

An Interview with an ACES Corrections Instructor

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1. Describe your instructional setting and your role there.

I teach in a male prison in ABE. All the students in my am class are trying to get there GED or high school diploma. The students in the pm class are those that have their high school diploma or GED. Their ages range from 18-70.

2. Describe the system you use to TIF instruction for your learners.

Every day when the students come into class I have them work for the first hour independently. This allows me to have time to pull small groups together and the tutors are able to help the students with the packets that are assigned to them according to their TABE level. Every lesson that I plan I have a form with the TIF categories. I look at the categories and determine what else could be added to the lesson to cover some of the TIF. For example graphic organizer for self- management, or the grouping of the students for effective communication, or critical thinking with extended questions for after a math lesson. I also have the TIF categories posted in my room so that I see them and have made it a natural habit. When I see something it is on my mind and I even start my lessons with what the students are going to learn from the lesson. I don't specifically state that these are TIF categories, but what things that the students will be doing will help them for their future learning and career.

3. What kind of instructional planning do you do? How do you do it?

They are all students with a TABE score of 4.0 – 8.0 and are working on Reading and beginning math. I am a STAR/EBRI teacher therefore Reading is the main focus. All of the students are at different levels therefore, I EBRI test them in Alphabetics, Vocabulary, Fluency and Comprehension. I guess that I explained in the paragraph before how I plan and how I keep the TIF in mind. The TABE is the testing that we go by the most to what types of lessons that we do. Especially being a STAR teacher, the students are group according to their needs and the lessons are planned accordingly.

4. What kinds of instructional materials do you use with your learners and how do you integrate TIF skills into them?

I do a lot of differentiation of my lessons, I vary them with technology, small groups, partners, writing in journals, writing on poster boards as groups or with a partner, scavenger hunts where they have to find the answer doing

research, etc. I use the smart board a lot for power point lessons with hands on examples of the lesson. I also have binders with what I call cheat sheets that help them refer back to for information of things that I am teaching them. I also have graphic organizers in these binders that we use to learn vocabulary words and math vocabulary words. The binder has worksheets that we do together as a group. They are color coded so that they are able to easily see what areas are for what lessons. All of these things help them to self-manage, navigate systems, effective communication, critical thinking, and academic language and skills.

5. What advice do you have for other teachers who are trying to integrate the TIF in a setting such as yours?

Don't try to change what you are doing now, just take the lessons and look at what else you can add to it to cover some of the TIF areas. Don't try to do them all in one lesson, just doing a couple will be helping them. They will be surprised how many of the TIF areas that are covered by what they are doing in their classroom. Don't always think that the lessons are the only thing that you do to TIF. I have really changed how I view the transitions, and routines in my classroom. These little things can cover so much that are helping them with the TIF skills that prepare them for their future. (such as a system of folders, signing in, researching and clear defined expectations in the classroom) These all help them to navigate systems and learn to organize, follow directions etc.