

Classroom Connections

OLRC News

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Where do I get started using EFF? One of the best places to begin using the EFF tools or framework is during your program's Orientation process.

How do I get started using EFF? Remember, there is no one-way to implement EFF and the tools should be used to meet a particular purpose during your Orientation. Begin with a manageable starting point and as you become more comfortable with that part of EFF then keep adding parts until you reach the goal of using the complete framework throughout your program. Here are some ways EFF implementation might look in your teaching practice.

Look through the five colored folders each ABL program received at the *EFF Orientation: Taking the Mystery Out of EFF*. They contain 14 activities you could use to introduce the concepts of PURPOSES, ROLE MAPS, COMMON ACTIVITIES, SKILLS, and STANDARDS to your students. These staff development activities work equally well with students as well as practitioners, since EFF addresses adult learning. They are available online at http://literacy.kent.edu/ohioeff/prof_dev/orientation/the_investigation.html.

An example from the *2000 Pilot Programs: EFF Journey* - courtesy of Barberton City Schools: Our class is structured such that every session students are given a journal prompt to REFLECT and EVALUATE. During orientation, students receive their first journal prompt from the *Orientation Journal and Reflection Sheet*. Students are allowed time to write about the following questions:

- Why have you chosen to complete your GED?
- What are the 3 most important things you plan to accomplish by being here?
- What do you plan to do once you have completed your GED?

We meet individually with students to discuss their reflection responses and to help them establish goals. The EFF SKILLS Wheel and Framework are used as references for formulating these goals onto our *Goal Setting Form* where students answer the following questions:

- What would you like to do better in your ROLE as (select one or more ROLE MAPS):

Worker
Family Member
Community Member

- What do you see as your First Steps in reaching your goals?
- Check the SKILLS you will need to meet your goals

<p style="margin-left: 40px;">Read with Understanding Convey Ideas in Writing Speak So Others Can Understand Listen Actively Observe Critically Use Math to Solve Problems and Communicate Solve Problems and Make Decisions Plan</p>	<p style="margin-left: 40px;">Cooperate With Others Advocate and Influence Resolve Conflict and Negotiate Guide Others Take Responsibility for Learning Reflect and Evaluate Learn Through Research Use Information and Communications Technology</p>
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Often the statement "But I'm only here to get my GED!" is used by students when they enter our programs. Our responsibility as adult educators is to help them understand the goal-setting process and although getting their GED may be their long range goal, there are certain short-term goals needed to help them become pieces and get your students thinking about how the standards can be used as the vehicle to get them to their goal. The following chart could be the foundation for an action plan in the Uniform Portfolio System (UPS) and a way to track and document student performance. Remember that the evidence you collect will be based on the context that you are using during a particular learning activity.

Using the STANDARDS for Planning, Teaching, and Assessing

What do you want to be able to do?	What SKILLS are needed to accomplish that goal?	What STEPS will you take to improve these skills?	What evidence of progress will you collect?
"I'm here to get my GED!"	Read With Understanding	<ul style="list-style-type: none"> • Determine the reading purpose • Select reading strategies appropriate to the purpose • Monitor comprehension and adjust reading strategies • Analyze the information and reflect on its underlying meaning • Integrate it with prior knowledge to address reading purpose 	

Many more resources are available at the EFF Special Collection
<http://www.nifl.gov/lincs/collections/eff/eff.html>