One Room, Many Needs

Collaboratively Building Capacity
Among 1-Room Schoolhouse Practitioners
Our agenda for today...

- Background of 1-room schoolhouse initiative
- Panel presentations: Maximizing instruction in the 1-room schoolhouse setting
- Reflection & sharing in small groups
- Opportunities for future collaborations and professional development
Overview of 1-room schoolhouse initiative

Statewide PD Survey in last two years and evaluations from regional and state events frequently asked for guidance around instruction in multilevel, drop-in, lab, and other dynamic, challenging teaching settings.

A need for more professional development around one-room schoolhouses in MN ABE was clear!

Of note:

- Video in early 2015 for ACES - one-room schoolhouse in Forest Lake was shown visually this way (see next slide)
ABE in a one-room schoolhouse

- Adult diploma students working on geography with volunteer
- Mothers from parenting education class working with ABE Literacy Assistant
- GED student working independently using online program
- Beginning ESL student working on essay with volunteer
- Low-beginning ESL student working on alphabet skills with ABE instructor
- And in a nearby room, a volunteer conducts a vocabulary lesson with 6 ESL students
- GED student working on essay
Activities in this initiative thus far:

- North Regional Event presentation - spring 2015
- Panel of One-room schoolhouse practitioners - Summer Institute 2015
- Online Community of Practice (wiggio) facilitated by Kristin Knudson last year
- Webinar - spring 2016
- North Regional Event panel - spring 2016

NOW - Summer Institute 2016!
Our panelists

Erin Vorpahl, Department of Corrections-Stillwater
Sara Sundberg, Fergus Falls ABE
Kristin Knudson, Hennepin County Corrections
Pam Dane, West ABE
Erin Vorpahl, Department of Corrections-Stillwater

Learning Environment is Key

Better Environment, Better Tomorrow
Running three different programs, teaching four subjects, having students ranging from 6-12th grade reading and/or math levels, and feeling like I’m teaching to a test at times was concerning when I first started teaching ABE.

I needed to figure out how to set up my classroom!
My solution

I asked myself, what does my learning environment need to look like?

From there, I developed

- table rotations
- independent study areas,
- computer time within the classroom
- starting class with a community building activity

Basically: LEARNING CENTERS AND A WAY TO START CLASS EACH DAY TOGETHER
The best solution I discovered....

Table Rotations!

1. Each table has an objective
   ○ Writing
   ○ Reading
   ○ Math
   ○ Mini-lesson up front guided by the teacher

2. I started by moving students throughout these tables every day.
   ○ Monday, a group would start with writing and be at the writing table the entire class time;
   ○ the next day, that same group would rotate to the reading table;
   ○ the next day, that group would be at math;
   ○ finally, that group would be up front with me for the mini-lesson.

3. High School Diploma students are at the “Independent Study” areas which are on the outskirts of the classroom.
Impact on student learning and outcomes

1. Having a plan day 1 for every student coming in to my classroom
   ● Each week, I ‘hire’ new students (usually 2-4 new students).
   ● Their first day of class, I hand them my syllabus and then a writing activity.
   ● Next, I conference with them, briefly, and explain how they will start learning the writing part of their program (either GED RLA test prep; high school diploma writing or reading credits needed; or Adult Diploma Writing)

2. Individualized learning
   ● Depending on where they are at and...
   ● If they failed a test
   ● I revamp their curriculum
Today, it looks a little different. Rather than rotating, students stay at a specific table group depending on their program.

- Reading tables = RLA, Social, and Science GED testers
- Math table = Math GED testers
- Up front, utilizing the SMART board software, I have new students learning reading and writing skills with me or a lead tutor. Most of the time we focus on writing.
Independent Study
Questions?

Contact Erin Vorpahl at erinvorpahl@yahoo.com
Volunteers -
Some of our most valuable resources in the one-room schoolhouse
Volunteers

We need them!
1 room + 1 teacher + many needs = many challenges!

If $7(b + 2) = 28$, then what is $b$? I don’t get it.

Need English...

The computer isn’t working.

Can you help me with my essay?
Add a good volunteer to the equation

1 room + 1 teacher + many needs + 1 volunteer =

More challenges overcome, more success achieved, more smiles
Volunteers

What can they do for us?
Help people improve basic skills

Life
- Natural history
- Arithmetic
- Science
- PSHE
- Music
- Art
- Citizenship
- Geography
- History
- Language
- Literacy
Help New Americans gain skills in the English language and adjust to life in the U.S.
Help people become more self-sufficient
Contribute in meaningful ways to student success
Volunteers

What will we do for them?
Provide orientation and training so they feel confident and comfortable

“I got this!”
Provide the opportunity to meet new people and to help these people gain the skills they need for a better future pathway
Provide the opportunity to meet people from other cultures and learn about other ways of living
Volunteers

Where do we find them?
Everywhere!
When you are passionate and joyful in what you do, people want to join your team
Kristin Knudson, Hennepin County Corrections

Using Videos or Narrated PowerPoints

Kristin.Knudson@Hennepin.us
Considerations

What technology do I have access to in my classroom?

What is possible for me to make?
Purpose and Source

- Orientation Process
- Deliver academic content
- Created by your or found online

iTube Studio
Download online videos from YouTube and other video-sharing sites to play on any device.

Amoeba Sisters:
https://www.youtube.com/user/AmoebaSisters/videos

iskysoft:
https://www.iskysoft.com/
Best Practice

- Appropriate level
- Includes Visuals
- Accountability

ACF Education Expectations

- Educational Setting = Productive Academic Activities
  - Complete ________ on your classwork
  - Avoid ________ conversations
- Appropriate Language and Attitude for a Public/Education Environment
  - Be ________
  - ________ profanity
- Wear your ID ________, so it can be seen at all times.
- Come to class prepared to study and learn.
  - Bring your ________ with you to class every day.
  - Come with an appropriate ________
- If you ________ class/programs you cannot return until the next day.
- Attend class according to the ________ you created with your teacher.
- Community Minded Progress
  - Make progress towards ________ or develop skills that will help you when you return to the community.

I understand that I need to follow these expectations to participate in education.

Signature: _______________________________ Date: __________________________
Impact
Watch One

2014 GED

Goals:

• Learn about the 2014 GED Test
• Pick one or two subjects to work on in this class

GED Test 2014

• There are ___________ tests on the 2014 GED. All are given on the ___________.
  You can take the tests in any ___________.
• All tests are scored on a scale of _______ to _______. You need a score of _______ to pass each test.
• Test item types include ___________ choice, fill-in-the-blank, drop-down, drag-and-drop, hot spot, short answer, and extended response.

1. The Reasoning Through ___________ Arts test is 150 minutes long.
   Section 1 (35 minutes) tests all content
   Section 2 (45 minutes) is the Extended Response (writing) portion of the test. This is about ___% of your score.
   Student break (10 minutes)
   Section 3 (60 minutes) tests all content
   ___% of the reading passages are informational, 25% are fiction.

2. The ___________ Reasoning test is 115 minutes long.
   Part 1 – (first 5 test questions) calculator not allowed
   Part 2 – (remaining 41 questions) calculator allowed
   Students must submit their answers to the first five questions before moving on to the rest of the test. These parts are not timed separately.
   45% focuses on quantitative problem solving, ___% on algebraic problem solving.

3. The ___________ test is 70 minutes long.
   ___% focuses on civics/government, 20% U.S. history, 15% economics, 15% geography and the world.
Questions
Pam Dane, West ABE

Using Google Drive to Create Multi-level Conversational Activities
ESL One-Room Schoolhouse

Problems:

● Each student has different language abilities
● 4+ groups

One Solution:

● Use mingle activities to engage everyone together for 30+ minutes
Why do mingles?

- Students learn their classmates names
- Creates a sense of unity
- Students help each other
- Student to student conversation drops the affective filter and they gain confidence
- Students become more conversationally fluent
Why use google drive to create the lessons?

- Access the lessons at any site
- Create and file within Google Drive for reuse
- Easy to use on a Smart Board
- Paper copies not always needed
How to decide the content for the mingles?

- Review grammar points/ verb tenses
- Include new vocabulary/phrases
- Practice classroom questions
- Use timely/seasonal content
- Listen to the students for ideas for content based on their needs
What types of Mingles?

- Find someone who
- Class surveys
- One Question Interviews
Class Mingle Example

Find someone who

<table>
<thead>
<tr>
<th>Question</th>
<th>Name</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Went to the park last weekend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had a barbecue recently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Didn’t fish last week</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Class Survey Example

<table>
<thead>
<tr>
<th>Name</th>
<th>Take out the trash</th>
<th>Get the Mail</th>
<th>Wash the Car</th>
<th>Cut the Grass</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What other types of partner conversations?

- Information questions
- Yes/No questions
- Classroom questions
- Structured dialog practice

Assign partners as high/low or different languages
How to create a lesson that fits everyone?

- Create scaffolded lessons for the class
- Allow for extra practice for the advanced students
- Include a new phrase or vocabulary word
- Review verb tenses
What about a person who is low beginning?

- The teacher, volunteer tutor, or peer tutor could assist the student or work one on one with him/her
- Work on only one part of the exercise
What about the a GED student?

- The student isn’t required to participate
- Often, the student will hear something that is new to them and may choose to engage
Link to Google Drive Folder for Communication Activities:

https://drive.google.com/folderview?id=0B9nFdlVUqUIRTHcyd0tOcEVhRWM&usp=sharing

Or

http://tinyurl.com/hahllvm
Reflection & sharing (small group)

- What is currently working in your setting? What’s not working?
- What did you hear today that you could apply in your own setting? Will you need to modify in any way? What resources do you have to help you?
- What are your next steps when you get back to your program?
- What are you still wondering about?
Continued collaboration & support activities

- What are your primary needs and challenges related to maximizing instruction in a 1-room schoolhouse setting?
- What training or resources would be helpful?
- Any presenters to recommend?
Wiggio

https://wiggio.com

To get access to the Wiggio, email Kristin at Kristin.Knudson@Hennepin.us