



# Change: Challenges and Solutions in Adult Education

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**Superintendent:** Office of Adult and Continuing Education, NYC Dept. of Ed

# Group Norms

Manage your technology



Hands-On

Watch your airtime



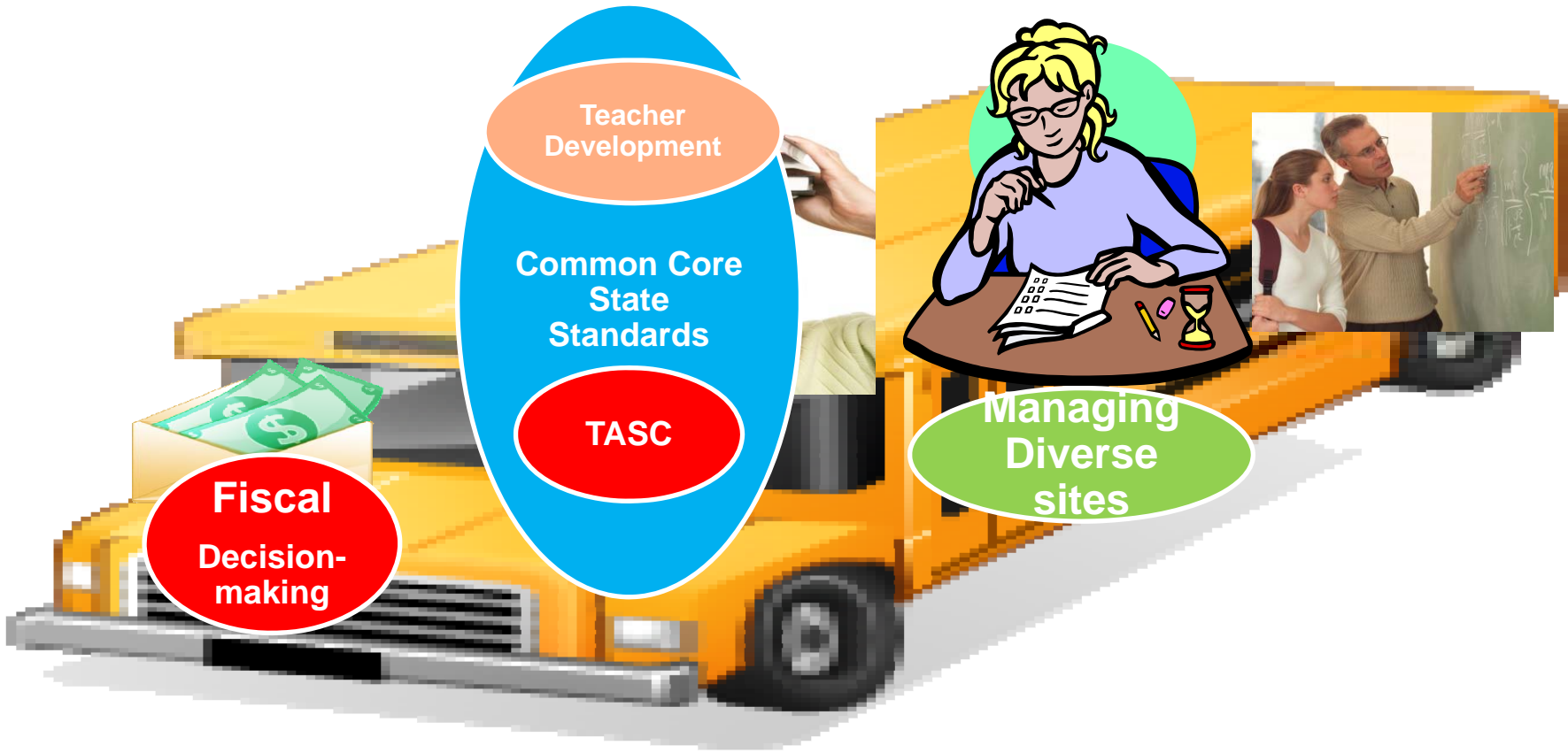
Minds-on



# Success

In order to succeed, your desire for success should be greater than your fear of failure.

Bill Cosby



## Session Goals

- Share strategies and resources utilized to manage diverse sites
- Discuss CCSS implementation strategies
- Discuss teacher development strategies
- Discuss fiscal decision making that supports CCSS implementation

# Who we Are?

- A division of the NYC Department of Education
- Largest provider of Adult Education Services in the United States.
- Over 900 classes at 175 sites to adults age 21 and over.
- 8 Regions in all Boroughs in NYC
- All classes are taught by certified teachers

# Organizational Structure



Central Office



**8 Regions**



175

Satellite Sites


# Program Offerings

- Basic Education/High School Equivalency (BE/HSE)
- English as a Second Language (ESL)
- Career and Technical Education (CTE)
  - Network+, MOS, Comp. Lit, Security+
  - Auto Mechanic, Plumbing, AC/Refrigeration, Building Maintenance
- Nursing Program
  - CNA
  - LPN

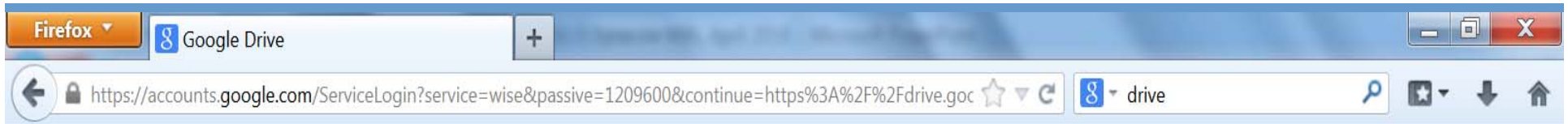


# Program Structure

- Superintendent
- Assistant Superintendent
- Principals
- Assistant Principals
- Instruction Facilitators
- Case Managers
- Data Teams
- Teachers



# Managing Diverse Sites



One account. All of Google.

Sign in to continue to Google Drive

Google Environment

Google Drive

End Users

Administration

Q & A?



# Common Core Implementation Strategies

# Common Core Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

# Discussion: Speaking & Listening Standards

## CCR Anchor 1 A:

**Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

**A.** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

**B.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**C.** Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1)

# Reading Standards

## CCR Anchor 2:

Determine **central ideas** or themes of a text and analyze their development; **summarize** the key **supporting details** and ideas.

- A. Identify the **main topic** and retell **key details** of a text (RI.1.2)
- B. **Determine** the **main idea** of a text; recount the key details and explain how they **support** the main idea. (RI.3.2)
- C. Determine the main idea of a text and explain how it is supported by key details; **summarize** the text. (RI.4.2)
- D. **Determine a theme** or central idea of a text and how it is conveyed through particular details; provide a **summary** of the text distinct from personal opinions or judgments. (RI/RL.6.2)



# Writing Standards

## CCR Anchor 1 A:

	B	C	D	E
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons <u>and information</u>.<sup>6</sup></p> <p>a. Introduce <u>a topic or text clearly</u>, state an opinion, and create an organizational structure <u>in which ideas are logically grouped to support the writer's purpose</u>.</p>	<p>Write <u>arguments to support claims with clear reasons and relevant evidence</u>.</p> <p>a. Introduce <u>claim(s)</u>, <u>acknowledge alternate or opposing claims</u>, and organize the reasons and evidence logically.</p> <p>b. <u>Support claim(s) with logical reasoning and relevant evidence, using</u></p>	<p>Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</u>.</p> <p>a. Introduce <u>precise claim(s)</u>, <u>distinguish the claim(s) from alternate or opposing claims</u>, and <u>create an organization</u></p>

# Look for...

## ▪ Students:

- ❖ Reading
- ❖ Reflecting on the text
- ❖ Summarizing the text
- ❖ Going back to the text and finding the supporting evidence
- ❖ Sharing evidence with peer
- ❖ Listening to peer's point of view on text
- ❖ Going back to the text as peer reads their evidence
- ❖ Writing with supporting details from the text.

# What Should I See?

- **Chunking text (teach a little at a time)**
- Reading Aloud
- My turn, your turn, let's read it again
- Offer sequences of engaging text-based questions
- Stamina and persistence building
- Providing support *while* reading rather than just before or after
- **Reading for the gist**
- **Finding significant moments**
- Interpreting the text

# What Else Should I See?

- Read with and to students
- Uninterrupted Reading
- Skip, Read-on, Go Back
- Take a Stab at it (predict the Who, What, Where, When, Why and How)
- Visualize It (Word phrase, passage, etc..)
- Think Aloud
- Say it in our own words (Retelling)
- Echo/partner read
- Shared Reading

# Resources:

[www.procon.org](http://www.procon.org)

[www.iready.com](http://www.iready.com)

[www.engageny.com](http://www.engageny.com)

[www.achievethecore.com](http://www.achievethecore.com)

[www.corestandards.org](http://www.corestandards.org)

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# Common Core

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# Good Instruction

# MyLearningPlan®

- Will make registering for OACE Professional Development easy!
- All registrations will be hosted by MyLearning Plan.

**MyLearningPlan®**  
PLAN » MANAGE » LEARN » EVALUATE

## Registered User Login

Username:

Password:

[Login Help](#)

Products ▼

Case Studies

About

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## Enterprise Solutions for Schools

My Learning Plan Inc. is the leading provider of web-based educator evaluation and professional learning data management solutions used by K-12 school districts throughout the United States and around the world. All of our award winning products are available stand-alone, or as a part of a fully integrated solution to help schools improve student growth through effective management and support of educator evaluation and professional learning.

**//CODiE//**  
2012 SIIA CODIE WINNER

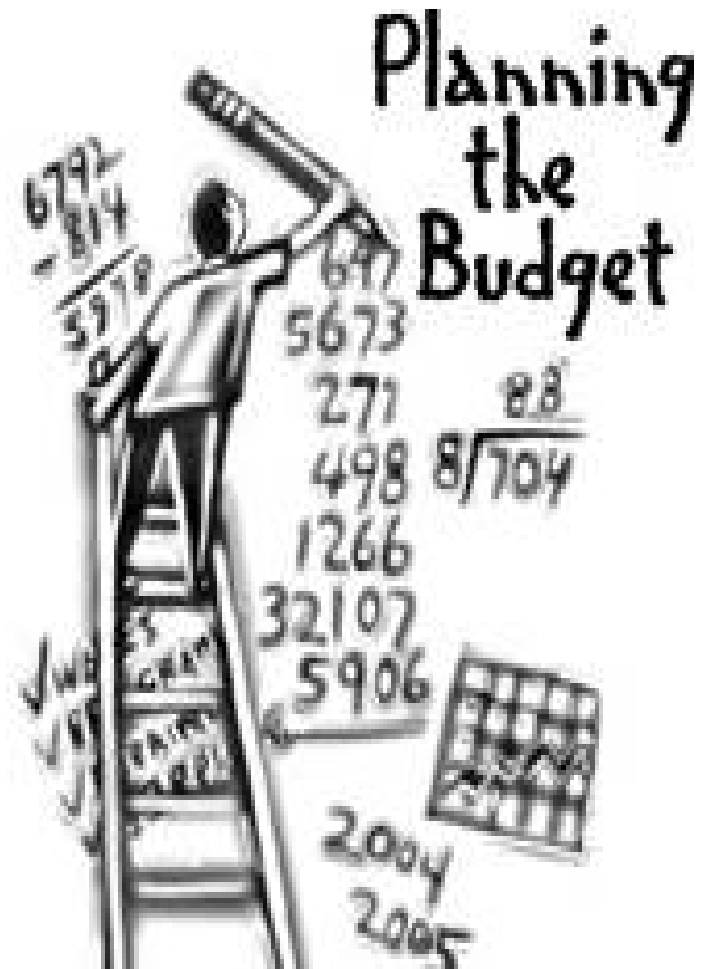
**FAST  
AND  
EASY**

**DO IT  
BETTER WITH  
TECHNOLOGY!**

Q & A?




# Fiscal Decision Making



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# Next Steps..

- Creative Scheduling
- Content Specialist



Obstacles are things a  
person sees when he takes  
his eyes off his goal.

E. Joseph Cossman

# Wrap-Up/Evaluation

