# SUHSD – ABE Math PLC Meeting

## March 14, 2014 1:00 PM – 4:00 PM

Meeting Facilitator: Lisa Diaz

Invitees: Sean Caruana, Nancy Castaneda, Steve Alvarado, Sarah McLinden

* Review of Last Meeting
* We reviewed course outline for Beginning ABE Math
* Next Step - Aligning Course Outlines to Common Core
* We are in the process of embedding it
* Next step is to determine how is it changing how we teach and the way we’ll teach
* Lesson plans are going to be created as the standards from the outlines align to common core. (Sean has example lesson plan template)
* Lesson plans will contain the standards/pathways used
* Format will include some type of Do Now/Warm Up, Objective, Materials Needed, Anticipatory Set, Independent Practice, Guided Practice, and Closure
* A shared bank will be available amongst all ABE teachers (with at least ten lessons)
* We should all be able to use these lessons within our classrooms
* We all already use the same curriculum
* Will be thematic in nature, but more concrete and applied than a typical lesson
* Use of direct instruction and small groups will implement common core
* Lesson will create proof
* A piece of WASC is how have we incorporated common core?
* In Class
* Try out new created lessons
	+ Does it work? What changes need to be made?
	+ We’ll do try outs before making concrete
	+ Start with assessment and work backwards to create a lesson that works
* Beginning ABE Math and the Common Core
	+ AGS books already have lessons on the sides of pages in the teacher’s edition that relate to common core
		- There are also the work related worksheets to build upon (on the job practice worksheets for each chapter)
		- They incorporate more than one standard
	+ Other real world example ideas include:
		- Going to the movies
		- Visiting Disneyland/Zoo/Sea World
		- Any type of Event
		- Comparison Shopping
		- Grocery Shopping
			* Theme we want to start with is baseball
				+ We will create lessons for various ABE Math levels with various standards involving baseball
	+ Web Quest can be used for groups
* GED Math Update
	+ Section Test was extended 25 minutes
	+ Once a gauge of people finishing has been received, they can decide if the actual test questions need to be modified
		- It needs to be made attainable
		- It’s the word problems that make it so difficult for our students
		- There are also problems with the whiteboards
			* Having to ask the proctor to erase the board takes time
			* Not big enough to complete the level of question without erasing it
		- Calculator Practice is available at atomiclearning.com/TI30XS
		- PassGED.com
			* If a student uses the site for 20 hours, studying any subject, and scores at least a 50 on the practice test, they are guaranteeing that the student will pass the GED test.
			* If they do not pass, the agency will get $100 (we can use this for re-takes)
		- Anyone who took the test in the first six weeks (before the time increase) can retake the test for free and the previous score online will be zeroed out.
		- Students can view what areas they need to work on
			* If they go to myGED
				+ They need to go to their dashboard, then review results, then recommendations
		- Scores
			* Agency will now get access to scores
				+ Sara Salgado is now a certified GED manager
				+ She will get a list of passers… finally
				+ List will then be released to teachers

Student waiver may be needed

* + - 45% is now quantitative and 55% is algebraic problem solving
			* There are multistep word problems
			* Data Analysis and other math components have been moved to the Science and Social Studies tests