

Module 1: Workshop 1 Lesson Plan

<p>Overall Learning Goals Effective Approaches to Common Core/TASC Instruction: to train administrators and adult educators to assess and analyze strategies and skills to better serve their ESOL, ABE, and pre-HSE student constituency.</p>	<p>Lesson Topic Changes in the HSE field: What are the implications for the classroom? What are required by the Common Core State Standards and skills needed to successfully pass the TASC exam?</p>
<p>Curriculum Developer Victory Productions, Inc.</p> <p>Workshop Trainer</p>	<p>Date</p> <p>Location</p>
<p>Intended Audience</p> <ul style="list-style-type: none"> • Instructors (content was designed as a workshop for Instructors). • Note: The following workshops (i.e., workshops 1, 2, and 3 in Module 1) are meant to be seen as overviews and/or foundational knowledge for this curriculum. In other words, Module 1 sets the stage for subsequent modules/workshops by proving overarching themes and information, specifically in this workshop where we address changes in the HSE field/Common Core shifts and its implication. 	
<p>Goals and Objectives (SWBAT)</p> <ul style="list-style-type: none"> • Participants will compare and understand the shifts emphasized by Common Core State Standards (CCSS), with reference to Adult Education, including Next Generation Science Standards (NGSS), national Social Studies standards, and 21st Century Skills. • Participants will identify the implications of instructional shifts emphasized by the standards on the role of adult education teachers in preparing students for the TASC exam and, more broadly, 21st Century college and career readiness. • Participants will modify curriculum, resource materials, lessons, and current teaching practice to align to standards referenced above. • Participants will align, create or modify, and assess the quality of an assessment. • Participants will develop strategies to differentiate learning with instructional approaches to support standards referenced above. • Participants will become familiar with the shifts and implications of the CCSS, NGSS, and national social studies standards on teaching and learning in adult education settings. • Participants will become familiar with the recent modifications to the TASC exam in alignment with college/career readiness emphasis. • Participants will become familiar with the value and quality of performance-based assessment tasks. 	
<p>Warm-Up/Review</p> <ul style="list-style-type: none"> • Explain objectives for the workshop. • Introductory reflection on prior experience with, and opportunities and challenges for CCR-aligned standards-based teaching and learning in their roles as adult education teachers. 	
<p>References (APA Style)</p> <ul style="list-style-type: none"> • Common Core State Standards Initiative. 2010a. "Common Core State Standards Initiative." Accessed June 1, 2015. http://www.corestandards.org/the-standards • College and Career Readiness Standards for Adult Education U.S. Department of Education: Office of Vocational and Adult Education. 2013. Accessed June 1, 2015. http://iincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf • NGSS Lead States. 2013. <i>Next Generation Science Standards: For States, By States</i>. Washington, DC: The National Academies Press. Accessed June 1, 2015. http://www.nextgenscience.org • National Council for the Social Studies (NCSS), <i>National Curriculum Standards for Social Studies: A Framework for</i> 	



The TASC Transition curriculum is a collaborative project of the New York State Education Department and the Queens Borough Public Library, supported by funding from the New York State Department of Labor.

Teaching, Learning, and Assessment. Silver Spring, MD: NCSS, 2010. Accessed June 1, 2015.

<http://www.socialstudies.org/standards/introduction>

- PARCC (Partnership for Assessment of Readiness for College and Careers). Sample Test Questions. 2015. Accessed June 1, 2015. <http://www.parcconline.org/samples/item-task-prototypes>
- SBAC (SMARTER Balanced Assessment Consortium). 2010. "Appendix A3-3: Sample Items." In *Race to the Top Assessment Program Application for New Grants*. Submitted by Washington State, on behalf of SMARTER Balanced Assessment Consortium. Accessed June 1, 2015. http://www.k12.wa.us/SMARTER/pubdocs/SBAC_Appendices.pdf
- TASC Test Assessing Secondary Completion: The New National High School Equivalency Exam. 2015. McGraw-Hill Education CTB LLC. Accessed June 1, 2015. <http://www.tascetest.com/>

View Sample TASC Test Items:

- [Mathematics \(PDF\)](#).
- [Reading \(PDF\)](#).
- [Writing \(PDF\)](#).
- [Science \(PDF\)](#).
- [Social Studies \(PDF\)](#).

References, Technology, and Handouts

Technology Needs

- AV cart with projector, laptop, and speakers will be provided.
- Laptop or tablet computer for each student with access to Internet.
- Latest version of Adobe Flash installed on laptops.

Presentation Needs & Handouts

Each item listed below will be available in PDF format:

- Copies of CCSS [ELA, Math, Science, SS and Technical Subjects], NGSS, Social Studies Standards documents.
- Overview documents of CCSS, NGSS, and SS Standards.
- Sample TASC questions, example lesson plans that are traditional and lesson plans that meet new standards.
- One example of a lesson they use with students.
- KWL Chart: New Standards
- Gallery Walk.
- Aligning Standards to Instruction.
- Creating a Performance Task.
- Identifying Learner Needs.
- Instructional Supports.

Lesson Plan Activities

Part 1: New Standards Shifts and Expectations

Lesson Content

Compare and understand the shifts emphasized by Common Core State Standards (CCSS), with reference to Adult Education, including Next Generation Science Standards (NGSS), national Social Studies standards, and 21st Century Skills. Identify the implications of instructional shifts emphasized by the standards on the role of adult education teachers in preparing students for the TASC exam and, more broadly, 21st Century college and career readiness.

Lesson Materials

- Handout Packet.
- Overview Documents of: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), national Social Studies standards, and 21st Century Skills.
- Carousel and Gallery Walk materials: Chart paper, sticky notes, markers.
- Red, green and yellow highlighters.
- Online videos.
- Set of standards (CCSS ELA, CCSS Math, CCSS History, SS and Technical Subjects, and NGSS, National Social Studies Standards).

Questions to Answer

- How do CCSS address college and career readiness?
- What should students be reading to meet TASC goals?
- What kinds of writing instruction will prepare students to be college and career ready?
- What types of math activities will prepare students to meet the new standards?



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- What are strengths in your instruction that will help students meet new standards?
- What are challenges in your instruction?
- What are two actions you can take to tailor your instruction to the new expectations?

Lesson Activities

- Activity 1: Think/Pair/Share: What participants know about CCR?
 - Overview of college & career readiness, 21st century workforce, TASC exam shifts.
 - Identify competencies of college & career ready students; connection between CCR and ABE/HSE, benefits of alignment.
- Activity 2: KWL Chart: Understanding New Standards.
 - Carousel Shifts: Students, in groups, review the Overview Documents from: CCSS ELA, CCSS Math, CCSS History, SS and Technical Subjects, and NGSS. Compare overview documents from each of the shifts to identify the commonalities in focus and expectations.
 - Participants discuss these questions: What shifts do you see? How will these shifts affect instruction? What types of supports will you need to meet these standards? Then record ideas on teaching implications.
 - Participants move around to all groups to make comments or suggestions.
 - Summarize shifts in ELA, Math, Science and Social Studies.
- Activity 3: Understand the new TASC purpose and structure.
 - Review the new TASC exam and discuss the implications for instruction. Summarize shifts.
 - Overview of CCSS Structure, purpose, examples.
- Activity 4: Gallery Walk.
 - In groups, unpack one set of standards (CCSS ELA, CCSS Math, CCSS History, SS and Technical Subjects, and NGSS) and color code them. Find patterns and identify the types of instruction students need.
 - Review all standards and identify commonalities in instruction, assessment and teacher roles.
- Activity 5: CCSS Standards in the Classroom (Videos).
 - The presenter has the option of using two or four of these videos, depending on timing. There is one traditional lesson and 3 CCSS-aligned videos in ELA, Social Studies and Math classrooms.
 - Participants can also break into subject-area groups and watch them together.
 - Participants record observations, highlight student actions, and note teacher strategies.
 - Video 1: Cause and Effect. *This is an example of a teacher-led lesson with explicit instruction. Participants should contrast this lesson with videos 2, 3, or 4.*
 - ✓ Observations may include: Traditional explicit instruction: teacher centered, definition, lecture, instruction, modeling, guided practice, multiple examples, application of skill during reading, independent practice.
 - Video 2: Grade 10 ELA.
 - ✓ Observations may include: Student centered, Socratic seminar. Students analyze text to find purpose and meaning, using text as evidence to support their opinions, reading non-fiction, students answer each other's questions, evidence based discussion, close reading, comparing two pieces of non-fiction, teacher uses questioning to have students think more deeply.
 - Video 3: Grade 7 Social Studies.
 - ✓ Observations may include: reading primary non-fiction texts, teamwork and discussion, solving open-ended questions, using evidence to support opinions, students use academic vocabulary.
 - Video 4: Grade 8 Math.
 - ✓ Observations may include: combining scientific notation and math, problem solving with other students, justifying answer with math reasoning, students persevering through difficult problems, culture of accepting errors.

Wrap Up/Assessment

- Summarize key themes from discussion (PPT).
- Quick Write: Self-assess your current/former/potential students' competencies in relation to standards expectations. Where do you see strengths? Gaps? Challenges?

Part 2: Standards Alignment

Lesson Content

Modify curriculum, resource materials, lessons, and current teaching practice to align to standards.

Lesson Materials

- Participants bring an example of a lesson they use with students.



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- <http://ctbassessments.com/pdfs/Items%20that%20Present%20the%20Greatest%20Achievement%20Gap%20Between%20Passing%20and%20Non%20Passing%20TASC%20Test%20Examinees.pdf>.

Question to Answer

What steps do I need to take to begin moving toward implementing the Common Core State Standards in my classroom?

Lesson Activities

- Review standards and how they are applied to various content examples.
- Practice aligning standards to instruction, considering instructional practices and materials and texts.
- Activity 1: Choose a TASC standard to align, using the link provided.
 - Review skills, knowledge, and understanding needed to meet the standards and identify the materials or texts for the lesson.
 - Identify the shifts in instruction, process or materials that are necessary.
 - Share with other participants.
- Activity 2: Modify an existing lesson to align to TASC standards and shifts.
 - Review skills, knowledge, and understanding needed to meet the standards and modify the materials or texts for the lesson.
 - Identify the shifts in instruction, process or materials that are necessary.
 - Share with other participants.

Wrap Up/Assessment

- Discuss shifts made to process, content, materials, instruction.
- Summarize key points from discussion.

Part 3: Assessments and Performance Assessment Tasks

Lesson Content

Align, create or modify, and assess the quality of an assessment.

Lesson Materials

Appendix B of ELA CCSS standards, pages 89-183.

Question to Answer

How will you implement performance tasks in your TASC curriculum?

Opening/Background

- Review the purposes of formative and summative assessments, with emphasis on performance assessment as useful for evidence of understanding.
- Review definition of performance tasks and other assessments.
- Self-assess types of assessment and usage in their own teaching.

Lesson Activities

- Activity 1: Create a performance task and assess its effectiveness.
 - Overview and discuss examples of performance tasks (from CCSS Adult Ed CCR standards).
 - Analyze performance task exemplars for alignment to standards and evidence of rigor/complexity.
- Activity 2: Predict instructional preparation needed to ensure student success on these kinds of tasks.
 - Create or modify a performance task, from a topic/unit of study in participants' own classroom.
- Activity 3: Assess another performance task and provide feedback.

Wrap Up/Assessment

- Summarize key points from discussion.
- Quick Write-Up: Reflect on your role and next steps to implement performance assessment tasks.

Part 4: Differentiating Diverse Student Needs

Lesson Content

Develop strategies to differentiate learning with instructional approaches to support standards.

Lesson Materials

None



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Questions to Answer

- What are examples of the variety of learning needs in your classroom?
- Where are your greatest challenges?
- How will you implement these scaffolding/differentiation strategies to support those needs?

Lesson Activities

- Activity 1: Surfacing the diverse needs of adult students, English Learners, struggling students, and classrooms with varieties of performance levels.
 - Overview of student learning needs, instructional approaches to differentiate for a wide range of proficiencies, and learning styles.
- Activity 2: Identify learner needs related to a math standard and determine a plan to provide supports and monitor progress.
 - Understanding EL needs for instruction and assessment.
- Activity 3: Identify various instructional supports.
 - Brainstorm ways to provide a variety of instructional supports to students in the classroom.

Wrap Up/Assessment

- Quick Write-Up:
 - *Name 3 ways* you will shift your instruction.
 - *Name 2 ways* to align teaching and learning to the Common Core State Standards.
 - *Name 1 way* this will help your students.

Overall Wrap Up

- Overview/summary of key points based on discussion.
- Issue Bin.
- Check in on workshop objectives to ensure they were met.
- Final Questions.



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