


Welcome to the GED® Tuesdays for Teachers Webinar

- The webinar will start at 3:30 p.m. (EDT), 2:30 p.m. (CDT).
- If you have a technical question, please type it into the question panel.
- When you log on, check your audio to make sure your headphones are working properly. If you use your phone to call in, be sure to enter the appropriate codes.
 - If you do not hear anything during your audio test, look on the dashboard. Open the “audio” tab and select the option you prefer.
- You will not hear the presenters until 3:30 p.m. when the webinar goes live.
- Check the chat box to see any messages from the presenters.
- Thank you for joining us today.



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2021 It’s a New Year with Opportunities for the Future

A Tuesdays for Teachers Webinar
by the GED Testing Service®




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Welcome



Debi Faucette, GEDTS
Senior Director



Susan Pittman,
Education Consultant





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In this session, we will...

- Provide an update on GED testing (center-based and online proctored)
- Conduct a survey to identify the types of instructional resources currently in use
- Explore ways to connect with students and keep them engaged in remote instruction
- Explore how Social-Emotional Learning can be used to address student retention and motivation
- Explore new online resources and apps for the classroom and students
- Survey participants to identify professional learning needs for upcoming TFT sessions
- Remind participants of the resources available at GED.com



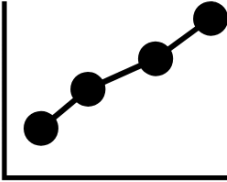



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OP Pilot Update

- More than 11,500 learners have credentialed through O.P.
- More than 50,000 O.P. subject tests have been delivered
- January weekday appointment averaging ~825
- Daily high of 956 tests on Jan. 7
- Approximately 30% of national testing volume





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Two Types of GED® Testing


Center-Based Testing (CBT)*

- Pearson VUE-approved center
- Scheduled online through student’s GED account
- Must be at least a day in advance

Online-Proctored Testing (OP)

- Student’s home
- Pearson VUE OnVUE system
- Scheduled online through student’s GED account
- Can be scheduled same day

*CBT also refers to jail-based testing




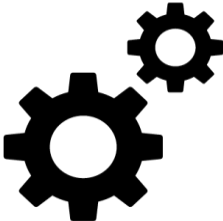
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Remember - Online Proctored GED® Developed to

Dreate a pressure relief valve and provide more access to those ready to test and move on with the next steps in their life.

Allow students to test in their own homes and address potential misgivings about going to a testing center.



Provide another means of test delivery besides Center-Based Testing, which has seen reduced test slots.



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OP GED®: What Students Need to Know


- Testing times available 24/7
- Accommodations are virtually the same as for CBT (except reader and scribe)
- Tests may be scheduled same day
- Tests may be cancelled as late as 15 minutes before appointment time
- Spanish language testing available





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OP GED®: What is Required


- A passing Ready test score (145+) from within the last 60 days
- Desktop or laptop computer with webcam, microphone, speakers (no Chromebooks)
- Stable internet
- Private room with a door that closes and no interruptions or other people
- Government-issued ID



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Retaining and Engaging Learners



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What delivery method do I need now?





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Will I have students in my classroom? Online? Somewhere in between?







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Remember!

Two Essential Elements to Connect with Students

Community Building

- Get to know your students
- Let your students know who you are
- Focus on social emotional skills
- Investigate the 16 Habits of Mind from the Institute for Habits of Mind - <https://www.habitsofmindinstitute.org/>

Digital Competency

- Maintain consistency with tech
- Teach the tech that they will be using (but without academic content)
- Explore the ISTE (International Society for Technology in Education) Standards for Students - <https://www.iste.org/standards-for-students>

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TIPS FOR TEACHING ONLINE

DO NOT MAKE STUDENTS TURN ON THEIR CAMERA

YOU DON'T KNOW WHAT'S GOING ON. THERE MIGHT BE A REASON WHY THEY WANT/NEED IT OFF.

DO NOT COMMENT ON STUDENT SURROUNDINGS

YOU DON'T KNOW WHAT THEIR "NORMAL" LOOKS LIKE. FOCUS ON THE CONTENT OF THE INTERACTION, NOT THE ENVIRONMENT.

USE THE MUTE ALL FEATURE (IF POSSIBLE)

NO NEED TO CALL ANYONE OUT. JUST USE YOUR CONTROL AS THE LEADER TO REMEDY THE SITUATION.

CREATE PERMANENT BREAKOUT GROUPS

IF YOU CREATE SMALL GROUPS – KEEP THEM TOGETHER. GIVE KIDS TIME TO MAKE CONNECTIONS AND LEARN FROM EACH OTHER.

DO NOT LECTURE / MINI-LESSON FOR MORE THAN 20 MINUTES

STUDENTS ARE GOING TO "CHECK OUT" AFTER TOO LONG. USE THOSE BREAKOUT GROUPS TO BREAK UP INSTRUCTION AND GIVE THEM TIME TO REFLECT.

POLLS AND FORMS ARE GREAT

THESE CAN BE USED TO TAKE ATTENDANCE AND/OR QUICKLY CHECK FOR UNDERSTANDING.

LET STUDENTS KNOW WHAT THE END GOAL OF THE EACH SESSION IS

THIS HELPS THEM FOCUS AND GUIDES THEIR ATTENTION. THIS HELPS THEM KNOW WHAT THEY ARE BEING ASKED TO DO AND WHAT THEY NEED TO PAY ATTENTION TO. REMEMBER, THEY ARE AT HOME W/ DISTRACTIONS.

USE THE CHAT

THIS CAN BE USED FOR MORE THAN QUESTIONS AND ANSWERS. STUDENTS CAN ALSO SHARE WORK, INFORMATION, ETC.

PUT YOURSELF IN THE SHOES OF YOUR STUDENTS

THINK ABOUT THEIR NEEDS AND THEIR SITUATIONS. TAILOR YOUR TEACHING AND EXPECTATIONS ACCORDINGLY.

BASED ON THE IDEAS OF DAWN KASAL FINLEY @KASAL_FINLEY

SEAN JUNKINS

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Recognize
“Where”
Students Are and
Engage Them in
New Ways

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Helping Students Deal with Stressful Times

The infographic is divided into two main sections: 'I CANNOT CONTROL' at the top and 'I CAN CONTROL' in the center. The top section lists factors outside a student's control, while the center section lists factors they can control. A cartoon fox is at the bottom right.

I CANNOT CONTROL
(So, I can LET GO of these things.)

- IF OTHERS FOLLOW THE RULES OF SOCIAL DISTANCING
- THE AMOUNT OF TOILET PAPER AT THE STORE
- THE ACTIONS OF OTHERS
- HOW LONG THIS WILL LAST
- PREDICTING WHAT WILL HAPPEN
- OTHER PEOPLE'S MOTIVES

I CAN CONTROL
(So, I will focus on these things.)

- MY POSITIVE ATTITUDE
- TURNING OFF THE NEWS
- FINDING FUN THINGS TO DO AT HOME
- HOW I FOLLOW CDC RECOMMENDATIONS
- MY OWN SOCIAL DISTANCING
- LIMITING MY SOCIAL MEDIA
- MY KINDNESS & GRACE
- HOW OTHERS REACT

Clipart: Carrie Stephens Art
The Counseling Teacher.com

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What is SEL? Why is SEL Important?

Educators and community agencies serve students with different motivation for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life.

The diagram is a circle divided into five colored segments: Self-Awareness (orange), Responsible Decision-Making (green), Relationship Skills (blue), Social Awareness (purple), and Self-Management (teal). The center of the circle is labeled 'SOCIAL AND EMOTIONAL LEARNING'.

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If you ask your students the following question, what is their most common response?
“How do you feel today?”

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Two Areas of Concern

Self-awareness

- Regulate their own emotions and behaviors
- Regular reaction to stress and time management, motivation, and goal setting
- Build self-esteem and confidence

Skills include identifying emotions, self-perception, recognizing strengths, self-confidence, and self-efficacy.
Self-efficacy is the belief in your ability to succeed in specific situations or accomplishment of a task.

Self-Management

- Understand own strengths and weaknesses
- See how their behavior influences others
- Perceive own feeling and what others are feeling

Executive function and self-regulation are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Our brains need this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses.

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Emotions Matter

Attention, memory, and learning

Decision-making

Relationships

Health and well-being

Performance

#ConnectFirst

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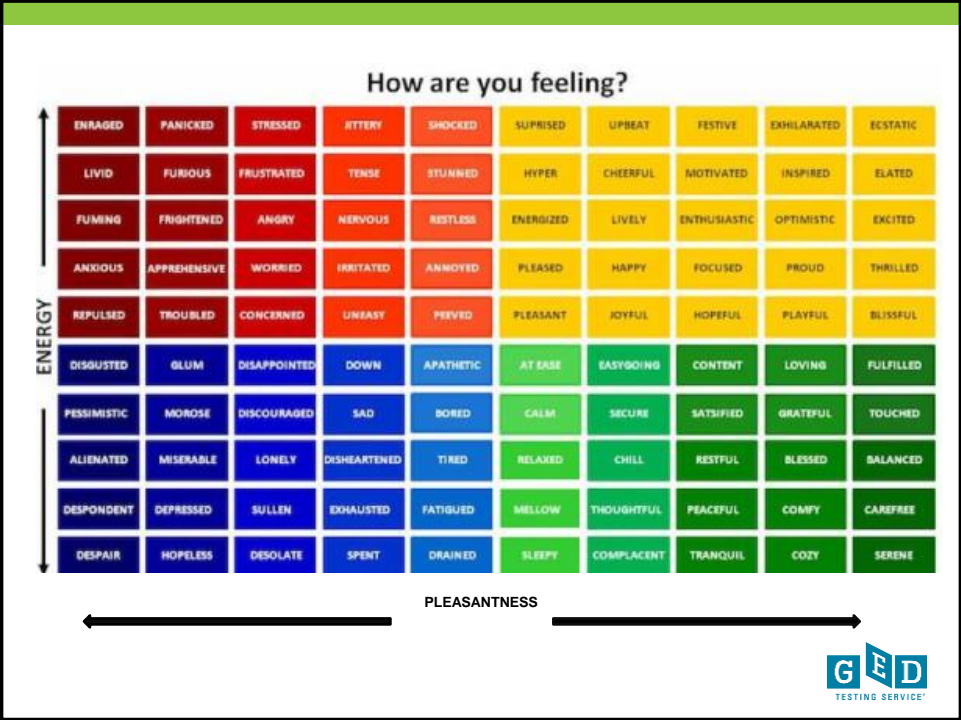
RULER Approach

- Integrate social and emotional learning into schools
- Use “hard science” to teaching of “soft skills”
- Developed by Yale Center for Emotional Intelligence

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Check Moods Daily

- Provide students with a mood meter chart
- Explain how it works
- Help students identify and label emotions
- Have students check their moods during the day and see how that affects their actions
- Keep a mood journal
- Expand emotional vocabulary to better articulate how they feel (rather than “fine” use “tranquil” or “serene”)

How are you feeling?

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Going Beyond “How Do You Feel?”

Dimensions of Well-Being

- Belonging and connection to others
- Growth and flourishing
- Purpose
- Engagement
- Voice
- Basic supports for health and life

<https://www.edutopia.org/article/going-beyond-how-are-you-feeling>

Stephanie Dalton Cowan / theiSpot





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Contemplative Writing – Freewriting with a Purpose

- Helps you observe your emotions, intuition, or physical responses
- Is a method of inner inquiry
- Focuses on process, not outcome
- Is private and not to be shared unless a student chooses to do so

<https://ggie.berkeley.edu/practice/contemplative-writing/>



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Contemplative Writing

<https://ggie.berkeley.edu/practice/contemplative-writing/>

Choose their own question

- What do I care most about right now?
- Why do I have difficulty with...?
- How can I have a better relationship with...?
- How can I better deal with social distancing?

Provide open-ended question on a topic

- How might the world be different if the atomic bomb had not been invented?
- How can math be used to make the world a better place?
- Choose your favorite movie and consider how you might rewrite the ending.

Pose an ethical dilemma

- You logged onto a co-worker’s laptop without his knowledge. You found the co-worker is providing data to a competitor. What do you do?
- A friend refuses to wear a mask when she comes to your house. Your mom has serious health problems and is afraid of catching COVID-19. What do you do?

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Contemplative Writing

<https://ggie.berkeley.edu/practice/contemplative-writing/>

Before writing

- Write whatever comes
- Don't judge what you are writing
- Don't erase words or correct yourself
- Don't worry about spelling or grammar
- Keep writing and don't think about where it is coming from

During writing

- Play soft music in the background
- Monitor time
- Do your own writing, so students can see that this is not just "busy work"
- After writing time is over, give students a few minutes to read through their writing and notice how they feel

After writing

Reflect on the following

- Did you allow judgment and evaluation to influence your writing?
- Were you surprised by what you wrote?
- How did it make you feel?

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What the World Needs Now --- Empathy

With all the challenges that students face, sometimes they just need to know that someone cares. Empathy is a tool that can help you better understand a person and let them know that you care.

Sentence Starters to Speak With Empathy

Empathy is a powerful tool that can help you better understand another person. Use these sentence starters to begin conversations with empathy.

1. Gather Information

Make sure you know enough about the situation.

- Would/could you tell me a little more?
- Can you tell me what you need right now?
- Is there anything else you'd like to share?
- Would you like my help in figuring this out?

2. Clarify Understanding

Reflect back what you think you've heard.

- Let me see if I have this right....
- I want to make sure I understand what you're telling me. What I'm hearing is....
- What I hear you saying is.... Is that right?

3. Model Listening

Show you're listening and paying attention to body language.

- It sounds to me like this might feel....
- I can see that you are feeling [emotion]....
- I can hear how [emotion] you are feeling.
- Your face is telling me that....
- I can hear in your voice that....

4. Affirm Feelings

Acknowledge vulnerability and affirm that feelings aren't right or wrong.

- Thank you for sharing this with me.
- I understand you feel that way.
- That sounds like an [adjective] experience.
- I hear you.
- I'm not sure what to say right now, but I'm here to listen.

Understood for Educators

Visit u.org/empathy for more resources.
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Three Things You Should Consider Doing Each Class

Welcoming Inclusion Activities

- Establish Activity, Routine, or Ritual that builds community and connects to the work ahead

Engaging Strategies

- Embed Engaging Strategies, including brain breaks to anchor thinking and learning throughout the lesson (opportunities for collaboration, reflection, discussions, etc.)
- Incorporate a Mindful Minute Brain Break as a calming activity to promote focus and readiness to learn new skills

Optimistic Closing Activities

- Close out the class in an intentional way to highlight what students have learned and the experience in which they have participated.
- Provide a sense of accomplishment and a glimpse into the future (what comes next)

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Getting Started with Content

High Impact Indicators

All of the indicators listed in the GED® Assessment Target indicators describe the critical thinking skills success in college, career training, and the workforce. However, those we are highlighting in the High Impact Indicators are those that are most useful for educators to emphasize in their instruction.

We selected the following skills as High Impact Indicators because:

- They represent particular **foundational skills** that are the basis for the development of other Assessment Targets and have **broad usefulness** that can be applied in multiple contexts.
- They are a **good fit for classroom instruction** because they are not complicated but are important and use.
- GED® testing data suggests that **educators may not be currently focusing on these skills** in preparation.

While focused classroom instruction on these High Impact Indicators may quickly and positively improve performance, **educators should note that the High Impact Indicators are not more important than all indicators.** Proficiency with all of the indicators is essential for test-takers to perform well on the GED® test.

Reasoning Through Language Arts – High Impact Indicators

Indicator	What to look for in student work... Students' work shows they have...
R.3.1: Order sequences of events in texts. Primarily measured with literary texts.	<ul style="list-style-type: none">• located a single, discrete event or plot point in texts;• identified chronological and non-chronological sequences of events within texts;• described the progression from one event to the next in a text;• re-ordered events presented in non-chronological order in texts into chronological order;• re-ordered events provided in chronological order texts into a different order (e.g. cause-and-effect, etc.) in order to determine the text's meaning.

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Relationships Between the High Impact Indicators and Other Indicators

The High Impact Indicators are a list of key skills assessed on the GED® test that, if emphasized in instruction, can help students make a significant impact on student skills and performance. This document shows the relationship between the High Impact Indicators and other indicators assessed on the GED® test. Adult educators can use this resource to create instructional plans that address the maximum number of skills in the limited time they have available with students. Including instruction in a single high impact indicator area can help students increase and support their skills, enabling them to apply those skills in multiple ways and in a variety of contexts across all of the content areas covered by the GED® test.


Note: High Impact Indicators appear in **BOLD** type.

Reasoning Through Language Arts – High Impact Indicators

High Impact Indicator	Related Indicators from Other Content Areas																								
R.3.1: Order sequences of events in texts. Primarily measured with literary texts.	<table><thead><tr><th>Social Studies</th><th>Science</th><th>Mathematical Reasoning</th></tr></thead><tbody><tr><td>SSP.3.1: Identify the chronological structure of a historical narrative and sequence steps in a process.</td><td>SP.3.1: Reason from data or evidence to a conclusion.</td><td>MP.1.8: Explain for and recognize entry points for solving a problem.</td></tr><tr><td>SSP.3.2: Analyze a text to trace how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.</td><td>SP.3.2: Make a prediction based on data or evidence.</td><td>MP.1.9: Plan a solution pathway or outline a line of reasoning.</td></tr><tr><td>SSP.3.3: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of states.</td><td>SP.3.3: Compare offering sets of data related to political, historical, economic, geographic, or societal concerns; evaluate the assumptions and implications inherent in offering positions.</td><td>MP.1.10: Recognize and identify missing information that is required to solve a problem.</td></tr><tr><td></td><td></td><td>MP.1.11: Select the appropriate mathematical technique to use in solving a problem or a line of reasoning.</td></tr><tr><td></td><td></td><td>MP.2.1: Recognize the importance and select the appropriate use of a line of reasoning or solution pathway based on previous steps or given.</td></tr><tr><td></td><td></td><td>MP.3.1: Compare the lines of reasoning of others.</td></tr><tr><td></td><td></td><td>MP.3.2: Improve or correct a flawed line of reasoning.</td></tr></tbody></table>	Social Studies	Science	Mathematical Reasoning	SSP.3.1: Identify the chronological structure of a historical narrative and sequence steps in a process.	SP.3.1: Reason from data or evidence to a conclusion.	MP.1.8: Explain for and recognize entry points for solving a problem.	SSP.3.2: Analyze a text to trace how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.	SP.3.2: Make a prediction based on data or evidence.	MP.1.9: Plan a solution pathway or outline a line of reasoning.	SSP.3.3: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of states.	SP.3.3: Compare offering sets of data related to political, historical, economic, geographic, or societal concerns; evaluate the assumptions and implications inherent in offering positions.	MP.1.10: Recognize and identify missing information that is required to solve a problem.			MP.1.11: Select the appropriate mathematical technique to use in solving a problem or a line of reasoning.			MP.2.1: Recognize the importance and select the appropriate use of a line of reasoning or solution pathway based on previous steps or given.			MP.3.1: Compare the lines of reasoning of others.			MP.3.2: Improve or correct a flawed line of reasoning.
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Your Turn . . .



Where do **YOU** use sequencing skills in your daily life?

Post your response to chat

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Sequencing Across the Content Areas

RLA
Order sequences of events in texts

Social Studies
Identify the chronological structure of a historical narrative and sequence steps in a process

Science
Reason from data or evidence to a conclusion

Mathematics
Search for and recognize entry point for solving a problem and plan a solution pathway

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Types of Text Structures

TEXT STRUCTURE

CAUSE AND EFFECT

Something causes something else to happen

Causes

Effect

Effects

SIGNAL WORDS OR PHRASES

because
so
therefore
as a result
since

In order to
is caused by
leads to
consequently
when/if-then

reasons for
thus
due to
for this reason
on account of

outcome
effects of
impact
influenced by

SEQUENCE

• Steps
• Specific order

Topic

Sequence

Main Idea Statement

SIGNAL WORDS OR PHRASES

during
first/second/
third
then
next

last
initially
meanwhile
directions
before

now
after
at the same
time

as soon as
prior to
also
following
simultaneously

PROBLEM AND SOLUTION

Problem, which is solved

Topic

Discussion Point

Solution

SIGNAL WORDS OR PHRASES

problem
solution
dilemma
puzzle
because
question
answer
solved
cause
since

as a result of
in order to
so that
led to
issue
advantage
disadvantage

COMPARE AND CONTRAST

Comparing how things are the same or different

DIFFERENT

SAME

DIFFERENT

SIGNAL WORDS OR PHRASES

both
also
too
just as
instead of
alike
unlike
but
similarity
opposite
different from
compared to

however
all
despite
in comparison
either-or
yet
on the contrary
on the other
hand
in contrast
same as
as opposed to

DESCRIPTION

Details

What is it?

What is it like?

What are some examples?

SIGNAL WORDS OR PHRASES

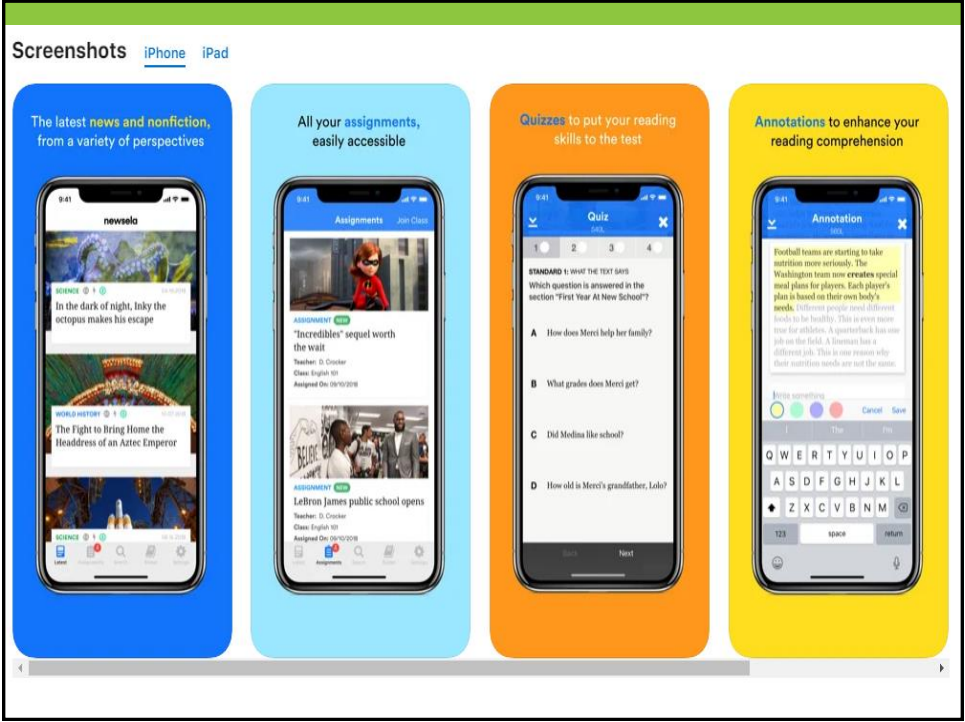
position words (beside, near, in front of, along)
such as
for instance
appears to be
looks like
most important
consists of
features

make up of
in fact
specifically
characteristics
for example

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Organizing Data – It's Sequencing

During the 2005-2006 academic year, a survey of the holdings of university research libraries and rank was done in the United States and Canada. It was found that Syracuse University, in New York, had 2,392,147 holdings, and was figured to rank eighty-first. Harvard University ranked first with 13,369,855 holdings. The University of Connecticut was ranked fiftieth place and reported 2,626,066 holdings. The Massachusetts Institute of Technology reported 2,448,647 holdings and was ranked in seventy-third place.

(Source: Association of Research Libraries)

Tables present data in rows and columns that

- can be compared and contrasted
- can be transferred easily to another graph
- may help determine type of graph to use

Institution	Rank	Holdings
Harvard University	1	13,369,855
U. of Connecticut	50	2,626,06
Mass. Institute Tech.	73	2,448,647
Syracuse University	81	2,392,147

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[Travel](#)
[Future](#)
[Culture](#)
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[Teach](#)

[Home](#)
[Primary](#)
[Secondary](#)
[Skillswise](#)
[School Radio](#)
[Young Reporter](#)
[Teacher Support](#)

[Skillswise](#)

Graphs: Graphs and charts

BBC Teach > Skillswise > Graphs

Video Transcribed

Graphs and charts can help you visualise and understand figures more clearly.

Quick tips for tutors

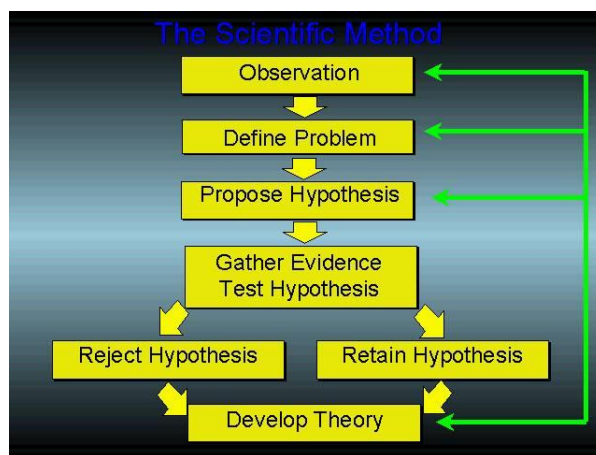
Graphs and charts include:

- Explanation and illustration of the different ways in which data is presented in charts and diagrams


<https://www.bbc.co.uk/teach/skillswise/graphs-and-charts/zjwky9q>

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It's a sequencing process!



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PhET Simulations


University of Colorado Boulder Education

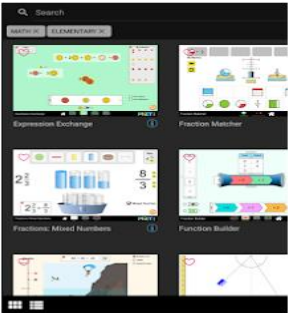
Everyone

This app is available for your device

Add to Wishlist

\$0.99 Buy





Whether understanding atoms, exploring energy, or mastering multiplication, there is a sim for every learner. Perfect for at home, in class, or on the road, this app delivers all the award-winning PhET HTML5 sims (over 85 sims) in one easy-to-use package.

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At the Heart of Mathematical Reasoning . . .

- Sequencing (a series of steps leading to a solution—e.g., problem solving)
- Structured thinking about the problem and the tools available
- Attention to detail (close reading with word problems)

<https://floridaliteracy.org/mathvideos.html>

3:37

Welcome



CrowdED Learning
LEARNING. EVERYONE.



VIDEO MATH PREP FOR THE GED

This app is proudly presented to you by the Florida Literacy Coalition, in partnership with CrowdED Learning.

How to use this app
Watch this video to learn how to make the most of the app's features as you build your math skills!

GED Math Video App Overview

Video Math Prep
Watch. Quiz. Learn.




Welcome Browse Search Completed

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Florida Literacy Math App

3:49

Welcome

**CrowdED learning**
LEARNING EVERYONE

VIDEO MATH PREP FOR THE GED


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How to use this app
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GED Math Video App Overview

Video Math Prep
Watch. Quiz. Learn.



**Video Math Prep-GED**
by CrowdED Learning and Florida Literacy Coalition

Built in collaboration by the Florida Literacy Coalition + CrowdED Learning

SHARE APP

SHOW FULLSCREEN



Scan with camera to access app

<https://gedmath.glideapp.io/>



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GED Resources for the Classroom



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Join GED Facebook Group for Educators

GED Testing Service - Adult Education Community Group

Private group

Shortcuts

Transylvania Count... 20+



Join Group

More

Join this group to see the discussion, post and comment.

About This Group

Description

A community forum moderated by GED Testing Service for adult educators and GED instructors.

Private

Only members can see who's in the group and what they post

Visible

Anyone can find this group

General

HISTORY

Group created on September 18, 2017

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GROUP BY

GED TESTING SERVICE

GED Testing Service

48,914 like this

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<https://www.facebook.com/groups/227021047827053/>

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Take a Few Minutes for You!

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Remember to take care of yourself.

You can't pour from an empty cup.



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Take Care of Yourself!

Be Aware



Support Yourself



Do Something Different



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Thank you!

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