on the next page. This Reading is Intermediate level.

Pay Yourself First *(page 1/2)*

Tim and Ann owned an '89, four-door Ford. They had driven it 140,000 miles. It was a good car that had served them well. Tim and Ann had taken good care of it. They had the oil changed every three to four months. They had made repairs on a timely basis. They kept both the inside and outside of the car clean. Unfortunately, cars don't last forever. The Ford had gotten rusty and was leaking some oil. At their most recent visit to the mechanic, Tim and Ann were told to expect no more than 20,000 miles from the car. It was soon time to buy a new car. A new car meant a new money goal. Tim and Ann were not used to making a car payment. They needed to start saving. They had heard of "paying yourself first" and thought they would give it a try. Before paying any of their other bills, they paid themselves first. It was a regular part of their budget.

They paid themselves $50 each pay period. That was $100 a month! They opened a savings account for their car fund. Putting their money in a savings account would earn them **interest** on their money. It was also a safe place to keep their savings.

Tim and Ann were surprised at how good it felt to be working toward their goal. By saving a planned amount of money each month, they would be ready to make a down payment on a new car when their old one died. Plus, they didn't even miss the money they were saving!

Level 4.0

Reading for Information: Graphic Organizer *(page 2/2)*

Read the article. Fill in the graphic organizer to **summarize** the basic information. (Summarize = writing the important information in shorter sentences using your own words.)

Pay Yourself First

| Problem |
| Cause |
| Idea |
| Planned Result |
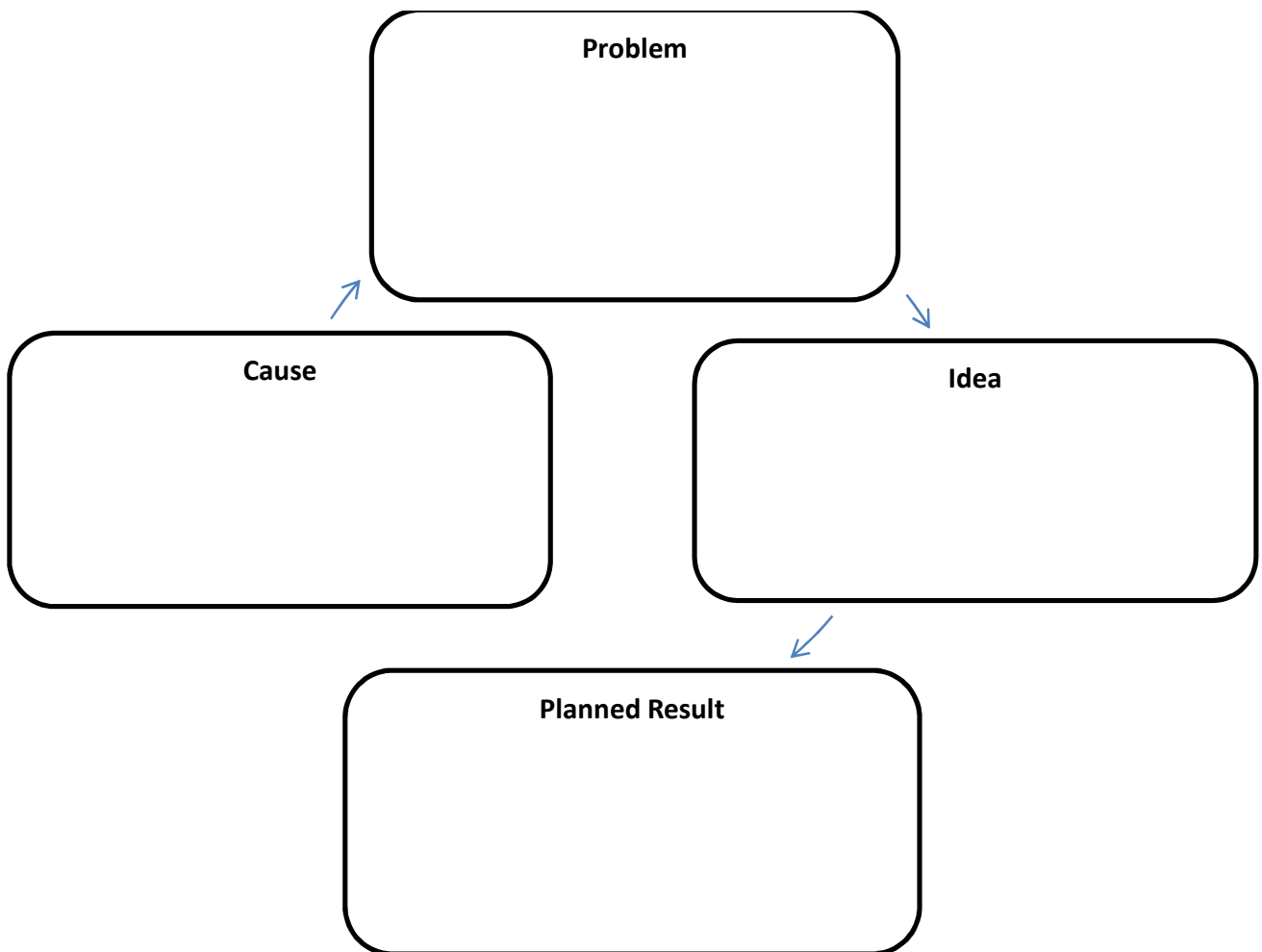
Evidence of Student Learning: Facilitator Instructions

- Access the video. http://mlots.org/Elana/numbersflash/numbers.html.
- Before you play it, increase the magnification *(Firefox or Explorer: control +; Google Chrome: go to the browser menu and increase the "Zoom" to 200-250%.)*
- Skip the teacher's introduction to the lesson and begin the video at the start of the lesson.
- Once students in the lesson begin to work independently on the lesson, watch briefly and then stop the video.
- Begin the discussion: Which student behaviors, tasks, and responses provide evidence of learning? Which student behaviors DO NOT provide evidence of student learning?

Student behaviors, tasks, and responses that show **evidence of student learning**	Student behaviors and responses that DO NOT show evidence of student learning
Answering questions *Putting the numbers in correct order* *Passing the ball and adding the number of passes* *Calculating the answer before passing the ball* *Giving suggestions for learning contexts* *Completing word problems* *Creating word problems* *Etc…*	*Standing there* *Nodding* *Listening*

Now discuss the following:

* How can you improve the evaluation of your lessons by using "student evidence" as its basis?

* What evidence of learning did you see during your lesson, Outside Task #2?

Return to the ACES Process Grid from Outside Task #2 and add notes to your "evaluate" column as needed based on this discussion.

TIF-ing the Classroom: Facilitator Instructions
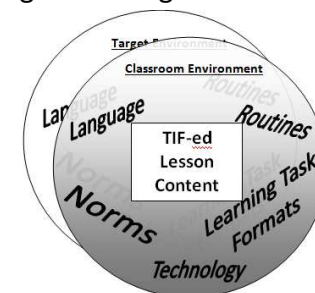
1. Make a set of labels and TIF-ing methods examples for each pair or group.
   a. Cut out the labels for the TIF methods (p. 11).
   b. Cut out **Routines** examples (p. 12), **Learning Task Format** examples (pp. 13-14), and **Norms** examples (p. 15).
   c. Mix all the examples up and pass out as a set to each pair or group.
2. *Pairs or groups match 3 examples to each method. *There will be debate around where these examples should go. The important thing is not that they fit with the designated category but that the participants can logically explain why they chose to put it in the category they did.*
3. After the matching, participants will write down one or two of the examples on the grid and the TIF skills & sub skills it contains from their category of focus.
4. Finally, they will note ways they could enhance this TIF-ing method in the "Complement" column.

TIF-ing Methods	Examples	Assess: What TIF skills & sub skills does it contain?	Complement: What TIF skills & sub skills can you add?
Routines			
Norms			
Learning Task Formats			

TIF Methods Matching Activity

Cut out the examples of each TIF Method (Routines, Norms, and Learning Task Formats) and make a set of each (mixed up) for each group (pp. 14-18). Participants will match the examples to the 3 labels below:

Routines

Norms

Learning Task Formats

Routines (3 Examples)

- -

Example: Time Cards:
- Create individual timecards for learners.
- You may choose to alphabetize them in a card file or accordion file.
- For each date, learners will write in the TIME they enter the class (you can take this opportunity to work on rounding to the nearest 15 minutes) and when they exit.
- When learners enter late or leave early, take the time to pause your lesson to remind them to sign in or out on their time card (until the procedure becomes automatic).
- Later, these time cards can be used to add up attendance hours for math lessons, for "pay checks", and to compare to student hours in the database.

- -

Example: Tracking Test Scores:
- Students will create a chart on word or excel (or be given a template).
- After students take a test, they will record their scores on the chart.
- Students can set a goal for their next test score and write it on the chart.
- After recording their subsequent test score, they can check to see if they met their goal and reflect on ways they could meet it if they did not or set a new goal if they did meet it.
- Once several scores for a particular test are recorded, students can graph their scores.
- Students can analyze this data, calculating increases and decreases and reflecting on how other factors (such as attendance and time spent on homework) impacted or may impact their results.
- Students can set new goals for scores and study habits based on this analysis.

- -

Example: Calling in Absent:
Develop a "Cheat Sheet" (sample script) with your learners to review, reinforce, and practice calling in absent.
- When a new learner comes to class, hand out this cheat sheet and take the time to go over it with them.
- When someone tries to tell you in class that they will be absent the next day, pull out the cheat sheet to help them construct the message accurately.
- When someone has called in and left you a message successfully, share that w/ the class. Tell them the learner left an excellent message. Co-construct w/ them what that message should contain. Remind them of and/or practice the cheat sheet.

Learning Task Formats (3 Examples)

- -

Example: Step-by-Step Process
Directions: Read each step. **Do** each step. **Check**-off each step.
READ! DO! CHECK!

Step	Directions	Check √
Step 1		
Step 2		
Step 3		
Step 4		
Step 5		
Step 6		
Step 7		
Step 8		

- -

Note: As a class create 3 questions and 4 options to go with each and fill in the survey template.
Example: Survey Template-Oral
Ask your classmates the questions. Put a tally (/) in the correct box.

Questions	Choices			
Example: What is your goal after getting your GED?	Vocational training	2-year degree	4-year degree	Certificate program
	/ / / /	/ / /	/ /	/ / / / /

Class Survey				
Questions	**Choices**			

Example: <u>Dialogue Template</u>

Read the conversation with your teacher. Then practice it with a partner.

A: _____   B: _____

Norms (3 Examples)

Example: Teamwork

Working with a team is an important part of education and the workplace. In this class, you will often be required to work in a team. It is important that you take responsibility for your role in the team and complete the tasks you agree to do. It is also important to participate in the group discussions, giving your input in a positive and constructive way.

Example: Using Polite Language and Tone

It is an expectation in this class that we treat each other with respect and courtesy. One way to show respect is to make requests using polite language and tone. When you need help or simply want to get clarification, 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: Keeping Materials Organized

Our training classes aim to equip students with both technical knowledge *and* general skills for workplace success. *Keeping personal and work documents organized is a key to work success.* In this class, you must take responsibility for keeping your class materials well organized and accessible for class work and homework.