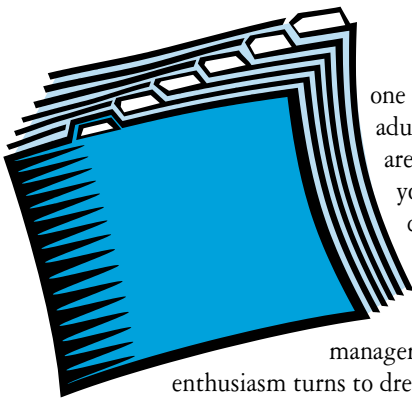


BACK TO BASICS

FOR FLORIDA ADULT BASIC EDUCATION PRACTITIONERS

Organizing Your Classroom: Paperwork and Procedures

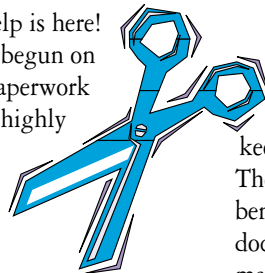
By: Fran Riotte Source: ABE Florida 2001 Resource Guide



Good for you! You are one of the selected facilitators for an adult education class in Florida. You are looking forward to meeting your students, preparing your classroom, and making a difference in the world of education. Then someone

mentions classroom management and paperwork and your enthusiasm turns to dread.

Those of us who love to see the lights go on in students' eyes as we reveal the mysteries of the universe are sometimes bogged down by the mundane tasks that must be incorporated into running an efficient and productive classroom. Help is here! Following a few simple organizational procedures begun on the first day will help you both keep up-to-date paperwork and be ready to notice when those lights go on. I highly recommend establishing clear general decorum guidelines, creating an index file and using a hanging file system.



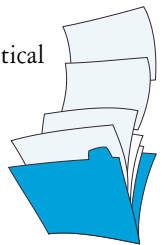
GENERAL DECORUM

1. Give all directions in a positive mode. Whenever possible, avoid negative words like don't, not and no.
2. Expect adult behavior and accept nothing less. Direct a student displaying inappropriate behavior to leave the session. Be matter-of-fact, not angry or blaming. Count on your other students to support you; they will.
3. If the students can share classroom responsibilities, see that they are given the opportunity. Students can empty the trash, clean the tables, and straighten the bookshelves. Developing their self-reliance builds their self-esteem – a basic element of the curriculum. You then become co-workers in education.
4. Vary your teaching techniques between individual, small group and whole class presentations and activities.

STUDENT INDEX CARD FILES

Develop an index card file. On the first day of class, or at registration, have each student write on an index card his or her name, ID or student number, and phone number. This serves as a

handy resource when filed alphabetically in a card file close at hand. Refer to it to complete weekly and monthly paperwork or to call a student. You might also wish to add to the card the placement test scores and student information such as emergency contact. You may even wish to include personal information the students share such as birthday or other special dates, number of children, place of employment, etc. Keep one alphabetical file on current students. When a student withdraws, move that student's file card into another alphabetical file or group in the rear of the box. When a student re-enrolls, the card can be moved back into the active file.



STUDENT WORK FILES

Locate each student's work file in a set of hanging files in a file cabinet drawer or in a plastic crate located near the entrance to the classroom. Inside the hanging files, which are tabbed alphabetically with the students' last names, each student can keep his or her personal work file with its attached assignment sheet. The assignment sheet may organize the assignments by standards and benchmarks so that literacy completion points (LCPs) can be documented. As the students arrive each day, he or she removes the manila folder from the hanging file, picks up books from the bookshelf, and immediately begins work. Completed assignments, assignments in progress and handouts accumulate in this file. The teacher can return checked assignments to this work file.

At the end of the class day, the student returns the manila work folder to the hanging file where it will be available for the next day's work.

When a student withdraws from the class, remove that student's hanging file and work folder. Save the work folder in a place where it can be retrieved if the student returns.

With these two simple filing systems in place and clear life-in-the-classroom rules established, both my students and I are more efficient and comfortable. Students feel informed and cared about and I am able to keep on top of the many roles I play as a teacher, especially that "revealer-of-the-universe" one.



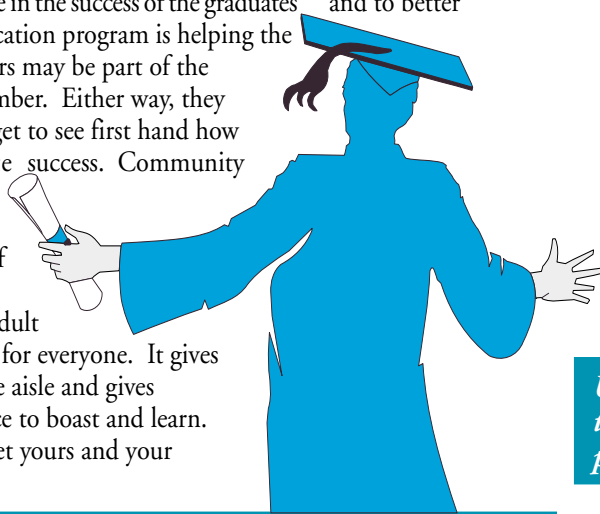
Marketing through a Cap and Gown.

Caps. Gowns. *Pomp and Circumstance*. Ahh...the sights and sounds of graduation. But students give all that up when they earn a GED, don't they? They don't have to and they shouldn't. The graduation ceremony is a wonderful way to recognize Adult Education students and to market successful Adult Education programs.

Many Adult Education programs have a formal graduation ceremony for their students. In Leon County, the ACE graduation is announced and pictured in the local newspaper along with all of the other high school graduation ceremonies. Often the newspaper or local news stations will carry a human-interest story about an ACE graduate. This is a nice reward for the hard-working student and good publicity for the program.

Having students wear caps and gowns and send out formal graduation announcements lets the student and the community know that a GED graduate is as legitimate as the traditional high school graduate. Certainly each Adult Education graduate has some friend or family member who also needs to complete his education. A graduation ceremony is living proof that educational success is available and possible and can't help but serve as a recruiting tool. Including local school board members, community college administrators and local decision makers in the ceremony allows them to share in the success of the graduates and to better understand how the successful Adult Education program is helping the community. Community business partners may be part of the ceremony as a speaker or an audience member. Either way, they may be recognized and thanked and will get to see first hand how their contributions have helped create success. Community leaders and business partners become better advocates for your adult program when they talk about and show pictures of graduation.

A formal graduation ceremony for Adult Education students is a winning situation for everyone. It gives the graduates a well-earned walk down the aisle and gives community and education leaders a chance to boast and learn. Nothing breeds success like success; market yours and your students' in a cap and gown next spring.



Marketing TIP

A fact sheet may be used in many ways to share news about your organization to the public. It is exactly what it says – a list of facts about an organization. Fact sheets are typically presented in a bulleted format, and are worded in short, concise statements. A standard fact sheet should include fundamental facts about the organization, should be constantly updated, readily available, included in the organization's media kits and distributed along with other handouts. In addition, facts about the organization's history should be included that could be used by the media and general public for stories or quick reference.

Use the following questionnaire to build a fact sheet for your program:

- What is your program?
- What classes does your program offer students?
- When and where are classes held?
- Who can attend (your program) classes?
- How many people are enrolled in (your program) classes?
- How is the community involved with your program?
- Who can I contact to find out more information about your program?

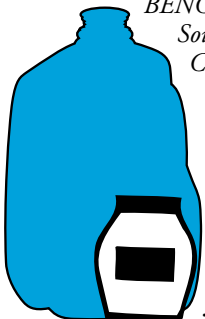
MATHEMATICS LEARNING ACTIVITY

Measurement Scavenger Hunt

BENCHMARK 13.2

Source: ABE Florida 2001 Mathematics Learning Activities Resource Guide

Contributor: Leon County ACE Math Team



Give students a worksheet and give them one week to find one thing that is measured in each unit. They may look at home or in a store, whichever is more convenient. Make sure they are aware they must not only name the product but list its size and form (if it is liquid, powder or solid). After a week have the students compare each item and determine a common unit for different types of items. Then, using the ads for grocery stores, have them make posters for different types of measures.

Sample Worksheet:

Unit of Measurement	Name of Item	Brand of Item
Size of Item	Form of Item	

The Scavenger Hunt handout is available on the web site www.ABEFlorida.org in the Resource Guide Mathematics Learning Activities page 80 or in the ABE Florida 2001 Mathematics Learning Activities Resource guide page 75 .

Frequently Asked Questions

Why do I have to give a test to place a student in my ABE class?

The Florida Department of Education specifies in State Board Rules the standards for testing students. Rule 6A-6.014, FAC, General Requirements for Adult General Education Program, **requires an initial academic skills test for adult general education** for placing students in the appropriate literacy level. Assessment instruments include: Adult Measures of Essential Skills (AMES); Test of Adult Basic Education (TABE), Forms 7 & 8, Complete Battery or Survey forms; Test of Adult Basic Education Work-Related Foundation Skills (TABE-WR); and Wonderlic Basic Skills Test (WBST).

Source: TECHNICAL ASSISTANCE PAPER for ASSESSMENT, BUREAU OF PROGRAM IMPROVEMENT AND ACCOUNTABILITY
Florida Department of Education

Who makes the decision about which of the state-approved test(s) will be used at the local level by school districts and community colleges?

It is a local decision for a school district or community college.

How does a student qualify for an adult basic education class?

A student must score at 8.9 or below on a state approved standardized assessment test.

If a new student comes in with TABE test scores of 8.9 in reading and 10.0 in math and language, is the student registered in ABE or GED?

The student will be registered in ABE for reading (8.9) and GED for math (10.0) and language (10.0).

BACK TO BASICS

Back to Basics is always looking for good ideas. If you have an article or activity you believe would be helpful to other adult educators, please email it to Lynn Cunill at cunill@ACE-leon.org or mail it to 283 Trojan Trail, Tallahassee, FL 32311
Attn: Lynn Cunill.
We look forward to hearing from you.

Websites:

<http://www.aaamath.com/>
AAA Math

The AAA Math Site contains hundreds of pages of basic math skills, links to interactive practice, explanations of math topics and challenge games. There are explanations appropriate for teachers and explanations appropriate for students. Math problems are randomly created to remain fresh, challenging and fair and all levels of math are covered.

<http://www.lessonplanspage.com/>
The Lesson Plans Page

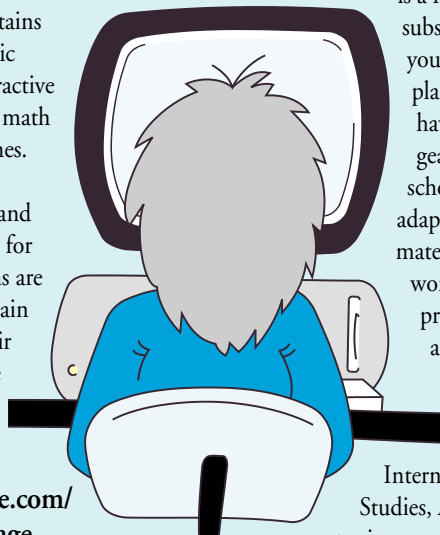
The Lesson Plans Page is a collection of over 1,000 lesson plans, primarily at the elementary level, that were developed by Kyle Yamnitz, students, and faculty at The University of

Missouri. More recent lesson plans were submitted by the users of this website. Launched in October of 1996, *The Lesson Plans Page* was developed to assist educators of all types. There

is a free newsletter you can subscribe to that will update you on recently accepted lesson plans. As these lesson plans have so far been primarily geared to the elementary school, many will have to be adapted for adults. Also, materials such as short stories or work sheets often have to be provided by the teacher. Areas addressed by the lesson plans are Science projects, Music, Language Arts, Computers and the Internet, P.E. and Health, Social Studies, Art and Multi-Disciplinary topics.

<http://www.alri.org/harness.html>
Harnessing Technology to Serve Adult Education

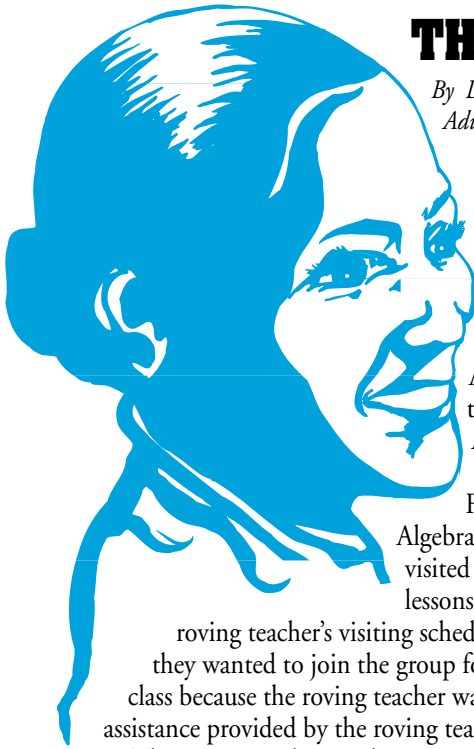
This website does as the title suggests; it provides information about and links for using the computer and the Internet in the adult education classroom. There is a link to finding lesson plans that incorporate computers and the Internet; there is access to high interest/easy reading material to be found on the Web; there are evaluations of both Web sources and CD roms. Some of the topics covered include: on-line GED instruction; web sites for ESL/ESOL students; web sites with grammar content; using the computer and the Web to solve real-life math tasks; basic housing laws and home buying material for beginning English speakers; and a strategy for finding useful sites on the Web without spending hours and hours surfing. This site is built for Adult Educators and adult students. It is highly recommended.



THE ROVING TEACHER

By Dolores Palladino, Facilitator

Adult and Community Education Center, School Board of Sarasota County, Florida



Although ABE classrooms are noted for individualized instruction, “group teaching” is becoming popular as an alternative or additional means of learning. Group teaching allows the auditory learners to receive information that is aligned with their learning styles, and it also allows all students the opportunity for reinforcement of material already learned. To meet these needs, the Adult and Community Education Center in Sarasota created a “roving teacher” position, and this teacher brings group teaching to several ABE classrooms.

The roving teacher in Sarasota developed six lessons: (1) Fractions/Decimals, (2) Percent Formulas, (3) Signed Numbers, (4) Algebra, (5) Geometry, and (6) Essay/Mechanics of English. The teacher then visited several sites throughout the week, and at each site, taught three to four lessons were taught to students enrolled in an ABE class at that site. The

roving teacher’s visiting schedule was posted at each site, and the students decided whether or not they wanted to join the group for that day. The students seemed to appreciate this addition to their class because the roving teacher was always kept busy at each site. The site teachers also appreciated the assistance provided by the roving teacher.

The roving teacher used various techniques in the group instruction. The lessons were taught using paperwork handouts, a chalkboard/erasable board, and transparencies with an overhead projector. The teacher adjusted or changed the curriculum as needed. On occasion, when the need arose, the roving teacher used some of her time assisting the site teacher with other tasks.

The idea of a roving teacher has been so well accepted at the ABE sites, ACEC of Sarasota is considering creating another roving teacher position for Workplace Readiness lessons. We highly recommend this addition to all Adult Education programs.

Your Comments Are Important

We hope you enjoyed this issue of **Back To Basics**. If you have any comments or questions, please contact:

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Calendar of EVENTS

September 23-36 Adult & Community Educators of Florida, Inc. (ACE of Florida)
Annual Conference, Tampa: Contact www.aceofflorida.org or 850-222-2233

Leon County Schools

ACE Adult &
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Education

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www.ACE-Leon.org



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