ACES 101: WHAT'S ALL THE BUZZ ABOUT?

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Summer Institute
Wednesday, August 20, 2014
WHO’S WHO?

• Presenters:
  – Lia Conklin Olson: ACES Project Lead
  – Astrid Liden: MN ABE PD Specialist
  – Patsy Vinogradov: ATLAS Director

• Who teaches...
  – GED?
  – Low/Inter. ABE?
  – Low-level ESL?
  – Inter/Adv. ESL?
  – Multi-level?
  – In a 1-room schoolhouse?

Who’s a manager or coordinator?
Who did I miss?
AGENDA

• Warm-up: Think about your own transitions skills set

• Recognize the rationale for integrating transitions at all levels

• “Zoom in” to look at ABE/ELL learners’ transitions skills and “zoom out” to their transitions needs

• Learn about the ACES initiative

• Explore the Transitions Integration Framework (TIF)

• Consider future involvement* in ACES PD
  - *Managers will discuss this in depth.

• Practice integrating TIF skills into a lesson
  - (Teachers only)
WARM-UP

Talk to as many people as you can in 10 minutes. Tally the number of people who answer ‘yes’ and record examples of how, when or where they employ these skills and strategies in their daily lives or work.

“If you haven’t exercised in a while, you may need to stretch and warm up before you stretch and warm up.”
AFTER COMPLETING THE SURVEY OF SKILLS, CONSIDER....

• How did you acquire these skills?
• Which are most apparent and least apparent among the adult learners you serve?
• What do you do to help learners achieve these skills?
THE NATIONAL LANDSCAPE OF ADULT ESL

- Gaps in what we teach in adult ESL and what is needed for success post-secondary (Johnson & Parrish, 2010)
- Changing economical/work landscape (National Center on Education and the Economy, Workforce Development Strategies Group, 2009)
- Movement away from survival English to rigorous, rich curricula aligned with real needs (Wrigley, 2007)
- College and Career Readiness Standards for Adult Education (Pimentel, 2013)
JOHNSON & PARRISH FINDINGS

- Independence and autonomous learning
- Academic reading/writing
- Academic listening
- Technology
- Intellectual honesty/plagiarism
- Group/collaborative work
- Instructional techniques
Transitions-level ABE/ESL teachers: 82.6% report that the ability to synthesize information from multiple texts when reading is *sometimes or rarely* addressed.

Community college faculty*: 52.6% report that the ability to synthesize information from multiple texts when reading is *very or extremely important.*

*from trades, developmental education and nursing*
LISTENING/HIGHER-ORDER THINKING

• Transitions-level ABE/ESL teachers: 82.6% report that the ability to synthesize information from lectures with other sources is sometimes or rarely addressed.

• Community college faculty 44.7% report that the ability to synthesize information from lectures with other sources is very or extremely important.
WRITING NEEDS

- Transitions-level ABE/ESL teachers: 4% report assigning academic research papers

- Community college: 33% report assigning academic research papers

*Remember, this trades, developmental education and nursing*
NOTE TAKING

• ABE/ESL teachers: Transitions-level 82.6% report that note-taking during lectures is sometimes or rarely addressed in class.

• Community college faculty: Nearly 60% report that taking notes effectively during lectures is very or extremely important.
COLLEGE AND CAREER READINESS STANDARDS

• Drawn from Common Core State Standards
• Knowledge and skills expected in the 21st century
• Developed for all learners, not necessarily English language learners
• Framework for developing and updating standards
WHY INTEGRATE TRANSITIONS SKILLS FROM THE START?

• Learners need significant exposure over long periods of time to develop academic language & literacy skills, critical thinking, and soft skills

• Language that is valued in schools often differs from the language that is valued in the communities and homes of our learners

• Acquisition dependent on experience with formal schooling

• ELLs with limited formal schooling may take more than 10 years of instruction to acquire these skills (Collier, 1989; Cummins, 2000)

• Adult ELLs may have limited opportunities to develop skills outside of classes
SO WE NEED TO....

• Scaffold skills
  – To allow time and support for development
  – Skills important for adults for more than postsecondary education

• Consider backwards design
  – End-goal is postsecondary and workplace readiness
ACES IN MINNESOTA

WHAT IS ACES?

- Academic
- Career
- Employability
- Skills
ACES PURPOSE
ACADEMIC, CAREER, & EMPLOYABILITY SKILLS

- Through ACES professional development, 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.

~Patsy Vinogradov, PhD., ATLAS Director
ACES PURPOSE
THINK/PAIR/SHARE

• How do our learners benefit from an instructor’s “zooming out”?
• How do our learners benefit from an instructor’s “zooming in”?
Who is one student in your program you know has a long-term transitions goal?

What is this long-term goal? What will your student need to accomplish in order to reach that goal?
What skills does he/she demonstrate?
What strengths and challenges?

How does his/her current skills compare to those he/she will need to meet this goal? What other skills are required?

What skills does he/she demonstrate?
What strengths and challenges?
What can you do to help your student develop the skills he/she needs?
What is ACES?

**Zoom out:**
To identify critical transitions skills

**Product:**
Transitions Integration Framework

**Zoom in:**
To provide PD to instructors to integrate transitions skills

**Products:**
Train-the-trainer PLCs
ACES Sessions/Webinars
PLC Hybrids
ACES Resource Library
The *Transitions Integration Framework* (TIF)

- Two years in development, reviewing current research & frameworks with input from the field:
  - ABE practitioners
  - College instructors
  - DEED and workforce staff
  - State and ATLAS staff

- Designed to meet needs of MN learners & practitioners

- Framework to guide integration of critical transitions skills into all levels of instruction

- TIF is an “overlay” to instruction, not curriculum, but about changing the way we teach
The TIF “is” or “isn’t”...

- Designed by the federal government to fit all ABE programs nation-wide
- A comprehensive set of standards
- Framework to guide integration of critical transitions skills into all levels of instruction
- A scope and sequence of transitions skills
- A prescriptive curriculum that tells us how to teach each skill
- An “overlay” to instruction, not curriculum, but about changing the way we teach
TIF CATEGORIES

- Effective Communication
- Learning Strategies
- Academic Language & Skills
- Numeracy
- Critical Thinking
- Self-Management
- Developing a Future Pathway
- Navigating Systems
MATCHING CATEGORIES TO TIF SKILLS

- Form a group of 3 to 4 people
- Look at the TIF Categories
- Read the skills on the paper strips
- Match the 30 skills with the correct TIF category:

  Hint:  
  \[ EC = 3 \quad CT = 4 \]
  \[ LS = 4 \quad SM = 3 \]
  \[ ALS = 5 \quad DFP = 3 \]
  \[ N = 5 \quad NS = 3 \]
**EFFECTIVE COMMUNICATION**

**Skill 1:** Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals

**Skill 2:** Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication

**Skill 3:** Utilize a variety of technologies for communication
LEARNING STRATEGIES

Skill 1: Apply appropriate strategies for comprehending oral or written language in texts and listening activities.

Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall.

Skill 3: Apply appropriate strategies to compensate for and fill in gaps in knowledge.

Skill 4: Articulate awareness of what helps one learn language and content.
**Skill 1:** Recognize and apply rich academic vocabulary in multiple discourses (reading, writing, speaking, and listening)

**Skill 2:** Interpret and convey meaning through knowledge of standard conventions (spelling, mechanics) and organizational principles (syntax, grammar) in complex reading, writing, speaking, and listening situations
Skill 3: Employ academic skills to read/interpret and create complex written discourse

Skill 4: Demonstrate ability to create and deliver effective evidence-based oral presentations

Skill 5: Write evidence-based texts employing research skills
**NUMERACY**

**Skill 1:** Use numbers and operations in a variety of contexts such as community, school, and work

**Skill 2:** Apply patterns and use variables to represent and solve problems that involve numeracy in everyday and/or academic contexts

**Skill 3:** Collect, organize, represent and interpret data to solve problems

**Skill 4:** Use measurement and geometry to describe our physical world and solve problems

**Skill 5:** Solve simple and complex math problems embedded in word problems and real-world contexts
CRITICAL THINKING

Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas

Skill 2: Solve problems

Skill 3: Use information to draw conclusions and make decisions

Skill 4: Recognize bias, assumptions and multiple perspectives
SELF-MANAGEMENT

**Skill 1:** Set realistic goals and work independently to achieve them

**Skill 2:** Manage information and materials for one’s own learning and goals

**Skill 3:** Manage time effectively to complete tasks
DEVELOPING A FUTURE PATHWAY

**Skill 1:** Evaluate personal skills, strengths, values, and beliefs to inform decisions about one’s future pathway

**Skill 2:** Explore available options in order to identify one’s future pathway

**Skill 3:** Effectively complete the steps needed to enter into a selected pathway
Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems

Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures

Skill 3: Identify and follow norms of an organizational structure
OUR GOALS AS ACES PROFESSIONAL DEVELOPMENT PROVIDERS:

Help ABE teachers...

- Understand the knowledge, skills and dispositions of a successful “transitions” learner
- Demystify transitions skills and transitions instruction
- Recognize what they are already doing well
- Recognize how they can embed transitions skills at all levels
**GIVE ME AN A! THE ACES PROCESS**

**A** ssess instruction/materials/curriculum to identify where TIF skills are addressed

**C** omplement to intentionally integrate TIF skills

**E** valuate outcomes after delivering lesson/using materials/trying the activity

**S** tudy and reflect

What else do students need? What else do I need?
ACES 6-PACK ABES*!
THE MUSCLE BEHIND THE MISSION!
*ADULT BASIC EDUCATION SUPPORT

1. ACES Resource Library 6-pack: www.atlasabe.org/resources/aces
   - Pre & Post A-C-E-S Lesson Plan (3-pack)
   - TIF-ed Lesson Video
   - PowerPoint with Workshop Handouts and Activities
   - Bonus pack of TIF-ing methods

2. ACES Face-2-Face PLCs
3. ACES Hybrid PLCs
4. ACES Regional Workshops
5. ACES Webinars
6. ACES Leadership Opportunities
WORKING GROUPS

- Divide into two groups
  - Working Group A: Managers/Coordinators
  - Working Group B: Teachers
WORKING GROUP B: **ASSESS** A LESSON

- Form a group of 3 to 4 people
- Choose 1 TIF Category (of 4) to explore
- Look at the Pre A-C-E-S Low-level reading lesson
- “Assess” the lesson for skills & sub skills* from your category and write them on the A-C-E-S process grid in the “Assess” column

*E.g. EC1a, LS2b, ALS4c, CT1a, etc.
<table>
<thead>
<tr>
<th>Lesson Components</th>
<th>Assess</th>
<th>Complement</th>
<th>Evaluate</th>
<th>Study &amp; Reflect</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>LS1c</td>
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<tr>
<td>Guided Practice</td>
<td>LS1a LS1e</td>
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<tr>
<td>Independent Practice</td>
<td>None explicitly practised</td>
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<tr>
<td>Extension</td>
<td>NA</td>
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WORKING GROUP B: **COMPLEMENT A LESSON**

- Now look at the Post A-C-E-S lesson
- What “complements” have been added to the lesson?
- Note the skills & sub skills* from your category and write them on the A-C-E-S process grid in the “Complement” column

*E.g. EC1a, LS2b, ALS4c, CT1a, etc.*
# POST A-C-E-S: COMPLEMENT

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LEARN MORE!

• SI concurrent sessions
  – *ACES, TIF-ing, and Small Programs*: Thursday: 10:30 - 12:00
  – *The Bachelor(ette) ACES Style! Scope Out 20; Take Home 2!*: Thursday: 2:15-3:45
  – *Acing Critical Thinking Skills with Low Level ESL Learners*: Thursday: 10:30-12:00; 2:15-3:45
  – *MNI, ACES and Integrating Technology: It Can All Come Together*: Friday: 9:15-10:45

• ACES resources at ATLAS website

• Future PD opportunities
  – *Regional workshops in fall 2014 & spring 2015*
  – *Category-specific webinars throughout the year*
  – *ACES Professional Learning Communities (PLCs)*
    • *Face-2-Face*
    • *Hybrid*
A JOURNEY OF A 1000 MILES BEGINS WITH 1 SINGLE STEP...

Turn to a partner and discuss:

What’s your next step?
- What are you excited about?
- What are your challenges?
- What does that one step look like for you?
THANK YOU!!