Administrator's Training

Data Driven Decision Making
GED Testing
Implementing a Pre-GED Program
Developing Quality Teachers

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ACKNOWLEDGMENTS

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TRAINING WORKSHOP PROCEDURES

This Comprehension Module may be presented in two formats:

- Half Day (3-4 hours)
- Full Day (6+ hours)

For either training the following materials and equipment will be needed:

- Administrator's PowerPoint Presentations on CD or loaded onto hard drive
- Computer with Microsoft PowerPoint program
- Screen for PowerPoint presentation
- Flip Chart with Markers
- Copies of handout materials included in this training manual (see below)

Printed Materials:

- Copy of PowerPoint presentations with speaker's notes for the presenter
- PowerPoint handout with note-taking space provided for each trainee
- Copies of Handout Materials:
    - Data Driven Decision Making
    - GED Testing
    - Developing Quality Teachers
    - Pre-GED Program

Regional Leadership Workshop
Location
Date

AGENDA

01:00   Welcome and Introductions
                 Welcome from Regional Facilitator, Sign-In instructions
                 Introduction of Florida Department of Education Staff

01:15   Update from the Division of Community Colleges and
                 Workforce Education

01:45   Training Session One*

02:45   *Break*

03:00   Training Session Two*

04:00   Evaluations and Adjournment

Training Session options included in this manual:
1) GED Testing 2) Using Data to Improve Adult Education Programs
3) Developing Quality Adult Education Teachers 4) Pre-GED Program Implementation

Regional Leadership Workshop
Location
Date

AGENDA

9:00 a.m. – 9:30 a.m.   Sign-In and Networking with Colleagues

9:00 a.m. – 9:45 a.m.   Welcome and Introductions
Welcome from Regional Facilitator
Introduction of Site Administrator
Welcome—District Superintendent/College President
Introduction of Florida Department of Education Staff

9:45 a.m. – 10:15 a.m.   Update from the Division of Community Colleges and
Workforce Education

10:15 a.m. – 10:30 a.m.   *Break*

10:30 a.m. – 12:00 noon   Training Session One*

12:00 noon – 1:15 p.m.   *Lunch Break: On your own/available on-site for a fee*
(Agenda must specify that lunch is paid by participant in order
for them to be eligible for reimbursement from their employer.)

1:15 p.m. – 2:30 p.m.   Training Session Two*

2:30 p.m. -- 2:45 p.m.   *Break*

2:45 p.m. – 3:45 p.m.   Training Session Three*

3:45 p.m. – 4:00 p.m.   Evaluations and Closing

Training Session options included in this manual:
1) GED Testing 2) Using Data to Improve Adult Education Programs
3) Developing Quality Adult Education Teachers 4) Pre-GED Program Implementation

Agenda
Workshop for Administrators
Effective Implementation of Pre-GED Programs

Goal: Participants will demonstrate understanding of the purpose, organization, enrollment, instructional/assessment options, and how students will exit with completion of LCPs from the Pre-GED course(s).

- **Welcome/Introductions**

- **Purpose of Pre-GED Courses**

- **Course #s and Titles**

- **Student Entry and Enrollment**

- **Instruction and Lesson Plans**

- **Lesson Plan Evaluation Activity**

- **Intended Outcomes**

- **Student Exit and LCPs**

- **Cautions**

- **Managed Enrollment and Pre-GED**

- **Wrap-Up and Session Evaluation**

Implementing Pre-GED Programs
Instructions for:
Lesson Plan Evaluation Activity

Time: Approximately 20 minutes

Materials needed:
Have enough copies of the sample lesson plans for review and the Workshop Handout printed for each participant to have one. Note: Even though groups will only be working on a specific lesson plan experience has shown that some of reluctance to work with a group is relieved if participants are assured they will receive copies of all documents other groups receive.
Chart paper with markers for each group is required.

Instructions:
1. **Divide participants into five work groups which correspond to the five GED Test subject areas. (Possible suggestions: Count off 1,2,3,4,5 or allow for participants to chose a subject area of focus)**
2. **Assign each group to a section of the room or other room if available.**

Note: Tell group the review should take no more than 10 minutes.

3. **Within each group participants will review the plan provided and then complete the Workshop Handout as a group.**
4. **Each group will choose/solicit a volunteer to report on the *key findings* from the lesson plan review. (Group will be provided a sheet of chart paper and a marker on which to list the key findings. Reports should be for 2-3 minutes each to total 10-15 minutes)**
5. **After reports are completed participants return to their original seats.**

Workshop Handout
Pre-GED Lesson Plan Evaluation

Plan Section	Points to Observe	Evaluation/Thoughts/Comments
Competency	Appropriate for Pre-GED	(List subject and competency)
Classroom Procedure	Clear and understandable? Doable by a PT evening instructor? Supports student preparation for the GED test.	
Materials Needed	Are all listed materials necessary and/or sufficient to present this lesson? Should additional materials be listed? How likely is it that a PT Pre-GED instructor will have easy access to the materials?	
Supplementary Materials	Sufficient? Other suggestions? Additional resources? Note: All suggestions should be able to be obtained quickly and easily.	
Handouts	Appropriate for the lesson? Are all handouts necessary? Is practice given to students through completion of the handouts likely to result in a thorough understanding of the topic?	
Overall	Estimate of the probable overall effectiveness of the reviewed lesson plan.	

Implementation Guide for Pre-GED Programs*

Purpose:
The purpose of the Pre-GED courses is to help prepare students who function at the 6.0 – 8.9 level for success in the GED Preparation program. The intention is to facilitate a smooth transition from basic skills instruction to the application of knowledge required for success on the Official GED test. The Pre-GED program provides language arts: writing and reading, mathematics, science, and social studies strands correlated to Sunshine State Standards. Subject area strands are designed to enhance students' achievement in academic and workplace skills.

Pre-GED is a comprehensive course of study composed of the following areas of academic instruction:

Pre-GED Language Arts, Writing	9900121	LCP	A
Pre-GED Social Studies	9900122	LCP	B
Pre-GED Science	9900123	LCP	C
Pre-GED Language Arts, Reading	9900124	LCP	D
Pre-GED Mathematics	9900125	LCP	E
Pre-GED Comprehensive	9900126	LCP	A,B,C,D,E

The program curriculum frameworks include a number of standards, which are optional and earn no Literacy Completion Points:
Study, Reference, and Test-taking Skills, Workforce Readiness Skills,
Basic Computer Literacy

Student Entry: The initial qualifying assessment for students enrolling in an Adult General Education course at this level must be drawn from those instruments approved for this purpose by the FL DOE Division of Community Colleges and Workforce Development. Most agencies use TABE for this purpose. To enter the Pre-GED program a TABE score of 6.0 – 8.9 in the enrolled subject area is required. A TABE Reading score above 6.0 will allow a student to enroll and earn LCPs in Pre-GED Reading, Social Studies or Science.

It is suggested that an initial diagnostic assessment also be administered to each student. This test should be one of the Pre-GED subject area assessments developed by the major publishers of Pre-GED materials. The results of such a test can be used in two ways: 1) to develop a class profile of topics to be covered in depth and 2) to document on the appropriate checklist that an individual student has demonstrated mastery of one or more of the competencies.

In some situations it may be appropriate to allow students to enroll in more than one adult education program at a time in different subject areas. For example: A student has a score of 6.8 in Reading on the Test of Adult Basic Education (TABE), and a score for mathematics at 2.9. It would be appropriate to enroll that student in Pre-GED course(s) for Language Arts, Reading, Social Studies and Science as well as an ABE Mathematics

course at the appropriate ABE level. Likewise, a student who scores at high school level in mathematics, but reads at level 7.5 may be enrolled in a GED Preparation course for Mathematics and the Pre-GED course for Language Arts, Reading, Social Studies and Science.

Appropriate LCP Generation:
 Pre-GED students progress through LCPs by post-testing at or above the 9.0 level on the TABE in the subject area of instruction. Pre-GED Science and Social Studies students only may earn LCPs in one of two ways. 1. The instructor completes the Progress Report (Formerly Checklist) or 2. The student scores at or above 9.0 on the Science and/or Social Studies subtests of TABE 9 & 10.
Students earning a literacy completion point (LCP) in ABE Mathematics, Reading, or Language are precluded from earning LCPs in the corresponding Pre-GED subjects at the same level. For example, a student earning Language LCP N in ABE may not earn an LCP in Pre-GED Language Arts: Writing. In addition, because all LCPs earned must reflect a higher functioning level than the student's initial functioning level, a student who initially enrolls in a Pre-GED course and earns an LCP cannot subsequently earn any LCP from an ABE course in the same subject. For more information, school district sponsored programs refer to the chart and information in Appendix R of the 2004-2005 District WDIS Data Base Handbook. Community College programs refer to the Florida Community College System Student Data Base Appendix A for similar information. See following pages for samples of database information.

*Note: Adapted from the GED Manual for Florida Adult Education Deans and Directors

Excerpt from: Florida Community College Student Data Base 2005 – 2006 Reporting Year
  PRE-General Educational Development (PRE-GED) Preparation

Type of Instruction	Mastery of Performance Standards Output Measure	Adult Literacy Completion Point (Data Element 2105)
PRE-GED Preparation: (Data Element 2101 – Completion CIP: 1532010206)		
PRE-GED Instruction- Language Arts, Writing	Receive passing score on the TABE subtest - Language Arts, Writing (**300 hours**)	A
PRE-GED Instruction - Social Studies	Receive passing score on the PRE-GED/TABE subtest – (May use Progress Report) Social Studies (**100 hours**)	B
PRE-GED Instruction – Science	Receive passing score on the PRE-GED/TABE subtest (May use Progress Report) – Science (**100 hours**)	C
PRE-GED Instruction – Language Arts, Reading	Receive passing score on the TABE subtest – Reading (**100 hours**)	D
PRE-GED Instruction - Mathematics	Receive passing score on the TABE subtest – Mathematics (**300 hours**)	E

Note:
1. Students earning the highest literacy completion point (LCPs) in ABE Mathematics, Reading or Language are precluded from earning corresponding LCPs in Pre-GED Language Arts: Writing, Pre-GED Language Arts: Reading or Pre-GED Mathematics.
2. The only changes made to this table were to add the suggested length for each of the LCPs (all appear in bold) and some of the program titles were updated based on information received from the Division of Workforce Development.
3. The table that follows explains which LCPs are mutually exclusive comparing ABE Math to Pre-GED Math. Comparing ABE Reading to Pre-GED Language Arts: Reading, and comparing ABE Language to Pre-GED Language Arts: Writing.

   Refer to the table: If the student enrolls in ABE Mathematics, he may earn LCPs A, B, and C. However, if ABE Math LCP D is earned the student MAY NOT EARN A Pre-GED Mathematics LCP of E.
   Conversely, if the student enrolls in Pre-GED Mathematics and earns LCP E, then the student MAY NOT earn any of the ABE Mathematics LCPs.

   *Note: Adapted from the GED Manual for Florida Adult Education Deans and Directors

**Excerpt from Appendix R in the 2005-2006
School District WDIS Data Base Handbook**

Course(s) of Enrollment Used To Earn LCPs			Course(s) Excluded From Earning An LCP		
Course Number	Course Title	LCP(s) Earned	Course Number	Course Title	LCP(s) Excluded
990001	ABE Math	A			
		B			
		C			
		D	9900125	Pre-GED Math	E
9900125	Pre-GED Math	E	9900001	ABE Math	A, B, C, and D
9900002	ABE Reading	E			
		F			
		G			
		H	9900124	Pre-GED LA Reading	D
9900124	Pre-GED LA Reading	D	9900002	ABE Reading	E, F, G, and H
9900003	ABE Language	J			
		K			
		M			
		N	9900121	Pre-GED LA Writing	A
9900121	PreGED LA Writing	A	9900003	ABE Language	J, K, M, and N

Program/ Course Number	Abbreviated Title Program/Course Title	Suggested Program Length (Hours)	Literacy Completion Point (LCP)
9900120	Pre-General Education Development (GED) —See Note 3 (Above).		
9900121	Pre-GED Prep Language Arts: Writing	300	A
9900122	Pre-GED Prep Social Studies	100	B
9900123	Pre-GED Prep Science	100	C
9900124	Pre-GED Language Arts: Reading	100	D
9900125	Pre-GED Prep Mathematics	300	E
9900126	Pre-GED Prep Comprehensive	900	
	Pre-GED Lang. Arts-Writing Subtest	300	A
	Pre-GED Social Studies Subtest	100	B
	Pre-GED Science Subtest	100	C
	Pre-GED Lang. Arts-Reading Subtest	100	D
	Pre-GED Mathematics	300	E

*Note: Adapted from the GED Manual for Florida Adult Education Deans and Directors

FLORIDA PRE-GED CURRICULUM PROGRESS REPORT (Sample)
SOCIAL STUDIES SKILLS Level 6.0 – 8.9
Pre-GED) LCP B

Student: _____   ID# _____   Entry Date: _____

Institution: _____   Date Achieved: _____

Site: _____   Instructor(s): _____

Instructor's Initials	Date	Standard 2.0
		02.01 Interpret and demonstrate comprehension of written and graphic information from United States History selections. (SS.A.4.3.1, SS.A.4.3.2, SS.A.4.3.3, SS.A.4.3.4, SS.A.5.3.1, SS.A.5.3.2, SS.A.5.3.3, LA.A.1.3.1, LA.A.1.3.2)
		02.02 Interpret and demonstrate comprehension of written and graphic information from World History selections. (SS.A.2.3.1, SS.A.2.3.2, SS.A.2.3.3, SS.A.2.3.4, SS.A.2.3.5, SS.A.2.3.6, SS.A.3.3.1, SS.A.3.3.2, SS.A.3.3.3, SS.A.3.3.4, SS.A.3.3.5)
		02.03 Interpret and demonstrate comprehension of written and graphic information from Civics and Government selections. (SS.C.1.3.1. SS.C.1.3.2, SS.C.1.3.3, SS.C.1.3.4, SS.C.1.3.5, SS.C.1.3.6, SS.C.2.3.1, SS.C.2.3.2, SS.C.2.3.3. SS.C.2.3.4, SS.C.2.3.5)
		02.04 Interpret and demonstrate comprehension of written and graphic information from Geography selections. (SS.A.2.3.4, SS.B.1.3.1, SS.B.1.3.2, SS.B.1.3.3, SS.B.1.3.4, SS.B.1.3.5, SS.B.1.3.6, SS.B.2.3.1, SS.B.1.3.5, SS.B.1.3.8)
		02.05 Interpret and demonstrate comprehension of written and graphic information from Economics selections. (SS.D.1.3.1, SS.D.1.3.2, SS.D.1.3.3, SS.D.2.3.3)
		02.06 Understand, analyze and interpret visuals/graphics such as political cartoons, graphs, diagrams, posters, maps, charts, tables, and videos. (SS.A.1.3.2, SS.B.1.3.1, LA.A.2.3.7, LA.A.2.3.8, MA.E.3.3.1)
		02.07 Demonstrate an understanding of fundamental historical documents: Declaration of Independence, Federalist Papers, U.S. Constitution and landmark Supreme Court cases. (SS.C.1.3.1, SS.C.2.3.1, SS.C.2.3.2, SS.C.2.3.3, SS.C.2.3.4, SS.C.2.3.6)
		02.08 Understand and evaluate practical documents used by most adults such as; political/campaign materials, advertising, money management information (insurance, investments, credit, etc.), taxes, governmental information (local, state and national) and various business documents. (SS.D.1.3.1, SS.D.1.3.2, SS.D.1.3.3, LA.A.2.3.4, LA.C.2.3.1)

*Note: Adapted from the GED Manual for Florida Adult Education Deans and Directors

		02.09 Identify contrasting points of view and compare interpretations of issues from a social studies selection. (SS.A.1.3.1, SS.C.2.3.7, LA.A.2.3.2, LA.A.2.8) 02.10 Assess the adequacy and appropriateness of information to substantiate a generalization. (SS.A.1.3.2, SS.A.1.3.3, LA.C.2.3.1) 02.11 Evaluate the accuracy of information based on provided criteria, and distinguish fact from opinion in a social studies selection. SS.A.1.3.1, SS.A.1.3.2, SS.B.1.3.4, SS.C.2.3.3, LA.D.2.3.3) 02.12 Identify a statement that accurately summarizes the main idea of a paragraph in a social studies selection. (LA.A.2.3.1, SS.C.1.3.1) 02.13 Understand the result from a cause and effect relationship between events such as the effect of economic downturns on migration and immigration patterns. (SS.A.1.3.1, SS.A.4.3.1, SS.A.4.3.2, SS.A.5.3.1, SS.A.5.3.2, SS.A.5.3.3, SS.B.1.3.4, SS.B.2.3.6, SS.B.2.3.7, SS.D.2.3.2) 02.14 Evaluate information in a selection to determine the role that differing points of view, values, beliefs, and convictions play in historical accounts. (SS.A.3.3.3, SS.A.4.3.3, SS.A.6.3.3, SS.B.1.3.4, SS.B.2.3.3, SS.D.1.3.3, LA.A.2.3.3, LA.A.2.3.8, LA.D.2.3.3, MA.E.3.3.2) 02.15 Describe the legal and ethical rights and responsibilities of an employee, an employer, and a citizen. (SS.C.1.3.1, SS.C.2.3.1, SS.C.2.3.2, SS.C.2.3.3, SS.C.2.3.4, SS.C.2.3.5, SS.C.2.3.6, SS.C.2.3.7)

*Note: Adapted from the GED Manual for Florida Adult Education Deans and Directors

Pre-GED Program Organization and Structure: The Pre-GED Courses can be delivered using a lock-step, open-entry/open-exit or modified open-entry format. The course is designed to be instructor directed or individualized using a combination of large group, small group and self-paced instruction and features the use of technology whenever possible. Pre-GED is divided into five LCPs, which may be taken individually or as an entire program. Since reading and technology are integral parts of each literacy completion point, strategies for application of each should be integrated into the lessons. Students enrolled in Pre-GED should be functioning at or above the sixth (6.0) level in Reading, Mathematics and Language, as measured by the Test of Adult Basic Education (TABE) or other approved instrument.

Scheduling Options: The Pre-GED Program is designed to provide comprehensive instruction in the five content areas. There are many options for scheduling of the Pre-GED course. The program may be offered with a specific beginning and ending date with a plan to complete all the Pre-GED competencies in one term. Another plan would allow students to enter the program at any time and exit when competencies have been completed. This option would require much more teacher support due to the fact that the teacher could not enroll and orient new students while involved in direct instruction of the class. A modified plan would allow students to enter only designated days.

The most effective Pre-GED courses are organized around a consistent schedule. Teachers must plan effectively to be certain that all competencies are covered within a semester. Two sample scheduling options follow. The Regular Track schedule is designed for programs that meet at least four (4) times per week for at least four hours at a time. This schedule includes plans for instruction on the optional Related Skills competencies as well as the five GED Test subject areas. The Fast Track schedule is appropriate for a two-night a week class with three one-hour lessons scheduled for each night with the focus only on the GED Test subjects. Completing the optional Related Skills competencies will be difficult on the Fast Track schedule because of time limitations. Related skills would be best delivered imbedded into the subject area content lessons.

Note: Teacher completion of the Progress Reports and planning for Post-testing will be easier with a fixed schedule. Progress Report/Curriculum Syllabus for all five subject areas are available to guide instruction even though only the Social Studies and Science Progress Reports are used to document LCPs. The idea of a schedule of topics to be taught directly is relatively unknown in the adult education arena. Using the traditional individualized instruction materials in an open entry/open exit system, such a schedule is not necessary. Programs that choose to implement the Pre-GED option for students at level 6.0-8.9 using a fixed schedule can refer to the two options that follow. Either schedule can be used for the lock-step fixed entry organization, open entry/open exit option, or a modified entry plan.

*Note: Adapted from the GED Manual for Florida Adult Education Deans and Directors

Regular Track

Planning for 14 week term, 4 class meetings per week

		Competencies					Competencies	
Date	Day	Mathematics	Language Arts		Date	Day	Soc. St./Science	Related Skills (opt.)
	1	Orientation and Pre-testing				29	2.01	Practice Read Test
	2	5.01	1.01			30	2.02	8.01
	3	5.02	1.02			31	2.03	8.02
	4	5.03	1.03			32	2.04	8.02
	5	5.04	1.04			33	2.05	8.03
	6	5.05	1.05			34	2.06	8.03
	7	5.06	1.06			35	2.07	7.01
	8	5.06	1.07			36	2.08	7.02
	9	6.06	1.08			37	2.09	7.03
	10	5.07	1.09			38	2.10	7.04
	11	5.08	1.10			39	2.11	7.05
	12	5.09	1.11			40	2.12	7.06
	13	5.10	1.12			41	2.13	7.07
	14	5.11	Pr. Writing Test			42	2.14	7.08
	15	5.12	4.01			43	2.15	7.09
	16	5.13	4.02			44	Practice Test SS	6.01
	17	5.14	4.03			45	3.01	6.02
	18	5.15	4.04			46	3.02	6.03
	19	5.16	4.05			47	3.03	6.04
	20	5.17	4.06			48	3.04	6.05
	21	5.18	4.07			49	3.05	6.06
	22	5.19	4.08			50	3.06	6.07
	23	5.20	4.09			51	3.07	6.08
	24	5.21	4.10			52	3.08	6.09
	25	5.22	4.11			53	3.09	Post-test Writing
	26	5.23	4.12			54	3.10	Post-test Math
	27	5.24	4.13			55	3.11	Post-test Reading
	28	Practice Test Math	4.14			56	Post-test Science	Post-test Soc. St.

*Note: Adapted from the GED Manual for Florida Adult Education Deans and Directors

FAST TRACK

Planning for 14 week term, 2 class meetings per week

Competencies

Date	Day	Mathematics	Language Arts	Soc.St/Science	Related Skills (optional)
	1	Pre-test	Pre-test	Pre-test	
	2	5.01	1.01	2.01	8.01
	3	5.02	1.02	2.02	8.02
	4	5.03	1.03	2.03	8.02
	5	5.04	1.04	2.04	8.03
	6	5.05	1.05	2.05	8.03
	7	5.06	1.06	2.06	7.01
	8	5.06	1.07	2.07	7.02
	9	6.06	1.08	2.08	7.03
	10	5.07	1.09	2.09	7.04
	11	5.08	1.10	2.10	7.05
	12	5.09	1.11	2.11	7.06
	13	5.10	1.12	2.12	7.07
	14	5.11	4.01	2.13	7.08
	15	5.12	4.02	2.14	7.09
	16	5.13	4.03	2.15	6.01
	17	5.14	4.04	3.01	6.02
	18	5.15	4.05	3.02	6.03
	19	5.16	4.06	3.03	6.04
	20	5.17	4.07	3.04	6.05
	21	5.18	4.08	3.05	6.06
	22	5.19	4.09	3.06	6.07
	23	5.20	4.10	3.07	6.08
	24	5.21	4.11	3.08	6.09
	25	5.22	4.12	3.09	Post-test Writing
	26	5.23	4.13	3.10	Post-test Soc.St.
	27	5.24	4.14	3.11	
	28	Post-test Math	Post-test Reading	Post-test Science	

*Note: Adapted from the GED Manual for Florida Adult Education Deans and Directors

Sunshine State Standards: The course framework is correlated to the achievement levels of the Sunshine State Standards using the following format: subject, strand, standard, level and benchmark with the level corresponding to 6.0-8.9 grade levels. An example of this format is LA.B.1.3.2, which means Language Arts, strand B, standard 1, level 3, and benchmark 2. Level 3 of the Sunshine State Standards corresponds to 6.0 – 8.9 grade level.

Pre-GED Experience: Programs that have chosen to implement Pre-GED courses have found that the content proscribed by the Progress Reports for each subject area provides great preparation for success on TABE as students move on to the GED Level. Using Pre-GED content also provides students with the background information which will make the acquisition of GED subject area content more easily understandable. This experience bears out research-based learning theory which finds that the more you know about a given topic the easier is to learn and interpret new information on that subject. Programs that emphasize Pre-GED content at this level provide students with the necessary building blocks to be successful at the GED level.

Lesson Plans: New sample lesson plans have been developed to aid teachers with classroom delivery of instruction. These new lesson plans are correlated to the version of the Pre-GED Curriculum Frameworks which was approved beginning with July 2004. These new lessons are available at http://www.floridatechnet.org/lib-ged.asp. A lesson has been developed targeting each of the standards in the curriculum framework for the Pre-GED program. These lessons feature teacher-directed units which engage the learners in meaningful activities to foster development of problem-solving skills through teamwork. The lessons were designed to be completed in approximately one hour of classroom time.
A variety of instructional strategies including cooperative learning, discussion, hands-on activities as well as direct teaching should be incorporated to cover course content and address multiple intelligences or learning styles. Multi-media resources and technology should be used whenever available and appropriate. Alterations may be made to assignments, assessments, and/or instructional strategies whenever necessary to meet student needs.

Interested professionals can download one or more of the lesson plans from http://www.floridatechnet.org (see above). The plans can be found in the Living Library section of the website. The plans are designed to help the part-time adjunct instructor present a creditable lesson with a minimum of preparation time. Part-time instructors are typically not paid for time other than class time and they often have other full-time employment. If these instructors are expected to prepare and present effective lessons to adult education classes, then they must be provided with adequate support. The sample lesson plans are one way to assist with the transition to multi-faceted instruction, which will address the learning needs and multiple-intelligences of adult students.

*Note: Adapted from the GED Manual for Florida Adult Education Deans and Directors

Exit from Program: The required documentation for award of Literacy Completion Points in Pre-GED Language Arts: Writing, Pre-GED Reading or Pre-GED Mathematics is qualifying score of 9.0 on TABE. Programs may choose either the Progress Reports for Social Studies/Science or TABE Social Studies/Science Tests available under TABE 9 and 10.

Exit GED Course Ready:
The Pre-GED course is designed specifically to teach those topics covered by the GED Testing Service on the GED Test. The Progress Reports were developed to capture student attainment of those standards. Since at present, the Official GED Practice Test is the only instrument validated by the GED Testing Service, it is suggested that the Official Practice Test be used to supplement TABE scores when moving Pre-GED students to the GED level. Programs should consider the use the Official Practice Test as back-up for TABE scores. A subject area sub-test score of 410 is suggested as a guideline at which students may be post-tested on TABE for possible promotion to the GED level. A score of 410 will insure that students have GED level ability even though continued improvement is needed if that student is to earn the GED credential. Additionally, students should attain a score of 2 or better on a GED Essay topic using the GED Testing Service rubric before post-testing on TABE Language even though the essay is not required for TABE success. Giving students the opportunity to study GED material at the Pre-GED level will give them a "leg-up" as they move forward toward success on the GED Test.

Intended Outcomes:
After successfully completing appropriate coursework for the Pre-GED program, students will have gained knowledge and skills necessary to study more complex tasks in preparation for the GED 2002 tests series.

01.0 Demonstrate and apply language skills through writing and communicating ideas effectively.
02.0 Demonstrate and apply reading skills to social studies content and visuals/graphics to show knowledge and understanding of national and global issues across content areas of United States and world history, geography, civics and government, and economics.
03.0 Demonstrate the comprehension and application of scientific knowledge in the areas of life science, physical science, earth and space science, environmental science and health.
04.0 Demonstrate and apply reading skills, using various literary selections and a range of writings including prose, fiction (pre-1920 to present), non-fiction, poetry, drama, graphics, history, science, business, workplace, and community documents.
05.0 Demonstrate skills in mathematical calculation, problem analysis, application of concepts and problem solving.
06.0 Demonstrate basic study, test taking and reference skills appropriate to the GED program.
07.0 Demonstrate job acquisition and job retention skills.
08.0 Demonstrate basic computer literacy skills.

*Note: Adapted from the GED Manual for Florida Adult Education Deans and Directors

Summary:
The Pre-GED Courses are intended to provide an alternative to the basic skills curriculum for the adult student with an educational goal of the successful completion of the GED test. The level of the Pre-GED courses corresponds to the highest level of Adult Basic Education. The program is not intended however to replace basic skills instruction for those who desire to improve their level of literacy and are not seeking the State of Florida diploma. Adults who complete the Pre-GED program may enroll in GED Preparation classes to further prepare them for successful completion of the GED Test and award of the State of Florida diploma. A completed Curriculum Progress Report for Social Studies or Science or TABE score at 9.0 or above for Reading, Mathematics or Language is required for award of each Pre-GED LCP. There are several enrollment and scheduling options available to agencies implementing a Pre-GED program. The Community College and School District Management Information Systems permit many enrollment possibilities but place strict controls on the award of LCPs. Edits are placed on the award of LCPs at the same level as corresponding LCPs in ABE. Successful implementation of a Pre-GED program may lead an agency to consider modifying traditional open entry/open exit and individualized program delivery options although several agencies have been very successful with the Pre-GED program using an individualized model.

*Note: Adapted from the GED Manual for Florida Adult Education Deans and Directors

References/Technical Assistance Sources

The GED Manual for Florida Adult Education Deans and Directors

Florida Tech Net – www.floridatechnet.org

NCSALL Report #12 "PERSISTENCE AMONG ADULT BASIC EDUCATION STUDENTS IN PRE-GED CLASSES"
The entire 102 page report may be downloaded in pdf format from The National Center for the Study of Adult Learning and Literacy (NCSALL) site at:
http://www.ncsall.net/fileadmin/resources/research/report12.pdf

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To Download a Copy of the Pre-GED Curriculum Frameworks
http://www.firn.edu/doe/dwdframe/ad/pdf/32010206.pdf

To Download a Copy of the Pre-GED Science Progress Report
http://www.firn.edu/doe/workforce/doc/pgedsci.doc

To Download a Copy of the Pre-GED Social Studies Progress Report
http://www.firn.edu/doe/workforce/doc/pgedsocs.doc

To Download Copies of Pre-GED Standardized Syllabi
http://www.firn.edu/doe/workforce/doc/pgedwrit.doc
http://www.firn.edu/doe/workforce/doc/pgedread.doc
http://www.firn.edu/doe/workforce/doc/pgedmath.doc

Name	Course	Days	LCP Earned	Credit Earned	Pre-Class Score	Post-Class Score	Grade	ESE	LEP
Maria	Intensive Reading	T/R	1	.5	248	300	B	No	No
Maribel	Intensive Reading	T/R	1	.5	223	296	B	No	Yes
Kasie	Intensive Reading	T/R	1	.5	245	286	A	Yes	No
Elysia	Intensive Reading	T/R	1	.5	260	301	B	No	No
Eric	Intensive Reading	T/R	1	.5	246	185	B	No	Yes
Thordis	Intensive Reading	T/R	1	.5	297	306	A	No	Yes
Totals/ Average			6	3	253	279	3.33		

FCAT Classes

Budget Data Across Sites

Site	Fee Support Enrolled	FS Percent Enrolled	9-12 Enrolled	9-12 Percent Enrolled	Grades 30/31 Enrolled	Grades 30/31 Percent Enrolled	Total Enrolled	Budget	Cost per Student
ACE 1	139	12%	291	25%	715	62%	1,145	$619,537	$541
ACE 2	88	9%	322	33%	567	58%	977	$682,826	$698
ACE 3	134	16%	360	44$	327	40%	821	$481,238	$586
ACE 4	12	2%	166	27%	438	71%	616	$460,099	$746
ACE 5	192	25%	181	24%	387	51%	760	$619,698	$815
Totals/AVG	565	13%	1,320	31%	2,434	56%	4,319	$2,863,398	$677

Co-Enrolled Completion/Retention Semester II

Course Title	Enrollment	LCP's Earned	Students with no LCP's	Percent Completing	Percent Not Retained to Completion
English I	12	8	4	67%	33%
English II	8	5	3	63%	37%
English III	9	2	7	22%	78%
English IV	17	2	15	12%	88%
Totals/ Averages	46	17	29	33%	67%

Using Data to Improve Adult Ed Programs

Participants should break into groups of 3-4 and while reviewing Handouts 1-3, discuss the following including implications of the data presented and what other data might be collected to provide more information. Participants might also discuss how the data will be used and disseminated. Each group should then report out to the whole group.

1. **FCAT DATA - The largest FCAT score gain was 73 points. The average score gain was 26 points. One student's score dropped 61 points. In reviewing the overall class scores, did student performance warrant continuation of this class? What other factors might be looked at in determining any changes necessary to increase overall score gain?**

2. **BUDGET DATA – In reviewing each of the column headings, what characteristics can be identified for each individual ACE site? What factors might lead to one ACE site incurring a greater cost per student than another of similar size? What other data would you want to include in this analysis?**

3. **CO-ENROLLED COMPLETION/RETENTION DATA – Why would students in English III and IV dropout of the class before completion? If you compared this ACE teacher's English classes against another ACE teacher at the same or different site, what comparisons would you make and what other types of data would you want to investigate? Is this data consistent across sites and if so, what curriculum investigation would you undertake?**

NOTES
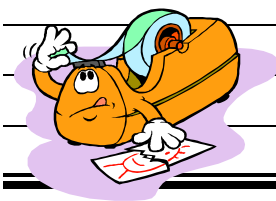
BIBLIOGRAPHY

GED Testing Bibliography and contacts for technical assistance

GED Examiner's Manual for the Tests of the General Educational Development,
2002 Series GED Tests; Published by the General Educational Development
Testing Service, A Program of the American Council on Education.

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