




# Teaching Adult Education for Understanding

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# Build your student

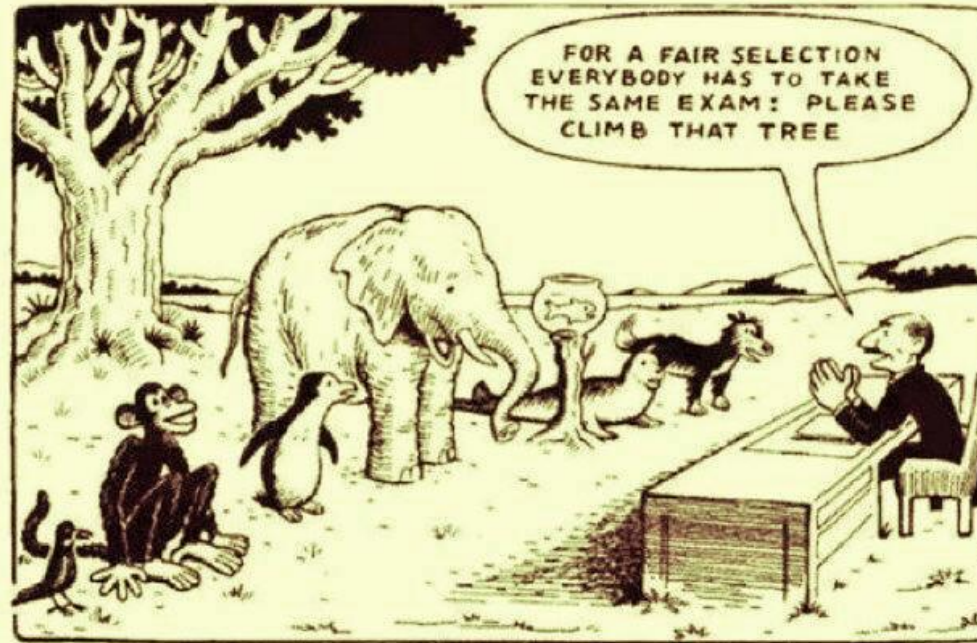
- ▶ Think of a specific student in your class and the challenges he or she has in your class.
  - ▶ Draw your student on one side of the plate/card stock and write 3 – 5 challenges he or she experienced when working in class.
  - ▶ Each participant will introduce themselves, where you work, what subject(s) you teach, and introduce your student.
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# Goal & Objectives

- ▶ Participants will obtain best practices and proven **instructional strategies** for reaching all learners to recognize:
  - ▶ what they have learned
  - ▶ how they learned the skills
  - ▶ why they will need to prioritize learned skills to show mastery and understanding.

Does this look familiar!




## Our Education System

*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*

*- Albert Einstein*



# Instructional Strategies

- Differentiated Instruction
  - Specially Designed Instruction
  - Universal Design for Learning
  - Assistive Technology
- 



# What is Differentiation (DI)?

- ▶ A teacher's response to learner needs
- ▶ The recognition of students' varying background knowledge and preferences
- ▶ Instruction that appeals to students' differences

# Differentiation - History

- Derived from the theme “The Challenge of Individual Difference.” (1953)
- Commonly implemented in K-12 education since the '90s *(Carol Ann Thomlinson)*
- Introduced in adult education approximately 12 years
- Research study launched & developed *(Seivwright, 2010, 2011, 2012)*

# Why is DI important!!!

- The difficulty of catering to the different needs of students during this era where there is increase pressure of accountability and standardized testing.
- Our GED students are coming from all walks of life. (probation, college or career bound, job enhancement/stability, maturity)
- Differentiated instruction allows the teacher to meet the needs of all learners by providing student centered instruction, incorporating a blended use of whole class, small, and individual instruction, and accommodating multiple learning styles (Mississippi Department of Education, 2006).



# GED & Differentiation - How

- Teachers' differentiate and focus on:
  - Content: CCSS
  - Process: DOK
  - Product: GED EXAM
- According to students'
  - Readiness
  - Interest
  - Learning Profile (style/preference)



OPERATION  
COLLEGE

## Student Survey

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Email Address: \_\_\_\_\_

Read each question carefully and choose/write the best answer.

	Questions	Answer Selections (circle or fill in)
1.	What is your favorite pastime for relaxation purposes?	YES OR NO
2.	Are you currently employed?	YES OR NO
3.	How will you travel to and from school?	Bus / Car Rider / Walk / Car Pool / Drive Own Vehicle
4.	Do you have children?	YES OR NO How many? _____
5.	How will they be cared for during school hours?	YES OR NO
6.	Have you ever been involved with the criminal justice system?	YES OR NO
7.	Are you currently on probation?	YES OR NO
8.	Are you currently on parole?	YES OR NO
9.	What high school (if any) did you attend (US or Abroad)?	Elementary / Middle / High School
10.	What is your highest level of education?	Grade level: _____
11.	Which of these subjects is your favorite? (Circle your choice(s))	Reading / Writing-Grammar / Math / Social Studies / Science
12.	Which of these subjects is your least favorite? (Circle your choice(s))	Reading / Writing-Grammar / Math / Social Studies / Science
13.	On a scale of 0 to 5, do you consider yourself an avid reader? (5 means you read at least 2 hours every day.)	5 4 3 2 1 0
14.	On a scale of 0 to 5, how familiar are you with keyboarding? (5 means you are very familiar.)	5 4 3 2 1 0
15.	On a scale of 0 to 5, how familiar are you with computer technology skills? (Microsoft documents, surfing the internet, research) (5 means you are very familiar.)	5 4 3 2 1 0
16.	How often do you plan to study each week? (Dedication and studying are highly important for your success in this program.)	1 - 2 hours / 2 - 4 hours / 4 - 6 hours / 6 - 8 hours / 8 - 14 hours

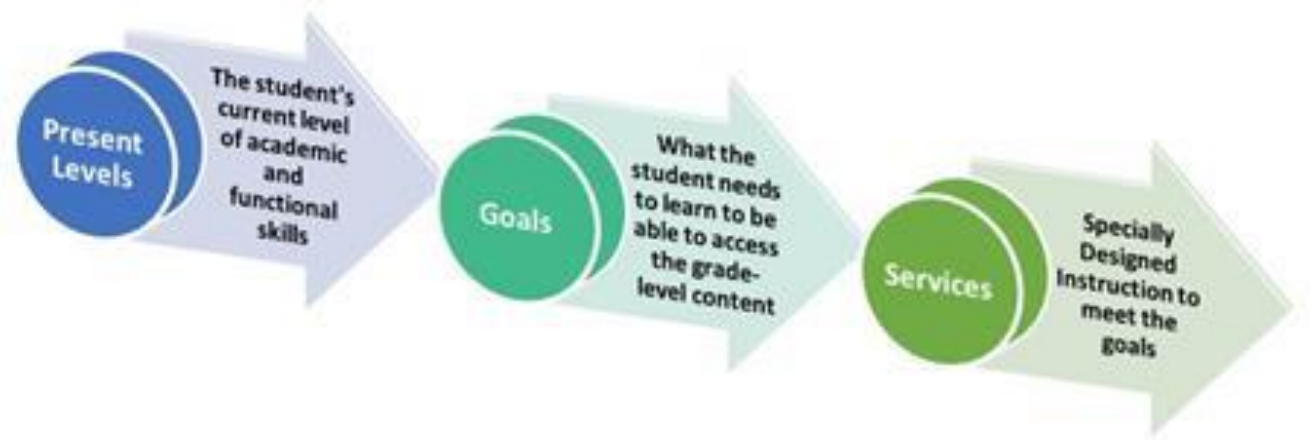
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# GED & Differentiation


- Teachers must know and understand the following about their learners:
  - Current skill levels
  - Strength and challenges
  - Interests and preferences
  - Needs and goals

# Specially Designed Instruction (SDI)?

- Address a student's unique learning needs caused by his or her disability in order to remove barriers, accelerate the trajectory of learning, and enable the student to approach or achieve the grade-level standards for all students.







# **Specially Designed Instruction (SDI)**

## **Teaching strategies and methods used to instruct our low performing students in K-12, GED/ABE**

- **Dimensions of Specially Designed Instruction**
    - **Behavior Interventions**
    - **Structured Interventions**
    - **Relentless**
    - **Instructional Strategies**
    - **Accommodations**
    - **Appropriately Paced**
    - **Increased Intensity**
- 



# GED/ABE *in relation to* SDI

## Its Dimensions



Behavior  
Interventions



Structured  
Interventions



Relentless



Instructional  
Strategies



Accommodations



Appropriately  
Paced



Increase Intensity



## **Universal Design for Learning (UDL)**

Multiple Means of Representation  
(the “what” of learning)

Multiple Means of Action &  
Expression (the “how” of learning)

Multiple Means of Engagement  
(the “why” of learning)



# UDL

➡ <https://www.youtube.com/watch?v=VwA8cQ2xA9o>



# Instructional Strategies

*Methods that can be used to deliver a variety of content objectives.*



Concrete –  
Representational  
– Abstract (CRA)



Direct Instruction



Differentiated  
Instruction




Computer  
Assisted  
Instruction



# Learning Strategies

Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful.

- ▶ Mnemonics
  - ▶ Graphic Organizers
  - ▶ Visual Instructional Plans (VIP)
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## Instructional and Learning Strategy must address

Memory

Language &  
Communication

Processing

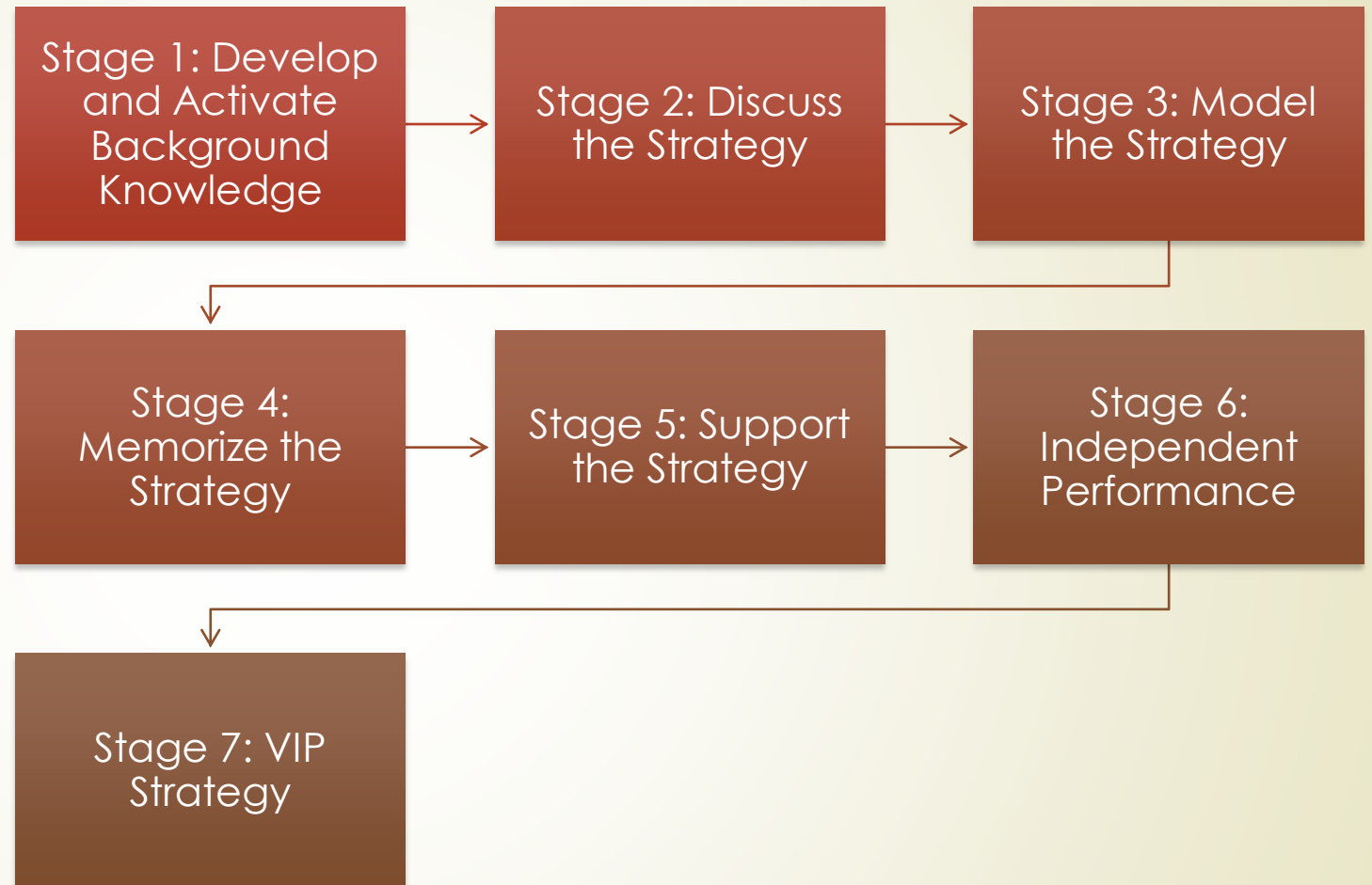
Self Esteem

Attention

Organizational  
Skills

Content anxiety


# How do you teach Strategies





## C-R-A

# Level of Mathematical Understanding

- **Concrete Level** – Materials that students can manipulate to represent mathematical concepts and to problem solve
  - **Representational Level** – Teaching drawing strategies to represent mathematical concepts and to problem solve
  - **Abstract Level** – representing mathematical concepts and problem-solving using numbers and mathematics symbols without the use of concrete materials and drawings.
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# CRA Instruction Planning Pyramid



Use the pyramid to plan how to differentiate CRA instructional goals



Handout

# Moving Students along the Instructional Sequence



Potential Strategies for moving student from  
**Concrete to Representational**



Potential Strategies for moving students from  
**Representational to Abstract**



**Handout**



# Math Strategies



Subitizing



Mnemonics



Keyword



Pegword



Letter



Mental  
Math



Visual



Graphic  
Organizers

# Writing Strategies - Argumentative Essay

## Central Claim

- Central Claim– 3 ways to write one:
- 1. Turn the topic or prompt into a question and answer it.
- 2. Refute objections - state one side of the argument and present a refuting statement.
- 3. Roadmap – Stating in just a few words the three or more main points you will cover in the essay.
  - A. State the claim
  - B. Take a position on the claim
  - C. Main points to back your position

# Writing Strategy - Introductory Paragraph



Start with an Enticing  
Hook/Sinker



Provide some  
background and  
context/Vocab or  
Definition



State the Central Claim



Introduce an Evidence

*Tell a true story.*

*Present a hypothetical  
situation that illustrates  
the problem.*

*Ask a thought-provoking  
question.*

*State a startling fact or  
statistic (cite a reputable  
source).*

*Simply explain the  
problem.*

*Compare and contrast.*

## Introduction

Explain the subject, the controversy, and end with your central claim.

Here are some tips:



Use the title to present your point of view. The title is often your central claim statement or the question you are trying to answer.



Be concise. You're only introducing your argument, not debating it.



Think about your audience—what aspects of this issue would most interest or convince them?



Appeal to the reader's emotions. Readers are more easily persuaded if they can empathize with your point of view.



Present undeniable facts from highly regarded sources. This builds a lot of trust and generally indicates a solid argument.



Make sure you have a clear thesis that answers the question. The thesis should state your position and is usually the last sentence of your introduction.

## Writing Strategy – Body Paragraphs

Argument essays  
should be organized  
in the following ways:

Want	The reader must want to learn more about the situation or problem or argument. It must be interesting.
Explain	Explain the controversy or problem clearly.
Explain	Explain the different sides of the debate.
Tell	Tell the reader your position on the problem/situation. Your position must be convincing.
Refute	Refute any objections the reader may be thinking about as they read.
Urge	Urge the reader to adopt your point of view.



# BODY PARAGRAPHS

Three or more paragraphs, each presenting a separate piece of evidence that supports the central claim.

## 1. Reasons and support

- Usually, you will have three or more reasons why the reader should accept your position. These will be your topic sentences.
- Support each of these reasons with logic, examples, statistics, authorities, or anecdotes.
- To make your reasons seem plausible, connect them back to your position by using “if...then” reasoning.

## 2. Anticipate opposing positions and arguments.

- What objections will your readers have? Answer them with an argument or evidence.
- What other positions do people take on this subject? What is your reason for rejecting these positions?

# Writing Strategy – Conclusion Paragraph



The conclusion in many ways mirrors the introduction. It summarizes your thesis statement and main arguments and tries to convince the reader that your argument is the best. It ties the whole piece together. Avoid presenting new facts or arguments.



Think "big picture." If you are arguing for policy changes, what are the implications of adopting (or not adopting) your ideas? How will they affect the reader (or the relevant group of people)?



Present hypotheticals. Show what will happen if the reader adopts your ideas. Use real-life examples of how your ideas will work.



Include a call to action. Inspire the reader to agree with your argument. Tell them what they need to think, do, feel, or believe.



Appeal to the reader's emotions, morals, character, or logic.



# THE IRIS CENTER

➡ <https://iris.peabody.vanderbilt.edu/>

- ➡ Resource locator
- ➡ Modules
- ➡ PD ---points available



# Culminating Activity

- ▶ In groups, take a few minutes to reflect on the strategies shared today.
- ▶ Lets revisit “Your Student”
- ▶ Which strategies presented today would help “Your Student” be more successful?
- ▶ Prepare to share out!!



# Credits

- ▶ The Access Center (2006) a project of the American Institutes for Research, US Department of Education, Office of Special Education Programs.
- ▶ The Access Center (2006) Strategies for Accessing Algebraic Concepts K – 8, Washington D.C., American Institute for Research
- ▶ The IRIS Center
- ▶ The Teacher's toolbox for Differentiated Instruction
- ▶ <http://interventioncentral.org>

# Thank You!

Class Code: y9l6jlh

