

ACES 101: What's All the Buzz About?

Summer Institute 2014

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Objectives for this session

You will...

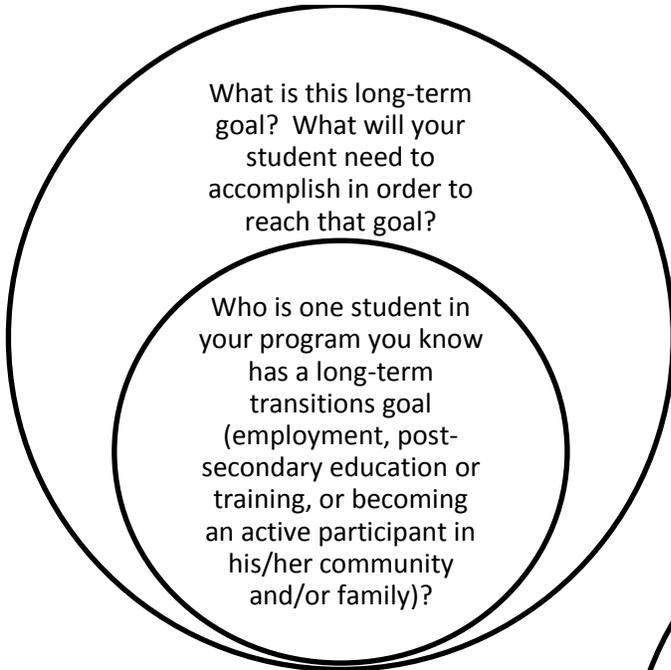
- Identify your own use of transitions skills.
- Recognize the rationale for transitions skills integration at all levels.
- “Zoom in” to look at ABE/ELL learners’ transitions skills and “zoom out” to their transitions needs
- Learn about the ACES initiative.
- Explore the Transitions Integration Framework (TIF)
- Consider future involvement in ACES PD
- Practice integrating TIF skills into a lesson

WARM-UP: Walk around and talk to others for 10 minutes. Tally the number of people who answer ‘yes’ and record examples of how, when, or where they employ these skills in their daily lives or work.

<i>Do you...</i>	Put a tally for each ‘yes’ answer.	<i>How, When, Where...</i> do people employ these skills and strategies in their daily lives?
always plan projects thoroughly?		
incorporate group input and feedback into your work?		
use technology to conduct research?		
have a system for organizing materials, print or electronic?		
listen to others with care in a discussion?		
create new materials and ideas?		
make predictions about a text before reading it?		
synthesize information from multiple sources?		
use evidence to support an argument?		
conduct short research projects?		
adapt your language to a variety of contexts and communicative tasks?		

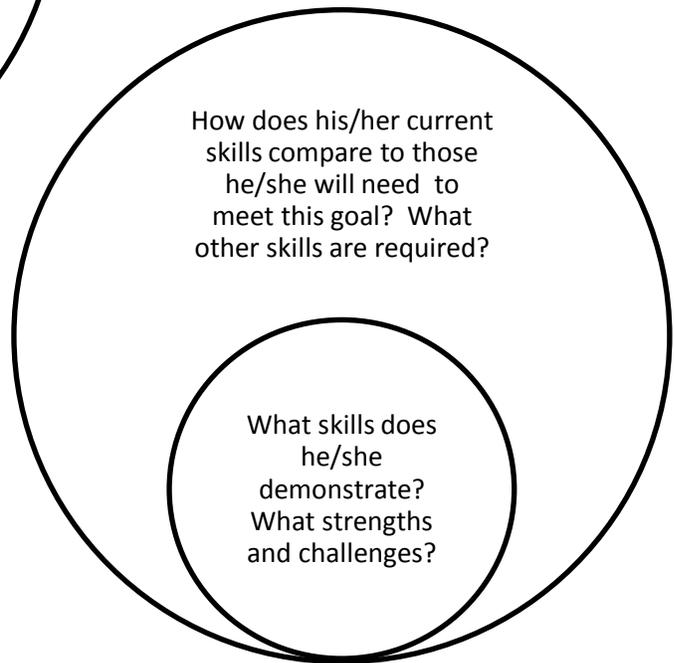
Adapted from: *Transitions from the Get-go: Embedding Essential Skills at All Levels*, Betsy Parrish

"Zoom in" & "Zoom out" Reflection



Reflection:

Reflection:



Reflection:

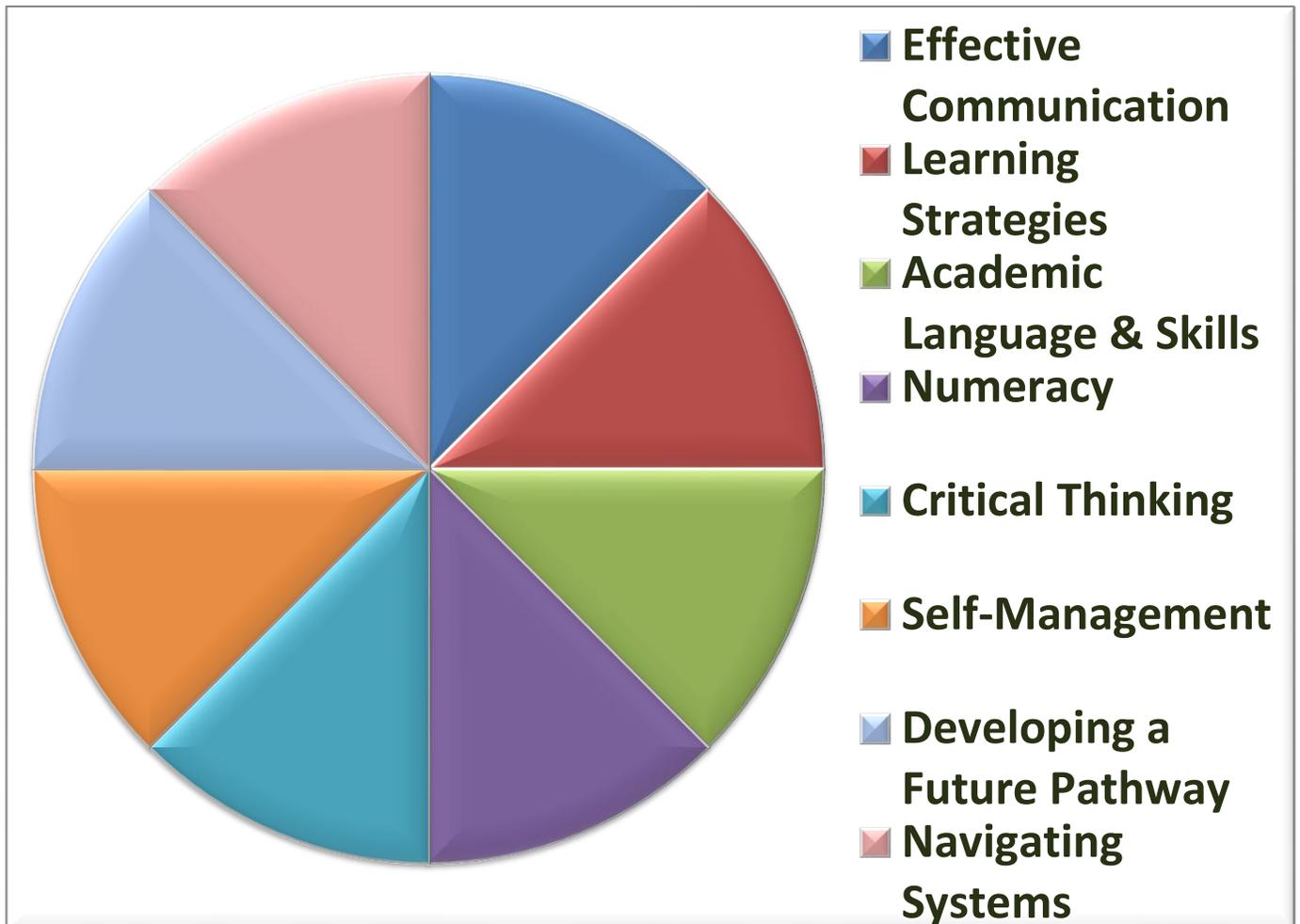


The TIF “is” or “isn’t” ...

Read each statement and write “is” or “isn’t”:

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

The TIF Categories



ACES 6-Pack ABES*: The Muscle behind the Mission

*Adult Basic Education Support

1. **ACES Resource Library 6-pack:** www.atlasabe.org/resources/aces

This 6-pack of resources contains tools to help ABE practitioners integrate the Transitions Integration Framework (TIF) skills into lessons and instructional settings and provides materials that can be used directly with their learners. Each 6-pack focuses on one of each of the 8 categories of the TIF, allowing practitioners to see how skills from that TIF category can be integrated into lessons and materials teachers are already using. The 6-pack contains the following components:

- **Pre & Post A-C-E-S Lesson Plan (3-pack):**
Each category showcases 3 leveled lesson plans with accompanying materials, one at the beginning, intermediate, and advanced ABE or ESL levels. Furthermore, each leveled-lesson contains a Pre A-C-E-S and a Post A-C-E-S lesson plan. The Pre A-C-E-S lesson plan models a typical lesson before it has been “TIF-ed”, in other words before transitions skills have been intentionally integrated. The Post A-C-E-S lesson plan models a “TIF-ed” lesson that has intentionally integrated TIF skills from the focus category. This side-by-side comparison allows practitioners to better examine the A-C-E-S process (Assess, Complement, Evaluate, Study & Reflect) and provides a model by which they can better integrate TIF skills into their own lessons.
- **TIF-ed Lesson Video:**
Each category showcases one video clip (10-15 minutes in length) of a TIF-ed lesson in progress. The lesson featured in the clip follows one of the sample Post A-C-E-S lessons included in the Lesson 3-pack for that category. The clip includes 3 segments: a Pre A-C-E-S assessment, highlights from the TIF-ed lesson, and a teacher reflection. In the Pre A-C-E-S *assessment*, the teacher describes the original lesson and its TIF skills before it was TIF-ed. The highlights focus in on the complements of the lesson, showcasing the TIF skills practiced that has been added. In the teacher reflection segment, the teacher evaluates the lesson using student evidence and studies where he/she and his/her students require more practice and/or support.
- **PowerPoint with Workshop/Webinar Handouts and Activities:**
Each category will also be presented as a workshop and/or webinar. The PowerPoint presentation, handouts, and activities that accompany each workshop or webinar will be available for practitioners or groups of practitioners to view to aid in their further development as ACES practitioners.
- **Bonus pack of TIF-ing methods:**
Lessons and classroom materials are only the starting point for integrating TIF skills. Implementing other methods (TIF-ing methods) into your instructional setting can provide learners with more consistent, repetitious, and authentic practice of transitions skills. These methods include establishing routines and norms, utilizing learning task formats, explicit instruction of language formats, and integrating technology, all in ways that pertain to transitions skills. The bonus pack for each category includes descriptive examples of each of these methods, providing teachers with ideas of yet other ways to engage learners in developing transitions skills.

2. **ACES Face-2-Face Professional Learning Communities:**

Face-2-face (F2F) ACES professional learning communities (PLCs) provide teachers with the opportunity to examine their roles as adult educators in a “transitions” landscape, explore and practice integrating transitions (TIF) skills into their lessons, materials and instructional settings, and to work collaboratively with colleagues to reflect on and develop their teaching practice. Each PLC consists of three 3-hour F2F

meetings conducted by a trained ACES facilitator. In addition to the hands-on practice during the PLC meetings, participants will apply their new knowledge and skills to their work by completing outside tasks such as creating and delivering a “TIF-ed” lesson and implementing TIF-ing methods into their instructional settings. Two different ACES PLCs will be offered:

- **ACES PLC I:** ACES PLC I focuses on the Effective Communication, Critical Thinking, and Self-Management categories of the TIF. Although many practitioners participated in this PLC in FY2014, it is being offered again for those who did not have the opportunity to participate previously.
- **ACES PLC II:** ACES PLC II will focus on the Learning Strategies, Navigating Systems, and Developing a Future Pathway categories of the TIF. Although it is being developed to expand the transitions knowledge and practice for those who have completed ACES PLC I, it may be appropriate for practitioners that have had other means of exposure to the TIF.

3. **ACES Hybrid PLCs:**

In order to provide more flexible options for professional development around the instruction of transitions skills, ACES Hybrid PLCs will be offered. These Hybrid PLCs will contain much of the same content as the F2F versions but will be conducted through one 3-hour F2F PLC meeting followed by two 90 minute webinar meetings all facilitated by a trained ACES facilitator. The F2F PLC “kickoff” meeting will be held the eve of the fall and spring regional conferences held in the different regions of Minnesota. The webinar meetings will be synchronous, meaning that they will be held and attended at a given time, allowing more opportunity for collaboration. Similar to the F2F PLCs, the webinars will provide practice in the knowledge and skills necessary for teachers to “apply” transitions-minded instruction to their settings. This will be done through outside tasks which, in addition to those completed in the F2F PLC, will include sharing one’s TIF-ed lesson with a PLC partner, either online or in person.

4. **ACES Workshops:**

ACES will continue to offer workshops, such as the following, at regional conferences and other ABE and ESL venues:

- **ACES 101:** ACES 101 offers an introduction for teachers and managers to become familiar with ACES, the TIF, and the A-C-E-S process of integrating transitions skills; and
- **The TIF-Lens Series:** TIF category-based workshops will provide hands-on practice in using the A-C-E-S process to integrate TIF skills from the focus category. Sample pre and post A-C-E-S lessons and a video example of a post A-C-E-S lesson in progress will be featured. Prior experience with ACES through one of the various PD options is recommended.

5. **ACES Webinars:**

ACES webinars will mirror the content of the ACES workshops outlined above. They will be synchronous and provide the same hands-on practice as the workshops. Once held, they will be archived in the ACES Resource Library.

6. **ACES Leadership Opportunities:**

ACES strives to cultivate transitions leaders throughout the state. Opportunities include presenting ACES workshops, facilitating ACES F2F and hybrid PLCs, developing transitions resources, and providing input and feedback on future ACES work. For more information contact Patsy Vinogradov, ATLAS Director, pvinogradov01@hamline.edu.

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