

Guiding Principles

Teacher as Guide: Instead of the instructor being the primary source of knowledge and direction, they become a 'guide by the side' providing knowledge and direction as the student engages directly with material. The instructor uses information from Ed Ready to provide 'just-in-time support' to the student.

Blended Learning: Blended learning allows students and instructors to have a progress-based, yearlong mindset. We can create classroom structure while still allowing students to work towards meeting their unique, individual needs. A blended classroom actively incorporates direct, individual, and small-group instruction based on the needs of the students.

Mastery Learning: Instead of assuming that a student has a specific set of math skills, we can ensure that all students have the necessary skills to move on to more complex topics. We do this by starting all students on the General Math key then moving them to the Algebra and Geometry key. If the student is interested in continuing to prepare for college-level math, there is a third key available to extend his/her skills.

Peer Coaching: In a classroom, both students and instructors bring valuable knowledge. We want to encourage students to be confident in what they know and to learn how to assist their peers with that knowledge.

Technology Integration: Technology is embedded in all aspects of our American culture. In order to best serve our students, we must support them in becoming more familiar and comfortable with technology. We do this by integrating technology into our daily classes.

Reflection: Humans learn and grow by reflection, thinking about our thoughts and actions. As part of our classes at MCC, we support students in learning how to successfully reflect.

Writing Across the Curriculum: Writing is a tool that adults utilize on a daily basis, in a wide-variety of contexts. It is important for our students to experience writing in math to support their understanding of this truth.

Frequently Asked Questions

1. In the 'learn' section, does the program save a student's progress?

While a student is working in the learn section for a topic, they can go from one section of the topic to another. For example, they can leave the Practice or Review and go back to the Worked Examples or Presentation. They can go back to any section and pick up where they left off as long as they don't leave that Topic. A purple ribbon will appear on a section if they have started working on. If they go back to their study path to work on another topic or unit, their progress will not be saved. Testing progress is saved.

2. In order to master a unit, does a student have to take the unit test? I noticed one student who completed all lessons in a unit and the system moved him on to the next unit without completion of the unit test.

No, a student does not need to take the unit test to master a unit. If they work through the unit and successfully test out of each topic, then they will have mastered the unit. The unit test just presents all of the unit topics together at one time.

3. What does the grey color indicate on a lesson?

It means that the student was not assessed on this topic during the initial diagnostic. For most of our pre-loaded assessments, the scope of the initial diagnostic is much more limited than the entire assessment scope. This allows the student to spend less time on the diagnostic and more time working in their study path. Otherwise, some diagnostics could take 3 hours or more.

4. Our program has an attendance policy for the students. If they exceed their allotted absences, then we are required to drop them from all classes for the quarter. Is there a way to close an account of a student who was dropped for the quarter?

Yes, you can deactivate a student and reactivate them later if you wish. Contact the administrators of Ed Ready to deactivate dropped students. This is an important part of managing Ed Ready usage as the program provides data based on all Active students.

Current Administrators of Ed Ready: April Lawton, Felicity White

Frequently Asked Questions

5. I feel that my students are spending too much time in the Whole Numbers unit of General Math. Can I just cut out topics?

All students need to demonstrate mastery in each topic. Many students will need to be taught time management skills and supported as they learn to ask questions when help is needed. Pay close attention to the amount of time a student is spending on each topic. Then, identify study skills that are needed for them to work at a more appropriate pace. Remember, some students *need* more time than others. If a student spends the whole quarter on Whole Numbers, but they master every concept, that is time well-spent.

6. How do I search for MY student data in the teacher account?

Under the 'Student Data' tab in your teacher account, type your class code into the 'Search by Tags' box then click on 'Search'. By the third week of class, this should be updated.

7. Sometimes, the worked examples get overwhelming for students. What can I do to alleviate that feeling for students?

One way to use the worked examples is to have the student work out the question posed at the start of the video. Then, fast forward to the end of the video to check her work. If the student got the answer wrong, direct the student to watch the video and compare her work to the video and/or ask the instructor for help understanding what she did incorrectly.

8. I don't think my student needs to work through ALL of the material even though they earned a RED indicator. What's another good option?

We want to encourage students to learn through practice not by testing. But, if you believe a student knows the content, just tested poorly on the assessment, one way to move him along is to base his movement off of the review. If the student passes the review, have him take the test. If the student does not pass the review, direct him to follow the student instructions as usual.

There are many other ways to modify the work for a student. Feel free to modify in any way that falls within the program's guiding principles. If unsure, please discuss options with the Adult Education Program Facilitators.

Current Administrators of Ed Ready: Kevin Mortensen, April Lawton

Class Objectives

No more than two days should be needed to get a new student in Ed Ready and working. Please speak with the Program Facilitators for support as needed.

Day One

Day 1 Objectives:

1. Students will become familiar with the instructor and their fellow students.
2. Students will understand the agenda for the week (see chart below).
3. Students will accurately explain the attendance policy in their own words.
4. Students will be able to contact their instructor as well as Kevin and April for tutoring.

Day One Agenda:

NEW Students	Returning Students
1. Set-up MCC login for computers and emails	1. Review material from last quarter.
2. Set-up Ed Ready Account	2. Continue moving forward in Ed Ready.
3. Start taking assessment for 'General Math' goal	

Day Two Agenda:

- A. an Ed Ready tour
- B. time to complete the assessment
 - a. All students in attendance on day 1 should finish the assessment by the end of the second day

Suggested Management of Students and Technology:

Send to computer lab	Keep in class
Students who do not know their username and passwords and/or need to reset them. Lab staff will assist with this process then send them back to class for Ed Ready set-up.	New students with username and passwords ready. Set-up Ed Ready accounts. HANDOUT: Student Notes for Ed Ready
HANDOUT: Setting up Username and Password	Returning students. Direct them to complete at least one unit review on a topic they've already mastered. Encourage them to study any material that Ed Ready recommends post-unit review.

Day Two

Day Objectives:

1. Students will become familiar with Ed Ready by participating in a tour of the system presented by the class instructor.
 - a. Feel free to use: april.ray.lawton@gmail.com; Password: Studentaccount2016
 - b. If you do create your own, do NOT use your school email address.
2. Students who attended on day 1 will finish their assessments and begin working in Ed Ready when finished.
 - a. Review the handout: Student Notes for Ed Ready with those who finish.
3. Students who did not attend day 1 will focus on the day 1 objectives.
 - a. Be sure to use the computer lab services to assist students in setting up usernames and passwords.
4. Returning students will move forward with their studies as assigned.

Third Day of Class -- **You will need to review the syllabus on this day.**

Starting on day 3, begin your daily class schedule. Your class schedule is up to you, but the following objectives need to be met:

A) The student will actively engage in 120 minutes of Ed Ready in-class work time per week.

B) The student will write a short, daily reflection using professional written English.

C) The student will implement feedback from the instructor on daily written reflections.

D) The student will actively use the TI-30XS calculator.

E) The student will participate in all group activities presented by the instructor.

Class Syllabus

All instructors need to provide a syllabus for each class. A basic template of a syllabus noting the minimum required information can be found in your Ed Ready Training Notebook.

Technical Information for Instructors: Ed Ready Set-up

Set up Ed Ready Accounts

Much of this process will happen with you walking around the room guiding students.

1. Go to: <https://esucc.edready.org>
2. Click on 'Get Started' --this is the ONLY time students will click on this link
3. Fill in all requested information using the MCC email address only
 - a. (student emails are username@mail.mccneb.edu)

NOTES: You do not need to check any boxes at the end. Zip code does not seem to matter, but the Express code is 68108.

Verify Student Email Address

Once the account is created, students must go to their MCC email. Ed Ready will send a verification email to them. They need to click on the link in that email. The link will take the students to the appropriate website to login officially.

HANDOUT: Accessing your MCC Email and One Drive

Access Each Goal through a KEY

Once logged in, students will be prompted for a key.

NEW students: **mcc_generalmath**

Once General Math is completed at 100: **mcc_algebrageometry**

One Algebra and Geometry is completed at 100: **mcc_algebratrigonometry**

Access a Goal

Once the key is entered, the goal will show up on their account. Students will click on 'Go to Goal' then 'Start Assessment'. The program will save their progress so there is no need to rush. If students do not know how to solve the problem, there is an 'I don't know' button for them. Please advise students not to use a calculator on this assessment as it covers the basic math skills they'll need to learn by hand. Students should only plan to work for approximately one hour. The assessment is not officially timed, but spending more than one hour on the assessment is not recommended.

Student Instructions for Class Work in Ed Ready

Website: <https://esucc.edready.org>

Login: yourusername@mail.mccneb.edu

Password: Keep your password with you at all times.

NO UNIT TESTS — Do NOT take a unit test unless directed by your instructor.

Unless directed differently by your instructor, always follow your study path by working on the lesson at the top of your Ed Ready list. Before you begin working on a lesson, note the color of the lesson. Then, complete the activities listed below accordingly to that color.

GREY

1. Learn: review only
2. Test

Yellow

1. Learn: warm-up, presentation, practice
2. Test

Red

1. Learn: warm-up, presentation, worked examples or topic text, practice, review
2. Test

*If you do not pass a lesson test on your own the first time, please immediately inform your instructor.
He/she will direct you on how to proceed.*

Managing a Blended Classroom: Monitoring Map

Courtesy of APL Associates

When managing a blended classroom, it can be challenging to determine which students to help and when. The Monitoring Map from APL Associates is a great place to start. Here's how it works:

After all students understand the directions for an activity:

1. Go to the PROCRASTINATORS. These are the students who can do work, but tend not to complete their work in class.
 - a. HIT – Help them determine what they should accomplish.
 - b. PUSH – Determine a time-frame for them to accomplish the task.
 - c. RUN – Move on to the next group
 - d. If the student is working as expected, let them continue working without interruption.
 - e. If you attempt this 3-5 times and they are still not working as expected, do HIT again and add PULL this time.
 - i. PULL – Ask the student how long it will take them to complete a specific task.
2. Go to the students who need the extra support to succeed. These may be students with accommodations from disability services.
 - a. Adjust the task as needed for these students, avoid adjusting the timeframe
 - b. Over time, increase what the student accomplishes in the same timeframe.
3. Go to the students who can be relied on to get started at tasks and work successfully.
4. Repeat the process.

Peer Coaching

Why does it matter?

- Reinforces knowledge in the mentor
- Models mentoring for the mentee
- Builds community
- Builds confidence in students
- Student-centered

How do I make it happen?

- "Teach students that helping others learn does not mean just giving them the answer. Facilitate good tutoring by modeling effective methods and allowing students to practice them."
 - <https://www.edutopia.org/multiage-classroom-looping-peer-mentoring>
- Be sure that all students are encouraged and trained to engage in peer mentoring, not just the more advanced students.
- Implement the Three-Before-Me rule: Students must ask 3 other students for help before coming to the instructor.

Reflection Ideas

Always written with professional English.

1. What is ONE specific thing you learned today?
2. Stop, Start, Continue: What is one thing you will stop doing in class? What is one thing you will start doing in class? What is one thing you will continue doing in class?

TABE Checklist

When you receive TABE results for a student, please review them privately with the student using the checklist below. A copy of the checklist can also be found in your Ed Ready Training Notebook.

TABE Checklist

Before post-testing:

- Notify student that s/he is due to post-test. In ideal situations, students should be given at least 48 hours notice of their impending post-test
- Identify and discuss areas of improvement that you have witnessed during class or through the back-end data in EdReady.
- Discuss the importance of the test as a step in the journey toward educational goals
- Address any concerns or questions the student may have prior to post-testing

After post-testing

- Look up previous post-test scores in AIMS. Compare previous overall scores with new post-test.
- Discuss the Performance on Objectives section of both the Math Computation and Applied Mathematics exams.
- Celebrate areas of Mastery; reference previous discussion about in-class improvement
- Discuss areas of partial- or non-mastery. Identify and refer to the corresponding units and/or lessons in EdReady
- Discuss next steps (e.g. GED Ready, timeframe before GED Ready, etc.)

Form and Level Discussions

Discussions of the form and level of the TABE are usually not necessary to promote student motivation and learning. However, some students need additional explanations of the TABE form and level.

Some students make improvement in knowledge and skill but show little to no grade equivalent improvement. For example, if a student moves from an M level to a D level and shows minimal to no improvement, it may be appropriate to explain the test levels.

Also, if a student “maxes out” and scores a 9.9+ on an M level, you might need to explain that the score is invalid and ask the student to post-test again on the D level. Be sure to email Gale Bachtell regarding a new post-test in a different level.

Scope and Sequence of Each Goal

mcc_generalmath

Place Value and Names for Whole Numbers
Rounding Whole Numbers
Comparing Whole Numbers
Adding Whole Numbers and Applications
Subtracting Whole Numbers and Applications
Estimation
Multiplying Whole Numbers and Applications
Dividing Whole Numbers and Applications
Properties and Laws of Whole Numbers
The Distributive Property
Understanding Exponents and Square Roots
Order of Operations
Introduction to Fractions and Mixed Numbers
Proper and Improper Fractions
Factors and Primes
Simplifying Fractions
Comparing Fractions
Multiplying Fractions and Mixed Numbers
Dividing Fractions and Mixed Numbers
Adding Fractions and Mixed Numbers
Subtracting Fractions and Mixed Numbers
Decimals and Fractions
Ordering and Rounding Decimals
Adding and Subtracting Decimals
Multiplying and Dividing Decimals
Estimation with Decimals
Simplifying Ratios and Rates
Understanding Proportions
Convert Percents, Decimals, and Fractions
Solving Percent Problems
Length
Weight
Capacity

The Metric System
Converting within the Metric System
Using Metric Conversions to Solve Problems
Temperature Scales
Figures in 1 and 2 Dimensions
Properties of Angles
Triangles
The Pythagorean Theorem
Quadrilaterals
Perimeter and Area
Circles
Solids
Graphing Data
Other Types of Graphs
Measures of Center
Use and Misuse of Graphical Representations
Probability

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Variables and Expressions
Integers
Rational and Real Numbers
Adding Integers
Adding Real Numbers
Subtracting Real Numbers
Multiplying and Dividing Real Numbers
Associative, Commutative, and Distributive Properties
Order of Operations
Solving One-Step Equations Using Properties of Equality
Solving Multi-Step Equations
Special Cases and Applications
Formulas
Solving One-Step Inequalities
Multi-Step Inequalities
Compound Inequalities
Equations and Inequalities and Absolute Value
Exponential Notation
Simplify by Using the Product, Quotient, and Power Rules
Products and Quotients Raised to Powers
Scientific Notation
Introduction to Single Variable Polynomials

Adding and Subtracting Polynomials
Multiplying Polynomials
Multiplying Special Cases
Dividing by a Monomial
Dividing by Binomials and Polynomials
Simplifying and Evaluating Polynomials with More than One Term
Operations with Polynomials
Greatest Common Factor
Factoring Trinomials
Factoring: Special Cases
Special Cases: Cubes
Solve Quadratic Equations by Factoring
The Coordinate Plane
Graphing Linear Equations
Finding the Slope of a Line
Writing the Equation of a Line
Parallel and Perpendicular Lines
Graphing Linear Inequalities
Graphing Systems of Linear Equations
Graphing Systems of Inequalities
The Substitution Method
The Elimination Method
Solving Systems of Three Variables

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Introduction to Rational Expressions
Multiplying and Dividing Rational Expressions
Adding and Subtracting Rational Expressions
Complex Rational Expressions
Solving Rational Equations and Applications
Rational Formulas and Variation
Roots
Squares, Cubes, and Beyond
Rational Exponents
Multiplying and Dividing Radical Expressions
Adding and Subtracting Radicals
Multiplication of Multiple Term Radicals
Rationalizing Denominators
Solving Radical Equations
Complex Numbers
Operations with Complex Numbers

Square Roots and Completing the Square
The Quadratic Formula
Identifying Functions
Evaluating Functions
Graphing Types of Functions
Finding Domain and Range
Arithmetic Operations with Functions
Introduction to Exponential Functions
Introduction to Logarithmic Functions
Properties of Logarithmic Functions
Introduction to Natural and Common Logarithms
Solving Exponential and Logarithmic Equations
Mathematical Modeling with Exponential and Logarithmic Functions
Identifying the Six Trigonometric Functions
Right Triangle Trigonometry
Unit Circle Trigonometry
Degree and Radian Measure
Graphing the Sine and Cosine Functions
Amplitude and Period

Feedback from Students and Instructors

Students

The best think about Ed Ready is it's easy to understand a topic. -- 2017

I used to say, 'no, no, no' to TABE testing, but now I've been studying Ed Ready and I feel like, 'yes, yes, yes' to testing. I'm excited to see my progress. – 2017

It lets you go at your own pace. – 2017

Instructors

I was surprised how much the students like Ed Ready. All of them said they liked it better than whole group instruction. -- 2017