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CLASSROOM CONNECTIONS

Ohio Literacy Resource Center

Looking at Learning in the ABLE Classroom

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These days, keeping current in the field of Adult Basic and Literacy Education can be a challenge. To help you with that responsibility, I've provided a professional development activity you can do together with other folks from your program. You will find in this resource how one teacher approached the teaching and learning cycle and created an activity that was student-driven and focused on using a standard and its components of performance in the lesson development process. Included are the facilitator's outline and the handouts necessary to use this lesson as a learning experience for all your program staff. Reading through the OLRC Newsletter article "What Learning Looks Like" from the Fall 2003 issue (<http://literacy.kent.edu/Oasis/Pubs/news8-2.pdf>) will provide necessary background information and increase your understanding of how the standard was used during teaching. If you have any questions about standards-based instruction, please contact me at 330-672-0753 or jfranks@literacy.kent.edu.

Activity

Title Reading to Calculate Scenario **Time** 90 minutes

Purpose This activity is to be led by teachers and/or administrators who attended the 2003 Summer Standards Institute to provide ongoing training for all program staff. The focus is on the SEM Instructional Component.

Audience ABLE Teachers, Directors, and Classroom Aides

Format Round tables for small group activities

Facilitator Notes Work through steps of the scenario by using the Guiding Questions from the teaching and learning cycle as well as the Planning Tool provided.

Activity Description

Step 1 (5-10 m)

Materials Scenario Handout

- Distribute scenario handout before meeting to allow teachers the opportunity to pre-read or take time to read through the scenario (middle column) when teachers arrive. Another option might include only reading each stage as you discuss it together.
- Discuss teachers' thoughts and questions about the class and the activity as it was planned.

Step 2 (10-15 m)

Materials Scenario Handout, chart paper, markers

- Work through the Preparing step (left column) by asking the guiding questions (right column). For example, be sure to ask how teachers usually figure out what students already know and can do. Draw out alternative assessment methods other than TABE. List on chart paper what students need to know and be able to do specifically to complete this activity which focuses on the RWU Standard and the student goal of using the calculator.

Step 3 (25-30 m)

Materials Scenario & Planning Form Handout

- Continue the Planning step by asking teachers to think about how they could discover whether students already do those things. Note: Point out that it is not always clear what standard to use. How did they decide if it was math or reading?
- Work in pairs or triads to fill out the planning form. Share results before moving on to the Teaching step.

Ohio Literacy Resource Center

Enhancing Adult Literacy

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Step 4 (20 m)

Materials

- Focus attention on the questions for the Teaching step. Model how to develop a simple checklist or rubric with students. Stress the need to develop with students (may want to share an actual example designed by students afterwards). Pay close attention to using all components of performance when creating your list:
 - Identify prior knowledge or “use what you already know” about calculators
 - Apply knowledge of words by using “symbols or examples”
 - Determine sequence or order of operation for each fraction problem
 - Change strategy if not understanding the calculator instructions
 - Show successful completion of fraction problems with 100% accuracy
- Develop a rubric using a 3-point scale such as: beginning, proficient, advanced with written descriptions of each item above. This rubric will be used to evaluate performance for this particular activity based on students’ needs. Dimensions such as independence, fluency, and range may also be used to show other aspects of students’ performance.

Step 5 (10 m)

Materials

- Continue asking and answering questions from the Assessing step. How would you finish this lesson?

Step 6 (5 m)

Materials

- Look at the Reflecting step questions; these can be posed of the whole group. Talk about what happens next; ask for suggestions. Often overlooked, but extremely important is for students to be able to transfer this learning activity to real-life application.



Check It Out !

Good News The EFF Teaching and Learning Toolkit is online at <http://cls.coe.utk.edu/efftlc/> with many helpful ideas and strategies that could be used during a staff development session in your program.

You can enter the toolkit in a variety of ways, depending on your own interests and needs.

- ✓ The *Examples* section describes how teachers use the teaching and learning cycle to plan and carry out standards-based instruction. Each example addresses one EFF Standard with links that take you to other sections for more information about the Standard.
- ✓ The *Tools* section is a collection of activities that helps teachers and students move through the stages of the teaching and learning cycle: preparation, planning, carrying out the plan, and reflection.

Special Note: Although the stages of this online EFF Teaching and Learning Toolkit have different titles, they do reflect the Ohio SEM Instructional Component and can be used effectively.

Coming Soon For more information about how Ohio has adapted the teaching and learning cycle to meet our individual state needs, check out the OhioEFF website at <http://literacy.kent.edu/ohioeff>. Go to the *Teaching and Learning* section for details.