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Another Year Drawing To A Close

By: Vicki Bauer, State Adult Education Director

I don't know about you, but the years of my life seem to be flying by more quickly as I grow older. I always take a look at the outgoing year and ask myself if I accomplished all that I had wanted to that year. And, the answer is always "no," both at work and at home. I'm not going to expand on that; that's a whole other topic of conversation, but I want to look at some great things that Adult Education in Nebraska has accomplished:

A new state office consultant – Jim Lukesh joined us in Adult Education. An NDE "veteran," Jim was new to Adult Education and his year has been filled with new acronyms (ABE, GED, NRS, AIMS, TABE, BEST PLUS, etc., etc.); planning professional development for AE staff; learning about Adult Education and its mission in helping the undereducated adults in our state; and adjusting to being surrounded by three women with a combined 76 years of Adult Education experience!

GED[®] 2014 is on our radar, along with the closeout of the current 2002 series of tests. Both GED[®] testing centers and Adult Education programs have been asked to contact those students who have started and not completed the five tests of the current test series; examinees have until December 2013 to complete or they must start all over with the 2014 test series.

No scores from the 2002 series can be grandfathered in with the 2014 series. To assist you in this large task, read the article on page 4 as to how you can join in the 2002 Closeout Campaign.

In June, the first GED[®] Computer Based Test (CBT) was given in Nebraska at Southeast Community College – Lincoln. Central Community College – Hastings

and Northeast Community College – Norfolk also were ready to administer GED[®] CBT in June. Since that time, we have had a steady number of GED[®] testing centers prepare for CBT.

In January, Stefanie Emrich, from Northeast Community College, was the first NE AE staff member to deliver state-sponsored professional development via webinars to Nebraska Adult Education staff. Stefanie presented three levels of training for those teachers who were going to be involved in either *i-pathways* or *USALearns*.

Completion of a Technology Needs Skill Assessment determined the level of training for the instructors. Many teachers and directors were at home, (some on a Saturday morning) having a cup of coffee or cocoa, while participating in the webinars – not having to worry about driving to training in the cold winter weather! And, later in the year, Shirley Gruntorad and I presented two webinars for Nebraska GED[®] examiners with Stefanie's assistance.

Several BEST Plus re-calibrations were held across the state. Many completed their 3rd, and last, year of re-calibrations. The three BEST Plus trainers, Kathy Croson from Metropolitan Community College, Carol Leonhardt from SCC-Lincoln, and Sharon McClaren, newly retired from Alliance Public Schools, have met with NDE staff and we will be looking at having some on-line or webinar trainings for BEST Plus test administrators in CY 2013.

Our TEAL presenters shared their writing knowledge and expertise with the AE staff at interactive regional workshops

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Happy Holidays!

From the State AE Staff



Another Year Drawing To A Close, Continued

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this past summer. Janet Kletke from MCC-Fremont, Maggie McLean from SCC-Lincoln, Sue Pohlman from NECC-Norfolk, and Shannon Schaben from MPCC-McCook are the TEAL team members.

The distance education programs that Nebraska adopted this past year – *i-pathways* for GED® prep and *USALearns* for ESL students got off to a good start.

We served over 100 people the first year and we see continued growth as we assist our students in new ways of delivering instruction.

MaryJan Fiala from Central Community College at Schuyler and Ryan Hinz from Crete Public Schools also delivered pertinent and useful information about *USALearns* to ESL instructors via webinars in early 2012.

In August 2012, local program directors gathered in Kearney for the first session of the Leadership Excellence Academy (LEA) that they will be participating in for two years.

LEA is designed to help directors engage local program staff in assessing, planning, and facilitating program improvement. We will be meeting once again in January 2013.

A sad occurrence was the closing of the Omaha Public Schools Adult Education program on June 30, 2012. For over 40 years, OPS assisted thousands of adults in finishing high school, learning the English language, improving basic literacy skills, preparing for employment and/or college.....and more.

If you participated in any professional development activities, you experi-

enced our new system of letter contracts and reimbursements. It's been a learning year for ALL of us. Jan Drbal in the State AE Office has done a wonderful job of getting the whole process working and running well. We also want to thank WNCC for their assistance over the past few decades in the reimbursement process for Adult Education.

We're looking ahead to what we are planning for 2013 – it will be another busy year for us all. But for now, we hope you and your families, friends, and loved ones all have a wonderful holiday season. Come back after the holidays; be ready for another very important year as we assist Nebraska adults in improving their literacy skills to improve their lives.

Thanks to each of you for your contributions to make that happen!

Combining GED® Test Scores



At one point early in 2012, it was thought that GED® examinees would be able to combine paper/pencil test scores with Computer Based Testing (CBT) scores for the remaining period of time that the 2002 test series is given.

At the present time, that will NOT be taking place. *(You will be contacted if and when the examinees can combine scores.)*

With the current 2002 test series: If a person starts with the paper/pencil GED® tests, he/she must take all GED® tests in the paper/pencil format.

Likewise, with the 2002 test series, if a person starts with the CBT GED®, he/she must take ALL GED® tests with the CBT format.

If you have any questions, contact Vicki Bauer at vicki.l.bauer@nebraska.gov or 402/471-4807.

Letter Contracts and Reimbursements

By: Jan Drbal, Nebraska AE Office Associate—jan.drbal@nebraska.gov

The first year of reimbursing expenses by using letter contracts with NDE is almost complete.

What a learning experience this has been for me! I have processed roughly 36 different letter contract templates and over 450 reimbursements.

Letter contracts are here to stay

We must **all** learn the ins and outs and how to get them paid through the Nebraska Accounting System.

New Hire Form

This form will need to be completed by the participating individual for each letter contract when a stipend or honorarium is to be paid.

The Request for Reimbursement Form must be complete.

- Each item requested must be marked on the form.
- Your signature must be included.

Review the following hints and keep them in mind for the next meeting/training/conference you attend. *(Following these reminders may even speed up receiving your reimbursement!)*

A letter contract is a legal document that allows you to attend a meeting/training/conference. The NDE accounting administrator approves all letter contracts before they are sent out to participants.

Everyone attending the event must have a letter contract signed and returned to NDE before the event.

When you receive a letter contract, please note the following sections:

- “The contractor agrees to”
- “The Department agrees to compensate the contractor”

Meals

- Itemized receipts are a must (credit card receipts will not be accepted).
- The receipt must have the name of the restaurant, time and date of the order, and what was ordered. In some businesses, you may have to ask for an itemized receipt.
- We cannot reimburse over the allotted amount for the meal (based on U.S. Government per diem rates). No liquor can be reimbursed.
- Each person can be reimbursed only for their **own** expenses.
- Supper is reimbursable if a contractor returns after 7:00 pm, or leaves for overnight travel at or before 5:00 pm @ \$18.00.
- Breakfast is reimbursable if a contractor leaves before 6:30 am @ \$7.00.
- The time you left for the event and the time you returned from the event is required.

Mileage

- Carpooling will continue to be a must. If you are the only attendee from a town or location, you may request mileage with your AE Director’s approval.
- No mileage can be reimbursed if the event is within the city you reside or work.
- If requesting mileage, you must provide following information:
 - ▶ Owner of Vehicle
 - ▶ License Plate Number
 - ▶ Date
 - ▶ Start Time and End Time.
- Please state the reason if mileage is over the direct route to the meeting. (Such as, picked up *name of*

person in name of town.) Otherwise, if your request is over 10 miles different than MapQuest, mileage will be reduced.

- Only those drivers named by the AE Director will be eligible for mileage.

Hotels

- Receipts are a must.
- If the letter contract states ½ of a double room rate, that is all we can reimburse.
- We can reimburse the individual for their **own** expenses.
- We cannot reimburse one person for the entire room expense.
- If a single room was permitted by NDE Adult Ed staff, please send a copy of the e-mail with your reimbursement form.

Tips

(Be reasonable when requesting reimbursement for tips.)

- On the Request for Reimbursement form, please enter tips under “Miscellaneous Expenses.”
- Do not include tip with meal amount.
- Write “tip” and amount on the meal receipt.
- All other tips must be itemized and explained in order to be reimbursed.
- If not explained, it will not be paid.

If ever you have questions, find a mistake, think something was missed, or have not received your reimbursement following an event, please contact Jan Drbal, by phone at 402/471-4830 or e-mail: jan.drbal@nebraska.gov

Spotlight on...

Central Community College—Nutrition Education

By: Patrice Holloway, Central Community College, Grand Island

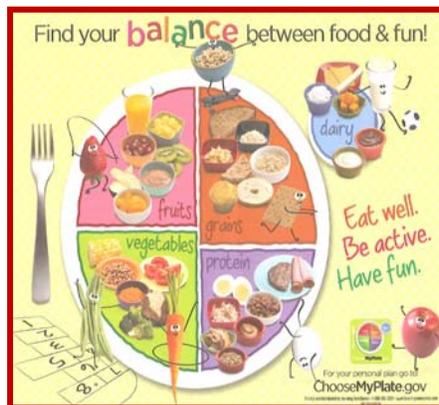
Sandra Barrera Fuentes from the University of Nebraska Extension Office's NEP (Nutrition Education Program) presented nutrition information to Intermediate and Advanced ESL students, and interested GED® students in Grand Island's Adult Education program.

Her presentation was one of 5 available and she covered general nutrition using "My Plate." The students were surprised at the amount of sugar in a soda, the size of tortilla we should be eating and the amount of exercise needed to maintain good health.

Sandra showed us that a portion of meat should be the size of our palm and some of the male students enjoyed the fact that their hands were larger than some others.

We learned that a serving of peanut butter should match our thumb from the knuckle to the tip of the thumb. The students also learned that a proper size dinner plate should not

be the large platters we often see but somewhere between our typical dinner plate and a salad plate (around 9 inches in diameter).



Many of our students' cultures include rice and they were advised to use brown rice when possible.

In December, Sandra will teach our students about food safety and food handling. We hope to have her bring food and utensils for actual cooking lessons next year. The students asked many questions and were fas-

inated that the portion sizes of what they eat versus what they should eat were so different.

Sandra also keyed in on the importance of exercise and that many of our students had to walk everywhere before they came to the US and now they rarely do.

She also pointed out that when folks come to the United States, they often leave behind those healthy habits of eating fruits and vegetables in favor of Americanized fast food options that are full of fat and lack nutritional value.

The students left with many handouts after the presentation and most had a greater understanding of what a healthy dinner plate should look like.

Editor's Note: Each month we will feature a local program as part of our newsletter. This month the article is submitted from Central Community College in Grand Island.

Join The GED® Testing Service 2002 Series Closeout Campaign



The period of transition ahead will be a big task for the GED® testing program; it is even more significant for the millions who have started and not successfully finished the GED® test. The GED® test-takers must complete the current version of the GED® test before it expires at the end of 2013, or they will have to start the process again to earn their high school credential.

Our core message to GED® test-takers is simple: Your future is calling. By completing the GED® test, you can answer the call. Complete the GED® test by the end of 2013, and then go on to college, a better job, the respect you deserve, and the accomplishment of earning your high school credential. The message is hopeful, positive, and future-oriented. It also shows GED® test-takers how taking and passing the GED® test can be a solution to obstacles they are facing in their lives. It shows GED® test-takers the concrete benefits of finishing the GED® test, and gives them a deadline.

Visit GEDtestingservice.com/educators/closeout to download materials and start spreading the word about the 2002 Series Closeout today.

www.gedtestingservice.com/uploads/files/b40c0bcd2db5e0f4692c0d906334bfc6.pdf

Five Effective Skills for the 21st Century Educator

The following is based on an article by Meris Stansbury, Online Editor — ESchool News 12/4/12

Educators today are constantly evaluating the skills which students need to compete in the 21st century but what are these effective skills of the 21st century educator?

1. Anticipates the future.

A 21st century educator is one who has an ability to anticipate the future and what needs the student will have to compete in business, industry and education.

Stansbury notes the following comments: “A good 21st-century educator is one cognizant of the rapidly changing technology trends; one in tune with the direction of the economy, and future projected needs for business and industry; one aware of the career opportunities for children in the coming years, and all of the requisite educational skills and talents necessary to allow kids to position themselves to compete.

Good 21st century educators are always pushing the envelope to ensure that their students are not left behind in the wake of progress; in particular, he/she is one advocating constantly for change in educational thinking and planning to ensure that a district’s sub-group kids (minority and/or students at the poverty level) are not being left behind for lack of access to proper resources to allow them to compete with their suburban counterparts.

Lastly, good 21st century teachers are not teachers in a vacuum; they are progressive in pushing for systemic change via curriculum sequencing, prioritization of dollars, and prudent, strategic scrutiny of decision-making to **ensure that the preparation of today’s children is always focused on preparing them for the world(s) in which they will live and work—not the current world in which the teachers have to navigate and dwell.** —Amy Baldrige, secondary curriculum supervisor, Xenia Community Schools

“The 21st century educator must be a fluid thinker, ready to look at situations with fresh, creative eyes. **He/she must go beyond the obvious to see the underlying patterns and core issues of a given circumstance.**

And—most importantly—an understanding of chaos theory is essential: The butterfly flaps its wings and 3000 miles away the weather changes.” —Donn K. Harris, executive director, artistic director, Oakland School for the Arts, Oakland, CA

“Today’s educators have the daunting task of preparing students for a future in the global 21st century. As we begin to lag behind other countries in the areas of math, science, engineering, and technology, we need to educate ourselves and pass this information to our students *stat*.

STEM education is necessary in all grades in all schools in order to remain competitive in this now global society. **The first challenge for teachers is to attract our students toward STEM education, and the second is to keep them interested.**

An emphasis on science should be equally important as reading and math. We, as a nation, are already falling behind other world nations.

Today’s students are our future, and our future depends on their success.” —Bonnie Bahr, kindergarten teacher, Baltimore County Public Schools, Baltimore, MD

2. Is a lifelong learner.

A 21st century educator “knows what he or she does not know.” The days of getting the college degree stating that you are a qualified teacher from hence forth until retirement are long gone.

A 21st century teacher learns more in the course of a lesson than do the students. The following are quotes from Stansbury’s readers:



“I have found that not only for teachers, but anyone involved with using technology to enhance their productivity, whether it be in manufacturing, sales and marketing, science and research, or education, the most important quality is to **be a flexible, life-long learner, willing to accept and embrace change, willing to make a mistake and be wrong** (with the caveat that from those mistakes improvements are made and new skills are learned), and to keep the focus on the process and the outcome, rather than the tool.

After all, when the day is over, technology is simply tools to improve our quality of life; when they fail to do that, it’s time to invent new tools.” —Chuck Dinsfriend, MBA, CTO mentor, director of Information Technology Services, Woodburn School District

“A great ... educator will embrace not only technology, but be **willing to learn from colleagues and students.**” —David Brandvold

“I believe that a good 21st century educator should be **able to pose**

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Five Effective Skills for the 21st Century Educator, Continued

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open-ended questions to students without having to know one exact answer. This educator fosters students so that they become the captains of their own learning. Learning becomes purposeful and meaningful for students as they work through real-world activities.” —*Jonna Wallis, 6-12 Language Arts academic coach, Professional Development Center, Scottsdale, AZ*

3. Fosters peer relationships.

The quality educator forms a bond with the students and fosters a learning community between the students in the classroom and out.

Learning is not sterile but takes place when the educator and the students learn together as the following quote shows: “In this technology-driven era, it is more critical than ever that we foster relationships with and between our students.

We must model and demand courtesy, we must model and demand communication, and we must model and demand respect and cooperation—our students need us to show them how to treat each other. **They may have 500 friends on Facebook, but do they know how to be a friend?**



Technology can foster isolation, therefore interpersonal relationship skills must be taught in our classrooms so that our students can go on to be effective in the workplace

and fulfilled in their lives. Helping students learn life’s lessons is becoming increasingly more important—interpersonal relationships, letting students know teachers genuinely care for them—and will help students be more successful in life.” —*Julia C. Bernath, District 7 board member, Fulton County Board of Education*

4. Can teach and assess all levels of learners.

The 21st century educator adapts to the students and does not expect the situation to be reversed. A quality educator finds the level of the students and works with them at that level in a situation intended to advance.

The old idea of a class-full of students having to adapt to the teacher is old-fashioned. The 21st century educator finds the situation and adapts.

Those who cannot adapt to a new situation are doomed to remain behind. Standsbury’s readers add: “21st century educators must be ‘Situational Leaders.’ **They must assess where each and every student they teach is at relative to ‘Learning Ability’ and ‘Commitment to Learning.’**

They must work to bring all students up to a level where pedagogical learning is replaced by andragogy or an adult learning style, where students have a say in their own learning.” —*Gerald Morris, adjunct instructor, Spring Arbor University, Davenport University and Baker College*

“To be an effective 21st century teacher, a teacher must first possess the very same 21st century skills that their students are expected to have.

And, in addition to those skills, they must be able to help all of their students obtain and develop 21st-

century skills.” —*Mamzelle Adolphine*

5. Is able to discern effective vs. non-effective technology.

I have often been accused of being a technology minimalist which is strange because my background is in technology but I believe that the fact that one **can** do something with technology does not necessarily mean one **should** do something with technology.

Many lessons are cluttered by “cool” things that have no meaning to the educational situation. Technology should allow the educator to accomplish more with the same amount of effort or accomplish the same result with less effort. A lot that goes out is fun but not effective. Plan your technology around that which makes your lesson more effective.

Doug Hatch comments: “School-age children are by far the fastest adopters of communications and information technologies. The education system doesn’t need to teach them how to use these technologies, but it should recognize that technologies can help students learn more and faster.

Classroom technologies can also make more efficient use of a teacher’s time, whether it’s with tools for lesson preparation, lesson presentation, lesson feedback, grading homework assignments, assessments, or grading. **The effective 21st century teacher will need to be adept in judging the educative and non-educative use of technologies made available to them and to their students at school and at home.**

The potential downside of technologies is their potential for non-productive use—wasting time and resources. The upside though, is significant if used properly.” —*Doug Hatch, president & CEO, Core Learning*

Skipping College (For Reasons Other Than Cost)

The following was posted by Joy Resmovits on the Huffington Post

Too cool
for school?

This article is one that all of our educators should read and that could provoke a lot of discussion in some of your classes. Most of us have probably felt like this at some time during our careers and all educators have certainly encountered students who felt like this.

NEW YORK -- Shawn Brody is a high school dropout -- he just didn't see the point in all that schooling

Now 24, Brody crashes with his dad in Brooklyn and bounces between construction and farm jobs, sometimes cleaning up animals on Manhattan's Upper East Side. "I didn't think I would learn anything in college," he said. "They don't teach you how to stand up for your beliefs."

As a young man who pairs boots with leather jackets and a marijuana legalization T-shirt, he says he saw more value in self-education: attending punk concerts, anti-war protests and making (and selling) tote bags out of pants he finds in the trash. It's all on his path toward the greater goal of opening a worker-owned coffee shop.

Brody is not alone. According to a report released recently by consulting firm McKinsey & Company, he fits into a category of American and global youth that the authors characterize as "too cool to study," a sizable group of young people who choose to skip college for reasons other than cost.

And those "cool kids," Brody says, are the same ones who are upset about their lack of employment opportunities. "We're so caught up in other stuff," he reflected, describing his millennial compatriots. "They just want everything for nothing."

While conversations about college attainment and access primarily focus on affordability, the McKinsey

survey shows that the young adults who can't afford to attend college have a counterpoint.

Some high schoolers think they already know too much to go to college. Some of them simply aren't interested in more classes, and others don't think the degree will help them find jobs -- even when, overall, degree holders have more job opportunities.

McKinsey surveyed 4,500 young people in nine countries and found that of those within the sample who didn't pursue postsecondary education, 57 percent fit into the "too cool" category. In the U.S., that number is 34%.

"People in the too-cool-to-study group don't believe that education matters for their future," the authors wrote. Forty percent of people who fell into that category were unemployed, and a third of those with jobs are in "interim" positions (McKinsey's sample included more unemployed youth than the general population). "This group isn't even on the highway [to economic stability]," the authors wrote.

Unemployment rates for America's young adults have spiked but college graduates maintain an advantage. Seven percent of youth with bachelor's degrees were unemployed this October, as opposed to 20.2 percent of high school graduates with no college experience.

"What drives the too cool category can be different in different countries," said Mona Mourshed, the lead author of the report who directs McKinsey's Global Education Practice.

"In the U.S., there is greater diversity in the types of reasons." She noted that those categorized as "too poor" and "too cool" came from similar



socioeconomic backgrounds.

While the McKinsey data shows many "too cool" kids are adrift, some are doing incredibly well. A recent New York Times article chalked the trend of "saying no to college" up to techie dropout icons like Facebook's Mark Zuckerberg and Apple's Steve Jobs.

Justin Waldron is part of that set. The summer after Waldron's freshman year at the University of Connecticut, he started an Internet company with Mark Pincus and took a year off. As the startup grew, becoming Zynga -- known for games like Words With Friends -- going back just didn't make sense.

"I worked with people who had education from the best schools in the country, so I just absorbed it for free," he said. "Being in school is just sort of procrastinating for some people where they could be getting real experience."

Not everyone who starts off on that path immediately ends up like Jobs or Zuckerberg or Waldron. Amber Gordon, a website designer, started in two different colleges but she dropped out due to a lack of practical courses.

And now, working in social media, she finds it challenging without a degree. After moving to New York, she recently left a low-paying job.

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Skipping College For Reasons Other Than Cost, Continued

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"It's hard for me to find a job without a college degree," she said. "I'm competing with people who have earned degrees."

The emergence of the "too cool" set, said Anthony Carnevale, a Georgetown University professor, is typical of the millennial generation -- but he blames the "failure to launch" on the market.

"If we're going to keep giving them jobs that only last a year, they're going to keep acting like people who only get jobs that last a year," he said. "They're casting about a bit and it's much more expensive for them."

While it would be expensive for someone like Magan Tyler, 17, to attend college, she's not sweating the cost, but the value. She's now developing SwiftSharing, her own social network to help students

communicate better. "I haven't been to school this semester," said Tyler, a high school senior in Longview, Texas. "School can only teach so many things."

Even though Tyler is now "too cool" for school, she does worry about the disadvantages of not having a degree. "I might want to settle down and get into a stable job," she said.

She hopes that by then, the labor market will have caught up with her. "My generation is at the point where they realize [a] bachelor's degree isn't really important anymore."

"A lot of startups are hiring people without degrees. As more of these companies take over, the more companies will hire based on experience."

Overall, the McKinsey report sought

to figure out what, exactly, is broken on the pathway from education to employment: Globally, about 75 million youth are unemployed, but employers say they can't find qualified young employees with the skills they need.

"We believe there is too much talk about the youth and the employers as though they are monolithic entities," Mourshed said. The study found a big disconnect between the education systems and employers.

More than one-third of education providers told McKinsey they didn't have estimates for the job placements of their graduates.

The programs that work the very best, the study found, feature "education providers and employers actively step[ping] into each other's worlds."

BEST Plus New Administrator Training

By: **Jim Lukesh, Nebraska AE Consultant** — jim.lukesh@nebraska.gov



Eleven potential BEST Plus testers participated in New Administrator Training at

Central Community College in Grand Island on November 30.

Certified Trainer Kathy Croson led the day-long exercise for the trainees. Participants came from Northeast Community College, Southeast Community College in Lincoln, Mid-Plains Community College and Central Community College.

Special thanks to Ann Chambers and the staff at CCC for their cooperation in making the training day run smoothly. Additional thanks to the catering staff whose fresh-baked cookies kept everyone happy and in

a learning mood.

The BEST Plus, developed by the Center for Applied Linguistics (CAL), is an individually administered, scripted oral interview designed to assess English language learners' interpersonal communication using everyday language.

BEST Plus is a performance-based test that measures an ESOL learner's oral skills in three areas: Listening Comprehension, Language Complexity, and Communication.

In the computer-adaptive version of the BEST Plus, test items are delivered via a computer with a BEST Plus CD. The test administrator asks the examinee a question that is presented to the administrator on the computer screen, listens to the examinee's response, uses a rubric to

determine the score for the item, and then enters the score into the computer. (The examinee does not operate the computer).

Based on that score, the computer determines the difficulty level of the next question. As a result, the questions are appropriate for the learner's ability and give the fewest number of test questions needed to accurately determine the student's overall test score and proficiency level. Test time averages 10-15 minutes, depending on the proficiency level of the examinee.

Additional BEST Plus training sessions will be scheduled in the spring and summer of 2013. If you are interested in becoming a BEST Plus test administrator, consult your program director and then contact Jim Lukesh at jim.lukesh@nebraska.gov.

Register Today for Upcoming GED® Testing Service Webinars!



GED® Testing Service has announced new webinars on the 2014 GED® tests to be held in January and February 2013. Select a registration link right away to access your preferred time to attend each session (EST). If you are unable to attend, webinar sessions will be archived for your convenience. Recordings will be available approximately 10 days after the webinar is initially presented. Each recording will be streamed in YouTube format to your computer. You will need an active Internet connection to view and listen to each recorded on-demand webinar.
<http://www.gedtestingservice.com/educators/new-assessment>

2014 GED® Test 101—January 14, 2013

This webinar will provide you with an overview of the key features of the new GED® test that launches in January 2014. It will include a summary of the major similarities and differences between the current 2002 Series and the new 2014 GED® test, a review of item types, test length information, Passing Standard information, where the test will be given, when the new practice test will be launched, kinds of reports resulting from the test, etc.

3:30 pm: <https://docs.google.com/spreadsheets/viewform?formkey=dGE2ZHBPd21zazZyY1ByMmh4T01js0E6MQ>

5:30 pm: <https://docs.google.com/spreadsheets/viewform?formkey=dGRKZXllcno4bm56MEVsN0EtMHBxa2c6MQ>

Exploring the Reasoning through Language Arts Module of the 2014 GED® Test—January 15, 2013

This webinar focuses on the content and structure of the Reasoning through Language Arts module of the 2014 GED® test. Learn which content is the same and what has changed from the 2002 Series, including how reading and writing have been integrated, information about the Extended Response items that replaces the current Language Arts, Writing Part II Essay, etc.

3:30 pm: <https://docs.google.com/spreadsheets/viewform?formkey=dG00dGxwZ0txZUYxdmFXOXU4LVNpNGc6MQ>

5:30 pm: <https://docs.google.com/spreadsheets/viewform?formkey=dEtRTV9rLUNaSk1aWkNia0YxY0ZEb2c6MQ>

Exploring the Social Studies Module of the 2014 GED® Test—January 22, 2013

This webinar focuses on the content and structure of the 2014 Social Studies module of the GED® test. Learn more about the content that is the same as and what has changed from the 2002 Series test, including the social studies content areas, the new social studies practices, the new Extended Response items that will appear on each Social Studies test form, and more.

3:30 pm: <https://docs.google.com/spreadsheets/viewform?formkey=dFhJWkppTnhWa1prSDU1ZVpnWjVtVFE6MQ>

5:30 pm: <https://docs.google.com/spreadsheets/viewform?formkey=dDFHWIVZRjk5d0U2bGxUV3hneWJibmc6MQ>

Exploring the Science Module of the 2014 GED® Test—January 30, 2013

This webinar focuses on the content and structure of the 2014 Science module of the GED® test. Learn about the content that is the same as and what has changed from the 2002 Series, including the science content areas, the new science practices, the two short answer items that will appear on each science test, and more.

3:30 pm: <https://docs.google.com/spreadsheets/viewform?formkey=dFdkcDk2eXVpSHZteXI1N1JfUHRCWnc6MQ>

5:30 pm: <https://docs.google.com/spreadsheets/viewform?formkey=dFBvbFdsZ0dGOG9vMWp6aWpoS0hvUHc6MQ>

Exploring the Mathematical Reasoning Module of the 2014 GED® Test—February 5, 2013

This webinar focuses on the content and structure of the 2014 Mathematical Reasoning module of the GED® test. Learn about the content that is the same as and what has changed from the 2002 Series, quantitative problem solving, algebraic problem solving, the new mathematical practices, how the on-screen calculator will be used, etc.

3:30 pm: <https://docs.google.com/spreadsheets/viewform?formkey=dGd6MVNaUlhWWC1tdDZ6TDYtMVZKWK6MQ>

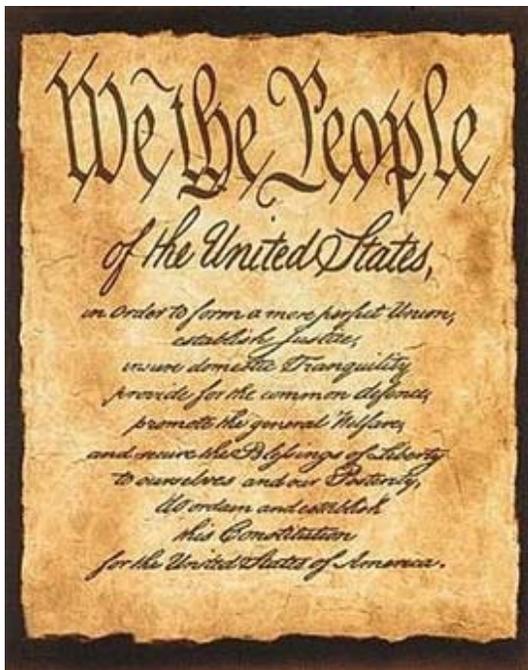
5:30 pm: <https://docs.google.com/spreadsheets/viewform?formkey=dHN6SGotM3RRQUVsQklrSUFYaHplIQ3c6MQ>

Email your questions to: GED2014@GEDtestingservice.com

The December 2012 webinar recordings are now and available for on-demand access:

The Wonderful World of GED® Testing Technology: <http://www.gedtestingservice.com/educators/newtestwebinar1>
Webb's Depth of Knowledge: <http://www.gedtestingservice.com/educators/newtestwebinar2>

FREE Constitution Website



A free website available at <http://constitutioncenter.org/constitution/> can help to bring the Constitution to life for your students and clients. Following the recent elections, students and teachers may wish to devote more class time to learning about the United States Constitution.

The Constitution Center offers a free interactive United State Constitution along with lesson plans, activities, games, videos and historical documents. Students can learn about the Constitution and also about the various articles, amendments, or study specific issues.

Students can download the full text of the Constitution or advance to a menu which enables them to select an individual article, amendment or issue for in-depth study and explanation.

Frequently asked questions along with fast facts and additional historical documents are also available. Students can use a computer to access this information or can also use their portable electronic devices. The easiest way to learn about this site is to take some computer “you” time and explore it. As educators, you will find many ways to share this information with your students.

NDE Library Materials Available for AE Staff to Check Out

The State AE Office of NDE has a lending library of materials for both AE and ESL. Some are for instructors and others are resources containing practical ideas and exercises to be used with students. www.education.ne.gov/ADED/pdfs/Nebraska_Adult_Education_Lending_Resource_Library.pdf

Many of the resources contain EXCELLENT material for students struggling in specific areas. Other materials would make WONDERFUL additions to, or a basis for, staff development sessions. If you would like to preview or discuss any of the materials, just drop in or contact Jim. Materials can be checked out for 6 weeks (longer if not in demand). If you should decide you would like to peruse some, please call or e-mail Jim at: 402/471-4806 jim.lukesh@nebraska.gov



CBT On-Screen Calculator Demonstration Video



Check out the Texas Instruments' TI-30sx Calculator demonstration video on YouTube. It can help GED[®] examinees understand how the new on-screen calculator will function during GED[®] tests.

<http://www.youtube.com/watch?v=q0Vbz1i2X84>