

2

**Using Eligible to Post
Test Report**

**Warren County Regional
Jail program celebrates
platinum NCRC**

3

**CCRS GED® Math
Reasoning Institute**

**Tuesdays for Teachers
webinar series**

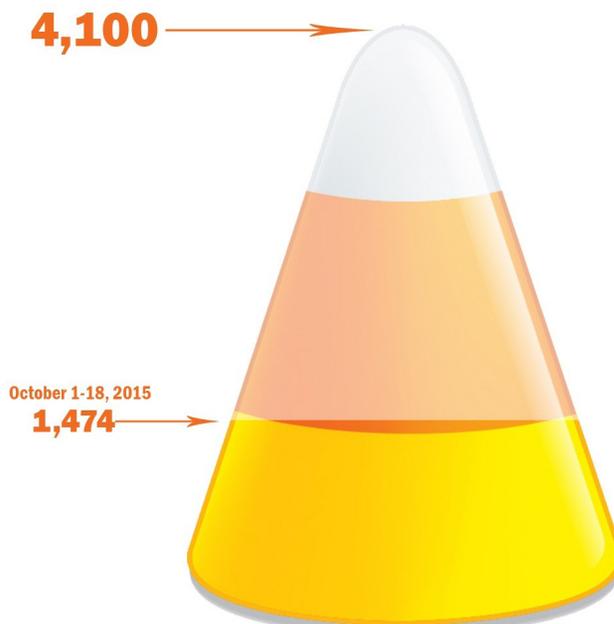
**EdReady now offers
TABE goal for math
students**

4

**Steve Hinds' functions
training videos now
available**

Free online resources

October Challenge – Administering more GED Ready™ tests



As of October 18, 1,474 GED Ready™ tests had been administered in Kentucky. To keep track of progress on the October Challenge, view the dashboard at kaers.ky.gov.

the Ready™ test sooner rather than later. By giving the Ready™ test early in the student's timeline, we can take those results and immediately choose a specific study plan tailored to their Ready™ test scores," Claudia says. "One of our most utilized resources is Fast Forward because it is computer-based and provides the student a hands-on computer testing experience, as well as gives us the ability to track any hours of distance learning the student may accumulate."

Has your program taken the challenge? If not, you may find testing students earlier in the GED® process successful to your county program too!

During October, KYAE launched the *October Challenge* asking local programs to administer 4,100 GED Ready™ tests. Some programs are taking the challenge and seeing great results!

Claudia Anderson, McCreary County Adult Education, recently shared how her program is seeing success by administering the GED Ready™ test earlier to students. "We recognized early in this new test edition that one of the best ways to ensure a student had an adequate study plan was to let him/her take

Free blended learning webinar and guide available

David Rosen, one of adult education's leading edtech gurus, is doing a blended learning webinar on November 16. Registration and Rosen's blended learning guide are both free and open to the public [here](#).



Report Support: Using the *Eligible to Post Test Report*

By Kayla Watts

The KYAE Leadership team will highlight a specific KAERS report in each edition of *News to Use*. The report for October is the *Eligible to Post Test Report*. **This report is an easy tool to help you keep track of students in your program that are eligible to test for a level gain!**

What is this report? Why is it important?

Several times in my role as a local program director, I found myself making charts in order to “track” student time. I would check attendance records and list those students that were close to being eligible to post-test and earn a level gain. Although this was a good practice, my charts changed almost daily. This report is so important and convenient because it allowed me to have a listing of students within my program that are qualified to take a post-test without me doing all the tracking!

All I had to do was log in to KAERS and click the “40 hour clients w/o level gains” link, and I immediately had a complete list of all students eligible to post-test.

How did I use this report?

As a program director, I checked this report regularly (almost daily) in order to see which students were eligible to

post-test in my program. I discussed this report with my staff members each time it was viewed. If several students were eligible to post-test, I would upload the report in Microsoft Excel and make a printed copy for myself and each staff member.

I never waited until the end of a class session before post-testing students. Actually, my staff and I built testing time into each course, so when students were eligible, we usually had a small group ready to test at one time. Testing took place during a scheduled time and all staff were aware of when eligible students were going to post-test.

How are YOU using this report?

“We are looking at the *Eligible to Post-Test Report* at least twice per week and using in staff meetings so that we are able to progress test students as soon as they are eligible. Having this report ‘at a glance’ is helpful to stay on target with student hours; we do not wait until the end of class sessions to progress test students as they generally make a level gain after 40 hours. As a director of multiple counties, I love being able to pull up all 7 counties at once!” – Tessa Love, KEDC

Check out this report! You may have students that are eligible to test for a level gain and you don’t realize it!

From the field: Warren County Regional Jail program celebrates platinum NCRC

Excerpted from submission by Lyndell Graven

The GED®/NCRC Corrections Education program of the Southcentral Kentucky Community and Technical College (SKYCTC) at the Warren County Regional Jail proudly announces that National Career Readiness Certificate student Joshua Fultz has achieved the NCRC Platinum Level of Certification.

This is the highest of four levels of work skills training achievement and a level of success reached by only one-half of one percent (1/2 of 1 %) of those who diligently study and test for their NCRC Certification nationwide. Mr. Fultz is the first Warren County Regional Jail

Corrections NCRC student to attain this Platinum Level of achievement and also the first student of the entire SKYCTC (Warren County Adult Education Program) to do so.

Mr. Fultz has been in the NCRC program for only four- and one-half months and has made great strides in that period of time. We also want to express our thanks for the continual support of our program and cooperation we receive from our jailer, Mr. Jackie Strode, and his staff. Without this cooperation and support, our GED®/NCRC Program would not be possible.

Too good to miss: CCRS GED® Math Reasoning Institute

October has marked the first of a series of visits to Kentucky by national trainers Susan Pittman and Bonnie Goonen. During their visits, **KYAE instructors will learn math instructional strategies that address the increased rigor of the GED® math reasoning test.** Bonnie and Susan will again travel the state in January and April.

Fortunately for Kentucky students, nearly every county will have an instructor attending these sessions. Though the Institute is offered for PD credit, many participants are attending for non-credit, just because this opportunity is too good to miss. **If you teach math and have not yet enrolled, there's still time; registration will remain open for this institute (see page 18 of the [PD Handbook](#) for**



National trainers Susan Pittman and Bonnie Goonen can help you better help your students on the GED® test.

the Institute schedule).

If you're unsure about attending and would like to know more about the Institute, listen to Bonnie and Susan give an overview in this webinar from September 29: [CCRS GED® Math Reasoning Institute Webinar](#).

Tuesdays for Teachers webinar series is a must-view

The GED Testing Service® (GEDTS™) *Tuesdays for Teachers* webinar series is regarded by many as a must-view resource for teachers. **The series, presented by Bonnie Goonen and Susan Pittman, takes a deeper dive into classroom strategies and techniques that focus on the four GED® test subject areas.** The webinar sessions will take place on the following dates:

- October 27 – All About Science
- November 17 – All About Social Studies
- December 8 – Topic TBA

To watch previous *Tuesdays for Teachers* webinars, [go here](#).

To register for future webinars, sign up for news and updates from GEDTS® [here](#).

Please note that registration is limited and enrollment is based on a first-come, first-served basis. Registration for each webinar will open approximately two weeks before each webinar date.

If you have any questions regarding this series, please contact Donna Potter at donna.potter@ky.gov.

KYAE EdReady now offers TABE goal for math students

Online video-based instruction targeted to each of the TABE levels is now available through kyae.edready.org at no cost to programs. KYAE is pleased to announce the addition of TABE as an EdReady goal for each of our counties.

When a student creates his/her EdReady account, the instructor will assign him/her a goal key for the Compass, the KYOTE, the TABE or the GED® assessment, depending on the one they are targeting. The curriculum for each of these goals is aligned using NROC's Developmental Math course modules.

After taking the diagnostic for one of these goals, the student will receive a score and a personalized study plan. In addition to the assessment goals, KYAE's EdReady offers the StudyPath goal for students wishing to bypass the diagnostic. StudyPath requires students to answer only one question, resulting in all math topics being assigned to the student rather than a personalized study plan. Instructor direction is essential for StudyPath to be used efficiently.

Another new feature is EdReady's alignment to the Common Core Standards for Mathematics, Grades 3-8. This standards feature will assist instructors using EdReady as a resource in lesson planning. EdReady, like HippoCampus, is powered by The NROC Project, a community-guided non-profit effort to impact college and career readiness. Every county has at least one EdReady administrator with access to its reporting features.

For a brief tutorial on how to get students started, [go here](#).

Three lessons from program director Jackie Robertson make the cut

Three ELA lesson plans submitted to the KYAE Lesson Bank by Jackie Robertson, program director of Hancock County Adult Education, were selected as finalists for KYAE's 2015 Outstanding Lesson competition. Get to know Jackie as she talks about her lessons here:



“Although the lessons of mine that were chosen were all in English Language Arts, as the only instructor in Hancock County, I actually teach all subjects. I have a curious mind. Not a day goes by that I don't learn something new. I learn from books, music, radio programs, family, friends, and especially from my students. I have a compulsion to share what I have learned! If I can help my students develop their own curiosity, they will love to learn for the rest of their lives, too.

“(My lesson) *Back It Up – Recognizing How Authors Support Their Arguments* featured music by John Prine and Billy Rose to introduce the controversial topic of coal mining and coal-fired electric plants. Students listened to an NPR interview, “Last Man on the Mountain,” to gain the perspective of a homeowner in an area where mountain top removal mining had eliminated all homes but his own. Finally, students worked in teams, researching and compiling the viewpoints of both coal companies and the Environmental Protection Agency (EPA) to gain a more complete picture of the issue. After forming opinions, they wrote *evidence*-based essays to support them. Students were immediately engaged by the familiar songs, making them eager to continue with the topic.

“*What Footprint Will You Leave? Synthesizing and Presenting Information Graphically*, addressed the idea of a carbon footprint. Each student analyzed his own footprint and then produced comparative graphs as a final assignment.

The third lesson chosen, *Analyzing the Effects of Reducing, Reusing, and Recycling – Can You Make a Difference?* focused on the three R's and their relationships to landfills. Both the carbon footprint lesson and the making a difference lesson included supporting mathematics skills.”

KYAE encourages instructors to submit lessons through the bank or at KYAELessonSubmissions@gmail.com.

To access more than 100 lessons written by your peers – including Jackie's finalists – just follow these directions:

KYAE Lesson Bank Log-In Instructions

- 1) Go to kyaelessons.blogspot.com.
- 2) Click on “Lesson Vault.”
- 3) Sign in to Google with these credentials:
 - kyaeinstructors@gmail.com
 - Password: KYAE1516 (Please DO NOT change this password!)
- 4) Note: if you are logged in with your own Google account, you will have to log out and log back in with the credentials above.

You're famous! Videos from Steve Hinds' functions training now available

Go [here](#) to see people you know – KYAE math instructors – interacting with Chicago curriculum developer Steve Hinds during a professional development training where he demonstrated and discussed a series of lessons on functions. KET taped one of these sessions, and video segments taken from the training are now available for viewing on PBS Learning Media. At the site, you'll be able to choose from five videos covering teaching practices that are appropriate for math teachers at all levels. To better understand the problems and issues discussed in the videos, it is strongly recommended that practitioners read the background essays that accompany the videos. While there, be sure to click on the link to Steve's **Active Learning in Adult Numeracy (ALAN)** project to see features on Kentucky's ALAN sessions.

✓ **Check It Out!** • FREE online resources for instruction

Reading and Writing Combined

- ✓ Newsela.com -- This site that lets you adjust an article to various reading levels has added a writing feature simply called “Write.” Now, students can write about what they're reading in any Newsela article. Choose Newsela's prompt or create your own. Write gives you the option to create a custom prompt to align with your classroom lessons or encourage students to share what the story means to them. Here's a sample: [Teens write stories about adjusting to America](#) - An English class project about how hard it was to move to a new country became a book written by the 13 kids from different countries. **Newsela Prompt:** “Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.”
- ✓ NROC's newest course, Developmental English--An Integrated Program, is now available at HippoCampus.org. The content is presented in 10 units that engage learners in progressively deeper analysis and synthesis of text and ideas. Each unit consists of seven videos (an introduction, pre-reading, post-reading, pre-writing, Writing Workshop 1, Writing Workshop 2, and Grammar in Context), as well as the associated reading assignment that anchors all the activities for the unit.