Teaching Skills that Matter
In Adult Education





Recognition

Thank you

- OCTAE
- American Institute for Research (AIR)
- Florida Department of Education
- ACE of Florida









Let's Chat

Select one or both questions below and answer on a sticky note

What would you say if someone asked why you cared enough to teach or work with Adult learners?

If your life was a book, what would it be titled?
How would the book end?



Lin Rhines Instructor in Adult Ed at Lorenzo Walker Technical College

- Bridge class instructor
- IET organizer
- Many years of teaching many levels
- Reading Specialist
- 2 Masters degrees in education



Pamela McCuen

- * Mother of two adult children and a myriad of pets (dog, cats, turtle currently)
- * Educator with the Florida
 Department of Corrections
- * Been in education since 1999
- * State trainer of DOC teachers
- *Only TSTM teacher in Florida Department of Corrections
- Academic Teacher at an ITA site
- IET Coordinator



Khris Betten

- Dog mom and traveler
- 15 years in education (10 years teaching 9th grade and 5 in Adult Education)
- 12 years team/department leader
- Degrees in:
 - Ass. Culinary Arts
 - B.S. International Relations- Latin American focused
 - B.S. Social Studies- Geography focused
 - M.A. Ed. Curriculum and Instruction- ESOL focused



My name is Christine Briggs, aka Mom and Lovey.

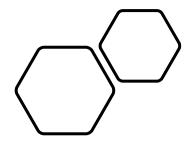
• I have been a post-secondary resource teacher with Collier County Adult Education since 2015.

I am one of the state trainers in Florida

• I coordinate resources and provide professional learning and support for the English Language and GED instructors.

• I received my B.S. in Education from Lynchburg College, Virginia and earned M.A.Ed. in Literacy Education from California State University, San Marcos. I hold a Reading and ESOL endorsement

WIIFM



By the end of this session you will be able to:

 Identify, discuss and explore the 5 focus areas, the 9 skills and 3 teaching approaches needed for our students

 Access and learn about the TSTM Toolkit

Teaching Skills that Matter

Teaching Skills That Matter (TSTM) in Adult Education is a professional development project of the Office of Career, Technical, and Adult Education (OCTAE).

The project focuses on improving adult education and literacy instruction as a means of helping adult learners acquire the skills they need for meeting the demands of critical domains of their lives.

The American Institutes for Research (AIR), in partnership with Jobs for the Future (JFF), is conducting the project.





What do **you** think Teaching Skills That Matter is all about?

Talk with a partner please

Remember it's all about the 5-9-3

- **5** content topics
- 9 essential skills students need to develop
- 3 ways to deliver the lesson

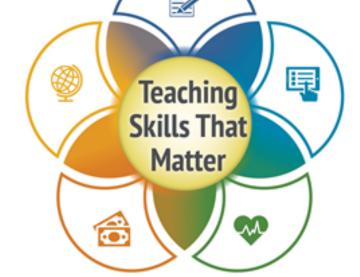
It is that simple!

- 5
- 9
- 3

In what areas of their lives do they need these skills?

Content Areas

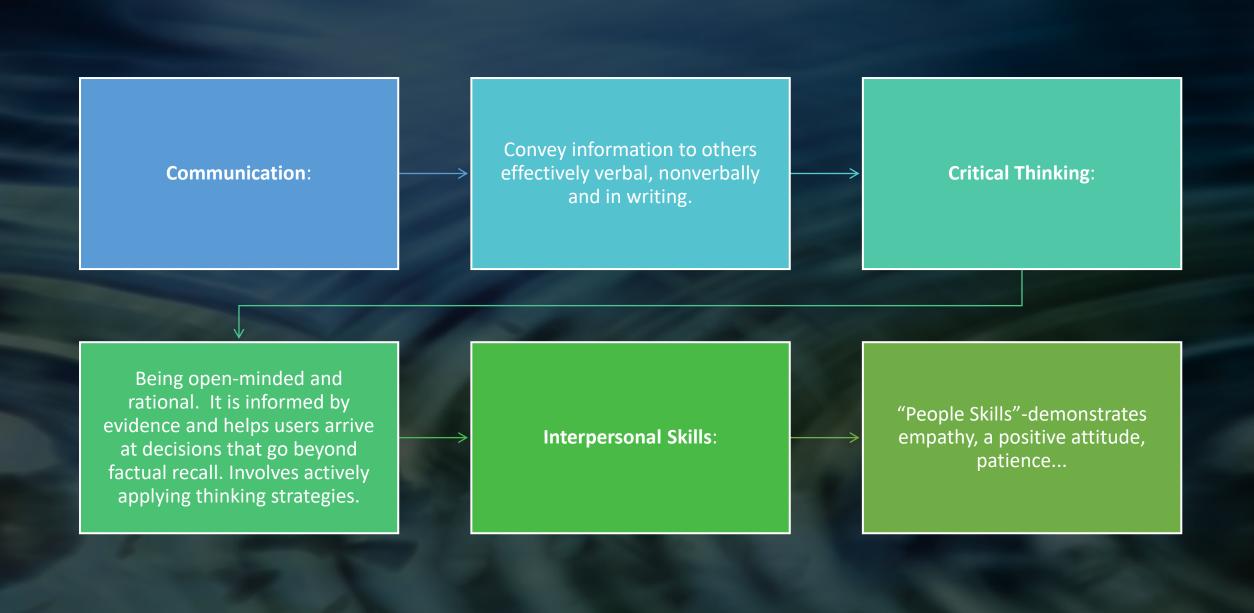
- Civics Education
- Digital Literacy
- Health Literacy
- Financial Literacy
- Workforce Preparation





THE SKILLS THAT MATTER in Adult Education

What skills do our adult learners need to succeed in today's world? □ Critical Thinking **□** Communication □ Processing and Analyzing Information □ Self-awareness □ Problem-solving ■ Navigating Systems ☐ Adaptability and Willingness to Learn ☐ Respecting Difference and Diversity ■ Interpersonal Skills



Navigating Systems:

Analyze and research and operate within the organizational structures that are part of 21st century communities, workplaces, schools, and families.

Problem-Solving:

Identify the problem 2.
Propose solutions 3. Analyze solutions 4. Apply solution

Processing and Analyzing Information:

Adults first read/listen to information related to a topic, then use thinking tools such as graphic organizers to analyze the component. Then reflect on the results.

Respecting Differences and Diversity:

Accepting diverse viewpoints and expertise. Learners actively listen and respond appropriately to teammates from diverse backgrounds.

Self-Awareness:

Ability to think about one's own emotions, thoughts, and values and being able to assess one's strengths and limitations while maintaining a "growth mindset."

Padlet Wall

<u>Directions</u>: Get out your device and scan QR Code or go to:

padlet.com/briggsch/

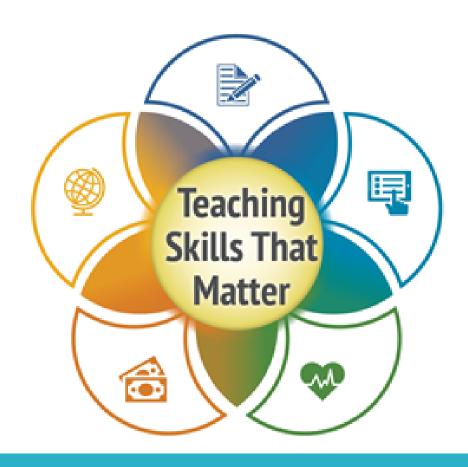
Which skills do you currently use the most in your instruction?



How can we best teach these skills?

Approaches

- Project-based Learning
- Problem-based Learning
- Integrated and Contextualized Instruction





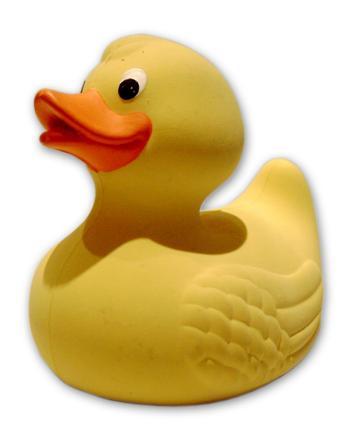
TSTM Approaches that Work

Integrated & Contextualized Instruction

Problembased Learning Projectbased Learning



What do a rubber duck and Play-doh have in common?





This Photo by Unknown Author is licensed under CC BY

I am glad you asked!

- Your knowledge of the TSTM
 5-9-3 will make you unique to your educational setting.
- The way you use TSTM in the "real world" is different from the way that it is used in a prison setting.
- There are only five educators in corrections that have completed the TSTM training.
- ** Collaboration is an important part of what makes TSTM work!**





Problem-Based Learning

TSTM Instructional Videos **Project-Based Learning**

Integrated and Contextualized Instruction

Project-Based Learning

<u>Definition:</u> Students gain knowledge by addressing essential questions, setting and prioritizing goals, and engaging with real-world tasks.

- Results in a creation of a product ex. A report, presentation, video
- Uses basic skills, soft skills and creativity
- Engaging approach that prepares learners for postsecondary and career transitions.

Research basis:

ATLAS (ABE Teaching & Learning Advancement System). (n.d.) Project-Based Learning resource library.

https://atlasabe.org/resource/project-based-learning-the-online-resource-for-pbl/

Example: Students in an intermediate ESL class focus on the questions, "How can we help our school community learn about the garden?"

- Plant a garden
- Create a short video showcasing vegetables growing
- A recipe they make using at least on vegetable
- Explanation of why the garden is important

www.pblworks.org

Problem-Based Learning

<u>Definition:</u> Instead of presenting facts and concepts directly, complex, real-world problems are used as the vehicle to promote student learning.

- Student Centered
- Students research and think through an authentic problem scenarios in order to propose solutions.

Research basis: Center for Teaching Innovation. (n.d.). Problem-based learning. Ithaca, NY: Cornell University.

 $\frac{https://teaching.cornell.edu/teaching-resources/engaging-students/problem-b}{ased-learning}$

Mathews-Aydinli, J. (2007). *Problem based learning and adult English language learners*. Washington, DC: Center for Adult English Language Acquisitions, Center for Applied Linguistics.

https://www.cal.org/caela/esl_resources/briefs/Problem-based.pdf

<u>Example:</u> Learners are given the following problem: A family is looking for a place to live in ____, The father has a job at ___ and earns ___. The mother has a job at ____ and earns ____. They have a 14-yr old son and a 7 yr old daughter. Their son has diabetes and needs regular medical care. They do not have a car. Where should they live? To decide, please consider info about costs of available housing, public transportation, and health care services. Team members use a cost of living website to research the cost of living in their own city. Based on their research, they determine whether to look locally or in a nearby area. Then, they create a poster or in a digital form to present their solution.

Integrated and Contextualized Learning

<u>Definition</u>: The focus is on using relevant content areas as the context for instruction. The contextualized lesson builds content knowledge while integrating instruction in:

- Reading and writing skills
- Math skills
- Language acquisition
- Soft skills

Research basis:

1.<u>http://www.ascd.org/publications/books/103011/chapters/What-Is-Integrated-Curriculum¢.aspx</u>

2.<u>http://www.ascd.org/publications/books/103011/chapters/What-Is-Integrated-Curriculum¢.aspx</u>

An instructor chooses a financial literacy context to teach addition and subtraction of whole numbers. Pairs of learners are each assigned a family's set of expenses. Partners collaborate to respond to text-dependent questions asking for the total amounts each family spends in different categories. Pairs evaluate their assigned family's spending habits and present their suggestions on ways to economize, based on adding and subtracting amounts from the expenses.

TSTM Toolkit

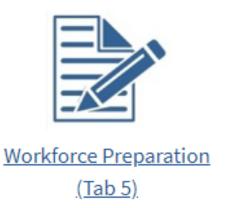














Teaching Skills that Matter



- 5 content areas
- 9 "skills that matter"
 (metacognitive/soft/central skills/workplace readiness skills)
- 3 instructional approaches



Let's join NEARPOD!

Seeing in Action

We will be taking you through a lesson from the toolkit so you can experience TSTM as a student

This lesson demonstrates modifications for my classroom.

Log IN

- 1. Nearpod.com
- 2. Enter Code
- 3. When prompted enter your name



