# Nebraska AE News

## A Newsletter for Adult Education Staff in Nebraska

**Disclaimer**

http://www.education.ne.gov/ADED/index.html

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### Inside This Issue

## Mark Your Calendar!

**May 4  BEST Plus Recalibration Lincoln**

**June 16-17  ESL/EL Civics Workshop—Kearney**

**June 18  BEST Plus Recalibration MCC Omaha**

**June 20  BEST Literacy Pilot Follow-up—Kearney**

**July 14  Workforce Essential Skills—Kearney**

**July 15  Workforce Essential Skills—Lincoln**

**July 20  BEST Plus Recalibration Mahoney**

# Distance Education is Coming to Nebraska AE!

## By: Vicki Bauer, State AE Administrator

Distance education has been a topic of conversation over the past few years, especially with cuts in federal funding and a downturn in the economy. How can distance education help our students who may not be able to come to class as often, when jobs, family responsibilities, and the cost of transportation can limit participation in classes? When can distance education become a reality in Nebraska? The answer is VERY SOON! With federal Workforce Investment Act (WIA) Incentive Funds, Adult Education (AE) will introduce two distance education programs this summer: *GED-i* and *USA Learns*. Statewide implementation is expected by June 30, 2012.

Distance education or virtual learning has been explored at great deal by the Adult Education and Career Education programs (at NDE) and Workforce Development (at the Department of Labor) over the past several months. There are a variety of instructional programs available on all different subject areas, but, for Adult Education, we thought it wise to introduce just two programs initially and become proficient at distance learning delivery before we move on to more options. Much preparation is required before the program is launched in pilot programs this summer. The Incentive Funds will be used for the purchase of seats for *GED-i*, computers for programs across the state, and training for AE and Career Center staff in preparation for the distance education programs.

Following is a brief description of the *GED-i* and *USA Learns* programs: *GED-i* is a hybrid distance education model, which to participate, would require students to score at least a 9th

grade level TABE level D reading score. They would be required to enroll in Adult Education and must attend (on-site) a program orientation, TABE pre- and post-testing, and must attend class periodically to "check-in" with the instructor. *GED-i* is strictly a GED prep program. Students would then take a pre-survey in each of the five GED subject areas. Each pre-survey would determine which lessons would need to be completed in each area of study.

Lessons are submitted to the instructor, who, in turn, has "office hours" for the *GED-i* students. During an instructor's "office hours," the instructor corresponds with the students about the lessons submitted in the subject area, or any other questions the students may have. A post-survey is given at the end of study for each particular subject area. If the post-survey score is ok, a student can then move on to the next subject. If not ok, there is some additional study required before the student can move on to the next subject.

There are 220 lessons in the entire program! Distance education is not for everyone. There will be inventories for potential students to take to assess their likelihood of being a good candidate for distance education.

As a side note, Iowa just started *GED-i* a few months ago and it is a huge success, which probably means that Nebraska's GED prep students, and teachers, will like it, too! And, with the introduction of computer based testing (CBT) coming soon to GED testing, distance education will assist AE in preparing our students for the new GED tests.

# Spotlight on...

## Central Community College—Grand Island

### Adult Education Has Gone To The Dogs

*By: Penny Holloway—AE Coordinator, Central Community College pholloway@cccneb.edu*

One snowy day, Adult Education in Grand Island was fortunate to have a couple of visitors from the Central Nebraska Humane Society (CNHS).

We have a volunteer who also volunteers with the CNHS and she contacted them to see if they would be interested in bringing the CNHS mascot, Angus T. Loner and his girlfriend, Dottie.

As you can see from the photo, Angus is the big dog and Dottie is the little dog. The reason for their visit was in part due to classroom discussions that many of our students had never experienced having a pet.

We brought the dogs out and warned our students ahead of time as some were quite nervous since they had never been around dogs prior to this. Both dogs were a big hit with our students.

The dogs visited each classroom and many of the students went to all of the presentations as they were so engaged with these dogs. The students had their cell phones out and nearly all requested a picture with them and the dogs.

Angus T. Loner is somewhat of a local celebrity as he has been featured on Animal Planet and even had a documentary crew come to Grand Island to film his story.

Angus was a loner and lived in a cornfield near our local meat packing plant. Many of the workers at the plant fed Angus scraps of meat which is where he got his name.

Angus now lives at the CNHS and has a good life. The video of his story was watched by the students and they really seemed to form a connection with this large dog.



*Dottie and Agnus Visited CCC ABE Classrooms*

### New!  Revised!         BUDGET PROCESS         Hot Off The Press!

*By: Jan Drbal, NDE AE Professional Assistant, jan.drbal@nebraska.gov*

New!

A new budget process for Adult Education Grant Proposals was presented at the AE Directors' Meeting in Scottsbluff in April. Highlights of the new EXCEL workbook are the following: listing of class locations and linking costs to the budget explanation; linking and protecting formulas between worksheets; not dividing the budget between levels; and new object codes.

After a hands-on demonstration, the AE Directors left pleased that the process is now computerized and less time-consuming.

A new process for reimbursement will be coming soon in the same format. The EXCEL workbook will include four worksheets with the totals linked from the explanation pages to the cover page. The changes include listing only totals for Levels 0-8 and 9-12, no longer needing a notarized signature, and using a different coding (numbering) system.

We hope the new processes will simplify, avoid duplication, and be an easier avenue to provide information. The changes will update and structure the procedures to closer align with other NDE grants.

# What Do We Do About All The Technology?

*By: Jeanette Evans, NDE ABE Consultant   jeanette.evans@nebraska.gov*

**MOST** of us remember when tweeting and twittering were things we associated with birds. Khan was the last name of Genghis. YouTube would have been circled as a typo if you were writing about it.

Now most of us know that Elmo is not always a reference to a big, fuzzy, ticklish red puppet, using a smart slate requires no messy chalk, and paying bills does not always require a check, an envelope and a stamp. Just keeping up with the vocabulary is a challenge.

One can quickly feel less than intelligent when using a "smart" phone and hearing about digitizing curriculum materials sounds almost naughty! Technology is here to stay and, while we can laugh about it, groan about it, and refuse to adopt it, our best approach is to embrace it.

Technology doesn't have to be adopted or applied all at once. It doesn't have to start as big, scary and completely overwhelming. BUT technology awareness and use is vital to teachers and students alike if our students are to be college/career ready when they leave our classrooms.

It might start out as a discussion topic in the classroom when you ask the group "What kind of technology do you know about, have, use?" Do you have it with you? From there build a vocabulary list, chart the uses, encourage dialogue, permit demonstrations.

You have just taken away some of the fear, opened the class to the possibilities, gained respect of the students and started all of you on the road to new learning or new applications for old learning. The end result can only be happier, more informed students on their way to jobs or additional training/education.

When I hear about students blogging, see personal photos appear in power points, or find a new YouTube video, it sometimes makes me chuckle. Sometimes I am completely frustrated by technology and all the discussions make me feel like I'm uneducable, but I have to admit to being intrigued and curious despite myself.

It confuses my "world order" to ask my kids for help with technology, but they just take it all in stride as part of the information "sharing" that drives their generation.

The highest realm of Bloom's taxonomy encourages us to teach others what we have just learned. Our students have a great deal to teach us and we have the ability to pull, push and extend that learning into directions they may not always think they need or want to go.

Technology use can set the stage for math, social studies, science, writing and reading. It can extend or expand reading, address learning styles, assist those with disabilities---open a whole new world.

Go forth and LOL with your students, use the Elmo projector, watch a math demonstration on YouTube, read and listen simultaneously to a good book, and explore a new world opening before us!

# NDE Library Materials Available for AE Staff to Check Out
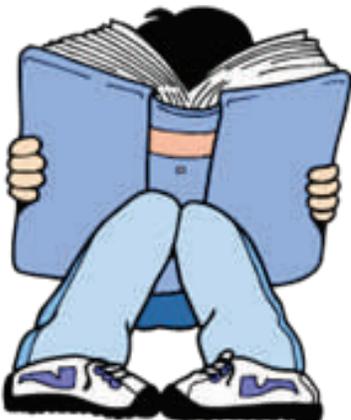
The State AE Office of NDE has a lending library of materials for both AE and ESL. Some are for instructors and others are resources containing practical ideas and exercises to be used with students. http://www.education.ne.gov/ADED/documents/AEResourceLibrary.pdf

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 Jeanette. 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 Jeanette at: 402/471-4806 jeanette.evans@nebraska.gov

## Four Programs Exceed State's Standards for FY 2010

*By: Vicki Bauer, State AE Administrator  vicki.l.bauer@nebraska.gov*

With increased performance standards and an increase in student hours required for post-testing, Nebraska's AE programs found it more challenging to meet our state's negotiated performance standards during last fiscal year. We fell in our state's performance and did not qualify for WIA Incentive Funds for performance during the 2009-2010 year.

However, four AE programs did exceed the state's standards and were recognized at the AE Program Directors' meeting in Scottsbluff April 4-6, 2011. Those programs are: Alliance Public Schools, Department of Corrections, Plattsmouth Public Schools, and Southeast Community College – Beatrice campus. Congratulations! Your fellow Nebraska AE colleagues recognize you and your staff for their efforts in helping those in need of AE services.

Pictured to the right are the four local program directors receiving a framed certificate for their program's success!



**Congratulations!**

**Jan Axdahl, Department of Correctional Services**
**Sheri Arevalo, Alliance Public Schools**
**Lorraine Jensby, SCC—Beatrice**
**Tallie VanWesten, Plattsmouth Public Schools**

## Holiday Math Quiz

**Complete each math problem. Then match the answer to the corresponding letter using the code found below. Place that letter in the box.** *(See example).*



$$70-30 \quad 25\times2 \qquad 85-55 \quad 9\times5 \quad 15-10 \quad 93-43 \quad 5\times4 \quad 5+20 \quad 106-41 \quad 25+45$$

[ I ] [ ]   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

$$60-30 \quad 8\times5 \quad 10+15 \quad 100-55 \quad 10\times2 \quad 50+20 \qquad 15\times5 \quad 25+10 \quad 66-41$$

[ ] [ ] [ ] [ ] [ ] [ ]   [ ] [ ] [ ]

$$90-30 \quad 11\times5 \quad 10+50 \quad 115-55 \quad 10\times4 \quad 5+20 \quad 113-43 \qquad 5+5 \quad 86-41 \quad 33+22 \quad 128-43$$

[ ] [ ] [ ] [ ] [ ] [ ] [ ]   [ ] [ ] [ ] [ ]

$$65-55 \quad 5\times5 \quad 95-20 \quad 128-43 \quad 15+10 \quad 13+12 \quad 91-41 \qquad 3\times25 \quad 47-12 \quad 74-49$$

[ ] [ ] [ ] [ ] [ ] [ ] [ ]   [ ] [ ] [ ]

$$45-30 \quad 13\times5 \quad 10+45 \quad 125-55 \quad 35\times2 \quad 12+13 \quad 14\times5 \qquad 13\times5 \quad 44+11 \quad 50+35 \qquad 82-27 \quad 2\times25 \qquad 32+33 \quad 5+50 \quad 97-12$$

[ ] [ ] [ ] [ ] [ ] [ ] [ ]   [ ] [ ] [ ]   [ ] [ ]   [ ] [ ] [ ]

*-- John McCrae*

| A | B | C | D | E | F | H | I | L | N | O | P | R | S | T | U | W |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 |

http://www.va.gov/opa/vetsday/flanders.asp

# Learning Links
## Adult Education

*A special thank you is extended to everyone who contributed to the Learning Links Section this month*

## Rong-Chang.com

This site contains 100 original short stories about life in America. These stories are written for ESL learners. The stories have interesting topics and are easy to understand. Each story is accompanied by an audio narrative so that learners can listen as they read. Each story contains "Search for pictures, definitions, and pronunciation." Following each story are four sets of exercises—each containing 10 items.
*www.rong-chang.com/qa2/intro.htm*

### TEACHERS INVESTIGATING ADULT NUMERACY

Check out the work done by TERC on the Teachers Investigating Adult Numeracy (TIAN) project. It is very much about hands-on math. The specific TIAN goal where this was addressed was in increasing the number and range of teachers' instructional approaches.

### TIAN Goals and Activities
TIAN uses teacher inquiry and reflective learning to engage teachers in learning math and in learning new instructional approaches to algebra and data analysis to implement purposeful and effective standards-based mathematics.

Project developers expect that implementing this model will build the capacity of states' adult education agencies to support standards-based innovative math instruction for adults.
*http://adultnumeracy.terc.edu/ TIAN_home.html*

Everyone has some degree of creativity. Exercises will help your students increase their ability to solve problems creatively. Select from the 11 exercises in the pull-down menu. While completing the exercises, students shouldn't race through just to see the answers. They should work at each game until they develop the perspective necessary to play it well. Each exercise is designed to demonstrate an important point that should be mastered before going on to the next challenge. Try to keep students from becoming discouraged. In learning to master creative problem solving, the best way—and sometimes the only way—is to learn through mistakes. Fear of making mistakes is often the most inhibiting attitude to effective problem solving.
*http://www.glencoe.com/sec/ busadmin/entre/teacher/creative/ stimulate/index.htm*

### Amby's Resources
This website was recommended on the LINCS Numeracy ListServ. When examining the website, it appears that there is a tutorial and explanation followed by a pre-test. Then there are several units of study which include step by step directions, as well as real life problem application. It could be a good way to add variety and technology use for students who are working on math competencies.
*http://amby.com/educate/math*

## Math Videos

**Adding Integers Blues:**
*http://www.youtube.com/watch? v=DS88fasSxKU&feature=related*

### MEDIA LIBRARY OF TEACHING SKILLS
### MLoTS
for adult learning and literacy

**Number Line Lesson (human manipulatives)**

*http://mlots.org/Elana/Elana.html*

These two short videos serve as reminders for teachers to look at math from the student's perspective and as a way to think about meeting learning styles for students.

There is also current research regarding the importance of movement to increase the thinking ability to be successful in math. Interesting stuff!!!! It was offered by Kate Nonesuch, author of some of the info we have been sharing in the latest editions of the newsletter (see page 6).

A copy of Ms. Nonesuch's book, *Changing the Way We Teach Math, A Manual for Teaching Basic Math to Adults,* was shared with each program director at the April meeting in Scottsbluff. If you are interested in reading more, click on *http://www.nald.ca/ library/learning/mathman/cover.htm* or contact your local program director.

# I'm Scared, I'm Anxious, I'm Worried — I HATE MATH!

*Excerpted from "Changing the Way We Teach Math," A Manual for Teaching Basic Math to Adults*
*By: Kate Nonesuch http://www.nald.ca/library/learning/mathman/cover.htm*

*Note from Jeanette Evans: I receive postings from a ListServ regarding Numeracy. Lately there have been some very practical, as well as thought-provoking, posts about the ongoing challenge of engaging students in the study of math in our adult ed classrooms. Kate Nonesuch has an excellent book entitled* **Changing the Way We Teach Math.** *Following is an excerpt from that book used with her permission. Next month we'll include some of her math teaching techniques and best practices.*

Fight, flight, or freeze. I've learned to recognize all these responses by math students, and gone on from there to take it less personally when students attack me or run from me or disengage. I know it's not so much me they are reacting to, but to the situation itself.

For some years, I would go around the class, asking, "How are you doing? Do you need any help?" and students would say, "Okay," or "No." Usually they kept their work hidden when they answered this way, but often I would find out later that indeed they did need help — they weren't doing okay at all. Yet they shut me out by saying, "I'm ok."

**Why do they lie?** Because they are running away from whatever mini-lesson I might give them if they admitted they needed help. Because they are running away from the panic they would feel if they worked on math with the teacher.

Sometimes I would invite people to come to see me outside class time to get some extra help, and the answer might be, "No thanks, I'll work with my tutor (or my father or my girlfriend or…). But I would hear from the tutor that they didn't show up for a scheduled tutoring session, and I would see no evidence that the alleged

sessions with family members bore any fruit.

**Why would a student invent math learning at some other time?** Because they are running away from my lesson and from panic.

For a while I took it personally, all this running away, but eventually, I learned some tactics for heading it off. I no longer ask, "Do you need any help?" Instead I say, "What question are you working on? What can you tell me about your thinking

about that question?" or "You don't look happy. What's getting you down?" The student can still avoid me if he wants to, but I don't make it easy for him. If the student is not struggling, this technique invites the student to articulate their math thinking.

Many students who have been dealing with anxiety and fear of math for a long time have developed a defensive fall-back position, which expresses itself as "I'm no good at math (so I don't have to try)" or "I can't do tests (so don't ask me to)." Another fall back position is to blame the teacher.

**How can you help alleviate the student's anxiety?** First, acknowledge the anxiety. Talk about the

anxieties you have about your own performance in class. For example, first day jitters, worries that you will forget people's names, or that you will run out of material before you run out of time--whatever they are.

When you acknowledge your own anxieties, you disrupt the power imbalance; you become more human. The students have a chance to be generous with you; to *give you* something rather than always being on the receiving end.

They can offer to help you remember names, or cut you some slack if your worries come true. (I'm not suggesting that you rely on students to meet your needs for reassurance and support; but an acknowledgement of your own humanity builds a relationship of mutual respect.)

**Admitting your own anxiety starts the modeling of what you would like the students to do**. If the teacher can admit she is anxious about goofing up, then maybe the anxious student can do so, too. If that happens, you have some information about your students and their areas of need.

**Ask someone to come into the class to teach a few methods of dealing with stress.** Students can choose something that works for them; learn them yourself, and model them by using them with the students.

Above all, make it clear that you expect, welcome and allow students to use these methods in class. For example, if one strategy is to walk around the block, you will not call attention to someone who gets up in the middle of class to do just that. Students will need to be reassured that you mean it when you ask them to use some strategies for relieving stress.

# Spotlight on...

## Metropolitan Community College

### Former Metro ESL Student Graduates With Masters!

*By: Mary Gillespie—AE Instructor, Metropolitan Community College & Papillion-LaVista Public Schools*



*Jacob Ajang*

Jacob Ajang was born in Sudan, immigrated to America in 2001 and studied with our worksite ESL program approximately six years ago when he was working full-time in Bergan Mercy's laundry. At that time, he was also attending Grace University (Courtesy of Alegent's tuition reimbursement program).

Recently, he graduated with his Masters Degree in Human Services from Bellevue University. He is also working two jobs. His primary employment is with Lutheran Family Services, but he also works with the University of Nebraska Medical Center. Beyond all this however, he has volunteered for years with the Sudanese Community Center and presently serves as President of their Board of Directors as well as chairman of their Treasury. As their representative, he often speaks publicly before English-only groups—a skill he first practiced when he spoke at the end-of the quarter events before MCC and Alegent officials.

While he was working and studying at Bergan, Jacob went back to Sudan and married Elizabeth. Soon he became a U.S. citizen and brought her and their baby daughter, Athok, to live with him here in America. Since that time, two more little girls have joined the family with another baby on the way!

Jacob is truly a success story. Of course, Metro only helped him with his English. He brought his tremendous spirit, enthusiasm and energy with him. I was honored that he remembered those early days at Bergen and invited me to his graduation ceremony. He deserves our warmest congratulations!

## Distance Education is Coming to Nebraska AE, Continued

*Continued from page one*



ESL teachers and staff may already be familiar with *USA Learns*, a free ESL instructional on-line website. Its development was funded by the US Department of Education and is currently being maintained by the San Diego school district.

There are three distinct and unique programs in *USA Learns*:
• Video-based beginner level course
• Video-based intermediate course
• Intermediate level practice English and Reading program.

*USA Learns* will be a supplemental resource to our ESL students. The website offers contextualized practice activities in listening, reading, writing, speaking, and life skills necessary for community life. All instructional materials are on-line; there are no videos or workbooks to purchase. There are teacher resources and a curriculum that is available on the web site for instructors. The San Diego school district will be developing a webinar for Nebraska ESL teachers to familiarize them with the program and its many features.

What specific questions do you have regarding the distance education project? Send them to me at vicki.l.bauer@nebraska.gov and I will answer them in an upcoming newsletter. Also, be sure to look for monthly updates on the project in this newsletter.

## Calling All ESL/EL Civics Adult Educators

### ESL/EL Civics Workshop—June 16 and 17

**Save June 16 and 17!** Planning is in full swing for a great ESL/EL Civics workshop at the Holiday Inn in Kearney. There will be two days featuring outstanding speakers, as well as topics and sessions for you to experience. What better way to spend summer days than "basking" in new learning, engaging in "hot topic" conversations with your peers, and a casual "lazy" evening of relaxing at a local eatery with your new and old friends????

Robin Lovrein (Schwarz) from Washington, DC, is coming to share a presentation about assisting struggling ESL learners which will address the areas of learning differences and possible disabilities as well as cultural nuances that cause problems for students in the class

room. She will offer advice, teaching tips and activities to assist you with students in your own classes.

**BEST PART:** We will be creating a twenty-person cohort to work beyond this workshop and regroup for follow up and report out at the annual AE Conference in October. Watch for details about the cohort group that will be sent to you via your program directors very soon!

Rosemarie Park, professor at the University of Minnesota, comes to us as a LINCS-sponsored professional development opportunity. Her presentation will address tailoring your curriculum and class materials to address your ESL population's workplace skill needs. The session will be interactive and packed with materials

and activities. Around those two sessions, we are hoping there might be time for some concurrent sessions and some opportunities for you to reflect on the information and learning you are receiving at the two day event. Our only problem will be getting everything we have to fit into the schedule!!!

**Watch for your registration form. Hope to see you there!**
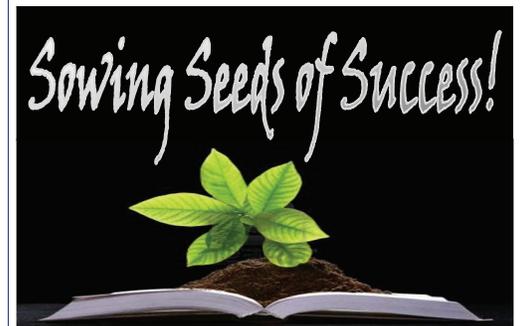


## Resource Materials To Review

**NDE tries to add to the collection of resources available on a regular basis. A $25 stipend is paid to individuals who provide a review for publication in this AE newsletter.**

This month we have: A set of 3 DVDs entitled *Teaching ESL to Adults, Vol. 1, 2, & 3.* These were created as a project of New American Horizons Foundation in conjunction with consultants, MaryAnn Florez and Betsy Parrish. The 3 volumes include a wealth of information on topics such as: Life Skills, Building Literacy with Emergent Readers, and Working with Multi-Level classes. Some of the topics are approached from specific educational functioning levels. Maybe the reviewer will find wonderful things to share as part of a session for either the upcoming ESL workshop or at the fall conference!!!
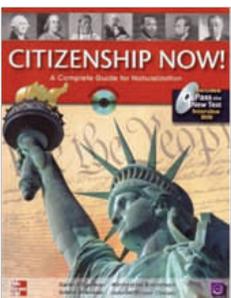


We also have a new desk copy of *Citizenship Now: A Complete Guide for Naturalization* by Hilgeman, Roderman, Sherman and Cooper. It includes a "Pass the New Test" oral interview practice CD. This is a new product put out by McGraw Hill.

(Both of these are ready for review, but I would need the materials, and the review, back in this office by June 1.) We have purchased a few sets of newly published materials by Neil Sturomski. (Remember he presented a wonderful workshop for us last July). One set is entitled *The Use of Organizers to Support Instruction* and the other is *Teaching Reading.* Both come with a CD containing a PowerPoint presentation and printed material.

Last, but not least, we have *The Reading Teacher's Word-A-Day* by Edward Fry. This book contains 180 ready to use lessons to expand vocabulary, teach the concept of "root" word and assist students to prepare for standardized tests.

**REMINDER:** If you are looking for professional development materials or topics, the state resource library is the place to start! Materials available are listed on the NDE website and/or you may contact Jeanette for more information at 402-471-4806 or email: jeanette.evans@nebraska.gov

## The TEAL Team

### Who Has Time To Evaluate Student Work?

*By: Janet Kletke, Metropolitan Community College-Fremont  jkletke@q.com*

The Nebraska TEAL team was chosen to be the Bright Spot volunteers in April for the national TEAL project. Heidi Silver-Pacuilla, Senior Research Analyst for the American Institute for Research, extended the invitation because she "wanted to ask a with-it team (that's Nebraska)." Janet Kletke, Jeanette Evans, Maggie McLean, Shannon Schaben, and Sue Pohlman presented a live modeling of an activity called "Looking at Student Work – Who Has Time?"

Maggie had her students try a sentence-combining activity. We were all sent copies of the student work via an Elluminate recording on the computer. Jeanette served as our scribe. Janet was the time keeper with a "magic fairy wand" that would flash on the screen when the time was up for each step. Using the Elluminate program, the team could see the student work on the computer screen. Using our headsets, we could talk with each other about the work.

There are four steps to this process. In a real-world situation, all four steps would be followed. Because this was our first meeting, we skipped step one since we didn't have any past writings on which to reflect.

**Step One** - Reflect on achievements since the last session. What's working? What's not working? Why is a student still struggling? (5 minutes)

**Step Two** - Set the context by describing the lesson plan. Maggie told us what she had been trying to teach. What were the students doing? How was the lesson introduced? Was it modeled? Did she give a guided practice? (5 minutes)

**Step Three** – Examine the student work and discuss. We read the student work which was on the computer screen and made comments to each other. What were the instructional strategies? What's working well? What kind of technology support could be used? What should the homework be? What supplemental study seems to be necessary? How can Maggie involve her students' peers? ( 20 minutes)

**Step Four** – Identify the next steps. We generated suggestions for Maggie. Then Maggie prioritized the suggestions. She told us which one or two things she would try next. (15 minutes)

This model of looking at student work is research-based. It can foster a reflective, professional learning community. And, it can be done using a computer program so you don't physically have to be together. This kind of writing evaluation will encourage deliberate planning rather than just "getting by with whatever!"

It is the hope of the TEAL team that we can model this activity for you in the future so you can create your own professional learning communities. It is my personal opinion that this model can work. I felt like we were all on track; no time was wasted, and we got a lot done to help Maggie and three of her students.

## Post-Testing Reminder
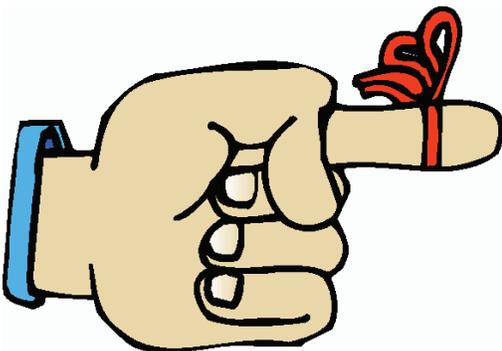
**If you have not yet done so, now is the time to think about post-testing your students before the end of the program year. If your BEST Plus students have attended class for at least 60 hours, please post-test prior to June 30.**

**If your TABE students have at least 50 hours of attendance this year, please post-test (in the area of the lowest level TABE pre-test score) by June 30. We need to verify student gains by post-testing! Any questions, contact your local program director.**