ACES PLC II Meeting THREE: Notes

Facilitator Notes:
Focus Category: Navigating Systems
Outside Tasks:

- Outside Task #4: TIF-ing a Lesson: Try It Out 2!: Participants will deliver their TIF-ed lesson they began planning and share a summary of the lesson, their evaluation and their study &reflection of the lesson at Meeting THREE.
- Outside Task #5: Participants will implement a TIF method that integrates LS and share at Meeting THREE.
- Outside Task #6: Preview/review Navigating Systems (NS) category (TIF @ a Glance pp. 12). Choose lesson materials into which you can integrate NS skills AND that you plan to use following PLC meeting THREE. Bring these materials to Meeting THREE to work on during our collaborative work time.

The following copies would be helpful to provide at 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)**.

Topic (Time)	Description	Handouts Slides
Welcome, Agenda, & ACES Goal Checkpoint (10 min)	Welcome participants. Hand out the PLC Meeting THREE agenda (p. 27). Go over the agenda, beginning with a check-in to see if outside tasks were completed. Remind everyone that this meeting will focus on Navigating Systems (NS). Look at the goal you wrote on hangout p. 12. How close are you to accomplishing your ACES goal? Discuss: • What have you already accomplished? • What have you yet to accomplish? Note: This goal will be revisited at the end of this meeting.	Slides: 2-3 HO p. 27 Slide: 4 HO p. 12
Sharing Outside Task #4: TIF-ed Lesson Try It Out 2! (15 min)	In small groups, participants will share the TIF-ed lesson they implemented, including their evaluation and their study &reflection of the lesson. One person from each group can then share with the full group. Guiding Questions: • What LS 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?	Slide: 5 Completed IPT & notes for Outside Task #4

Sharing Outside Task #5: TIF Method Implementation (15 min)	In small groups, have participants share the TIF Method they implemented in their settings. Have a couple of participants share out with the larger group.	Slide: 6 Notes on TIF Method implementation
Student Goals: Review Pre Task #1 from Meeting ONE (15 min)	Review Pre-Task #1 from meeting ONE, student goals. In small groups, have participants refer to the NS category of their TIF at a glance (p. 12). Discuss which skills the interviewed students need in the NS category. Identify the skills & sub skills needed and share with the group. (This will be the introduction or review of the NS category to set up this meeting so get specific with the skills/sub skills.) After they discuss the skills & sub skills, have them answer these 2 questions: - What skills do you already teach in this category? - What skills would you like to add?	Slides: 7-8 HO p. 4
NS Sample Activities: The Complete TIF (15 min)	Refer participants to the NS category of The Complete TIF (pp. 62-67). Have participants complete the activity on Handout p. 28. - Read the sample activities provided - Choose at least 2 sample activities you could try with your students. Make sure at least one of them is a technology example. - Fill out the grid with your choices & tweaks. Make sure to include the NS skills and sub skills addressed. - Share your "finds" and "tweaks" with the group.	Slides: 9-10 HO p. 28 Complete TIF pp. 62-67
Break Time (15 min)		Slide: 11
A Tale of Two Contexts: The ACES Process The Classroom (30 min)	Explain that we will once again 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). Context: The Classroom IPT: Lesson Plan (LP) - Share the pre-ACES NS lesson and together identify the skills and sub-skills it addresses. - Watch the Post-ACES Lesson **one segment at a time** as indicated on the TIF-ing the Classroom Grid (p. 29) and the slides. Link: https://www.youtube.com/watch?v=V9t1z23_Y40&feature=em-uploademail - Warm-up: 0:00-7:10 - Introduction: 7:10-9:04	Slides: 12-32 HO pp. 29-30 TIF @ a Glance p. 12

	- 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	
A Tale of Two Contexts: The ACES Process Corrections (20 min)	Context: Corrections Read the interview with the instructor in a corrections setting. Consider the system she uses to TIF the lessons for her learners. - Observe 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? Revisit notes from PLC Meeting ONE (p. 16) - What are your take-aways from ACES implementation in these two contexts?	Slides: 33-34 HO p. 16 *Correction Instructor Interview*
TIF Methods (10 min)	TIF Methods: Review the types of TIF Methods. Reveal each definition and have participants shout out the TIF Methods. In pairs or small groups, have participants discuss which TIF methods they could implement in their settings to integrate LS skills (p. 24). - Describe TIF methods - Assess the methods for LS skills and sub skills - Complement the methods with LS skills and sub skills Have several participants share their examples with the larger group.	Slides: 35-36 HO p. 32
Work Time! Instruction Planning (20 min)	Have participants take out their lesson materials they brought as part of the requirements for Outside Task #6. In pairs, have participants discuss their proposed ACES lessons and get feedback from their partner. Participants will use their IPT for their instructional planning noting the NS skills/sub skills they intend to address and how they intend to address them. In addition, they can discuss which TIF Method they will integrate into their classroom and which NS skills it addresses. Ask 2 or 3 participants to share their plans with the larger group. Share the ACES resource library for the NS category.	Slide: 37 IPT and Lesson Materials from Outside Task #6 Slide: 38
ACES Journey (7 min)	Revisit participants ACES goals. This time have participants discuss their overall ACES journey and their next steps with ACES: Where did you start with ACES? What challenges did you	Slide: 39 HO p. 12

	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?	
ACES & CCRS (3 min)	Discuss the alignment between ACES and the College & Career Readiness Standards (CCRS). • 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 CCCRS in the categories of Academic Language & Skills and Numeracy and to a lesser degree Effective Communication, Learning Strategies, and Critical Thinking. Discuss how the ACES process can be used with any standards. • 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.	Slides: 40-41
Wrap-up/Q & A (5 min)	Explain that you will submit a report to get CEUs for them according to the completion of the following elements: • PLC meetings: 3 meetings x 3 CEUs = 9 CEUs • Pre-Tasks #1-3 = 2 CEUs • Outside Tasks #1-3 = 2 CEUs • Outside Tasks #4-6 = 2 CEUs • TOTAL = 15 CEUs	Slide: 42-43

| | Answer questions.
Thank everyone for participating. | |