

# First Mondays

Monthly Notes for Virginia's Adult Education Providers



October 6, 2014

Volume 6, Number 3

## Calendar



State GED® Meeting  
October 17  
Ramada Inn – Oceanfront  
Virginia Beach

VAACE Conference  
October 28-29  
Charlottesville

## GED®



Resources for 2014 GED®  
information

[GED Credentialing™](#)

[Virginia's GED® Web site](#)

[VALRC](#)

[Online Forum for Virginia's  
2014 GED® Instructors](#)

[GED® Testing Service](#)

[OAEL](#)

## College and Career Readiness Standards (CCRS) – Key Advances in Math, Part 1\*

By Jeffrey Elmore, VALRC

**Newsflash:** Adult Education is in a period of significant transformation. The expectations set upon our students and the students' needs created by these expectations have changed from what they were in the 20th Century. For math instruction, this means rethinking not what we cover with our students, but rather how we cover it. *The College and Career Readiness Standards (CCRS) for Adult Education*, provides sound and specific guidance for aligning our instructional approaches to the 21st Century.

The first bit of guidance the CCRS provides us is a set of shifts or advances. They begin by addressing the **focus of instruction**. We as instructors “need both to narrow significantly and deepen the manner in which (we) teach mathematics.” Given that the math content itself is expansive, this shift tells us that we shouldn't try to cover it all (as fast as we can), but instead identify a major concept as the focus of a group of lessons and spend the time it takes to foster thorough mastery. The challenge will lie in handling our students' urgency to achieve a credential and impatience for truly deep instruction. Deep understanding and mastery of any topic will not be achieved in a single class session, and students will feel they know enough and want to move on to other content long before they have conceptual understanding and fluency. As we work towards these goals, we will need to be sure that deeper instruction looks like more than busy work on a topic that's already been covered.

**Coherence**, the second shift described by the CCRS, links well to the challenges created by the first shift. In this shift we are advised, “to create coherent progressions in the content within and across levels, so that students can build new understanding onto previous foundations.” The challenges here are twofold. First, to accomplish this coherence will require significant planning. Instructors will need to look beyond workbooks and specific GED® materials to create progressive scaffolding that moves learners from direct instruction and guided practice towards autonomy, comprehension, and the ability to apply knowledge and skills in

## 2014 GED® Stats



GED.com accounts - 17, 551

Test takers - 2883

Completers - 1,647

Passers - 947

State pass rate - 57%

National pass rate - 55%



OAEL

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Please visit our [Web site](#) for more information about adult education and literacy in Virginia and for news and updates throughout the month.

unpredictable circumstances. Because this goal cannot be met through a single class session, the second challenge will likely be in our program structure and scheduling. The message needs to be clear to learners that class sessions are not independent of one another, but that over a prescribed time period, learning will build from one session to the next.

The final shift, **rigor**, helps to define the actions instructors will use to create coherence and achieve the depth of focus. In planning for learning, instructors need to approach content topics from three perspectives: procedural skill, fluency, and conceptual understanding. Each of these perspectives should receive equal intensity. There is no formula for when or how long each of these perspectives takes center stage in a set of lessons, but the eventual outcome should be the same. Students should be able to reliably identify specific mathematical applications in context, apply appropriate procedures to accurately and efficiently build solutions, and then evaluate those solutions in context for the reasonableness of their answers.

\*Part 2 of Jeffrey's article will appear in the November issue of *First Mondays*.

## Knowledge Center By Maurice Oliver, VALRC

[Knowledge Center](#) is now active as VALRC's learning management system. You will also find a link on the VALRC website. Look for the VALRC KC logo at the bottom of the screen.

Knowledge Center will track registration and course history. Course content including curricula, discussion boards, presentations, other documents, and videos exist on the Knowledge Center platform. Tracking and reporting will become simplified. Timely recertification reminders and quarterly and yearly reporting of training data from VALRC will be faster and more accurate. Knowledge Center provides dozens of packaged reports. We'll share more on reporting options and other features later.

Although we are discovering some challenges, KC has great potential as a comprehensive learning management tool. One of the problems we discovered is that some users were unable to find our courses in the course catalog. It turns out that not having a country listed in a user's profile makes a difference in the results that the system returns.

Knowledge Center administration is working on a solution to this problem. In the meantime, if you cannot find VALRC professional development opportunities when you search the course catalog, edit your profile by adding United States as your country. My Workspace -> My Account -> Edit Profile. Then search again.

## Money Matters



First quarter reimbursements, program income, match, and SLCA expenditure reports are due 10/17/14

Remember, all VALRC courses begin with VALRC; you can type VALRC as search text to find our offerings.



### I'm in the know!

If you had an ERO account, your transcript should have migrated into your KC account. We are working on adding your certifications and the training you participated in during the period when ERO was down and KC wasn't up and running, so don't be alarmed if you don't see them yet. Your login and password should be the same as the one you used in ERO. If you cannot remember your login or your password, click the "forgot login" or "forgot password" link on the homepage.

If you are a new user who has never had an ERO account, visit the VALRC domain's homepage and click Register. Select non-state employee. You will be directed to a registration form to be completed. Once your registration has been approved, you will be able sign in and begin using the domain.

If you already have a Knowledge Center account through another agency, please do not register for a new account. Let VALRC know, and we will make sure you can access our domain in addition to your existing domain.

Online non-facilitated courses are being converted and should be available directly from Knowledge Center (and not Blackboard) very soon.

To learn more about using KC, check out the Users' Guide and the Reference Guide; use VALRC as search text. You can watch a short tutorial also. Find the tutorial in the Learning Center, navigate to Course Catalog. Enter: VALRC – Introduction to Knowledge Center as the search text.

We appreciate your patience and feedback during this transition.