

INDIANA **ADULT EDUCATION**



TEACHERS' HANDBOOK



Introduction / Table of Contents



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT



Introduction

On July 22, 2014, President Obama signed into law the Workforce Innovation and Opportunity Act (WIOA), which revises and reauthorizes the Workforce Investment Act (WIA) of 1998. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

WIOA establishes ambitious goals for the integration of workforce service programs. These goals are intended to maximize the value and benefits of services under federally funded workforce development programs. As a core partner under WIOA, Adult Education - Title II has certain responsibilities above and beyond what was previously required under the Workforce Investment Act of 1998 (WIA).

WIOA places a heavy emphasis on transition from adult basic education to postsecondary education, training, or employment. While WIOA continues to emphasize high school completion for youth and adults, WIOA recognizes that completion of high school is not an end in itself but a means to further opportunities and greater economic self-sufficiency. Through the implementation of career pathways, integrated education and training, and workforce preparation activities, WIOA sets the stage for Adult Education's important role in workforce development.

This handbook is designed to provide guidance and resources to help teachers better understand the intent of WIOA and, most importantly, create a career-infused instructional experience for adult learners. A variety of sample tools and resource are included in each section that teachers can adapt to meet their needs.

In addition, the sections include *Apply NOW* buttons that indicate examples of how the information can be used directly in the classroom as well as *Career Ladders* with tips on how information can be linked to the world of work.



This handbook is not designed to be comprehensive – rather, it is designed to be an overview of federal and state expectations that allow for local application and flexibility. It is hoped that some of the resources and ideas in the handbook will spur your imagination to create even better tools for instruction. It should be used in tandem with local policies and procedures. It is anticipated that local program administrators, professional development facilitators, and colleagues will provide the clarification, coaching, and collaboration needed to put the concepts outlined into viable practice.



Table of Contents

The table of contents below lists the various topics included within the electronic Teachers' Handbook. Each section is posted separately on the website for easy access. For a downloadable version of the entire manual, [click here](#).

Understanding Adult Education at the Federal and State Level

Understanding the Workforce Innovation and Opportunity Act (WIOA)	2
Title II – Adult Education and Family Literacy Act (AEFLA).....	2
National Reporting System.....	3
The Thirteen Considerations.....	4
The State Role in Adult Education	5
Department of Workforce Development.....	5
A Snapshot of Indiana’s Adult Learners.....	6
A Snapshot of Indiana’s AE Providers.....	7
Getting Started as a New AE Teacher: the Quick Start Guide.....	7
Appendix	8
The Teacher Quick-Start Guide.....	9

Meeting the Needs of Adult Learners

Meeting the Needs of Adult Learners	3
Barrier Identification	5
Addressing barriers.....	5
Accessing community resources.....	6
Special Learning Needs	6
Screening instrument.....	7
Classroom and testing accommodations.....	10
HSE test accommodations for students with disabilities.....	10
Accessing community resources.....	11
Requests for information.....	11
Making referrals for psychological assessment.....	12
Appendix	14
Plan for reducing barriers to success.....	15
National Joint Committee on Learning Disabilities Definition of LD.....	17
Characteristic of Adults with Learning Disabilities.....	19
Learning Needs Screening.....	25
ESL Registration/Background Interview.....	31
Techniques for working with adults with learning disabilities.....	36
Request for information form.....	40

Getting Students Off to the Right Start

Getting Students Off to the Right Start	4
Recruitment.....	5
Recruitment strategies.....	6

Intake and Orientation	7
Intake	7
Orientation	9
Planning your intake and orientation process.....	10
Intake and orientation self-assessment.....	12
Intake and orientation elements	13
Scheduling options	18
Assessment.....	20
Standardized testing.....	20
Approved standardized tests.....	20
Valid scores.....	21
Pretesting and initial placement.....	22
Progress/post-testing	24
Measurable skill gain	25
Post-testing percentage.....	25
Test environment.....	25
Test accommodations.....	25
Data entry.....	26
Other testing options	27
Goal Setting and Career Exploration	27
Adult Learning Plans.....	31
Student Folders.....	34
Appendix.....	35
Indiana Adult Education Assessment Policy.....	36
Best Practices for Using Social Media in Your Program.....	45
Learner Registration Form.....	47
Release of Information Form.....	49
General Student Orientation and Intake Procedures.....	50
Class Goals.....	54
Planning and Setting Goals.....	55
Building Block to Success.....	56
College and Career Readiness Goals Checklist.....	57
Know What You Want to Learn	58
ESL Student Goals Assessment.....	60
ESL Student Learning Self-Assessment.....	62
Sample Welcoming Activity.....	63
Sample Icebreakers.....	64
Sample AE Homepage	65
DWD Homepage.....	66
Earnings by Educational Attainment	67
Sample Career Pathway Graphic	68
Goal Setting Questionnaire.....	69
Building Steps to Success Survey.....	70
Free Online Career Interest Assessments	73
Rights and Responsibilities/Code of Conduct	74
Sample Internet Use Policy.....	76

Student Commitment Contract	77
Self-assessment Survey	78
CITE Learning Styles Inventory	81
ESL Picture-based Learning Style Inventory	87
Intake and Orientation Model	89
Orientation Information Handout	90
Goals and Progress Chart	91

Creating a Career-Infused Classroom

Creating a Career-Infused Classroom.....	4
Contextualized instruction.....	5
Indiana’s career fields, career clusters, and pathways.....	6
Integrated education and training.....	9
WorkINDiana.....	10
Integrated English Literacy and Civics Education (IELCE)	10
Career contextualized framework	11
How is it organized?	11
Standards-based instruction.....	15
Research-based reading and writing strategies	16
Reading.....	16
Writing.....	19
Research-based math strategies	22
Mathematics content standards overview.....	22
Developing a math curriculum	26
Instruction for English language learners.....	27
Principles of teaching	28
Practitioner’s toolkit.....	28
Research-based strategies for student retention and persistence	30
The four supports	31
Building learner’s self-efficacy.....	31
Setting appropriate goals	31
Offering feedback in ways that motivate	32
Using assessment appropriately.....	34
Incentives and motivation	34
Integrating technology	35
Examples from the field.....	36
Integrating technology resources.....	37
Distance learning.....	37
Definition.....	38
Measuring instructional hours	38
Approved curricula	39
Instructional delivery models.....	39
Materials and technology access	39
Reporting requirements	40
What skills do students need?.....	40

Classroom management.....	41
Establishing norms.....	42
Simulating a work environment	42
Providing choice and autonomy.....	42
Using and inspiring learners’ interests	43
Encouraging collaboration and cooperation	43
Managing mild disruptions.....	43
Handling persistent disruptions	44
Appendix.....	45
Career-infused Classroom Checklist	46
Career Contextualized Framework Tier 1.....	50
Career Contextualized Framework Tier 2.....	53
Career-Infused Instructional Map	57
Online Reading Course	63
Math Suggested Readings by Topic	64
ELA Resources.....	65
Integrating Technology Resources.....	67
Sample Distance Learner Intake Survey	72
Technology Skills Assessment for Teachers	74
Tips for Teaching at a Distance	76

Performance and Accountability

Introduction	2
Overview of the WIOA Indicators of Performance	2
Periods of Participation.....	4
Measurable Skill Gains	6
Scenario 1	7
Scenario 2	7
Scenario 3	8
Credential Attainment.....	9
Exclusions	10
Adult Education Indiana Technical Education Reporting System (AE InTERS)	11
IET and IELCE Reporting	11
Roles and responsibilities.....	11
Required data reporting.....	13
Optional data reporting	13
Social Security Numbers	14
Schedule for data entry.....	14
Attendance hours.....	14
Follow ups	14
Accurate data entry and validation.....	15
Analysis	15
Program monitoring.....	15
Student records retention.....	16
Appendix	17

High School Equivalency Testing

Introduction2
HSE Testing Snapshot.....3
HSE Subtests: Content, Structure, & Samples.....5
 Reading5
 Writing.....6
 Mathematics.....7
 Social Studies.....8
 Science9
Providing Guidance to Students on HSE Testing..... 10
HSE Testing Accommodations 15
Appendix 17
 Reading practice items 18
 Writing practice items..... 21
 Scoring Guidance for the Argumentative Essay..... 25
 Math practice items 31
 Social Studies practice items..... 35
 Science practice items 39
 HSE Testing Tips handout..... 42
 Mathematics reference sheet..... 43
 Calculator reference sheet..... 44

Professional Growth and Development

The value of professional development 2
Staff qualifications 3
Indiana’s PD requirements 3
Indiana’s PD system..... 5
 PD Facilitator Project 5
 Professional Development opportunities..... 6
LINCS: a national resource..... 8
Appendix..... 10
 PD plan template 11
 Directions for PD Facilitator..... 14
 PD Facilitator application..... 16

INDIANA **ADULT EDUCATION**



TEACHERS' HANDBOOK



Understanding Adult Education at the Federal and State Level



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT



Table of Contents

Understanding Adult Education at the Federal and State Level

<u>Understanding the Workforce Innovation and Opportunity Act (WIOA)</u>	2
<u>Title II – Adult Education and Family Literacy Act (AEFLA)</u>	2
<u>National Reporting System</u>	3
<u>The Thirteen Considerations</u>	4
<u>The State Role in Adult Education</u>	5
<u>Department of Workforce Development</u>	5
<u>A Snapshot of Indiana’s Adult Learners</u>	6
<u>A Snapshot of Indiana’s AE Providers</u>	7
<u>Getting Started as a New AE Teacher: the Quick Start Guide</u>	7
Appendix	8
<u>The Teacher Quick-Start Guide</u>	9



Understanding WIOA

On July 22, 2014, President Obama signed into law the Workforce Innovation and Opportunity Act (WIOA), which revises and reauthorizes the Workforce Investment Act (WIA) of 1998. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. The law brings together, in strategic coordination, four primary Titles with six core programs or partners. Adult Education is Title II, referred to as the Adult Education and Family Literacy Act (AEFLA).

TITLE:	PROGRAM:	ADMINISTERED BY:
Title I	Workforce Development Activities 1. Adult Program 2. Youth Program 3. Dislocated Worker Program	IN Department of Workforce Development
Title II	4. Adult Education and Family Literacy (AEFLA)	IN Department of Workforce Development, Adult Education
Title III	5. Wagner-Peyser Employment Services	IN Department of Workforce Development
Title IV	6. Vocational Rehabilitation	IN Family and Social Services Administration

The bipartisan Workforce Innovation and Opportunity Act (WIOA) (Pub. L. 113-128) created a new vision for how America prepares an educated and skilled workforce. WIOA ensures that employment and training services provided by the core programs are coordinated and complementary so that job seekers acquire skills and credentials that meet employers' needs. WIOA also fosters regional coordination – in line with Indiana's eleven (11) regions – and strengthens the local American Job Centers (referred to as WorkOne Centers in Indiana). One of the greatest impacts on Adult Education is WIOA's emphasis on career pathways and training that leads to industry recognized post-secondary credentials. WorkINdiana is a perfect example.

Title II – Adult Education and Family Literacy Act

WIOA strengthens the Title II - Adult Education and Family Literacy Act (AEFLA) program by positioning adult education services as a key component of the workforce development system in local communities and improving alignment among adult education programs, postsecondary education providers, and employers.

A summary of the most significant changes includes:

- **Transition from adult basic education to postsecondary education, postsecondary training, or employment**

While WIOA continues to emphasize high school completion for youth and adults, WIOA recognizes that completion of high school is not an end in itself but a means to further opportunities and greater economic self-sufficiency.

Through the implementation of new activities such as integrated education and training, workforce preparation activities, and career pathways programming, changes will better support individuals as they transition from adult basic education to postsecondary education, postsecondary training, or employment.

- **English language learning:** AEFLA now formalizes the role that adult education has played for decades related to assisting immigrants and English language learners in learning to read, write, and speak English, adds mathematics to the scope of services, and expands the focus of English language learning by adding civics education and workforce training.
- **Innovative supports for re-entry:** AEFLA encourages investments in and innovative programming for the educational and career advancement of incarcerated individuals.

National Reporting System

The National Reporting System (NRS) is the accountability system mandated by the federal government. The NRS (<http://www.nrsweb.org/>) includes student measures to describe adult education students, program participation and assessment of the impact of adult education instruction, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist states in



NATIONAL
REPORTING SYSTEM
for Adult Education

collecting the measures. States are required to report data to the NRS, to meet performance standards for student outcome measures, and to assess local program effectiveness using these standards. **NRS reporting requirements will be discussed in the Performance and Accountability section.**

The Thirteen Considerations

Title II legislation includes thirteen (13) considerations or practices that are expected to be implemented in every funded program.

As an instructor, it is important for you to be aware of these practices because many of them directly impact what you do.

Some of the considerations that require your closest attention are bolded below.

The Adult Education provider should:

1. Be responsive to regional needs and serve individuals in the community most in need of adult education and literacy activities;
2. **Serve eligible individuals with disabilities, including eligible individuals with learning disabilities;**
3. Demonstrate past effectiveness in improving the literacy of eligible individuals;
4. Align activities and services with the goals of the local workforce development plan as well as the WorkOne partners;
5. **Provide instruction of sufficient intensity and quality, that includes the essential components of reading instruction;**
6. **Provide instruction based on the best practices derived from the most rigorous research;**
7. **Use technology, including distance education, to increase the amount and quality of learning and improved performance;**
8. **Provide learning in context, including through integrated education and training;**
9. **Employ well-trained instructors, counselors, and administrators who have access to high quality professional development, including through electronic means;**
10. Coordinate with other available education, training, and social service resources in the community for the development of career pathways;
11. Offer flexible schedules and coordination with Federal, State and local support services (such as child care, transportation, mental health services, and career planning);
12. Maintain a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance;
13. Have a demonstrated need for additional English language acquisition programs and civics education programs.

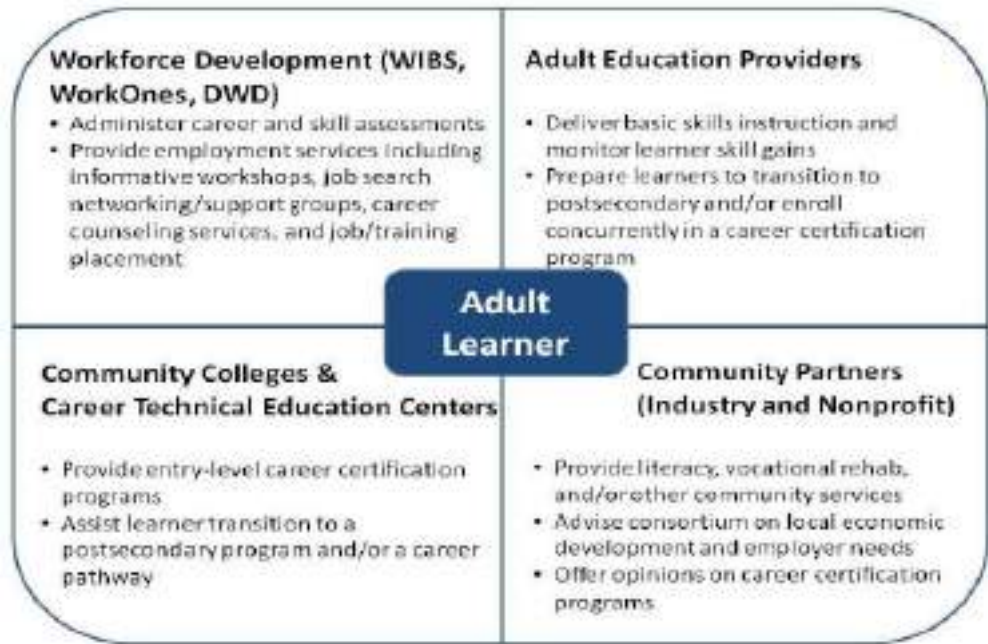


State Role in Adult Education

Department of Workforce Development (DWD)

AEFLA provides the framework for Indiana’s Adult Education program. Indiana’s Department of Workforce Development (DWD) is the designated host agency for Title II funding and oversight. The amount of funding each state receives is based on a formula established by Congress. DWD, in turn, distributes funds to local eligible entities through a competitive application process to provide adult education and literacy services.

Between 2010 and 2011, regional consortia were formed throughout the state. Each consortium is responsible for ensuring that all adult learners in a region have access to both educational and career advising services. This chart outlines the responsibilities of each partner.



The eleven comprehensive adult education consortia established mirror the design of the Indiana workforce investment system and its workforce service areas. It was determined that the 11-region model would provide the most effective platform to provide adult education services and complement other statewide initiatives to greater strength.



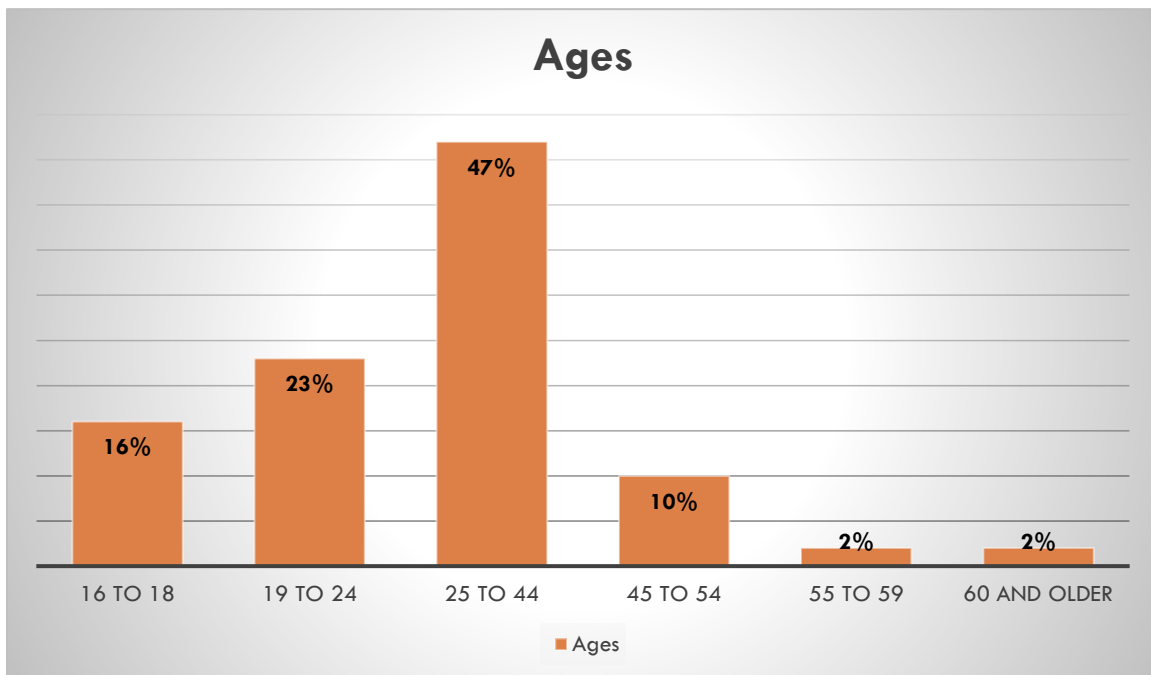
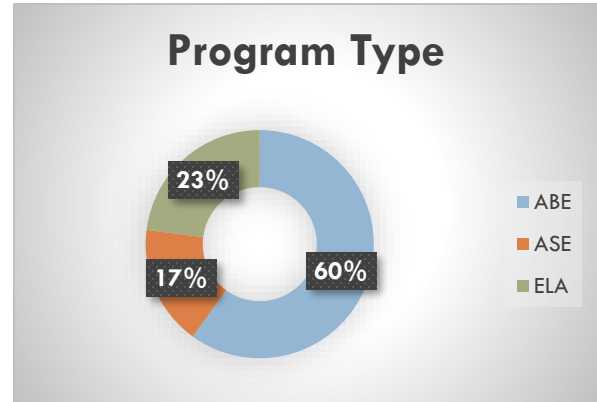
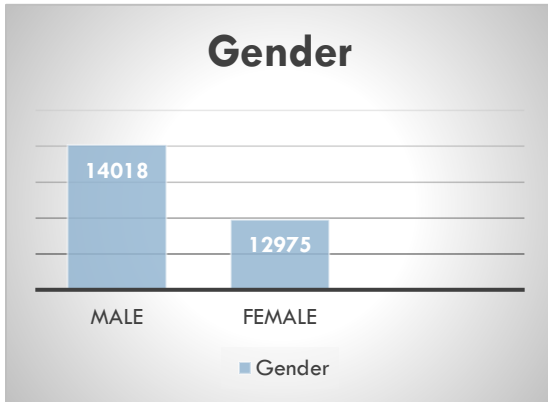
State legislation that guides the Adult Education program is found in Indiana Code IC22-4.1-20: Adult Education at <http://iga.in.gov/legislative/laws/2017/ic/titles/001>

A Snapshot of Indiana's Adult Learners

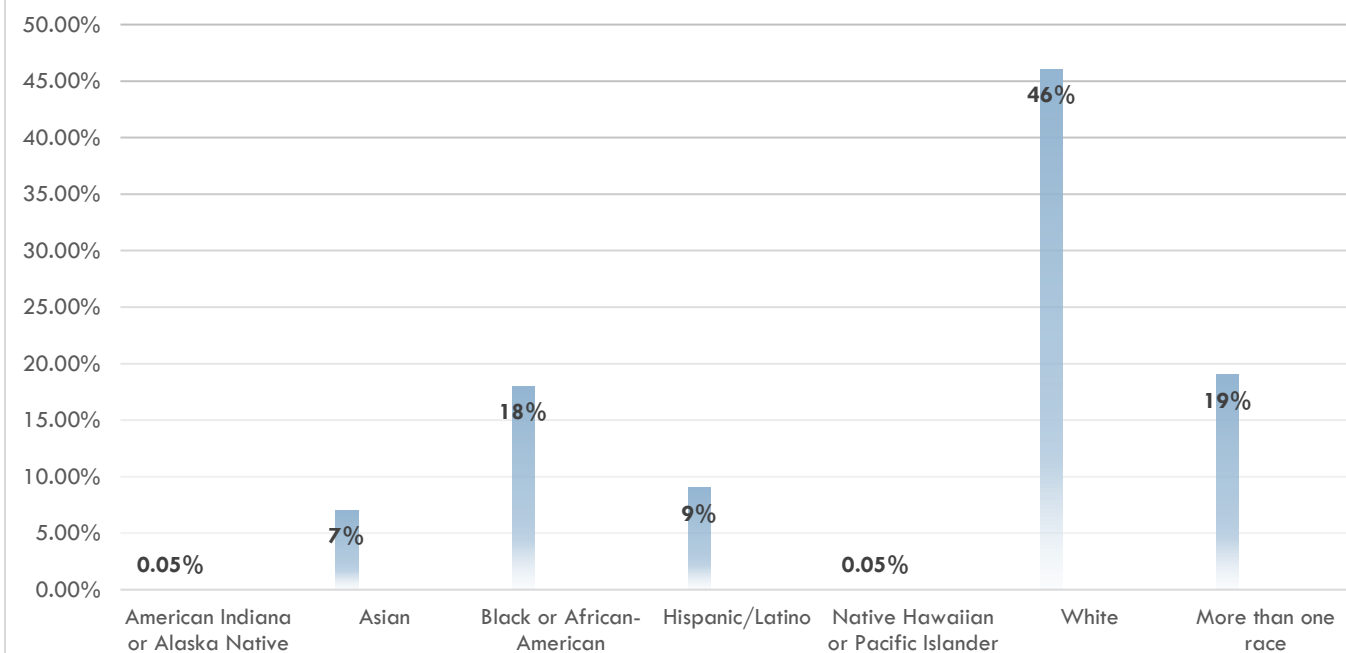
Indiana's Adult Education program serves approximately 27,000 adult learners annually.

- 52% of the students are male.
- The largest age range is comprised of students between the ages of 25 to 44 (47%).
- 54% of the students represent American Indians, Asians, Black or African Americans, Hispanics/Latinos, and more than one race.
- The majority of students are English speakers functioning below an 8th grade level (60%).

Below are some graphical presentations of the student population.



ETHNICITY/RACE



A Snapshot of Indiana's Adult Education Providers

Indiana is committed to providing Adult Education services at a variety of locations throughout the state to make it more convenient for adult learners to attend. Services are provided at 153 different locations throughout the 11 regions. These services are delivered by a diverse group of organizations representing higher education, K-12, community-based agencies, corrections, and workforce development. For a listing of the Adult Education providers, go to <http://www.in.gov/dwd/3070.htm>

Getting Started as a New AE Teacher in Indiana – the Quick Start Guide

If you are a new Adult Education teacher, welcome to Indiana's Adult Education Program. You are about to embark on a wonderful personal and professional journey, full of rewarding and memorable interactions with a diverse group of adult learners. You will truly be changing lives every day you walk into your classroom. At the same time, it can also be a little overwhelming to try to remember everything you need to know.

Have no fear! Just take it one step at a time. Your program has experienced teachers and staff who are more than willing to help you get started. This handbook will serve as a helpful resource for ongoing guidance. Additionally, the Quick Start Guide located in the Appendix is designed to help you break tasks down into smaller steps. The Guide begins with a list of items you will want to examine at least three weeks before you begin instruction. That is followed by lists of tasks/knowledge/skills broken down by two weeks before class, one week before class, the first day of class, one week into the class, halfway into the class, and the end of the class. Even experienced teachers may find it helpful to review the tasks! Best of luck!

INDIANA **ADULT EDUCATION**



TEACHERS' HANDBOOK



Understanding Adult Education at the Federal and State Level Appendix



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT

INDIANA ADULT EDUCATION TEACHER QUICK START GUIDE

Introduction: As a teacher, it is important that you have access to information that will help you organize and manage your classroom environment. This Teacher Quick Start Guide contains key tasks, knowledge, and/or skills that will help you get acclimated to your new role.

Directions: Review this guide as you begin each class. Depending on your teaching situation, not all tasks may apply. The guide is also not a comprehensive list; however, it will give you a general idea of some of the key tasks you'll want to accomplish during the following time periods:

- Three weeks before the class starts (or asap)
- One week before the class starts
- The first day of class
- One week into the class cycle
- Halfway through the class cycle
- The end of the class cycle

Three weeks before the class starts	
Site information	<input type="checkbox"/> I have been given information about the location and schedule of my class. <input type="checkbox"/> I know if I have an aide or volunteers. <input type="checkbox"/> I know if there are other teachers who will be on site when I am. <input type="checkbox"/> I will have the following equipment and material available: file cabinet, bookshelves, copier, computer(s), internet, projector, printer(s), curriculum/textbooks. <input type="checkbox"/> I know how to request more forms or materials. <input type="checkbox"/> I know where to find registration and assessment materials if I need them.
Curriculum and instruction	<input type="checkbox"/> I have observed an experienced teacher in a class like mine or met with a mentor/PD facilitator. <input type="checkbox"/> I have met with my supervisor to discuss course textbooks, curriculum, assessments, and instructional strategies. <input type="checkbox"/> I have discussed with my supervisor about any special materials/supplies I might need. <input type="checkbox"/> I understand what contextualized and standards-based instruction mean. <input type="checkbox"/> I know how to integrate career information into my instruction. <input type="checkbox"/> I know how to integrate technology into my instruction. <input type="checkbox"/> I know what computer software is loaded on the computers for student use.
Paperwork and procedures	<input type="checkbox"/> I have reviewed the Indiana adult education teacher handbook. <input type="checkbox"/> I have been given a job description with an explanation of my responsibilities. <input type="checkbox"/> I understand my local program's policies and procedures for employee id cards, email accounts, building access, parking decals, technology access,

Three weeks before the class starts	
	<p>student confidentiality, inclement weather, etc.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know how to interpret the test results to assign an educational functioning level. <input type="checkbox"/> I know how classes are structured (e.g., multi-level, managed or open entry). <input type="checkbox"/> I understand my local program's policies and procedures for pay, absences, class cancellations, and delays. <input type="checkbox"/> I understand how intake, orientation, and registration of new students takes place. <input type="checkbox"/> I know what the adult learning plan (ALP) looks like and how to develop it with student input. <input type="checkbox"/> I understand the procedure for identifying and serving special needs students.
Professional development	<ul style="list-style-type: none"> <input type="checkbox"/> I have completed applicable training on assessment and InTERS. <input type="checkbox"/> I understand the impact of student data on program accountability. <input type="checkbox"/> I have a list of program personnel and know whom to contact for: <ul style="list-style-type: none"> <input type="checkbox"/> Discipline questions <input type="checkbox"/> Technology questions <input type="checkbox"/> Security questions <input type="checkbox"/> Other _____ <input type="checkbox"/> I have been assigned a mentor teacher. <input type="checkbox"/> I know the name and contact information for my local program's professional development facilitator (PDF). <input type="checkbox"/> I know the name and contact information for my regional professional development consultant.

One week before the class starts	
Site information	<ul style="list-style-type: none"> <input type="checkbox"/> I have been given information about keys and security. <input type="checkbox"/> I understand who is responsible for custodial duties. <input type="checkbox"/> I know whom to contact in case of an emergency. <input type="checkbox"/> I know how many students usually attend my class. <input type="checkbox"/> I have visited my building/classroom and know where to park.
Curriculum and instruction	<ul style="list-style-type: none"> <input type="checkbox"/> I have prepared and copied course handouts. <input type="checkbox"/> I understand the functioning level of my students and have prepared learning units and lesson plans accordingly. <input type="checkbox"/> I have prepared a clear syllabus that explains to the students what they can expect to learn in my class.

One week before the class starts	
	<input type="checkbox"/> I have prepared an engaging welcoming activity that will help make students feel comfortable and excited about attending my class. <input type="checkbox"/> I have prepared checklists/forms for my students to use to track their own progress. <input type="checkbox"/> I understand the contents of the HSE tests and registration procedures for applicants.
Paperwork and procedures	<input type="checkbox"/> I understand the national reporting system (NRS) guidelines, including how to earn measurable skill gains and follow-up measures. <input type="checkbox"/> I understand how periods of participation (pops) impact student performance. <input type="checkbox"/> I understand the importance of the sign in/sign out sheets and how to record attendance information. <input type="checkbox"/> I know which forms must be present in the student folder. <input type="checkbox"/> I have a list of support services available for my students and know how to refer students to the appropriate agency. <input type="checkbox"/> I understand that the program must keep student files for three years after the current program year. <input type="checkbox"/> I understand how to monitor a student's progress and record it on the ALP. <input type="checkbox"/> I have reviewed federal education rights and privacy act (FERPA) information. These regulations govern (1) release of education records and (2) access to them. <input type="checkbox"/> I understand my responsibilities in the follow-up of student achievements. <input type="checkbox"/> I have checked with my supervisor about scheduled department meetings. <input type="checkbox"/> If possible, I have contacted my students via email, text, or phone. They will appreciate receiving the reminder. <input type="checkbox"/> I am fully aware of the program's security and emergency procedures.
Reporting	<input type="checkbox"/> I know what data I must report. <input type="checkbox"/> I know the dates my reports are due. <input type="checkbox"/> I know to whom I must submit my reports.
Professional development	<input type="checkbox"/> My name and contact information have been sent to my regional professional development consultant. <input type="checkbox"/> I know how to access professional development in my program and region and have asked permission to attend.

First day of class	
Site information	<input type="checkbox"/> I arrive about 20 minutes early. <input type="checkbox"/> Remember: first impressions count! I greet students with a smile!
Curriculum and instruction	<input type="checkbox"/> I spend time asking students what they feel they need or want to learn in my class. <input type="checkbox"/> If a learning style inventory has not already been administered, I administer the inventory and talk about the advantages of knowing one's preferred learning styles. <input type="checkbox"/> I follow-up by talking about how the class will be structured and how they will be actively engaged in tracking their progress.
Paperwork and procedures	<input type="checkbox"/> I introduce myself and allow students to introduce themselves. <input type="checkbox"/> I tell them about myself. <input type="checkbox"/> I conduct a welcoming/ice breaker activity that helps them identify their strengths. <input type="checkbox"/> I discuss any additional departmental material or policies, such as attendance policy, student code of conduct, etc. <input type="checkbox"/> I educate students about available student support services. <input type="checkbox"/> I collect students' emails and cell phone numbers and explain that I may be communicating with them during the class via email, text, or phone.
Reporting	<input type="checkbox"/> I use the attendance quickstart guide to help me remember how to track and/or record attendance in InTERS from the sign-in/sign-out sheets.

One week into class cycle	
Curriculum and instruction	<input type="checkbox"/> I write clear objectives on the board each day so students see what we will be doing. <input type="checkbox"/> I use active learning strategies in the classroom. Adults need to move every 20 minutes so I use collaborative work groups and engaging activities to promote movement. <input type="checkbox"/> I continually contextualize instruction to real life examples so students can see the relevance of what they are learning. <input type="checkbox"/> I explain the purpose of standardized testing, how it impacts program funding, and steps we will take to make sure they are ready to show progress on their post-tests. <input type="checkbox"/> I keep my lesson plans on track to cover the needed content, but I am ready to adapt. If my class goes awry or off the beaten path, I am ready to deal with the unexpected. <input type="checkbox"/> I don't sit at my desk. I move around the room as it helps command attention. I listen to students.

One week into class cycle	
Paperwork and procedures	<input type="checkbox"/> I know all of my students' names and something about them (family, job, goals, favorite food) by the end of the first week. <input type="checkbox"/> I remind students of the attendance policy and talk about the importance of regular attendance. <input type="checkbox"/> I call, email, or text students who have not attended for two or more days. <input type="checkbox"/> I model behavior I want to see in students. I don't use my cell phone; I'm on time for class, etc. <input type="checkbox"/> I know the procedure for exiting a student who has completed the program or who has dropped out. <input type="checkbox"/> I don't stand over students when speaking with them at their desks or computers. I kneel, squat, or sit down next to them. Standing over them is a position of authority. Always respect your students. <input type="checkbox"/> I talk with my supervisor if I have any questions after the first week of class.
Reporting	<input type="checkbox"/> I continue to record attendance from the sign-in/sign-out sheets.
Professional development	<input type="checkbox"/> I begin making a list of topics I realize I need to learn more about such as learning disabilities, contextualized instruction, reporting, etc.

Halfway through the class cycle	
Curriculum and instruction	<input type="checkbox"/> I continue short lessons on test-taking skills and remind students of the post-testing schedule. <input type="checkbox"/> I use informal or alternative assessments to measure student progress, identify gaps in learning, and adapt my instruction accordingly for the remainder of the class cycle.
Paperwork and procedures	<input type="checkbox"/> I provide mid-term progress reports (including attendance reports) or meet with students to discuss their progress, revisit their goals, and identify any new barriers or issues. Students bring their goal sheets on which they have been tracking their own progress, so we can compare.
Reporting	<input type="checkbox"/> I continue to record attendance from the sign-in/sign-out sheets. <input type="checkbox"/> I analyze my attendance records to determine student retention issues, if any. I seek to find the root causes and resolve the issues. I seek assistance from my supervisor or PD facilitator, if needed.
Professional development	<input type="checkbox"/> I share my list of PD topics with my PD facilitator and ask for assistance.

The end of the class cycle

Curriculum and Instruction	<input type="checkbox"/> I analyze post-test results to determine any necessary changes to curriculum, teaching materials, and strategies. <input type="checkbox"/> I analyze attendance and student performance data to determine any common patterns that I could better address in the future. <input type="checkbox"/> I use the results of the post-class student survey to identify my strengths and areas needing improvement.
Paperwork and Procedures	<input type="checkbox"/> I make sure my students are aware of their post-testing schedule. <input type="checkbox"/> I submit all required paperwork and follow program procedures to close out my class.
Reporting	<input type="checkbox"/> I submit the final attendance report in InTERS.

INDIANA **ADULT EDUCATION**



TEACHERS' HANDBOOK



Meeting the Needs of Adult Learners



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT



Table of Contents

<u>Meeting the Needs of Adult Learners</u>	3
<u>Barrier Identification</u>	5
<u>Addressing barriers</u>	5
<u>Accessing community resources</u>	6
<u>Special Learning Needs</u>	6
<u>Screening instrument</u>	7
<u>Classroom and testing accommodations</u>	10
<u>HSE test accommodations for students with disabilities</u>	10
<u>Accessing community resources</u>	11
<u>Requests for information</u>	11
<u>Making referrals for psychological assessment</u>	12
Appendix	14
<u>Plan for reducing barriers to success</u>	15
<u>National Joint Committee on Learning Disabilities Definition of LD</u>	17
<u>Characteristics of Adults with Learning Disabilities</u>	19
<u>Learning Needs Screening</u>	25
<u>ESL Registration/Background Interview</u>	31
<u>Techniques for working with adults with learning disabilities</u>	36
<u>Request for information form</u>	40



MEETING THE NEEDS OF ADULT LEARNERS

As adult educators, we understand the differences between teaching children and teaching adults – pedagogy versus andragogy. We know that we need to adjust our teaching styles and activities accordingly to meet the needs of our students. As we begin this section, let’s take a quick look at the characteristics that make adult learners so unique.

Learning behavior

- Adult learners are self directed; they have control over their learning experience, and they are 100% responsible for their own learning. They are also deeply involved not only in planning, but also in evaluating their learning, as they know what knowledge they want to acquire.

The role of learners’ experience

- Adult learners have clearly more experience than young learners. Their experience becomes the main resource of both their learning and the personal identity they have developed.

Orientation to learning

- Adult learners seek information that is useful in their personal lives and work environment. This audience demands that their learning is relevant to their real life issues, problems, and tasks.

Readiness to learn

- Adult learners’ readiness to learn can be triggered by literally anything; a sudden change in their lives, a need for dealing with life tasks and problems more successfully, the desire for self-improvement and self-development, and so on.

Motivation for learning

- Intrinsic motivators such as self-esteem, self-confidence, desire for better quality of life, curiosity, self-development, and recognition are only a few factors that motivate adult learners to learn. Adult learners, more often than not, are more satisfied with the learning process, more focused, more persistent, and more eager to apply their knowledge more frequently and successfully than younger learners.

Adult learners come to the adult education classroom with varied backgrounds. These include:

- The adult who left school due to personal or family issues.
- The adult with disabilities whose needs were not addressed in his/her school experiences.
- The adult student for whom English is not the first language, who wants to improve his/her English literacy skills.
- The student under 18 who was asked to leave school because of drug or alcohol abuse or other issues.
- Youth who incorrectly see adult education as a faster path to high school certification.
- The incarcerated student.

Fear, intimidation, and being overwhelmed are feelings some adult education students experience when they first enter the classroom. Some have even expressed that walking through the door the first time was the most difficult part of continuing their education.

Many students have had experiences in a school setting that were less than positive. Lack of success in school fosters self-esteem issues that can negatively impact a student's progress. Many have challenges they feel take priority over their schooling. Jobs, concerns about families, financial problems, and health issues are some of the problems that can interfere with a student's attendance and progress.



They may have transportation, child care, or health-related problems to work out. They may have physical or learning disabilities that they are concerned about. They may have scheduling conflicts that will interfere with studies. Unless someone helps new students to pinpoint the problems and identify potential solutions, they may abandon the program before they ever get started.

Therefore, it is important to determine students' strengths and weaknesses at the outset to help them know what goals will be realistic and how to proceed with a plan of study. Indiana AE programs should administer some type of screening instrument or questionnaire (or a combination) to each student and make interventions in

the student learning plan based on the results. The instrument(s) might include:

- **Learning style inventories** (auditory, visual, tactile, social, etc.) that will help you and your students identify materials and techniques that are best suited to their strengths.

- **Barrier identification** questions (about problems with transportation, scheduling, child care, health, family issues, etc.) that will help you assist the students in identifying potential problems and developing a plan to address these issues.
- **Special learning needs screening** questions that will tip you off to learning disabilities, attention deficits, and other special learning needs (e.g., vision or hearing problems, medical issues, etc.) so that you can identify appropriate strategies and accommodations or make referrals for formal diagnoses.

This section includes several sample screening instruments that can be used. Just remember -- in addition to simply screening students, you need to follow-up with them to explain the screening results, develop individual strategies to address the problem areas, make referrals to outside agencies as needed, and document this process.



Barrier Identification


Addressing Barriers

Early identification of students with barriers to participation is critical to developing an appropriate instructional plan with needed support. Obviously, for students to show progress in your class, they need to attend on a regular basis. If you can help students identify potential barriers upfront, you are more likely to retain students and truly meet the needs of the adults who come to you for help.

Initial barrier identification and resolution should be included as part of your program's intake and orientation process. However, some students may not feel comfortable sharing some of their barriers upfront. They may need to build trust with you or another staff member before they open up. Therefore, keep in mind that while each student may have completed a barrier identification process prior to attending your class, you still have an important role to play.

There are several instruments to assist in identifying barriers. In the *Appendix*, you will find [the Plan for Reducing Barriers to Success](#). This plan covers barriers associated with family, health, work/financial, personal habits, academic, and program perception/logistics. It can help you make plans to eliminate potential barriers and learning problems.

As you select and use screening instruments to identify barriers to attendance, it is important to remember that written instruments may need to be read aloud to students with low-level reading skills. Also, confidential information will need to be handled carefully.



Students with barriers to regular attendance in your class will more than likely face those same barriers in the workplace. By helping them learn how to resolve the issues so they can attend class, you will be helping them deal with similar barriers on the job.

Accessing Community Resources

There are many community service organizations that can assist with a variety of needs including food, shelter, and transportation. One informative resource is the online 2-1-1 directory that provides links to services for a wide variety of needs, including housing, employment, legal aid, health care, food counseling and appropriate community-based organizations and government agencies.



Special Learning Needs

To provide effective instruction to adults with special learning needs (learning disabilities, attention disorders, physical and psychological disabilities, and mental impairments), you need to understand the nature of disabilities, screening instruments, referral systems, as well as teaching strategies and accommodations that can assist learners with their special needs.



So how does that apply in my classroom?

On the next page are brief descriptions of the most common special learning needs in the Adult Education program. Do any of your students match these descriptions?

Special Learning Need	Description
Learning Disabilities (LD)	Can impact academic performance in listening, speaking, reading, writing, mathematics, etc. Specific LD (such as Dyslexia, Dysgraphia, Dyscalculia), is a permanent lifelong condition which interferes with learning and academic performance. Although individuals with LD have average or even above average intelligence, without reasonable accommodations (extra time, spell-checking devices, calculators, readers or scribes, etc.) to level the playing field, these individuals are presented with innumerable barriers.
Attention Deficit Hyperactivity Disorders (ADHD)	Originally there were two disorders Attentional Deficit Disorder and Attention Deficit Hyperactivity Disorders. In May of 2013 the American Psychiatric Association did away with ADD as a classification separate from ADHD. ADHD is a lifelong condition that can cause problems in academic performance due to the individual's inattentiveness, restlessness, lack of organization and inability to concentrate and complete assignments. Adults with ADHD may require frequent breaks and private settings.
Physical Disabilities	May also hinder some adult learners in reaching their fullest potential. While some individuals were born with impaired vision, hearing, or mobility, many other adults have acquired physical disabilities because of accidents, injuries, or the effects of aging. These disabilities may include systemic conditions such as AIDS, asthma, cancer, diabetes, epilepsy, etc.; brain impairments due to head injuries, drug abuse, strokes, etc.; or orthopedic problems affecting the bones and joints. Adults with physical disabilities may be dealing with mobility problems, pain, discomfort, fatigue, and effects of medication such as drowsiness, nausea, and memory loss. They may require special attention or equipment to succeed.
Psychological or Emotional Disabilities	Are DSM-IV defined conditions such as schizophrenia, bipolar disorder, major depression, etc. These conditions, or the medication used to treat them, may create learning problems for the individual involving concentration, restlessness, anxiety, memory loss, etc.
Mental Impairments, Developmental Disabilities, or Intellectual Disabilities	May limit the ability of individuals to achieve higher academic levels. While these individuals may be unable to attain high school equivalency, many are able to achieve a sufficient level of basic skills to enable them to enter the workforce or go on for specific vocational training. These learners may not qualify for testing accommodations but require classroom and learning modifications such as constant reinforcement and concrete application of their learning to progress.

Screening Instruments

As an adult education teacher, you should familiarize yourself with the [definition of learning disabilities and its application to adult learners](#) (Appendix) and examine the [characteristics of adults with learning disabilities](#) (Appendix). By becoming familiar with these areas, you may be able to spot students with undiagnosed disabilities.

Remember, however, instructors are not professional diagnosticians. Many times, we can recognize symptoms that may indicate disabilities, but it is not our role to label students. Some adults have documentation which identifies their disability and are thus legally entitled to instructional and

testing accommodations. Other students who are undiagnosed can benefit from good teaching strategies. They may also benefit from a learning needs screening.

The Appendix includes a sample [Learning Needs Screening](#) to help determine whether a student should be sent for formal diagnosis of a disability. The first part of the screening includes 13 questions that determine the need for referral for formal psychological assessment. Other parts of the instrument screen for barriers to attendance and other special needs (vision, hearing, mental health, etc.). The *Additional Questions* are related to barriers and job-related problems and the *Confidential Questions* (including the required three questions) relate to diagnosed conditions and medications used by the individual. It is recommended that you complete the entire instrument regardless of the scoring on the first 13 questions. Finally, there is a follow-up form and release of information to help decide what referrals should be made and get permission to do that.

English Language Acquisition programs may use the [ESL Registration/Background Interview \(Appendix\)](#) to identify special needs and barriers.



Students with diagnosed disabilities need to become strong self-advocates so they are informed about how to address their needs when applying for a job or in the workplace.

Even if you are not using a special learning needs screening instrument, you should be asking each student **three important questions:**

- *Have you ever had special help or special classes?*
- *Do you think you have trouble learning?*
- *What kinds of things do you have trouble with?*

If students answer ‘yes,’ then appropriate investigation should occur to determine how best to serve the student in the program. It is not enough to ask the questions; instructors should follow-up and determine how these issues will affect learning in the classroom.

Some programs have incorporated these three questions into their intake documents along with their own instruments for asking about barriers to attendance.



So how does that apply in my classroom?

Serving Adults with Learning Disabilities in the Classroom

Whether or not a learner has a diagnosis, instructors may begin to address the needs of students using some of the information and ideas found in an important article, [Techniques: Working with Adults with Learning Disabilities](#) (Appendix) which provides strategies for students you suspect have learning disabilities.

For further study:

- **Learning Disabilities Association of America: Support and Resources for Educators**
<http://www.ldanatl.org/aboutld/teachers/index.asp>
This site outlines specific strategies that apply to specific learning disabilities. It also contains tips for working with students who have been diagnosed as having Attention Deficit Hyperactivity Disorder (ADHD).
- **Learning Disabilities of America for Adults**
<http://www.ldanatl.org/aboutld/adults/index.asp>
This site has information for adults with learning disabilities on assessment, civil rights, workplace issues, post-secondary options, and social/emotional issues, etc.
- **Learning to Achieve: Research-Based Resources and Professional Development to Increase Achievement of Students with Learning Disabilities**
<http://lincs.ed.gov/programs/learningtoachieve/learningtoachieve.html>
Learning to Achieve, initially launched by the National Institute for Literacy, is designed to build state capacity to increase the achievement of students with learning disabilities. It includes an integrated set of research-based resources, professional development materials and a Train-the-Trainer Institute, based on the latest rigorous research. These tools are designed to increase teacher effectiveness in providing services to adults with learning disabilities.
- **Literacy and Learning Disabilities Special Collection: Understanding Learning Disabilities (LD)**
http://ldlink.coe.utk.edu/understanding_ld.htm
This site provides information on learning disabilities including definitions, characteristics, legal issues associated with LD, as well as resources that provide information on how to cope with LD.



Classroom and Testing Accommodations for Students with Documented Disabilities

Students who present documentation of their disability have a right under the Americans with Disabilities Act (ADA) to request reasonable accommodations. Depending on the type of disability, the accommodations may include (but are not limited to):

- Extended time for learning and testing
- Private settings free of interruptions and distractions for learning and testing
- Frequent breaks or change of activity
- Calculators
- Spell checkers
- Word processors
- Audiotapes of presentations, texts, and tests
- Enlarged print
- Braille texts
- Readers
- Note-takers or scribes for learning and testing
- Sign language interpreters
- Assistive listening devices
- Furniture or room modifications to accommodate wheelchairs, etc.

High School Equivalency Test Accommodations for Students with Disabilities

Some adult learners who seem intelligent and study diligently may still fail in test-taking situations. Some individuals simply cannot perform under standard test-taking conditions (i.e., hours of sitting still to take a series of tests; a room full of people; a clock ticking off the time; a test which must be read silently). These adults may know the information perfectly well and yet be unable to demonstrate what they know because learning disabilities or attention disorders interfere with their performance under certain conditions.

Individuals with learning disabilities, ADHD, or physical or psychological disabilities may take the HSE Test with specific accommodations at no additional charge. If you are working with a learner that you believe may have a learning disability, it is important to access as much information about the individual as possible, while maintaining strict confidentiality. If the student has a record of special education, he or she may have been diagnosed as a child. Another individual may have been through psychological testing for some other reason. These records may be accessed and used to document the condition for obtaining accommodations.

Some students with physical disabilities (vision, hearing, physical, or emotional impairments) may also be able to request certain accommodations.

If you have worked with a student and believe that student may need accommodations and could pass the HSE Test if he/she had accommodations, you may wish to administer a readiness assessment, so the student can practice using those accommodations in order to make a case for the use of accommodations.

For more information on applying for HSE accommodations, see the HSE Testing Section. To obtain the appropriate request for accommodation form(s), contact your local HSE Examiner.

Accessing Community Resources

There are many community service organizations that can assist with a variety of special learning needs. For example:

- An adult with a disability (or likelihood of a disability) may need an official diagnosis from a certifying professional diagnostician to have access to the specific accommodations needed to be successful on assessments such as the high school equivalency assessment. You may need to refer the student to Vocational Rehabilitation Services (VRS) for diagnosis and job assistance.
- A student with a disability or a special need may need to be scheduled to attend class at a specific time when you can devote a little more time to providing assistance or you may need to arrange for one-on-one tutoring from a volunteer.



Making Requests for Information to Obtain Documentation for Students with Disabilities

If an individual has been diagnosed with a disability or has a special education record, that person may already have documentation and may be able to demonstrate the need for classroom or testing accommodations. Helping students obtain this documentation may save them the expense of being reevaluated.



These psychological assessments may also give you more information about the person's strengths and weaknesses and help you to decide what classroom and testing accommodations should be

offered. The Americans with Disabilities Act (ADA) requires that those with a history of being considered disabled must be offered appropriate accommodations.

To request diagnostic information from schools or other agencies, a sample [Request for Information Form](#) is included in the Appendix.

Finally, the records may show that an individual was considered to have a “mental impairment” as opposed to a “learning disability.” It is important to note that older testing may not reflect accurate diagnosis, when the diagnosis identifies “mental impairment,” “borderline” or “low functioning.” A new assessment, due to better protocols and current knowledge, may provide a learning disability diagnosis.

Requests for school records can be sent directly to the last school the individual attended, or in the case of school closings or consolidation, to the county office. Use the [Request for Information \(Appendix\)](#) when requesting school records. It is important to note that even though special education files are requested, sometimes only a transcript is sent. This does not mean that the student was never in special education classes. Special education records are maintained separately from regular transcripts, and the person who fills the request for transcripts may not be aware of records kept elsewhere. You may have to request records more than once or send a follow-up letter clarifying what is needed.

On occasion you may have students who attended special education classes but whose records are lost or unavailable. In other cases, students may have been in special education, but were never diagnosed with a learning disability. If this happens it will be necessary to refer the student for a psychological assessment.

Making Referrals for Psychological Assessment

After administering the *Learning Needs Screening* to an individual, if results indicate referral for further assessment is needed and no formal assessment has been done or no documentation of a previous diagnosis is available, the individual should be referred to another agency for formal assessment to determine the nature of the problem.

Referral to a Certifying Professional through VRS

In many cases students will qualify for assessment services through [Vocational Rehabilitation Services \(VRS\)](#). To qualify, a client must be seeking future employment or to improve his or her capacity to obtain better employment. When making referrals, it is important to make it clear to the intake counselor that the individual’s lack of documentation prohibits the individual from accessing needed accommodations and thus **poses a barrier to further training or career advancement**.

Referral Directly to a Professional Diagnostician

Adult students who are employed and have private insurance may want to be referred to a private “certifying professional.”

What to Send to VRS or the Professional Diagnostician

Photocopy or retype the [Special Learning Needs Referral](#) (*Appendix*) onto your program letterhead. Indicate the specific items that you are attaching to the referral:

- Provide as much class information as you have collected (assessment scores from TABE, *Learning Needs Screening*, notes of any difficulties you have observed, notes on any strategies or accommodations you have used successfully, etc.).
- Provide copies of any old records you or the student can collect:
 - School records showing participation in special education services
 - Individualized Education Plans (IEPs)
 - Transcripts from middle school or high school
 - Other records showing a history of academic difficulties due to your disability
- Have the student sign your *Release of Information form* listing the items the student permits you to send. Keep the original in the confidential file and send along a copy.
- Have the student sign a [Request for Information](#) (*Appendix*) so that you can receive the results of the formal assessment and discuss the case with the diagnostician or counselor. Send the original to the diagnostician and keep a copy in the confidential file.

INDIANA **ADULT EDUCATION**



TEACHERS' HANDBOOK



Meeting the Needs of Adult Learners Appendix



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT

Plan for Reducing Barriers to Success

Check off items that might get in the way of success in class. Note plans to deal with each of the problems. Update these plans later on or comment on success.

BARRIER	PLAN OF ACTION
I. FAMILY <ul style="list-style-type: none"> <input type="checkbox"/> Lack of child care <input type="checkbox"/> Lack of family or partner support <input type="checkbox"/> Single parent pressures <input type="checkbox"/> Extended family (parents, grandparents) responsibilities <input type="checkbox"/> Domestic problems/abuse <input type="checkbox"/> Other: 	
Comments/Updates:	
II. PERSONAL HABITS <ul style="list-style-type: none"> <input type="checkbox"/> Difficulty getting up in the morning <input type="checkbox"/> Difficulty getting kids off to school or daycare <input type="checkbox"/> Not eating properly <input type="checkbox"/> Not getting enough sleep <input type="checkbox"/> Not having a quiet place to study <input type="checkbox"/> Other: 	
Comments/Updates:	
III. HEALTH <ul style="list-style-type: none"> <input type="checkbox"/> Chronic illness <input type="checkbox"/> Physical disability <input type="checkbox"/> Mental or emotional disability <input type="checkbox"/> Family member with health problems <input type="checkbox"/> Alcohol or drug addiction <input type="checkbox"/> Other: 	
Comments/Updates:	
IV. TRANSPORTATION <ul style="list-style-type: none"> <input type="checkbox"/> No transportation <input type="checkbox"/> Undependable transportation <input type="checkbox"/> No buses where needed 	

BARRIER	PLAN OF ACTION
<input type="checkbox"/> Other:	
Comments/Updates:	
V. WORK/FINANCIAL <ul style="list-style-type: none"> <input type="checkbox"/> Looking for work <input type="checkbox"/> Work hours conflict with class <input type="checkbox"/> Work schedule changes frequently <input type="checkbox"/> Must go out of town for work <input type="checkbox"/> Other: 	
Comments/Updates:	
VI. ACADEMIC <ul style="list-style-type: none"> <input type="checkbox"/> Difficulty with reading or writing <input type="checkbox"/> No experience with success in school/fear of failure <input type="checkbox"/> Learning disability <input type="checkbox"/> Parents and/or other family members did not finish school <input type="checkbox"/> Other: 	
Comments/Updates:	
VII. PROGRAM PERCEPTIONS/ LOGISTICS <ul style="list-style-type: none"> <input type="checkbox"/> Lack of choices for class days and times <input type="checkbox"/> Inconvenient location <input type="checkbox"/> Too many hours expected <input type="checkbox"/> Too many rules to follow <input type="checkbox"/> Other: 	
Comments/Updates:	

Adapted from Cabell County ABE Program

National Joint Committee on Learning Disabilities (NJCLD) Definition of Learning Disabilities

The following information is from *Bridges to Practice Guidebook 1: Preparing to Serve Adults with Learning Disabilities*, published by the National Adult Literacy and Learning Disabilities (ALLD) Center. This information may help you recognize problems associated with learning disabilities.

The NJCLD definition is presented below in an annotated format to help you interpret its meaning as applied to adults.

NJCLD Definition	Application to Adults
<i>Learning disabilities is a general term that refers to a heterogeneous group of disorders</i>	There is neither one type of learning disability nor one profile for adults with learning disabilities. There are many different patterns of difficulties. For example, one adult may have a serious reading disability, while another may be able to read adequately, but not be able to communicate thoughts in writing.
<i>manifested by significant difficulties</i>	All individuals have strengths and weaknesses. Adults with learning disabilities have serious problems which affect one of life's major functions in the home and the workplace. For example, an adult may not be able to work at a preferred job due to lack of literacy skills related to learning disabilities.
<i>in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities.</i>	Learning disabilities are specific in nature. Learning problems encompass one or more ability areas (e.g., reading or math), but do not necessarily include all ability areas. They do not represent simply a delay in development.
<i>These disorders are intrinsic to the individual,</i>	Learning disabilities are part of a person's neurological make-up. They are not eliminated by changes in the environment such as increased exposure to literacy events. Although a person can learn to deal effectively with a learning disability, it doesn't go away.
<i>presumed to be due to central nervous system dysfunction,</i>	Although most adults with learning disabilities will not have a medical diagnosis of neurological disorder, the assumption is that there is some sort of difference or difficulty in how the brain works. Current research is shedding greater light on this area.

NJCLD Definition	Application to Adults
<i>and may occur across the life span.</i>	Learning disabilities may be uncovered at different stages of a person’s life, depending on many factors. Some factors include severity of the disorder; academic, vocational, and social setting demands; and educators’ knowledge of learning disabilities. The symptoms change over time so that a learning disability in a 7-year-old child looks different from one in an adult.
<i>Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities</i>	Some adults will have difficulty in self-control, perceiving social situations appropriately, and getting along with other people.
<i>but do not by themselves constitute a learning disability,</i>	The problems described in self-regulation, social perception, and interaction—while often present in adults with learning disabilities—also occur in people with other disabilities as well. There are many reasons for these types of problems other than underlying learning disabilities.
<i>although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance)</i>	A learning disability may be present with other disorders, but these conditions are not the cause of the learning disability. For example, an adult may have a hearing loss along with a learning disability, but the hearing loss is not causing the learning disability. Also, learning disabilities are not related to low intelligence. In fact, most people with learning disabilities are average or above average in intelligence, but the impact of the disability may impair their ability to function well in school, at home, or in the workplace.
<i>or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction).</i>	Although learning disabilities are not the result of inadequate schooling or opportunity to learn, they are often exacerbated by these factors. For example, individuals with learning disabilities frequently have fewer opportunities to learn in their area of disability; they tend to be challenged less by their teachers and parents. Therefore, by the time individuals with learning disabilities become adults, they are further behind than the learning disability would predict.

Characteristics of Adults with Learning Disabilities

There is no single cause of learning disabilities and, therefore, no single set of characteristics. When considering adults with learning disabilities, it is important to recognize that a wide range of learning, social, and behavioral characteristics exist. Although these characteristics are not directly related to a lack of training or experience, a learning disability may have prevented an individual from profiting from these sources of information. The following characteristics are organized by deficit area: reading, writing, listening, speaking, mathematics, thinking, and “other.”

Listening Difficulties

Individuals with LD also may have problems with the processing of oral language. An individual with LD may demonstrate some or all of the following characteristics in listening:

Listening Characteristics	Examples
Has problems perceiving slight distinctions in words	<ul style="list-style-type: none">Misunderstands a message with a word mistaken for a similar word. Might say, “Pick up the grass,” instead of, “Pick up the glass.”
Has a limited vocabulary	<ul style="list-style-type: none">Recognizes and uses fewer words than peers when engaged in conversation or when gathering information by listening.
Finds abstract words or concepts difficult to understand	<ul style="list-style-type: none">Requests repetitions or more concrete explanations of ideas. Frequently asks for examples.
Has difficulty with nonliteral or figurative language such as metaphors, idioms, and sarcasm	<ul style="list-style-type: none">Does not understand jokes or comic strips.
Confuses the message in complex sentences	<ul style="list-style-type: none">Will eat lunch first if given the direction, “Eat lunch after you take this to the mail room.”
Has difficulty with verbal memory.	<ul style="list-style-type: none">Doesn’t remember directions, phone numbers, jokes, stories, etc.
Has difficulty processing large amounts of spoken language	<ul style="list-style-type: none">Gets lost listening in classroom or large group presentations, complaining that people talk too fast.

Reading Difficulties

The most prominent characteristic associated with LD is difficulty in learning to read. The term 'dyslexia' is often used to denote a reading problem, although in reality it is a disorder that interferes with the acquisition and processing of language and affects a variety of performance areas. In addition to the characteristics associated with dyslexia, an individual with LD may demonstrate some or most of the following reading characteristics:

Reading Characteristics	Examples
Does not read for pleasure	<ul style="list-style-type: none"> Engages in leisure activities other than reading magazines or books; prefers more active pursuits. Does not read stories to his/her children.
Does not use reading to gather information	<ul style="list-style-type: none"> Cannot easily use materials like newspapers and classified ads to obtain information.
Has problems identifying individual sounds in spoken words.	<ul style="list-style-type: none"> Does not attempt to sound out words in reading or does so incorrectly.
Often needs many repetitions to learn to recognize a new or unused word	<ul style="list-style-type: none"> May encounter a newly learned word in a text and not recognize it when it appears later in that text.
Oral reading contains many errors, repetitions, and pauses.	<ul style="list-style-type: none"> Reads slowly and laboriously, if attempts at all. May refuse to read orally.
Efforts in reading are so focused on word recognition that it detracts from reading comprehension	<ul style="list-style-type: none"> Loses the meaning of text, but understands the same material when it is read aloud.
Has problems with comprehension that go beyond word recognition. May have limited language skills that affect comprehension	<ul style="list-style-type: none"> Does not understand the text when it is read to him/her.
Has limited use of reading strategies. Is an inactive reader; not previewing text, monitoring comprehension, or summarizing what is read	<ul style="list-style-type: none"> When prompted to do so, does not describe strategies used to assist with decoding and comprehension of text.
Rarely practices reading, which may compound reading difficulties. Lacks complex language and word knowledge	<ul style="list-style-type: none"> Recognizes and uses fewer words, expressions, and sentence structures than peers.

Writing Difficulties

Many individuals with LD have difficulties with written expression. These problems often are found in combination with reading and spoken language difficulties. Writing difficulties often continue after other learning problems have been resolved. “Dysgraphia” is a term sometimes used to refer to writing problems. An individual with LD may demonstrate some or all of the following characteristics in writing:

Writing Characteristics	Examples
Has difficulty communicating through writing	<ul style="list-style-type: none"> Rarely writes letters or notes. Needs help completing forms such as job applications.

Writing Characteristics	Examples
Written output is severely limited	<ul style="list-style-type: none"> • Struggles to produce a written product. • Produces short sentences and text with limited vocabulary.
Writing is disorganized.	<ul style="list-style-type: none"> • Omits critical parts or puts information in the wrong place. Writing lacks transition words.
Lacks a clear purpose for writing	<ul style="list-style-type: none"> • Does not communicate a clear message. • Expresses thoughts that don't contribute to the main idea.
Does not use the appropriate text structures	<ul style="list-style-type: none"> • Uses sentences that contain errors in syntax or word choice. • Fails to clearly indicate the referent of a pronoun.
Shows persistent problems in spelling	<ul style="list-style-type: none"> • Spells phonetically. • Leaves out letters. • Refrains from writing words that are difficult to spell.
Has difficulties with mechanics of written expression	<ul style="list-style-type: none"> • Omits or misuses sentence markers such as capitals and end punctuation, making it difficult for the reader to understand the text.
Handwriting is sloppy and difficult to read	<ul style="list-style-type: none"> • Has awkward writing grip or position. • Letters, words, and lines are misaligned or not spaced appropriately.
Demonstrates difficulties in revising	<ul style="list-style-type: none"> • Is reluctant to proofread or does not catch errors. • Focuses primarily on the mechanics of writing, not on style and content.

Speaking Difficulties

An individual with LD may have problems producing oral language. These may include one or more of the following characteristics:

Speaking Characteristics	Examples
Mispronounces words	<ul style="list-style-type: none"> • Adds, substitutes, or rearranges sounds in words, as in phenomenon for phenomenon or Pacific for specific.
Uses the wrong word, usually with similar sounds	<ul style="list-style-type: none"> • Uses a similar-sounding word, like generic instead of genetic.
Confuses the morphology, or structure, of words	<ul style="list-style-type: none"> • Uses the wrong form of a word, such as calling the Declaration of Independence the Declaring of Independence.

Speaking Characteristics	Examples
Has a limited vocabulary	<ul style="list-style-type: none"> • Uses the same words over and over in giving information and explaining ideas. • Has difficulty conveying ideas.
Makes grammatical errors	<ul style="list-style-type: none"> • Omits or uses grammatical markers incorrectly, such as tense, number, possession, and negation.
Speaks with a limited repertoire of phrase and sentence structure	<ul style="list-style-type: none"> • Uses mostly simple sentence construction. Overuses “and” to connect thoughts.
Has difficulty organizing what to say	<ul style="list-style-type: none"> • Has problems giving directions or explaining a recipe; talks around the topic (circumlocutes), but doesn’t get to the point.
Has trouble maintaining a topic	<ul style="list-style-type: none"> • Interjects irrelevant information into a story. • Starts out discussing one thing and then goes off in another direction without making the connection.
Has difficulty with word retrieval	<ul style="list-style-type: none"> • Can’t call forth a known word when it is needed and may use fillers, such as “ummm,” and “You know.” • May substitute a word related in meaning or sound, as in boat for submarine or selfish for bashful. • May use an “empty word,” such as thing or stuff. • May describe rather than name, as in a boat that goes underwater.
Has trouble with the pragmatic or social use of language	<ul style="list-style-type: none"> • Does not follow rules of conversation like turn-taking. • Does not switch styles of speaking when addressing different people.

Mathematics Difficulties

In some instances, individuals with LD have normal or above-normal mathematic skills. For others, mathematics is the primary area of disability or an area of disability in addition to other problems, such as reading disabilities. “Dyscalculia” is a term occasionally used to refer to problems in mathematics. An individual with LD may have one or more of the following characteristics:

Math Characteristics	Examples
Doesn’t remember and/or retrieve math facts	<ul style="list-style-type: none"> • Uses a calculator or counts on fingers for answers to simple problems; e.g., 2 X 5.
Doesn’t use visual imagery effectively	<ul style="list-style-type: none"> • Can’t do math in his/her head and writes down even simple problems. Has difficulty making change.
Has visual-spatial deficits	<ul style="list-style-type: none"> • Confuses math symbols. • Misreads numbers. • Doesn’t interpret graphs or tables accurately. • Has trouble maintaining a checkbook.

Math Characteristics	Examples
Becomes confused with math operations, especially multi-step processes	<ul style="list-style-type: none"> Leaves out steps in math problem-solving or does them in the wrong order. Can't do long division except with a calculator. Has trouble budgeting.
Has difficulties in language processing that affect the ability to do math problem-solving	<ul style="list-style-type: none"> Doesn't translate real-life problems into the appropriate mathematical processes. Avoids employment situations which involve this set of skills.

Thinking Difficulties

Although adults with LD do not have global difficulties in thinking, they may have specific problems in cognitive processing. These may include one or more of the following characteristics:

Thinking Characteristics	Examples
Has problems with abstract reasoning	<ul style="list-style-type: none"> Asks to see ideas on paper. Prefers hands-on ways of learning new ideas.
Shows marked rigidity in thinking	<ul style="list-style-type: none"> Resists new ideas or ways of doing things and may have difficulty adjusting to changes on the job.
Thinking is random as opposed to orderly, either in logic or chronology	<ul style="list-style-type: none"> May have good ideas which seem disjointed, unrelated, or out of sequence.
Has difficulty synthesizing ideas	<ul style="list-style-type: none"> Pays too much attention to detail and misses the big picture or idea when encountering specific situations at home or at work.
Makes impulsive decisions and judgments	<ul style="list-style-type: none"> "Shoots from the hip" when arriving at conclusions or decisions. Doesn't use a structured approach to weigh options.
Has difficulty generating strategies to acquire/use information and solve problems	<ul style="list-style-type: none"> Approaches situations without a game plan, acting without a guiding set of principles.

Other Difficulties

An individual with LD may have problems in addition to those listed above. These may include one or more of the following characteristics:

Characteristics	Examples
Has problems with attention, which may be accompanied by hyperactivity, distractibility, or passivity	<ul style="list-style-type: none"> • Doesn't focus on a task for an appropriate length of time. • Can't seem to get things done. • Does better with short tasks.
Displays poor organizational skills	<ul style="list-style-type: none"> • Doesn't know where to begin tasks or how to proceed. • Doesn't work within time limits, failing to meet deadlines. • Work space and personal space are messy.
Has eye-hand coordination problems	<ul style="list-style-type: none"> • Omits or substitutes elements when copying information from one place to another, as in invoices or schedules.
Demonstrates poor fine-motor control, usually accompanied by poor handwriting	<ul style="list-style-type: none"> • Avoids jobs requiring manipulation of small items. • Becomes frustrated when putting together toys for children.
Lacks social perception	<ul style="list-style-type: none"> • Stands too close to people when conversing. • Doesn't perceive situations accurately. May laugh when something serious is happening or slap an unreceptive boss on the back in an attempt to be friendly.
Has problems establishing social relationships. Problems may be related to spoken language disorders	<ul style="list-style-type: none"> • Does not seem to know how to act and what to say to people in specific social situations and may withdraw from socializing.
Lacks "executive functions," including self-motivation, self-reliance, self-advocacy, and goal-setting	<ul style="list-style-type: none"> • Demonstrates over reliance on others for assistance or fails to ask for help when appropriate. • Blames external factors on lack of success. • Doesn't set personal goals and work deliberately to achieve them. • Expresses helplessness.

LEARNING NEEDS SCREENING DIRECTIONS

Before proceeding to the questions, read this statement aloud to the student:

The following questions are about your school and life experiences.

We're trying to find out how it was for you (or your family members) when you were in school or how some of these issues might affect your life now.

Your responses to these questions will help identify resources and services you might need to be successful in completing your education or getting a job.

You are not required to answer if you are uncomfortable with specific questions.

1. Provide the student with a copy of the questions. Read the questions out loud to the student or group of students. Circle "Yes" or "No" for each question in Sections A, B, C, and D.

Note: you may administer the screening to a group of students, having students circle their own answers, but the questions should still be read out loud.

2. Count the number of "Yes" answers in Sections A, B, C, and D. Multiply the number of "Yes" responses in each section by the appropriate number below:

Section A total X 1

Section B total X 2

Section C total X 3

Section D total X 4

3. Record the number obtained for each section. To obtain a Total Score, add the subtotals from Sections A, B, C, and D and write the total at the bottom of the page. It is recommended that you ask all 30 questions.
4. Ask **all students** the **Additional Questions in Section E** in order to identify barriers to learning. These answers do not count in the tally (and are not considered 'strictly confidential') but may be used to determine referrals that need to be made.
5. **If a student has a Total Score for Sections A-D of 12 or more, proceed with the Confidential Questions in Section F.** Write down the student's answers. If you complete Section F, *Confidential Questions*, this screening will then become a strictly confidential document and should be kept in a separate locked file.
6. **If the Total Score for Sections A-D is 12 or more, refer the student for formal psychological assessment.** If you are making a referral for psychological assessment and will be sending the screening information along, you must have the student sign the *Release of Information* form. If the client has other issues (vision, hearing, etc.) identified in Section E, make additional referrals (vision specialist, audiologist, etc.).
7. **If the Total Score for Section A-D is less than 12 still ask all students the Additional Questions in Section E and F** (since many adults have other problems that are unrelated to disabilities) that can affect their learning progress. You may need to make other referrals to local literacy providers, child care providers, transportation assistance, etc.

Note: The 13 questions on Parts A-D of the *Learning Needs Screening* were developed for the Washington State Division of Employment and Social Services Learning Disabilities Initiative (November 1994 to June 1997) under contract by Nancie Payne, Senior Consultant, Payne & Associates, Olympia, Washington. Other parts of the screening have been adapted and modified for use with West Virginia Adult Education (WVAdultEd) students. The *Learning Needs Screening* is not a diagnostic tool and should not be used to determine the existence of a disability. Its purpose is to determine who should be referred for formal assessment.

LEARNING NEEDS SCREENING

I am going to read this Learning Needs Screening out loud to you.

Name: _____ Date: _____

Please answer the following questions. Circle Yes or No.

Section A			
1.	Did you have any problems learning in middle school or junior high school?	Yes	No
2.	Do any family members have learning problems?	Yes	No
3.	Do you have difficulty working with numbers in columns?	Yes	No
4.	Do you have trouble judging distances?	Yes	No
5.	Do you have problems working from a test booklet to an answer sheet?	Yes	No
Total of Section A			_____
Section B			
6.	Do you have difficulty or experience problems in mixing arithmetic signs?	Yes	No
7.	Did you have any problems learning in elementary school?	Yes	No
Total of Section B			_____
Section C			
8.	Do you have difficulty remembering how to spell simple words you know?	Yes	No
9.	Do you have difficulty filling out forms?	Yes	No
10.	Did you (do you) experience difficulty memorizing numbers?	Yes	No
Total of Section C			_____
Section D			
11.	Do you have trouble adding and subtracting small numbers in your head?	Yes	No
12.	Do you have difficulty or experience problems taking notes?	Yes	No
13.	Were you ever in a special program or given extra help in school?	Yes	No
Total of Section D			_____
Total of all Sections (A+B+C+D) _____			

The 13-question *Learning Needs Screening* was developed for the Washington State Division of Employment and Social Services Learning Disabilities Initiative (November 1994 to June 1997) under contract by Nancie Payne, Senior Consultant, Payne & Associates, Olympia, Washington.

Name: _____

Section E: Additional Questions

14. What kinds of learning activities do you find difficult if any?

Answer yes to all that apply to you:

- | | | |
|---|-----|----|
| • It's hard for me to speak up in class. | Yes | No |
| • It's sometimes hard for me to understand what people are saying. | Yes | No |
| • It's hard for me to work by myself. | Yes | No |
| • It's hard for me to work with other people. | Yes | No |
| • I get nervous taking tests. | Yes | No |
| • I have trouble finishing what I start. | Yes | No |
| • Too much noise or activity bothers me. | Yes | No |
| • It's hard for me to work when it's too quiet. | Yes | No |
| • I have a lot of things on my mind, so sometimes it's hard for to concentrate. | Yes | No |

Other:

15. What might keep you from coming to class or completing your goals in this program?

Answer yes to all that apply to you:

- | | | |
|---|-----|----|
| • I sometimes have transportation problems. | Yes | No |
| • I have a family member with health problems. | Yes | No |
| • I have child care problems. | Yes | No |
| • I have elderly people to take care of at home. | Yes | No |
| • My work schedule sometimes changes or conflicts with class times. | Yes | No |
| • I am sometimes very tired because of working long hours. | Yes | No |
| • I have a lot of responsibilities. | Yes | No |
| • I'm always thinking about problems at home. | Yes | No |
| • I have family members or friends who don't think I should go to school. | Yes | No |

Other:

16. Do you have difficulty finding or keeping a job you like? Yes No

If so, what makes it hard for you to get or keep this kind of job?

What would help?

Name: _____

Section F: Confidential Questions

- | | | | |
|-----|---|-----|----|
| 17. | Do you have problems with your vision (eyes)? | Yes | No |
| 18. | Have you had your vision checked in the last three years? | Yes | No |
| | If so, what kind of eye exam did you have? | | |
| | • for near or far-sighted problems? | Yes | No |
| | • for cataracts? | Yes | No |
| | Other vision problems? | Yes | No |
| | Explain: | | |
| 19. | Do you need to wear glasses? | Yes | No |
| | If so, do you have the correct prescription? | Yes | No |
| 20. | Do you have trouble hearing? | Yes | No |
| | If so, when was the last time you had your hearing checked? | | |
| 21. | Do you have a prescription for a hearing aid? | Yes | No |
| | If so, do you wear it? | Yes | No |
| | Does the hearing aid work for you? | Yes | No |
| 22. | Was school difficult for you? | Yes | No |
| | Explain: | | |
| 23. | Do you think that you have trouble learning? | Yes | No |
| | If yes, what kinds of things do you have trouble with? | | |
| 24. | Do you feel you are easily distracted? | Yes | No |
| | If yes, what kinds of things distract you? | | |

25.	Have you ever been diagnosed or told you have a	Yes	No
	• learning disability?	Yes	No
	• an attention deficit?		
	If so, by whom?		
	When?		
	What were you told?		
26.	Do you have other problems or disabilities that make studying or working difficult?	Yes	No
	If yes, please describe:		
27.	Do you have documentation of a disability?	Yes	No
	Notes:		
28.	Would you like to request accommodations?	Yes	No
	Notes:		
29.	Have you ever had trouble with any of the following? If so, please explain.		
	• multiple, chronic ear infections	Yes	No
	• multiple, chronic sinus problems	Yes	No
	• serious accidents resulting in head trauma	Yes	No
	• prolonged, high fevers	Yes	No
	• diabetes	Yes	No
	• severe allergies	Yes	No
	• frequent headaches	Yes	No
	• concussion or head injury	Yes	No
	• convulsions or seizures	Yes	No
	• long-term substance abuse problems	Yes	No
	• serious health problems	Yes	No
	Notes:		
30.	Are you taking any medications that would affect the way you function?	Yes	No
	If yes, what are you taking?		
	How often?		

Name: _____

Provided information to student on barrier assistance (Section E):

- ___ Child Care (ConXitions, other resource) Explain: _____
- ___ Transportation: _____
- ___ Health: _____
- ___ Work Schedule: _____
- ___ Other Barriers: _____

Refer this individual to:

- ___ Vocational Rehabilitation Services (Attach checklist and Release of Information below):
- ___ Psychological evaluation/possible high school equivalency assessment and other educational accommodations
- ___ Psychological evaluation/possible job accommodations
- ___ Audiologist
- ___ Vision Specialist for:
 - ___ Developmental vision evaluation (usually by an optometrist)
 - ___ Diabetic eye disease checkup (if diabetic and no recent eye exam)
 - ___ Lions Club for glasses prescription filled
- ___ Medical Doctor for _____
- ___ Literacy Tutor at _____
- ___ Request records of previous formal assessments from _____
- ___ Other: _____

Notes: _____

Note: Authorization is only needed if you attach confidential information when you make the referral. It would not be necessary for all referrals.

Authorization for Release of Information

I give permission to release the information contained in the *Learning Needs Screening* to the following agencies or individuals for educational and assessment purposes:

Date	Initials	✓	
___	___	[]	Agency: _____ Staff Person: _____
___	___	[]	Agency: _____ Staff Person: _____
___	___	[]	Other Agency: _____ Staff Person: _____

This release is valid for two years from the date of my signature, or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.

Signature: _____ Date: _____

Signature of parent/guardian (if necessary): _____

Signature of interviewer releasing the information: _____

ESL REGISTRATION/ BACKGROUND INTERVIEW

Student Contact Information

Today's Date: _____

Name: _____
Last First Middle Maiden Name

Email: _____

Address: _____
Number Street/PO Box Apartment #

City or Town State Zip Code

County: _____

Telephone: _____
Home Phone Work Phone Mobile Phone

Which Telephone number is best to use to contact you? (Place * for best)

For Emergency Call: _____
Name Phone Number

Key Information at Entry

Gender (Check one): Female Male Date of Birth: _____ Age: _____
Month/Day/Year

Social Security Number: _____ F-1 or J-1 Visa? Yes No
(Do not use TIN)

Referral Source: How did you hear about this class? _____

Ethnic Group

What is your race or ethnic group? (Check all that apply)

- White
- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Hispanic/Latino
- Student did not self-identify

Language/Education

1. How many years/months have you lived in the USA (or other English-speaking country)? _____
2. Have you studied English before? Yes No
Did you study in this class before? Yes No When? _____
Did you study in a different program? Where? _____

School Status at Entry:

3. Are you in school now? Yes No What is the name of your school? _____
4. Do you study at a training program, college, or university (post-secondary school) now?
 Yes No Where? _____ What do you study? _____
5. Are you planning to enter a training program, college, university, or other school this year?
 Yes No What will you study? _____

Education at Entry

6. How many years of school have you completed?
(Circle last year completed): 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
7. Did you **attend school in the USA**? Yes No
8. Did you **complete high school (secondary) in the USA and receive a diploma**? Yes No
9. If yes, did you have an IEP during high school and receive an *Attendance Certificate* instead of a diploma? Yes No
10. What other high school (secondary school) training or certification have you completed?
 TASC GED Other High School Equivalency Other: _____
11. Did you complete any technical or vocational training certification after completing high school?
 Yes No What type of training? _____
12. Did you attend a college or university? Yes No
13. Did you complete a college or university degree? Yes No
What degree? Associate Degree Bachelor Degree Higher Level: _____

Learning Needs

14. Native Country/Place of Birth: _____ Native Language: _____
15. In your native language, are reading and writing easy or difficult for you? Easy Difficult

16. In your native country, was mathematics easy or difficult for you? Easy Difficult

17. What other languages do you understand and speak? _____

18. What languages do you read and write? _____

19. Describe your ability in English: (Check the best description)

Understanding English is...	<input type="checkbox"/> always difficult	<input type="checkbox"/> sometimes difficult	<input type="checkbox"/> never difficult
Speaking English is...	<input type="checkbox"/> always difficult	<input type="checkbox"/> sometimes difficult	<input type="checkbox"/> never difficult
Reading English is...	<input type="checkbox"/> always difficult	<input type="checkbox"/> sometimes difficult	<input type="checkbox"/> never difficult
Writing English is...	<input type="checkbox"/> always difficult	<input type="checkbox"/> sometimes difficult	<input type="checkbox"/> never difficult
Mathematics in English is	<input type="checkbox"/> always difficult	<input type="checkbox"/> sometimes difficult	<input type="checkbox"/> never difficult

20. In the USA, do you have difficulty learning new information or new skills? Yes No

What type of things do you have trouble learning? _____

21. In your country, was school difficult for you? Yes No

What were some problems? _____

22. Did you have special help or special classes? Yes No

23. Do you have problems with your vision (eyes)? Yes No

24. Do you have problems with your hearing (ears)? Yes No

25. Do you have other problems that make it difficult to learn or to get a job? Yes No

26. Do you think you have a disability? Yes No Did not self-identify

27. Do you think you will have a problem getting a job in the USA because you are from a different country with a different language and culture? Yes No Did not self-identify

Goals

1. What are the three most important things you want to learn in this class?

2. Which of these goals is most important for your program of study:

- Get a High School Equivalency diploma Get a job
 Enroll in a training program or university to get a certification or license

Do you need to <u>understand and speak</u> English? Where?	Do you need to <u>read and write</u> English? What for?
At work <input type="checkbox"/> Yes <input type="checkbox"/> No	To complete forms <input type="checkbox"/> Yes <input type="checkbox"/> No
With friends <input type="checkbox"/> Yes <input type="checkbox"/> No	To read and pay bills <input type="checkbox"/> Yes <input type="checkbox"/> No
With neighbors <input type="checkbox"/> Yes <input type="checkbox"/> No	To write checks <input type="checkbox"/> Yes <input type="checkbox"/> No
On the telephone <input type="checkbox"/> Yes <input type="checkbox"/> No	To get a driver's license <input type="checkbox"/> Yes <input type="checkbox"/> No
In stores <input type="checkbox"/> Yes <input type="checkbox"/> No	To read the news <input type="checkbox"/> Yes <input type="checkbox"/> No
At my children's school <input type="checkbox"/> Yes <input type="checkbox"/> No	To read my children's report cards <input type="checkbox"/> Yes <input type="checkbox"/> No
At the doctor's office or hospital <input type="checkbox"/> Yes <input type="checkbox"/> No	To read or write notes to my children's teachers <input type="checkbox"/> Yes <input type="checkbox"/> No
At the bank <input type="checkbox"/> Yes <input type="checkbox"/> No	To use the Internet <input type="checkbox"/> Yes <input type="checkbox"/> No
At the post office <input type="checkbox"/> Yes <input type="checkbox"/> No	To prepare a resume <input type="checkbox"/> Yes <input type="checkbox"/> No
At the library <input type="checkbox"/> Yes <input type="checkbox"/> No	To complete job applications <input type="checkbox"/> Yes <input type="checkbox"/> No
At the immigration office <input type="checkbox"/> Yes <input type="checkbox"/> No	To read or write at work <input type="checkbox"/> Yes <input type="checkbox"/> No
	To register for a training program <input type="checkbox"/> Yes <input type="checkbox"/> No
Do you need to study other subjects? Which ones?	To prepare for TASC test <input type="checkbox"/> Yes <input type="checkbox"/> No
Mathematics <input type="checkbox"/> Yes <input type="checkbox"/> No	To prepare for the TOEFL exam <input type="checkbox"/> Yes <input type="checkbox"/> No
Science <input type="checkbox"/> Yes <input type="checkbox"/> No	To prepare for college or university <input type="checkbox"/> Yes <input type="checkbox"/> No
Social Studies <input type="checkbox"/> Yes <input type="checkbox"/> No	To prepare for US Citizenship exam <input type="checkbox"/> Yes <input type="checkbox"/> No
Other?	Other?

Employment

- Did you work in your native country? Yes No What type of work? _____
- Do you have a job now?
 - Yes. I have a job (I am employed. I have an un-subsidized job or I am self-employed).**
 - I work Full-time Part-time I am self-employed
 - I am a _____ I work at _____
 - Occupation/Position Employer
 - Do you plan to leave your job soon? Yes No Why? _____
 - Are you or anyone in your family a seasonal or migrant farmworker? Yes No
 - No. I do not have a job (I am unemployed).**
 - My last date of employment:** _____
 - (Input 01/01/1916 if in labor force but has not previous work experience.) Month/Day/Year
 - I am available to work and I am looking for a job now (looked in the last 4 weeks).
 - I have a subsidized job (CWEP, sheltered workshop, courtesy patrol, etc.).
 - No. I do not have a job (I am not in the labor force).**
 - I have never had a job in the USA.
 - I want to work, but I do not have a Social Security Card or a Work Permit right now.
 - I am not looking for a job right now (and have not looked in the last 4 weeks)
 - I want to work, but I have a problem. My problem is _____

- I am a displaced homemaker.
- I have a disability and can't work.
- I do not plan to get a job right now.
 - I am retired.
 - I am a volunteer.
 - Other: _____

Corrections/Prison/Jail

Do you have a record of arrest or conviction in the USA? Yes No Did not disclose
 If yes, did you go to prison in Indiana and participate in school while in prison? Yes No

Personal/Family Information

1. Do you receive money or other help from the US government (public assistance)?
 Yes No What type(s) of assistance? _____
2. Do you receive assistance from any of these agencies?
 (Check all that apply) DHHR DVS (Rehab) WorkOne
3. What is the total family income? _____
 \$11,880 or less \$16,020 or less \$18,819 or less \$20,169 or less \$20,300 or less
 \$24,898 or less \$25,062 or less \$25,838 or less \$31,885 or less more than this
4. Do you live in a Homeless Shelter or half-way house? Yes No
5. Are you in Foster Care now? Yes No In Foster Care in the past? Yes No
6. Have you been court-ordered to attend classes by a judge in a court of law? Yes No
7. Are you under age 18? Yes No
 If so, do you need to get or keep a driver's license? Yes No
 Do you have an official letter from school saying that you are not enrolled? Yes No
 Do you attend YouthBuild (SALS)? Yes No
8. What is your marital status? (Check One) Single Married Divorced Widowed
9. Do you have dependent children? Yes No What schools do your children attend?
10. Are you a single parent? Yes No
11. How many people from your family live in your house with you now? _____
12. How many dependent children live with you now? _____
13. Will you need to find child care so that you can come to class? Yes No
14. Do you have other problems that make it difficult to come to class? Yes No
 (Check all that apply) transportation work schedule medical other
15. Do you have a computer with Internet access that you can use to study? Yes No
 If yes, would you like to use an online program to study English at home? Yes No

Name of School	Grade Level

TECHNIQUES

Working With Adults With Learning Disabilities

Research on teaching techniques for adults with learning disabilities is limited. The majority of research on learning disabilities instruction has focused on children, and these techniques do not necessarily work well with adults. The following is a list of teaching techniques that have been suggested as effective with adults who have suspected or diagnosed learning disabilities. This list is not all inclusive, but it does provide suggestions for techniques and methods that may be useful in teaching adult learners.

Instructors and students should agree on the expected outcome of a program. They both should be involved in developing workplans on how they expect to reach the student's goals. The following techniques may help to improve student involvement.

- Help set realistic goals.
- Set short-term goals so the student can experience immediate successes.
- Consider meeting goals in a variety of ways. Be creative and flexible.
- Involve the student in determining how to evaluate specific goals.
- Involve students in the evaluation of their progress.
- Get adult students tested for hearing and vision problems, if necessary.
- Develop a written work plan with learners and make sure they fully understand it.
- Talk with students about what techniques work best for them.
- Discover what truly interests the learner through listening, discussions, and observations.
- Respect the uniqueness of each individual.
- Encourage risk-taking.
- Help students identify techniques that might be helpful in accommodating their learning disabilities.

Before students can begin assignments, they have to understand the instructions. The following techniques may help instructors introduce lessons effectively.

- Tape record or videotape the instructions.
- Make announcements in both oral and written forms -- especially changes in the schedule, directions, assignments, or exams.
- Have a model of the finished product available for review.
- Show by example.
- Make directions specific, concrete, and understandable .
- Tell your student what the whole lesson will concern, and explain what will be done first, second, and so on.
- Give many options for completing assignments.

- Review major points of previous sessions. Preview and explain points to be covered in several ways, such as outlined on the board, presented orally, and included in a written handout.
- Make clear transitions from one task to another.

A key to effective teaching is to identify and employ techniques and methods that work with students. It is easier for instructors to adjust their teaching methods than it is for students to change the way they learn. The following suggestions may help instructors reach adult learners.

- Teach new concepts by relating them to practical applications.
- Be sure reading material is at the right level for the learner.
- Be sure print type is large enough.
- Relate material to everyday situations.
- Use language experience approaches and reading materials from the home and build on strengths rather than repeating weaknesses.
- Make eye contact frequently; this helps in maintaining attention and encouraging participation.
- Probe "incorrect" responses to discover thought processes.
- Teach students to correct their own mistakes.
- Do not assume that the learner knows something until you ask or teach it.
- Be creative and attempt to vary your teaching style.
- Encourage students to sit in the front of the classroom where they can hear well and have a clear view of the chalk board.
- Keep the learning environment free of visual and auditory distraction.
- Establish a routine; this promotes organization and consistency.
- Use multisensory strategies to present materials: many learners must see, say, hear, and touch before they can develop full mental images that stick and make sense.
- Provide short term tasks with short breaks between tasks.
- Build on what the student already knows, making learning developmental, not remedial.
- Be flexible with time schedules: work quotas should be adjusted to fit the work speed of each learner.
- Repeat the activity until learning is accomplished, and provide opportunities to review.
- Vary your lessons, reteaching and reviewing in varieties of ways.
- Respect different learning styles.
- Use materials that relate to an individual's experiences.
- Change an activity when it's not working.
- De-emphasize timed tests.
- Incorporate keyboards (word processors or typewriters) into the lesson as much as possible. Studies show that some learners can produce 15 times more writing with a word processor than they can with a pencil or pen.

- Use formulas or rhymes to assist the memory.
- Encourage the use of learning aids and tools (e.g., calculators, highlighter pens, extra worksheets, computerized learning programs, records, tape recorders, films, demonstrations, maps, charts, experiences, fingers, rulers)
- Use color whenever possible for visual impact.
- Provide the student opportunities to repeat verbally what has been taught as a check for accuracy.
- Work with other teachers and professionals and ask for ideas or opinions.
- Encourage the learner to find a mentor in addition to the tutor. The mentor can help the learner review information and apply classroom skills to practical situations.
- Suggest reinforcement activities to be used at home, e.g., posting new words on the refrigerator door, repeated listening to a recording of vocabulary words, watching recommended educational television programs.
- Talk with students about their learning process. Ask them what does and does not work for them.

The better students feel about their learning experience, the harder they try. A positive environment will foster self-esteem in students, encouraging them to return. Consider the following when working with adult students:

- Pay attention to self-concept enhancement when working with learning disabled students.
- Do not embarrass, or insinuate laziness, or discourage an individual publicly or privately.
- Reduce emphasis on competition and perfection.
- Praise the learner's accomplishments at the end of every session.
- Communicate to students that you value them through smiling, listening, and eye contact.
- Incorporate a sense of humor into the learning process.
- Praise what you might consider small or minor successes.
- Emphasize students' strengths and encourage them to exercise them.
- Reinforce the effort and progress of the student.
- Teach to each student's strengths and make each student a "star" as often as possible.

References

Adult Basic Education and General Educational Development Programs for Disabled Adults (1987). Philadelphia, PA: Library for the Blind and Physically Handicapped Free Library of Philadelphia.

Dubrawka, L. (1995). Tutoring adults with (or without) learning disabilities. Pottstown, PA: YWCA Adult Literacy Center.

Goldstein, R. (1989). Taking the mystique out of learning disabilities: A practical guide for literacy tutors. St. John, New Brunswick: Laubach Literacy of Canada.

Instructional strategies for adults with learning disabilities (1990). Washington, DC: Adult Learning & Literacy Clearinghouse, U.S. Department of Education.

Payne, M. (1992). Teaching tips! Understanding learning disabilities. GED Items, pp 11-13. Washington, DC: American Council on Education,

Ross-Gordon, J.M. 1989. 1989. Adults with learning disabilities: An overview for the adult educator. Columbus, Ohio: ERIC Clearinghouse.

This material has been prepared under cooperative agreement between the Academy for Educational Development (AE) and the National Institute for Literacy (NEFL), Grant No.X257B30002. This information is in the public domain, unless otherwise indicated.

REQUEST FOR INFORMATION

Client Name: _____
(last, first, middle)

Other Last Name(s) Used: _____
(for those who changed their name due to marriage, adoption, etc.)

Client Address: _____

Client Telephone: _____

Social Security #: _____ Date of Birth: _____

AUTHORIZATION FOR RELEASE OF INFORMATION

I, _____, a student in the _____
in _____, authorize _____
to release to the Adult Education Program the indicated information (*check and initial all items that apply*)
for educational and assessment purposes.

_____ All educational records including psychological or achievement test results as well as special
education files which might contain my Individualized Education Plan (IEP).

_____ All evaluations or diagnostic reports related to cognitive processing/learning.

_____ All medical records or other information regarding my treatment including psychological or
psychiatric condition.

_____ Other: _____

Please send this information to:

Attention: _____

Agency: _____

Address: _____

This release is valid for two years from the date of my signature, or until it is revoked in writing by me. I understand the information will be kept confidential and will not be shared with another agency without consent. This form has been read out loud to me and I understand its contents.

Client/Parent/Guardian Signature: _____ Date: _____

Witness Signature: _____ Relationship: _____

Enclosed is the student's signed *Request for Information*, giving you written permission to send copies of assessment results and reports directly to our program.

For your information and with the student's signed permission, enclosed are the following:

- Learning Needs Screening results
- Test of Adult Education (TABE) scores
- TASC Readiness Assessment (TRA) scores
- School Records
- Other:

Please send all forms and reports to the following address:

Name: _____

Address: _____

Telephone: _____ Fax: _____

Please contact us if we can be of further help. Thank you for your assistance.

INDIANA **ADULT EDUCATION**



TEACHERS' HANDBOOK



Getting Students Off to the Right Start



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT



Table of Contents

Getting Students Off to the Right Start	4
<u>Recruitment</u>	5
<u>Recruitment strategies</u>	6
<u>Intake and Orientation</u>	7
<u>Intake</u>	7
<u>Orientation</u>	9
<u>Planning your intake and orientation process</u>	10
<u>Intake and orientation self-assessment</u>	12
<u>Intake and orientation elements</u>	13
<u>Scheduling options</u>	18
<u>Assessment</u>	20
<u>Standardized testing</u>	20
<u>Approved standardized tests</u>	20
<u>Valid scores</u>	21
<u>Pretesting and initial placement</u>	22
<u>Progress/post-testing</u>	24
<u>Measurable skill gain</u>	25
<u>Post-testing percentage</u>	25
<u>Test environment</u>	25
<u>Test accommodations</u>	25
<u>Data entry</u>	26
<u>Other testing options</u>	27
<u>Goal Setting and Career Exploration</u>	27
<u>Adult Learning Plans</u>	31
<u>Student Folders</u>	34
Appendix	35
<u>Indiana Adult Education Assessment Policy</u>	36
<u>Best Practices for Using Social Media in Your Program</u>	45
<u>Learner Registration Form</u>	47
<u>Release of Information Form</u>	49
<u>General Student Orientation and Intake Procedures</u>	50
<u>Class Goals</u>	54
<u>Planning and Setting Goals</u>	55
<u>Building Block to Success</u>	56
<u>College and Career Readiness Goals Checklist</u>	57
<u>Know What You Want to Learn</u>	58
<u>ESL Student Goals Assessment</u>	60
<u>ESL Student Learning Self-Assessment</u>	62







<u>Sample Welcoming Activity</u>	63
<u>Sample Icebreakers</u>	64
<u>Sample AE Homepage</u>	65
<u>DWD Homepage</u>	66
<u>Earnings by Educational Attainment</u>	67
<u>Sample Career Pathway Graphic</u>	68
<u>Goal Setting Questionnaire</u>	69
<u>Building Steps to Success Survey</u>	70
<u>Free Online Career Interest Assessments</u>	73
<u>Rights and Responsibilities/Code of Conduct</u>	74
<u>Sample Internet Use Policy</u>	76
<u>Student Commitment Contract</u>	77
<u>Self-assessment Survey</u>	78
<u>CITE Learning Styles Inventory</u>	81
<u>ESL Picture-based Learning Style Inventory</u>	87
<u>Intake and Orientation Model</u>	89
<u>Orientation Information Handout</u>	90
<u>Goals and Progress Chart</u>	91



Getting Students Off to the Right Start

Before quality instruction can begin, several important activities need to take place. Many of these activities are perfect venues for helping students become better informed about career choices and the options that Adult Education can provide to help them get started in their career pathway.

In most programs, these activities are the shared responsibilities of various staff members such as intake coordinators, advisors/counselors, assessment personnel, and teachers. The activities include:

- ① *Completing a Learner Registration Information form (LRI). In some programs this is part of the intake and orientation process;*

- ② *Administering standardized pre-testing for new students and placing the student in the appropriate educational functioning level;*

- ③ *Administering learning styles/barrier/special needs screening (covered in the Meeting the Needs of Adult Learners section);*

- ④ *Helping the student set short- and long-term educational and career goals and complete the confidentiality statement and Computer Usage Agreement;*

- ⑤ *Developing an Adult Learning Plan that notes the student's goals and lays out a plan for reaching them; and*

- ⑥ *Creating a folder for the student.*


This section will explore each of these activities to make sure your program is getting all students off to the right start!



Recruitment

Obviously, before any of the pre-instruction activities can occur, your program needs to have students! Recruitment is a crucial component to the success of adult education programming. Recruitment plans must be flexible and ongoing. Changing populations, needs, funds, and demands by other community services all impact recruitment efforts. Therefore, clear, concise, and targeted promotional strategies are paramount. Recruitment is often a shared activity involving input and participation from various staff members. It is important for you to be aware of your program's expectations and boundaries in case some of the strategies require administrative approval or involvement.

As educators, we sometimes have the tendency to tell everything we know about Adult Education instead of pinpointing just the information that a particular audience might want to know. This holds true for student recruitment as well. Potential students can easily get overwhelmed if your promotional materials or messages are too comprehensive. Below are a few pointers to keep in mind.

- Define clearly the target audience – demographic characteristics, location – and indicate what type of promotional material may be most effective.
- Keep it simple. Use short sentences and familiar words.
- Use as few words as possible. Say what you want to say, then quit.
- Use the present tense and action words to make the message have a sense of urgency.
- Use personal pronouns. Talk to the audience just as you would to a friend.
- Do not use jargon and do not over punctuate. This kills the copy flow
- Emphasize benefits. Clearly outline what participants will learn and be able to do.
- Write with enthusiasm. Convince the consumer to share your excitement.

(This information comes from "Planning Programs for Adult Learners," Rosemary Caffarella.)

Remember the goal is to capture attention, create interest, engage the reader/listener, and inspire action!



Your program's recruitment materials offer a great way to get the message out that your Adult Education program does more than help individuals prepare for a high school equivalency diploma! Keep it simple, but let your audience know that your program can help them get started on their way to a rewarding and good-paying career.

Recruitment Strategies

There are a variety of recruitment strategies that can reach your target audience. Some of these are listed below.

- Arrange to speak to agencies, clubs, and organizations about the adult education program.
- Circulate bilingual flyers to ethnic food shopping centers, restaurants, supermarkets, bowling alleys, laundromats, libraries, employment offices, and mega-stores, i.e., Target, Wal-Mart, etc.
- Ask grocery stores and other businesses to print your information on sacks.
- Use public service announcements on radio and television.
- Hold a “bring a friend” get-together.
- Send post cards.
- Set up booths/displays at local events and shopping centers.
- Dispense table tents/placemats to restaurants.
- Put inserts in church bulletins.
- Place student success stories in local newspapers.



Don't forget, however, the power of technology in today's digital age! This opens a whole new set of tools and venues you can use for student recruitment, such as You Tube videos about your program services, text messaging, Facebook, Twitter, Snapchat, Instagram, LinkedIn, and Storify.

Social media is a great way to connect with a number of audiences and build personal relationships. The Appendix includes [best practices](#) to keep in mind for your social media account.



Intake and Orientation

Don't ever forget the saying "First impressions count!" Your program's intake and orientation process is often the first contact that a potential student has with your program. Keep in mind that many adult learners are nervous with their first encounters with adult education, so the intake and orientation process needs to be warm and welcoming.



Because instructional time with adult students is limited and their educational and personal needs are great, a well-organized, thorough intake and orientation is a key element in helping the teacher target instruction to learner need. Warmth, friendliness, and concern for the student, along with seriousness of purpose, are some of the messages that need to be communicated to the adult learner.

By spending more time "up-front" in the intake/orientation process, teachers can gain more information about the students that can be helpful in planning student programs. In turn, students should come away from the intake/orientation process with enough information about the program to make the commitment of time and energy needed to reach their goals. Many programs have a formal intake and orientation process, although classroom teachers may often find it helpful to conduct their own classroom orientation.

Intake

During the intake and orientation process, the program will gather background information from participants about their educational and work histories, their current skills, and their educational goals. The [Learner Registration Information \(LRI\) form](#) and the [Release of Information form](#) (Appendix), required forms for adult education programs, are completed at initial registration.

Student eligibility: The intake staff member will also confirm that the student is eligible to enroll in the program. WIOA defines the

Learner Registration Form



Directions: Please complete all fields below. Fields with asterisks (*) indicate data that is required in ITERS.

*Application Date: ____/____/____ *Term (Ex. 20112012): _____
Month Day Year

*Site Program: _____

*SSN: _____

*Last Name: _____ *First: _____ MI: _____

*Address: _____

*City: _____ *State: _____ *Zip: _____

*Date of Birth: ____/____/____ *Gender: _____
Month Day Year

services and target population for Title II programs as “*services or instruction below the postsecondary level for individuals*”

- (A) who have attained 16 years of age;
- (B) who are not enrolled or required to be enrolled in secondary school under State law; and
- (C) who –
 - (i) Are basic skills deficient; or
 - (ii) Do not have a secondary school diploma or its equivalent, and have not achieved an equivalent level of education; or
 - (iii) Are English language learners.”

Below are a few clarifications regarding student eligibility.

Age Requirements

- Individuals who are sixteen (16) and seventeen (17) years of age may enroll **ONLY** if a principal signs the student’s exit form.
- Individuals who are sixteen (16) and seventeen (17) years of age must also have the superintendent’s signature to take the high school equivalency assessment in accordance with IC 22-4.1-18.

Withdrawal from Secondary School

No student who is currently enrolled in a public or private secondary school may be enrolled in Adult Education programs.

Enrollment of High School Graduates

Students who have a high school diploma, a high school equivalency, or Adult High School diploma may enroll in Adult Education programs if they score 12.9 or below (or its equivalent) on a state-approved standardized test.

Enrollment of Foreign-born Students

Adult Education programs may not serve foreign students studying in the United States on F-1 (Student) Visas.

Federal adult education legislation does not specify the need to prove legal status of foreigners as a condition for enrollment in Adult Education classes. Thus, it is not necessary for foreigners to present passports, visas, work permits, or Social Security cards to prove legal status to enroll. However, foreign students (with F-1 Visas) enrolled in universities or private English language institutes may not simultaneously enroll in publicly funded adult education programs.

English language learners who have completed post-secondary education in another country, but lack basic English language skills may enroll in Adult Education programs (as long as they do

not have an F-1 Visa). Individuals in this country as “nannies” or “au pairs” on a study exchange (J-1) visa may not participate in Adult Education programs.

Enrollment of Court-ordered Youth

Sometimes a judge will order an individual to attend an Adult Education class or take a high school equivalency test as a condition of release or parole. The court-ordered student may have specific attendance guidelines dictated by the court. If the court has not set attendance guidelines, the Adult Education program should determine the appropriate attendance requirement, like those developed for other mandated students.

It is recommended that the student sign a commitment contract or similar document that specifies the attendance requirements, and this document should be sent to the court official (i.e., probation officer or other designee providing oversight). Once the student contract is completed, or if the student is terminated, the appropriate court official must be notified in writing.

Orientation

The orientation provides an opportunity for the student to learn about your program options as well as his/her rights and responsibilities as a student. The orientation should help students feel welcome and comfortable. Use icebreakers and peer mentors, if possible, to involve students quickly with their colleagues.



The orientation is also a good time to begin introducing the career-focused elements of your program. By sharing labor market information that shows the wage differential in jobs with and without some level of postsecondary education, you can set the stage for the introduction of your career-infused approach and programs such as WorkINDiana.



Remember: orientations can be overwhelming to students if they contain too much information. Prepare packets that students can take with them that include all the important information they need to know. That way, they can refer to the packet afterwards if they forget some of the details.

As a teacher, you need to know which parts of the orientation process you are directly responsible for and how you will receive student information from components administered by another staff member such as an advisor/counselor, intake coordinator, or assessment specialist.

Ask your supervisor about the contents and process for your program’s student orientation. In addition to sharing program information, the overall orientation process for new students may also include barrier identification, standardized assessment, goal setting, career exploration and development of the adult learning plan. We will examine these more closely within this section, but you can access a summary of [general intake and orientation activities](#) in the Appendix.

Planning Your Intake and Orientation Process

Students become officially enrolled in Adult Education after twelve (12) attendance hours, which may include both instruction and orientation hours. An effective orientation can help students become comfortable in their new surroundings and connected to the program. Student orientations provide a time to help new students learn about program options, attendance policies, support services, course scheduling and related topics. Just be careful not to overwhelm new students with too much information at once. Be sure to have handouts or online information they can access after the orientation. Orientations are also a good time to explore careers and to set educational goals for transition to post-secondary education or job training.



Student retention in adult education programs has been a long-standing challenge for most adult educators. Some of our students enroll, attend a few classes, and then disappear. Research, such as NCSALL’s Learner Persistence Study, has given us clues into why they leave and what we need to do to keep them engaged in our programs.

One of the most significant research findings that is supported by a variety of studies is the power of the cohort – the impact of building a sense of community among adult learners and how that relates positively to student retention and student achievement. The power of the cohort should hopefully begin with your intake and orientation process for new students!

Let’s begin by taking the Adult Education Sanity Quiz to see where you’re at. Would you answer “yes” to any of these questions?

- **Do several of your students complete your intake process but then quit after a couple class sessions?**
- **Do your teachers find themselves constantly juggling between teaching existing students and enrolling new ones?**
- **Do your teachers never have as much time as they would like to help students set realistic and meaningful goals?**
- **Are you afraid that if you don’t enroll students whenever they show up at your door that you’ll never see them again?**

If so, you may be suffering from the “All Things to All People” Syndrome – quite common among adult educators. In our efforts to support our adult learners in every way possible, we have given new meaning to flexibility. Flexibility has been the cornerstone of adult education. We know that our learners have multiple demands on their time and on their participation, so we have tried to make our classes as flexible as possible to support their participation. We also want them to see how adult education is different than their K-12 experiences, so they will not feel angst when they enroll. How many of you had brochures that advertised, “Enroll anytime...Set your own schedule?” Many of us did because we felt that flexibility was critical to student enrollment.

However, think about some situations in your own life. How many of you have tried to lose weight, stop smoking, or start a regular exercise routine? We start out with the best of intentions, but it doesn't take much sometimes to lead us astray. The same is true with our students when they feel they can enroll anytime or attend whenever they want. When the structure and the expectations are not in place to promote sustained student attendance, it's very easy to miss a few classes, get out of the routine of coming to class, and then stopping all together.

Yes, we know that our learners often have barriers to regular attendance and we need to recognize and accommodate those, but even flexibility has its limits. It's all about balance – maintaining flexibility within a more structured approach – an approach that places more emphasis on regular attendance and the student's commitment to participate. Setting the expectation up front that regular attendance is critical and providing an orientation and class structure that reflects that expectation are important steps. And believe it or not, the majority of potential students will return for a scheduled orientation session. Those that do not were probably not at the “readiness” level to begin classes and sustain their attendance. That is also why many programs have switched from open entry to managed entry classes.

As adult education programs have transitioned to managed entry classes, their intake and orientation processes have changed. They have realized that this process is the first impression that most potential students receive of the program. And first impressions count!



labor market information on high-demand jobs if they are to make informed decisions about employment and postsecondary goals.

Additionally, WIOA necessitates a more career-focused approach to our orientation process. To do that, you need a structure and a process to make it happen. Potential students need

In this section, we will examine the intake and orientation process and provide brief descriptions of several critical elements that integrate the career focus while at the same time build the sense of community that is needed for new students to become truly engaged in their studies. This list of elements is not intended to be all-inclusive. You need to determine what other options are needed for your program. The Appendix includes sample templates that can be easily adapted to your needs.

Let's begin with a self-assessment so you can see how many of the elements you already have in place. Few programs have all the elements in place. Some elements may be more appropriate for a certain student population or other elements may not be feasible because of factors beyond your control. Either way, the self-assessment will help you determine where you'd like to start!

Intake and Orientation Self-Assessment

What does your student orientation and intake process include? (check all that apply)

- a fun and engaging welcoming activity
- program overview including explanation of how your program can help them get started on a career pathway
- explanation of how your classes differ from K-12
- discussion of potential barriers/roadblocks to participation and available options
- discussion about labor market information, high-demand jobs, and salary and training requirements (perhaps a graph that illustrates how salaries increase with advanced education, but a four-year degree is not required for all good-paying jobs.)
- administration of a career interest inventory such as Indiana Career Explorer
- testimony/advice from currently-enrolled students
- self-assessment to determine student strengths and interests
- explanation of how adults learn and administration of a learning styles inventory

- ___ administration of a locator or appraisal test
- ___ special session or information to minor students (16 – 17 years old) and their parents/guardians regarding requirements for admission and HSE testing
- ___ completion of registration forms
- ___ explanation of confidentiality issues and signed release of information form
- ___ explanation of local program expectations, including attendance policy and signatures on program’s code of conduct
- ___ explanation of acceptable internet use policy and appropriate signature
- ___ preliminary screening questions that address special learning needs
- ___ student folders for required paperwork
- ___ handouts or packets for students to take with them in case they forget things they heard during intake and orientation
- ___ administration of standardized tests
- ___ short pre-requisite classes (about 3 – 6 hours) students take before they begin academic classes on topics such as career exploration and planning or digital literacy
- ___ tour of the facility
- ___ follow-up advising appointments to discuss assessment results (locator, career interest, and learning styles inventory), confirm student attendance schedule, assist with resolving barriers to participation, develop Adult Learning Plan, etc.

Intake and Orientation Elements

If you are interested in integrating some of the elements in the self-assessment, below are brief descriptions and tips to help you get started with a few of them.

Element	Tips and Strategies
<p>A fun and engaging welcoming activity</p>	<p>Keep in mind that showing up for your program’s intake and orientation process is a very nerve-racking experience for some adult learners. Take the tension out of the air by having a non-threatening, fun ice-breaker that everyone can enjoy. The Appendix includes an opening icebreaker and URLs to additional icebreakers.</p>
<p>Program overview including explanation of how your program can help them get started on a career pathway</p>	<p>Our tendency sometimes is to give too much information during new student orientation. The potential students leave with their heads spinning. When you give your program overview, don’t give all of the details at this point. There will be time for them to learn the particulars after they have been assessed and are ready to be placed into a program of study. Above all, make sure your program overview shows the career-focused options available and describe how they will be learning skills that will be directly tied to success in the workplace.</p> <p>Don’t forget to distribute hand-outs or brochures that include important information. You might want to put together an enrollment fact sheet that includes the most important things they need to remember. Remember: don’t overwhelm them before they have a chance to get started.</p> <p>Your program’s website is also an important information portal for potential students. Make sure it provides vital information they need to know to get started. A sample homepage is included in the Appendix.</p>
<p>Making the Commitment: Discussion of potential barriers/roadblocks to participation and available options</p>	<p>Component begins with a discussion on why regular attendance is important and an explanation of the attendance policy.</p> <p>Recognize the fact that life may get in the way sometimes but explain the process you have for keeping students connected if they are forced to exit the program early. Also, explain the support services you have in place to help them if challenges arise. The Appendix includes a questionnaire they can complete to help you identify potential barriers.</p>

Element	Tips and Strategies
<p>Testimony/advice from currently-enrolled students</p>	<p>A live or videotaped presentation by a current or former student talking about his/her goals and experiences in the program (e.g., what it was like when he first enrolled, how instructors helped him and made him feel comfortable, how he had to discipline himself to attend regularly, how good it feels to accomplish his goals, etc.) Arranging for new students to hear currently-enrolled or former students talk about their experiences can go a long way in motivating students and putting their fears to rest. This can be done rather easily by recording the students with your smart phone or tablet and then playing the video during your orientations.</p>
<p>Discussion about labor market information, high-demand jobs, and salary and training requirements</p>	<p>Your local WorkOne Center should have lots of information you can share for this element. You basically want to show the job outlook, the salaries and training requirements of high-demand jobs, and the fact that middle skill jobs with good pay are great options to get started with industry certifications. Don't forget about the Integrating Career Awareness curriculum. It can be a great resource for your orientation as well.</p> <p>The Appendix includes examples of Indiana's website for career information, a graphic on education and income, and a sample visual of a career pathway.</p>
<p>Administration of a career interest inventory such as Indiana Career Explorer</p>	<p>Indiana's Career Explorer (https://indiana.kuder.com/landing-page) provides information on jobs in demand, skill and interest assessments, and other career-related options. It is important that you try to conduct your orientations in rooms with computers, projectors, and internet access. Students can complete the career interest assessments online and get immediate feedback. The challenge sometimes is finding a career assessment that doesn't overwhelm the student.</p> <p>For English Language Learners, the City College of San Francisco (CCSF) Occupational Interest Survey http://www.losrios.edu/lrc/ois/ is not as lengthy and is less</p>

Element	Tips and Strategies
	<p>wordy than Career Explorer. In addition, the CCSF Occupational Interest Survey is an online assessment; and there is an option for the student to use the Google Translate feature, so that the survey can be read by the students in their native language.</p> <p>The Appendix includes additional online career interest assessments as well as a picture-based career inventory for English language learners.</p>
<p>Self-assessment to determine student strengths and interests</p>	<p>It is recommended that you try to avoid giving potential students the standardized tests on day one of the intake and orientation process. Nerves are high, and you may not get the most accurate results. It is helpful, however, to give students an opportunity to self-assess their own strengths, interests, and areas needing improvement. The Appendix includes a Self-Assessment, a Goals Interest Survey, and a picture-based ELL interest questionnaire.</p>
<p>Explanation of how adults learn and administration of a learning styles inventory</p>	<p>When adults hear about learning styles for the first time, you can almost see the lightbulbs come on! Many of them realize for the first time in their lives that perhaps they weren't "dumb" in high school – they just didn't learn the way they were being taught! Having this discussion with new students during the orientation process can be a very empowering activity. The Appendix includes a sample learning style inventory you can use.</p>
<p>Explanation of local program expectations, including attendance policy, program's code of conduct, acceptable internet use policy, registration form, etc.</p>	<p>There's no way to avoid required paperwork that must be completed during student intake. However, the timing of that paperwork can be controlled. It is recommended that the completion of forms be performed later on during the intake and orientation process. You want the beginning of the process to be fun, engaging, and informative. The Appendix includes a sample code of conduct, internet use policy, and student contract.</p>
<p>Preliminary screening questions that address special learning needs</p>	<p>The more you can learn about a student's special learning needs upfront, the better prepared the teacher will be to provide needed accommodations. If time does not permit</p>

Element	Tips and Strategies
	<p>administration of a full learning needs questionnaire, it is important to ask three critical questions:</p> <ul style="list-style-type: none"> • <i>Have you ever had special help or special classes?</i> • <i>Do you think you have trouble learning?</i> • <i>What kinds of things do you have trouble with?</i> <p>If students answer ‘yes,’ then appropriate investigation should occur to determine how best to serve the student in the program. These questions can be added to your barrier identification questionnaire as well. It is not enough to ask the questions; instructors should follow-up and determine how these issues will affect learning in the classroom.</p>
<p>Handouts or packets for students to take with them in case they forget things they heard during intake and orientation</p>	<p>Most of us have a hard time remembering everything we hear during a lecture or long presentation unless we take notes or have written summaries. New students are the same. Don’t expect them to remember everything you tell them about your program. Give them a fact sheet or a folder with important information in it. The Appendix includes a form that one program developed for students to jot down important items.</p>
<p>Short pre-requisite classes (about 3 – 4 hours) students take before they begin academic classes on topics such as career exploration and planning or digital literacy</p>	<p>Sometimes it is difficult to determine how much is too much. While you know all the elements are important, how long is too long for intake and orientation? (Most of us feel that the process should be 11 hours or less because of the 12-hour rule.) But even then, is that too long? One option that some programs have started to use are pre-requisite classes that students are required to complete before they start their program of study. These pre-requisites are usually very short – three to four hours – but they give instructors an opportunity to dig a little deeper into topics such as career exploration, digital literacy, or study skills. The purpose of the pre-requisites is to integrate some of the orientation elements (such as career exploration) into classes versus the orientation itself and (2) make sure students are better prepared to begin their academic classes. Pre-requisites allow you to shorten the length of your orientation, and students like being enrolled in a class more quickly.</p>

Element	Tips and Strategies
<p>Follow-up advising appointments to discuss assessment results (locator, career interest, and learning styles inventory), confirm student attendance schedule, assist with resolving barriers to participation, develop Adult Learning Plan, etc.</p>	<p>With the advent of WIOA, career pathways, increased focus on performance targets, and overall program improvement, the role of advisors or navigators in adult education is critical. Program directors and teachers cannot carry the load on their own. Advisors are needed to build that connection with the student, assist them in developing academic and career goals, assist with barrier identification and resolution, and help them navigate/transition to their postsecondary or employment goals. Advisors become a very important part of the intake and orientation process. They meet with the students individually after pre-testing and other screenings have been completed to share the results and help them get off to the right start – and stay there!</p>

Scheduling Options

With some many elements, it can be difficult to determine how best to schedule an effective, comprehensive intake and orientation process. There are basically three main factors you need to consider in the beginning:

- Will it be offered at a set date and time, or will you conduct open entry intake and enroll students whenever they show up?
- How long should it be (one day, three days, half-days, etc.)
- How often and how many orientations are needed? Will you conduct a separate orientation for English Language Learners?



Open Entry or Managed Entry Orientation: Given the type and amount of information that needs to be included in an effective intake and orientation

process, it is highly recommended that it occurs on a scheduled date and time. You can either have students pre-register, or you can take walk-ins (if volume is not a problem) on

the day of the orientation. The number of new students your program enrolls on a weekly or monthly basis will determine how often you need to conduct orientations. Don't forget about evening options for your night classes.

If interested individuals are unable to attend on the scheduled dates, you will want to have an alternative option in place; however, you will find that the majority of your students will accommodate the schedule. The old fear that they will not return if we turn them away when they come to register is not necessarily true. If their readiness level is where it needs to be to begin and prosper in class, they will return.

Implications for Class Schedule: Your class schedule will play a big part in determining your orientation schedule. For example, if you offer classes in 10-week cycles, peak time for orientation will be two weeks before each cycle begins. So, what do you do with orientation during the other eight weeks? This is why many programs still maintain at least one open-entry option so new students can begin while they wait for the next cycle of managed classes to start. This is also a good time to offer short pre-requisite classes to get new students better prepared for their program of study.

Length of Orientation: The length of your orientation is influenced by your availability of space and staff and the content. Orientations usually range anywhere from four – eleven hours. As mentioned previously, programs try to avoid having intake and orientation run 12 hours or more because students are automatically held accountable for educational gain at 12 hours. If the student realizes after going through orientation that this is not the right time for him/her to enroll, your program is still held accountable because the student attended 12 hours.

The Appendix includes a [sample of a model](#) that runs across three days for a total of 7 hours and 15 minutes. Day one is 3.5 hours; day two is 3 hours; and day 3 is a 45-minute scheduled advising appointment. Obviously, the order of the elements can be changed but this will give you some idea of what it might look like. This program did not want to run orientation for longer than 3 – 4 hours/day to accommodate morning and evening work schedules of new students. This is an important point to keep in mind.

Staffing: The intake and orientation process is made up of several components, and it is not uncommon for different staff members to be involved in different components. In other words, it is not necessarily a one size fits all process related to staff functions. For example, the opening activity, program overview, career focus, screenings, and intake may be facilitated by one staff person; an assessment specialist may administer the pre-testing; and an advisor may conduct the follow-up interviews. Finding the best staff person for each function is extremely important. They must be a good fit for the job!



So how does that apply in my classroom?

Even if your program has a very comprehensive intake and orientation process, you will find that you may still need to conduct a follow-up orientation in your class. Give your students time to ask questions about information they may not have fully understood during the orientation process. Make sure they feel connected to you and the program.



Assessment

Standardized Testing

The standardized testing instruments approved for use in Indiana Adult Education are the Tests of Adult Basic Education (TABE) 11 and 12 for native speakers and TABE CLAS-E for English language learners. These instruments give the teacher information that serves several purposes:

- The student is “leveled” using the initial test results and the guidelines issued by the National Reporting System. The initial test results serve as a baseline for determining the student’s progress in the program and completion of educational functioning levels.
- The student’s strengths and weaknesses are identified from the resulting diagnostic information.
- The teacher uses the test profiles along with other information provided by the student to develop an Adult Learning Plan (ALP).

The [Indiana Adult Education Assessment Policy](#), located in the Appendix of this section, includes detailed guidance on proper assessment procedures. When in doubt, refer to the policy. Here is a brief summary of some of the key points to remember.

Approved Standardized Tests:



TABE 11 & 12 is the DWD approved assessment for all English-speaking students in the state Adult Education program beginning July 1, 2018. **TABE 9 & 10 assessments will not carry over after June 30, 2018.** TABE Complete Language Assessment System - English (TABE CLAS-E) is to be used for non-English speakers and those with limited English

TABE 11 and 12 Survey	TABE CLAS-E
<p>TABE 11 & 12 measures EFLs in three subjects: math, reading, and language. TABE consists of five test levels (literacy, easy, medium, difficult, and advanced), two test forms (11 & 12), and a locator test. In rare instances a student may not need to be assessed in all areas; however, programs should decide the skill areas most relevant to each student’s needs or the program’s curriculum and assess the student in these areas. Adult education programs will document the rationale for doing so in the student file, and WorkOne office staff will document in the DWD case management system.</p>	<p>TABE CLAS-E measures the language proficiency of adult English Language Learner (ELL) students in the areas of reading, listening, writing, and speaking. Adult education programs will assess ELL students in <i>at least one</i> or more of the following subjects: reading, writing, or listening. Programs may choose to assess students in speaking; however, gains made in this subject will <u>not</u> count as gains for NRS or Indiana’s performance metrics.</p>

Valid Scores:

The table below lists the valid content grade level ranges for each TABE test level. The range for each test is approximately valid plus or minus two grade levels. For example, a student taking the Level M test would receive valid results if his or her score corresponded to an approximate grade level between 2.0 and 7.0. Scores falling outside of the valid ranges (invalid scores) are not reliable. In the case of invalid scores, retesting with a more appropriate level is required within thirty (30) calendar days from the original test date. Students only need to be retested in the subject(s) for which they received an invalid score.

Test Level	Content Grade Level Range	Grade Level Range for Valid Scores
Level L (Literacy)	0–1.9	0-3.9
Level E (Easy)	2.0–3.9	0-5.9
Level M (Medium)	4.0–5.9	2.0-7.9
Level D (Difficult)	6.0–8.9	4.0-10.9
Level A (Advanced)	9.0–12.9	7.0-12.9

The table below lists the valid content grade level for each CLAS-E test level.

Test Level	ELL Proficiency
1	Beginning ELL 1
2	Beginning ELL 2
3	Intermediate ELL
4	Advanced ELL

Pre-testing and Initial Placement:

- **Pre-testing:** The initial assessment or pre-test is the basis for participant placement and determination for entering an educational functioning level. If multiple assessments are taken, all tests with valid scores, as defined by the test manufacturer’s guidelines, can count as pretests.

TABE should be administered by the time of official enrollment, defined by the NRS as twelve (12) hours of attendance. The test suite should be completed within eight (8) consecutive calendar days. Students who have not attended adult education classes for more than ninety (90) consecutive calendar days should be administered a new pre-test.

- Prior to administering the TABE, providers should administer the locator test to determine which level of the survey is appropriate.
 - TABE should be taken online or, as a last resort, in paper-and-pencil format.
- **Initial Placement:** Each student receives one initial placement for the entire program year based on their lowest valid score from any approved NRS pre-test. If more than one assessment is given, programs should place the students according to the lowest functioning level.

The initial placement is for the entire program year regardless of the number of PoPs a student may have. This determines where the student is reported on NRS tables. There are six levels for ESL and six levels for ABE. The first four ABE levels are below the 9th grade level. The two highest ABE levels 5 and 6 are for the Low Adult Secondary Education level and High Adult Secondary Education level respectively.

The table below lists the approximate alignment between TABE scale scores and NRS EFLs. This alignment is not identical across all TABE test levels (TABE L-A) or forms (11 and 12).

NRS ABE/ASE Level	Grade Level Equivalent	Reading	Total Math	Language
1. ABE Beginning Literacy	0-1.9	300-441	300-448	300-457
2. ABE Beginning Basic	2.0-3.9	442-500	449-495	458-510
3. ABE Intermediate Low	4.0–5.9	501-535	496-536	511-546
4. ABE Intermediate High	6.0-8.9	536-575	537-595	547-583
5. ASE Low	9.0-10.9	576-616	596-656	584-630
6. ASE High	11-12.9	617-800	657-800	631-800

Similarly, the table below lists the approximate alignment between TABE CLAS-E scale scores and NRS EFLs. This alignment is not identical across all TABE CLAS-E test levels (1 – 4) or forms (A and B). The table also lists which TABE CLAS-E test levels can be used to measure attainment of each NRS EFL. For example, the Level 1 test can only measure attainment of NRS EFLs 1 – 3. To measure attainment of NRS EFLs 4 or higher, the student should take a higher TABE CLAS-E test level.

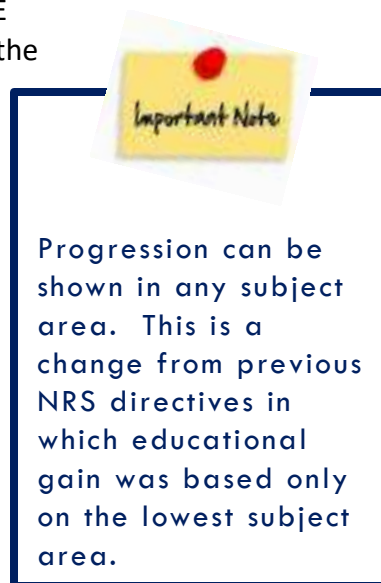
NRS ELL Level	Test Levels	Reading	Writing	Total Reading & Writing	Listening
1. ELL Beginning Literacy	1, 2, 3, 4	250-392	200-396	225-394	230-389
2. ELL Beginning Low	1, 2, 3, 4	393-436	397-445	395-441	390-437
3. ELL Beginning High	1, 2, 3, 4	437-476	446-488	442-482	438-468
4. ELL Intermediate Low	2, 3, or 4	477-508	489-520	483-514	469-514
5. ELL Intermediate High	3 or 4	509-557	521-555	515-556	515-549
6. ELL Advanced*	4 only	558-588	556-612	557-600	550-607

*If a student is at this level, transition him/her to ABE and administer TABE 11 and 12.

Progress/Post-Testing:

NRS approved tests given after the pre-tests that correspond to the manufacturer and subject area of any of the pre-tests are considered post-tests. Adult education programs should continually post-test the student to determine educational gains after a required number of attendance hours, or after a student has demonstrated enough progress to merit a post-test.

- **Progression can be shown in any subject area.** For example, if a student only has a pretest of the TABE reading test then only the administration of a TABE reading test with an alternate form will count as a post-test. If the student has valid pretests in both TABE reading and TABE math, progression can be shown in either subject area.
- **Recommended post-testing hours:** TABE 11 and 12 guidelines recommend a set number of attendance hours in adult education between the administration of TABE 11 and 12 and TABE CLAS-E pre- and post-tests. These hours, summarized below, vary based on NRS level and the form of the administered test (same or alternate). Post-tests should be issued each time a student reaches the required amount of attendance hours. Students will post-test in the same subject areas (pre-test scores less than 12.9) as initially assessed. In the event of an invalid score, providers have thirty (30) calendar days from the original test date to retest the student and record the score.



Test	NRS Levels	Alternate Test Form for Post-Test (Example: Pre-test with 9M, Post-test with 10M) Recommended Attendance Hours
TABE 11 and 12	ABE EFLs (Levels 1 – 4)	50 – 60 hours (minimum – 40 hours)
TABE 11 and 12	ASE EFL (Level 5/6)	30 – 59 hours
TABE CLAS-E	All ELL Levels	50 – 60 hours (minimum – 40 hours)

Test	NRS Levels	Same Test Form for Post-Test (Example: Pre-test with 9M, Post-test with 9M) Recommended Attendance Hours
TABE 11 and 12	ABE & ASE EFLs (Levels 1 – 5)	60 - 80 hours
TABE CLAS-E	All ELL Levels	60 – 80 hours

Hours toward a post-test begin counting the next attendance day after the student completes the pre-test, and end the day the student completes the post-test. These include all adult education attendance hours, including distance learning, which may include orientation, instruction, and the time a student spends on the post-test.

- **Post-testing before the recommended hours:** Post-tests may be administered sooner than the recommended hours of attendance only if a student receives intense instruction or plans to exit the program. Documentation of early test administration will be maintained in InTERS.
- **Post-testing with next level of TABE:** The instructor may consider administering the next level of the TABE or TABE CLAS-E test if the student shows the potential to score higher than the valid score range if given the same level test that was given as a pre-test.

Example: If the student was administered the TABE 11M pre-test, the instructor could administer the student the TABE 11D test if the student shows significant skill progress. As discussed above, test scores that fall outside of the valid content grade ranges for TABE 11 and TABE 12 will not be counted. Re-testing with a more appropriate level is **required**.



Use your testing process as a learning experience for the students. Explain that they will more than likely be faced with taking several tests in the future, either when applying for jobs or taking college placement tests. Gaining good test taking practices is a skill that can benefit them in many ways.

Measurable Skill Gain:

During a period of participation, participants can attain a Measurable Skill Gain (MSG) through an EFL gain. Refer to the chapter on Performane and Accountability for guidance on MSGs.

Post-testing Percentage:

Annually, providers are required to post-test a minimum of 70% participants below ABE Level 6 (High Adult Secondary Education). High Adult Secondary Education students do not need to be post-tested because there are no further educational gains for them to make. ABE Level 6 students can, however, earn MSGs through other options (e.g., high school credential, postsecondary enrollment).

Test Environment:

Assessment instruments must be administered in a quiet, proctored environment. Assessment instruments must be kept in a secure environment.

Test Accommodations

Fulfilling learner requests for reasonable accommodations, at no cost to the individuals, is the responsibility of the provider delivering the assessment. To determine if an individual is eligible for accommodations, follow the test publisher's (Data Recognition Corporation [DRC])

guidance. Individual students with disabilities are responsible for providing information and documentation for their disability. Provider staff should review documentation, consider needed accommodations, offer counseling to the student, and establish accommodations, when eligible. Accommodations include extended time, no time limits, pausing, and other reasonable accommodations suggested by a medical professional. These accommodations apply to TABE 11 and 12 and TABE CLAS-E.

The Rehabilitation Act of 1973 Section 504, the Individuals with Disabilities Education Act of 1997, and the Americans with Disabilities Act of 1990 have provisions related to reasonable testing accommodations for learners with disabilities. Additionally, programs may contact the test vendor, Data Recognition Corporation (DRC), for full accommodation guidelines for TABE 11 and 12 and TABE CLAS-E.

Data Entry

Adult education providers will measure and report measurable skills gains (raw scores) based on educational functioning levels into InTERS. WorkOne office staff, working as partners with adult education, will measure and report EFLs in the DWD case management system. Adult Education providers will enter all required data points from TABE/CLAS-E in InTERS, and WorkOne office staff will enter all required data points in the DWD case management system after the student completes the test.

DWD strongly recommends that data be entered into InTERS on a **weekly basis at a minimum**. Timely data entry will allow program staff and DWD to analyze data on a regular basis and use it for program planning and continuous program improvement. However, DWD requires that all monthly data be entered by the **10th of the consecutive month**, and data should be available for review at all times.

DWD requires that all monthly data be entered by the **10th of the consecutive month**, and data should be available for review at all times.

While data checks and error reports are built into InTERS, local programs should make every effort to ensure accurate data by identifying errors and missing data soon after entry. DWD encourages programs to monitor student progress and attendance through InTERS on a daily basis. Furthermore, program data entry personnel will work with DWD on data entry errors/issues, and at least two staff members should be trained and have access to the system at all times. Job descriptions should include staff roles and responsibilities for data collection, and ongoing training is provided. If DWD determines that a program has a pattern of data entry discrepancies beyond occasional errors, the program will be monitored and may be required to submit additional documentation.

Other Testing Options

While standardized assessment is required, it should not be the only source of measuring student progress. Teachers should also use informal assessments to help adult learners see how they are progressing.

Informal tests can be commercial (e.g., curriculum-based tests included with instructional materials), but many are teacher-constructed. They are designed to reflect the skills and knowledge presented in the curriculum, the instructional or educational goals of the program, or learners' self-selected goals. Informal assessments provide an opportunity to integrate ongoing assessment with instruction. For example, an instructor may design an informal performance-based assessment to determine learners' ability to perform activities using basic skills and knowledge taught in a college transition program (e.g., Learners calculate the budget they would need to attend college, including tuition, books, fees, living expenses, etc.) Informal assessment might also include observations, self-assessments, curriculum-based tests, reflective journals, or checklists and open-ended surveys.



Goal Setting and Career Exploration

Adults who enter Indiana's Adult Education program come with a variety of personal goals. Often the general adult education students will state that they are just there to get the high school equivalency diploma. However, it is no longer enough to earn a high school credential to make a family-sustaining wage. If asked about their goals, English Language Learners (ELLs) often say they just want to learn to speak English, or that they want to pass the citizenship test. These students will need to say more than just a few basic English words or phrases to become integrated into our communities.



For many of our students, the ultimate goal (whether they express it or are even aware of it) is probably to acquire or retain a decent job. To do that, they may have further steps to take that they have not begun to plan for (i.e., enrolling in further training or entering college).

Indiana has shifted the focus of its classes away from passing the state-approved high school equivalency assessment as the primary end goal. Indiana now focuses on ensuring that adult learners not only acquire the necessary reading, writing, math, and English language skills, but also the communication, technology, critical thinking, and problem-solving skills needed for success as workers, students, family members, and citizens. Our programs encourage students

to plan for the next step and assist them in preparing for a career or for further education or training.






For most students who enroll in your class, the intake and orientation process is the time to thoroughly discuss their need to establish educational and career goals. Ask students to participate in needs assessment and goal exploration activities that help them to think about and refine their personal wants and needs and define their educational and career goals. They will need to break down their goals into concrete steps that they can see and accomplish. Remember that to retain adult students you will need to help them see the connection between their participation in your program and their own personal needs being met.

An important component of goal setting is career exploration. Like the adage goes, “You don’t know what you don’t know.” Many adult learners are not equipped with the information they need to set informed career-related goals. By having students gather information on different occupations they might want to pursue, they can begin to better understand the educational requirements, expected salary, availability of training programs, jobs in the field, etc. of those occupations and make more informed choices.



To encourage students to explore different career pathways, invite them to explore one of the career exploration options on the [IndianaCareerReady](http://IndianaCareerReady.com) website.



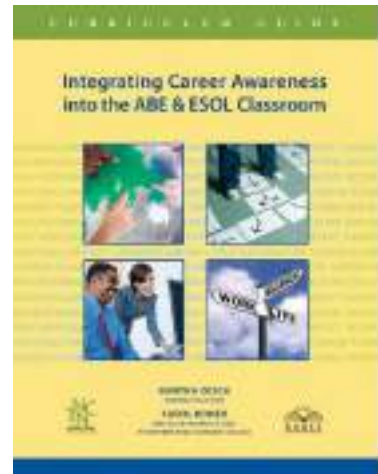
<p>Indiana Career Explorer https://indiana.kuder.com/landing-page</p> <p>Indiana Career Explorer helps students explore a world of career possibilities, make decisions about their future, and prepare for the next step in their education and career planning journey.</p>	
<p>Indiana Career Connect https://www.indianacareerconnect.com/vosnet/Default.aspx</p> <p>IndianaCareerConnect.com is the #1 source of jobs in Indiana. Students can find a career close to home that matches their skills and experience or explore training opportunities to help them get the job they want.</p>	
<p>Indiana INDemand Jobs https://www.indianacareerready.com/Indemandjobs</p> <p>The demand indicator used is based on a methodology that ranks all Indiana jobs based on future growth and wages.</p>	
<p>Hoosier Hot 50 Jobs www.HoosierHot50.com</p> <p>The Hoosier Hot 50 is a listing of the 50 fastest growing, high-wage jobs of tomorrow. This listing shows what jobs will be the most in-demand by 2018 in the state of Indiana. Inside each job listing you'll meet a Hoosier who will give you an inside look at the position, along with salary information and education/ training requirements.</p>	
<p>Labor Market Information https://www.indianacareerready.com/home/lmi</p> <p>Labor Market Information includes both quantitative and qualitative data and analysis about employment levels, unemployment rates, wages and earnings and employment/job projections. Job seekers, educators, students or employers can use LMI to better inform short and long-range employment and workforce decisions.</p>	



So how does that apply in my classroom?

Examine the [Sample Tools and Activities for Needs Assessment and Goal Exploration](#) in the Appendix for samples that you can adapt to your needs. If you are an English Language Learner teacher, you may find these two assessments helpful: [Student Goals Assessment](#) and [ESL Student Learning Self-Assessment](#).

As an alternative, you may want to utilize a curriculum to address both goal-setting and career awareness. *Integrating Career Awareness into the ABE & ESOL Classroom* is a ready-to-use, flexible curriculum that has lessons and handouts that can be used with a range of students and skill levels. Developed by the System for Adult Basic Education Support (SABES) and National College Transition Network (NCTN), this is free material that can be downloaded and printed from www.collegetransition.org/docs/ICAcriculumguide.pdf



You may also download handouts in Word format at: <http://collegetransition.org/publications.icacurriculum.handouts.html>

For further reading:

Eight Strategies for Achieving SMART Goals

<http://www.projectsart.co.uk/8-strategies-for-achieving-smart-goals.html>

This webpage gives strategies to help learners achieve the SMART goals (Specific, Measureable, Achievable, Realistic, and Timely) which they have set for themselves.

SMART Goal Setting: A Surefire Way to Achieve Your Goals

<http://www.goal-setting-guide.com/goal-setting-tutorials/smart-goal-setting>

Everyone will benefit from goals that are SMART. On this webpage, find out how to set SMART goals that you will be able to achieve.



Adult Learning Plan

Once you have collected the intake and orientation information including results of screenings, learning style inventories, self-assessment checklists, academic assessments, and/or career interest and aptitude inventories, it is time to review the personal goals identified by the students. Help them to decide the most important reasons for coming to the program and specifically what they want to



accomplish in the class. Some students may not have even considered what to do after obtaining the high school equivalency diploma but may now want to set specific goals (e.g., work readiness, preparation for entry into a post-secondary education or training program, etc.). Discuss students' career interests and aptitudes in relation to the in-demand jobs in the area. Determine if they will be able to work toward some type of certificate. It is important that students begin to see steps toward a career pathway.

Decide with them on a plan of study or Adult Learning Plan that outlines some steps to meeting various goals.

The Adult Learning Plan was specifically developed:

- To enhance the learner's sense of ownership of his/her learning plan and to increase the learner's enthusiasm and commitment to the learning process, allowing the learner to realize success more quickly.
- To provide a "road map" of learner and instructor decisions about the appropriate course of study, based on the reasons the learner chose to attend the program.
- To serve as a tool for better communication among staff members, volunteers, and referral agencies in implementing the learner's plan.
- To provide a method by which learner progress is reviewed on a regular basis.
- To provide documentation of learner achievement for the learner, the local program, funding sources, and referral agencies.

Beginning in 2018-2019, all programs must have a state-approved Adult Learning Plan.

Adult Learning Plan requirements:

All adult basic education programs must use the ALP program-wide. The ALP should be developed with the learner at or before 12 contact hours. Teachers or other appropriate instructional staff are responsible for ALP development with the learners.

The **first page** of the ALP **must be developed with all ABE, HSE, and ELL learners**, regardless of the learner's entry level. Additionally, **the second page is mandatory for all Adult Basic Education (0-8.9) and all ESL learners**. This page is considered to be a progressive instrument, charting step by step the smaller, short-term goals and accomplishments for this population. It is hoped these learners will participate longer if they can see the accomplishment of small steps towards their goal area(s).

Required Elements of the Adult Learning Plan:

Important: The information recorded on the ALP is collected from the Learner Registration Information form, interest inventories, learning style inventories, and dialogue with program staff.

- 1. Quarter-Ending (circle) 9/30 12/31 3/31 6/30:** A date is circled to indicate that program staff has revisited the ALP *with* the learner at least quarterly beyond the initial development date.
- 2. Date:** The date the ALP is initially developed with the learner (at or before the accumulation of 12 contact hours).
- 3. Reason for Participation:** If a specific referral was made by an agency, i.e., a service agency, or by a court mandate, note that source **OR** note self-initiated if the learner is attending because of his/her own motivation.
- 4. Assessment Methods:** TABE
- 5. Strengths/Interests:** Includes information obtained from Indiana Career Explorer (ICE), learning styles inventories, interviews, interest checklists, or writing samples. Focuses on the personal attributes and interests that each learner brings.
- 6. Focus Areas:** The areas selected here must be relevant to the individual's goals as determined by the learner and the program staff. Since only goals selected and obtained can be counted as achievements for the program, it is important to review and update the goal area on a regular basis. **Important:** The first step in the development of the ALP is for the learner and program staff to select one focus area. Initially, it is recommended that only one relevant, attainable short-term goal be written for that goal area. This is a progressive plan to be developed and revised continually as the learner reaches each goal.

Example taken from the **Learner:**

Focus Area: Math Improvement

Short Term Goal: To re-learn fractions

Example taken from the **TABE test Learner Profile:**

Focus Area: Language Improvement

Short Term Goal: To re-learn/master basic punctuation skills

7. **Additional Factors Affecting Learner's Progress:** This area should be used to indicate existing conditions, positive or negative, that might have an impact on the learner's plan. Examples could include:
 - "I may miss class occasionally due to husband's health."
 - "I work overtime on my job whenever I get the chance."
 - "Sometimes I have to baby-sit my grandchildren on a moment's notice."
8. **Learner Agreement and Instructor Agreement:** This collaborative agreement views the learner and program staff as partners in the learning process, validated by both their signatures.
9. **Follow-Up: Additional Factors Affecting the Learner's Progress:** This section is for notation regarding any follow-up activity on behalf of the learner, including phone calls, post cards, contacts with service agencies, and any feedback received.
10. **Materials/Methods:** This area is intended for general materials and methods utilized, such as teacher-made tests, unit tests, standardized tests, formal and informal curriculum, journals, portfolio simulations, actual demonstrations, and others.
11. **Comments/Documentation:** This section is for the purpose of documenting reasons for lack of progress.



The Adult Learning Plan should also identify career pathways and career-related goals. Show students how to keep track of what they are accomplishing. This is a skill they can apply in the workplace as well. Remember to revisit program goals periodically or after the student has completed an interim assessment.

The following handouts in the Appendix provide some examples you could adapt to your needs to help students track their progress.

[Goals and Progress Chart](#)



Student Folders

DWD requires AE programs to maintain student records in InTERS and in a student folder for data validation purposes, in accordance with AE Data Collection and Reporting Policy.

Student folders shall be kept in a secure area such as cabinets. Folder tabs shall be labeled legibly with the student's last and first name.

The student folder shall contain the following information:

- Release of information;
- Registration form/s;
- Assessment information;
- Exit form with principal's signature for any student 16 or 17 years of age; and
- Original versions of any additional signed documents.

The exit form for 16 and 17-year-old students may be reused if the student reenters the program.

At a minimum, student folders shall be kept for three (3) full program years. If a program's student record is monitored, audited, or removed before the three (3) year period has passed, records must be maintained until the monitoring is completed or the three (3) year period has passed, whichever is later. To ensure the protection of student information, the folder's contents shall be disposed of eliminating the contents after no less than the necessary retention period (e.g., paper shredding).

In the event of a site or program closure, the student folders must be transferred to the program taking over the students. The incoming program will assume responsibility of those student records.

INDIANA **ADULT EDUCATION**



TEACHERS' HANDBOOK



Getting Students Off to the Right Start Appendix



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT



To: The Workforce System
From: Regina Ashley, Chief Strategy Officer
Date:
Subject: DWD Policy 2018-XX
Educational Functioning Level Assessment Policy

PURPOSE

This policy describes the standard assessment procedure for adult education providers and WorkOne office staff regarding measurement of educational functioning levels (EFLs), test administration, proctor training requirements, and acceptable testing accommodations. Although WorkOne office staff will not be required to administer EFL assessments, WorkOne office staff who choose to administer these assessments should adhere to this policy.

RESCISSION

DWD Policy 2016-06, Educational Functioning Level Assessment Policy

REFERENCES

- Workforce Innovation and Opportunity Act (WIOA), Section 203
- Department of Education (DOE) Regulations, Sections 462.1 through 462.4, 462.10 through 462.14, and 462.40 through 462.44
- National Reporting System (NRS) Guidelines, OMB Number 1830-0027
- The Rehabilitation Act of 1973 Section 504
- The Individuals with Disabilities Education Act of 1997, General Provisions
- The Americans with Disabilities Act of 1990, General Provisions
- Indiana Department of Workforce Development (DWD), Professional Qualifications and Development Policy

CONTENT

Need for Assessment Testing

Educational gain reporting is required by the National Reporting System (NRS), the federal accountability system for the Adult Education and Family Literacy Act, Title II of WIOA. A state's EFL assessment is federally reviewed and approved to ensure that it is suitable to be used when measuring a student's EFL in alignment with NRS guidelines. The state of Indiana has chosen the Tests of Adult Basic Education (TABE) as its approved assessment for measuring and reporting EFLs, and is the only test to be used for this purpose.

One overarching goal of adult education programs is to improve the literacy skills of participants, and one way to demonstrate program effectiveness is through educational gain. Ongoing assessment is essential to ensure that all students are placed in the appropriate levels of instruction and are proficient. Standardized assessments measure a student's progress, certifies mastery at specific levels of instruction, and drives program quality, professional development, and performance targets. Additionally, the implementation of a uniform policy allows for comparability across programs, and with the implementation of performance-based funding, a uniform policy helps ensure this standardization.

In order to accurately measure progress, the assessment must be valid and reliable. Validity is related to the accuracy of measurement; the extent to which the instrument measures what it is intended to measure. Reliability is the degree of consistency in performance on an assessment; the extent to which a student would be expected to perform similarly during multiple administrations of the instrument or under different conditions.

Purposes and Use of the Assessment

Standardized administration and scoring of the assessment, which specify score ranges tied to EFLs, allow for placement and reporting educational gains. (Links to the NRS EFLs are at <https://nrsweb.org/training-ta/ta-tools/assessment>.) Furthermore, EFLs are used by adult education providers to evaluate a student's academic progress through regular testing. This progression is then used to evaluate an adult education provider's success in achieving student skill gains. Additionally, TABE results are used by WorkOne office staff to gauge a customer's basic skills deficiencies, readiness for training, and/or need for referral to adult education.

The NRS approach to educational gains is to define a set of EFLs at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. After a set number of attendance hours in adult education, students are again assessed to determine their skill levels. If a student's skill levels have improved sufficiently to be placed one or more levels higher, the student has achieved a measurable skill gain. Additionally, informal assessments such as teacher-made tests, unit tests, and student observations are encouraged to monitor learning and to inform instruction on an ongoing basis.

Summary and Overview of Assessment Testing

Tests for Adult Basic Education

TABE 11 & 12 is the DWD approved assessment for all students in the state adult program beginning July 1, 2018. TABE 9 & 10 assessments will not carry over after June 30, 2018. TABE 11 & 12 measures EFLs in three subjects: math, reading, and language.

TABE consists of five test levels (literacy, easy, medium, difficult, and advanced), two test forms (11 & 12), and a locator test.

In rare instances a student may not need to be assessed in all areas; however, programs should decide the skill areas most relevant to each student's needs or the program's curriculum and assess the student in these areas. Adult education programs will document the rationale for doing so in the student file and WorkOne office staff will document in the DWD case management system.

- **WorkOne:** For valid reporting of EFLs, eligible test candidates should complete the entire test suite (reading, language, and math) as a pre-test. Testing should be completed within eight (8) consecutive calendar days.
- **Adult Education:** Eligible adult education students should complete the entire test suite (reading, language, and math) as a pre-test. Testing should be completed within eight (8) consecutive calendar days. Students who have not attended adult education classes for more than ninety (90) consecutive calendar days should be administered a new pre-test.
- **Youth:** Title I eligible youth requirements mandate that programs serving WIOA Title I eligible youth should administer TABE beginning with the locator test.

TABLE 1 LISTS THE VALID CONTENT GRADE LEVEL RANGES FOR EACH TEST LEVEL. THE RANGE FOR EACH TEST IS APPROXIMATELY VALID PLUS OR MINUS TWO GRADE LEVELS. FOR EXAMPLE, A STUDENT TAKING THE LEVEL M TEST WOULD RECEIVE VALID RESULTS IF HIS OR HER SCORE CORRESPONDED TO AN APPROXIMATE GRADE LEVEL BETWEEN 2.0 AND 7.9. SCORES FALLING OUTSIDE OF THE VALID RANGES (INVALID SCORES) ARE NOT RELIABLE. IN THE CASE OF INVALID SCORES, RETESTING WITH A MORE APPROPRIATE LEVEL IS REQUIRED WITHIN THIRTY (30) CALENDAR DAYS FROM THE ORIGINAL TEST DATE. STUDENTS ONLY NEED TO BE RETESTED IN THE SUBJECT(S) FOR WHICH THEY RECEIVED AN INVALID SCORE.

Table 1 – TABE 11 & 12 Test Levels

Test Level	Content Grade Level Range	Grade Level Range for Valid Scores
Level L (Literacy)	0–1.9	0-3.9
Level E (Easy)	2.0–3.9	0-5.9

Level M (Medium)	4.0–5.9	2.0-7.9
Level D (Difficult)	6.0–8.9	4.0-10.9
Level A (Advanced)	9.0–12.9	7.0-12.9

SOURCE:

[HTTPS://NRSWEB.ORG/TRAINING-TA/TA-TOOLS/ASSESSMENT](https://nrsweb.org/training-ta/ta-tools/assessment)

TABE Complete Language Assessment System - English (TABE CLAS-E)

TABE CLAS-E measures the language proficiency of adult English Language Learner (ELL) students in the areas of reading, listening, writing, and speaking. Adult education programs will assess ELL students in *at least one* or more of the following subjects: reading, writing, or listening. Programs may choose to assess students in speaking; however, gains made in this subject will not count as gains for NRS or Indiana’s performance metrics. The TABE CLAS-E is for non-English speakers and those with limited English proficiency. Table 2 lists the valid content grade level ranges for each CLAS-E test level.

Table 2 – TABE CLAS-E Assessment Levels

Test Level	ELL Proficiency
1	Beginning ELL 1
2	Beginning ELL 2
3	Intermediate ELL
4	Advanced ELL

SOURCE: **[HTTPS://NRSWEB.ORG/TRAINING-TA/TA-TOOLS/ASSESSMENT](https://nrsweb.org/training-ta/ta-tools/assessment)**

General Assessment Requirements

TABE should be administered to all adult education students by the time of official enrollment, defined by NRS as twelve (12) hours of attendance. Before administering TABE, providers should administer the locator test to determine which level of TABE is appropriate.

- **WorkOne:** The test suite (reading, language, and math) should be completed within eight (8) consecutive calendar days. Individuals who have not made contact for more than ninety (90) consecutive calendar days should be administered a new pre-test; otherwise,

with regular contact, the TABE pre-test results can be used by WorkOne office staff for six (6) months to gauge readiness for training.

- **Adult Education:** The test suite (reading, language, and math) should be completed within eight (8) consecutive calendar days. Students who have not attended adult education classes for more than ninety (90) consecutive calendar days should be administered a new pre-test.
- **Youth:** Title I eligible youth requirements mandate that programs serving WIOA Title I eligible youth should administer TABE beginning with the locator test.

Guidelines for Administering the Assessment

TABE should be taken online or, as a last resort, in paper-and-pencil format. (Level L is only available as paper-based.) Prior to administering TABE, as noted in the General Assessment Requirements, providers should administer the locator test to determine which level of the assessment is appropriate.

If multiple skill areas are assessed and the student has different abilities in different areas, the program should place the student according to the lowest functioning level. For example, if a student is at the beginning level in reading and the low intermediate level in numeracy, then the student would be placed in the beginning level.

Adult education providers will measure and report measurable skill gains (raw scores) based on educational functioning levels into InTERS (the DWD adult education database). WorkOne office staff, working as partners with adult education, will measure and report EFLs in the DWD case management system.

TABE Test – Adult education providers will enter all required data points from TABE in InTERS, and WorkOne office staff will enter all required data points in the DWD case management system after the student completes each test.

DWD strongly recommends that data be entered into InTERS on a weekly basis at a minimum. Timely data entry will allow program staff and DWD to analyze data on a regular basis and use it for program planning and continuous program improvement. However, DWD requires that all monthly data be entered by the **10th of the consecutive month** and data should be available for review at all times.

DWD staff monitors adult education programs across the state and maintains the InTERS system. Responsibilities include providing technical support; monitoring data at least quarterly (more frequent if warranted); monitoring program data entry errors monthly or when notified by an adult education program; working with programs to fix data entry errors; and producing and submitting NRS tables to the federal government. Adult education coordinators also utilize InTERS to monitor the performance of all programs within their region(s).

While data checks and error reports are built into InTERS, local programs should make every effort to ensure accurate data by identifying errors and missing data soon after entry. DWD

encourages programs to monitor student progress and attendance through InTERS on a daily basis. Furthermore, program data entry personnel will work with DWD on data entry errors/issues, and at least two staff members should be trained and have access to the system at all times.

Job descriptions should include staff roles and responsibilities for data collection, and ongoing training is provided. If DWD determines that a program has a pattern of data entry discrepancies beyond occasional errors, the program will be monitored and may be required to submit additional documentation.

See the Adult Education Data Collection and Reporting policy for details on data quality. The state’s risk-based monitoring process, Adult Education Program Monitoring and Improvement Policy, will review errors within InTERS to determine if more intensive monitoring is necessary.

Table 3 lists the *approximate* alignment between TABE scale scores and NRS EFLs. This alignment is not identical across all TABE tests levels (TABE L-A) or forms (11 and 12).

Table 3 – TABE 11 and TABE 12 Scale Score Conversions to NRS Levels

NRS ABE/ASE Level	Grade Level Equivalent	Reading	Math	Language
1. ABE Beginning Literacy	0-1.9	300-441	300-448	300-457
2. ABE Beginning Basic	2.0-3.9	442-500	449-495	458-510
3. ABE Intermediate Low	4.0–5.9	501-535	496-536	511-546
4. ABE Intermediate High	6.0-8.9	536-575	537-595	547-583
5. ASE Low	9.0-10.9	576-616	596-656	584-630
6. ASE High	11-12.9	617-800	657-800	631-800

SOURCE : [HTTPS://NRSWEB.ORG/TRAINING-TA/TA-TOOLS/ASSESSMENT](https://nrsweb.org/training-ta/ta-tools/assessment)

SCORES FALLING OUTSIDE OF THE VALID RANGES (INVALID SCORES) MAY NOT BE RELIABLE. IN THE CASE OF INVALID SCORES, RETESTING WITH A MORE APPROPRIATE LEVEL IS REQUIRED WITHIN THIRTY (30)

CALENDAR DAYS FROM THE ORIGINAL TEST DATE. STUDENTS ONLY NEED TO BE RETESTED IN THE SUBJECT(S) FOR WHICH THEY RECEIVED AN INVALID SCORE.

Similarly, Table 4 lists the *approximate* alignment between TABE CLAS-E scale scores and NRS EFLs. This alignment is not identical across all TABE CLAS-E tests levels (1-4) or forms (A and B). The table also lists which TABE CLAS-E test levels can be used to measure attainment of each NRS EFL. For example, the Level 1 test can only measure attainment of NRS EFLs 1-3. To measure attainment of NRS EFLs 4 or higher, the student should take a higher TABE CLAS-E test level.

Table 4 – TABE CLAS-E Reading Scale Score Conversions to NRS Levels

NRS ELL Level	Test Levels	Reading	Writing	Total Reading & Writing	Listening
1	1, 2, 3, 4	250-392	200-396	225-394	230-389
2	1, 2, 3, 4	393-436	397-445	395-441	390-437
3	1, 2, 3, 4	437-476	446-488	442-482	438-468
4	2, 3, or 4	477-508	489-520	483-514	469-514
5	3 or 4	509-557	521-555	515-556	515-549
6*	4 only	558-588	556-612	557-600	550-607

*If a student is at this level, transition him/her to ABE and administer TABE 11 and TABE 12.

Source: <https://nrsweb.org/training-ta/ta-tools/assessment>

Adult education programs should continually post-test the student to determine educational gains after a required number of attendance hours, or after a student has demonstrated enough progress to merit a post-test. TABE guidelines recommend a set number of attendance hours in adult education between the administration of TABE and TABE CLAS-E pre- and post-tests. These hours, summarized in Table 5, vary based on NRS level and the form of the administered test (same or alternate). DWD has set a goal of 70 percent of students to be post-tested.

Post-tests should be issued each time a student reaches the required amount of attendance hours. Students will post-test in the same subject areas (pre-test scores less than 12.9) as initially assessed. In the event of an invalid score, providers have thirty (30) calendar days from the original test date to retest the student and record the score.

Table 5 – Recommended Attendance Hours between Pre- and Post-test

Test	NRS Levels	Same Test Form or Alternate Test Form for Post-test	Recommended Attendance Hours
-------------	-------------------	--	-------------------------------------

TABE 11 & 12	ABE EFLs (Levels 1-4)	Alternate Example: Pre-test 11M, Post-test 12M	50 - 60 (Minimum 40 hours)
TABE 11 & 12	ASE EFL (Level 5/6)	Alternate	30 - 59
TABE 11 & 12	ABE & ASE EFLs (Levels 1-5)	Same Example: Pre-test 11M, Post-test 11M	60-80
TABE CLAS-E	All ELL Levels	Alternate Example: Pre-test with A, Post-test with B	50 - 60 (Minimum of 40 hours)
TABE CLAS-E	All ELL Levels	Same Example: Pre-test with A, Post-test with A	60-80

Hours toward a post-test begin counting the next attendance day after the student completes the pre-test, and end the day the student completes the post-test. These include all adult education attendance hours, including distance learning, which may comprise orientation, instruction, and the time a student spends on the post-test.

Post-tests may be administered sooner than the recommended hours of attendance only if a student receives intense instruction or plans to exit the program. Documentation of early test administration will be maintained in InTERS.

The instructor may consider administering the next level of TABE or TABE CLAS-E test if the student shows the potential to score higher than the valid score range if given the same level test that was given as a pre-test.

For example, if the student was administered the TABE 11M pre-test, the instructor could administer the student the TABE 11D post-test if the student shows significant skill progress.

Proctor Training Requirements

Local adult education providers and WorkOne staff who administer or score assessments are responsible for participating in TABE/TABE CLAS-E assessment training at least annually and following all DWD issued guidance. New adult education or WorkOne staff should review all training materials available on DWD’s website as well as attend locally provided training prior to administering any educational functioning level assessments.

Regionally designated training staff will be responsible for providing ongoing training for new staff and refreshing the skills of previously trained staff at a local level. All designated regional TABE training staff will be required to attend annual refresher training provided by DWD.

Training will include NRS policy, accountability policies, data collection process, definitions of measures, how to conduct the assessments, and discussion on best practices. Staff who attend these trainings must record who has attended, the trainer(s), and the date of the trainings at a local level. The attendance records should be available to DWD staff when asked to ensure training is being conducted and attended per policy.

Accommodations

Fulfilling learner requests for reasonable accommodations, at no cost to the individuals, is the responsibility of the provider delivering the assessment. To determine if an individual is eligible for accommodations, follow the test publisher's (Data Recognition Corporation [DRC]) guidance. Individual students with disabilities are responsible for providing information and documentation for their disability. Provider staff should review documentation, consider needed accommodations, offer counseling to the student, and establish accommodations, when eligible. Accommodations include extended time, no time limits, pausing, and other reasonable accommodations suggested by a medical professional. These accommodations apply to TABE 11 & 12 and TABE CLAS-E.

The Rehabilitation Act of 1973 Section 504, the Individuals with Disabilities Education Act of 1997, and the Americans with Disabilities Act of 1990 have provisions related to reasonable testing accommodations for learners with disabilities. Additionally, programs may contact the DRC for full accommodation guidelines for TABE 11 & 12 and TABE CLAS-E.

ACTION

Those using TABE to assess educational functioning levels shall follow the contents of this policy and update any local policies to be in alignment.

EFFECTIVE DATE

Immediately

ENDING DATE

Upon rescission

CONTACT FOR QUESTIONS

AdultEd@dwd.in.gov

Best Practices for Using Social Media in Your Program

Be Authentic.

When you post online, talk as if you would in a real-life conversation and build a relationship with your audience. Write in first person and use personal pronouns such as “I,” “You” and “We.”

Be Concise.

You do not want to write a novel on a social media site. Remember: short, sweet and to the point.

Be Accurate.

Correct grammatical and spelling errors quickly.

Be Respectful.

Anything you post in your role as an Adult Education employee reflects on the institution. Be professional and respectful at all times. Do not engage in arguments or debates on your site. Understand your posts may encourage comments or discussion of opposing ideas. Responses should be considered carefully in light of how they would reflect on the program. All responses should be courteous and professional.

Be Confidential.

Do not post confidential, proprietary or protected information about students, employees or others that would violate FERPA or HIPAA laws.

Listen.

Listening to what others are saying about your brand is one of the most important components of being active on social media. “Listen” to maintain a clear and current understanding of what is relevant and of interest to the community.

Engage and Interact.

Offer comments on interesting posts and share the good work of others using your sites. Social media is not only about sharing your news and success; it’s about sharing information that is of interest to your audience.

Be Active.

A social media presence requires a lot of attention and time. You need to have the time or resources to check in on these sites at least a few minutes each day. Your site is only as interesting as your last post.

Be Timely.

One of the great benefits of social media is the ability to share information instantly on a global

stage. This timeliness is also one of the expectations of that audience. Be prepared to move quickly in response to new developments, announcements or emergencies with relevant information on your site.

Remember, Everything You Do Online Can and Will Live Forever.

Think before you post. Remember anything you share on social media can and will be shared, stored and spread globally. Do not post anything online you wouldn't feel comfortable seeing front and center on a news outlet.

Accept and Monitor Comments.

A social media site without comments isn't very social. Be prepared to accept and respond to comments. Understand not all comments will be positive, and respond to negative comments professionally and provide additional information that may help resolve the issue. Post a disclaimer on your site stating you reserve the right to remove inappropriate comments. Remove those comments containing vulgar language, those that attack any one group or individual and those that are obviously spam.

Separate Personal from Professional.

Balancing your professional and personal social media presences can be tricky, particularly if you are an avid user of both. Content that is appropriate and of interest to your personal friends is most likely not appropriate or of interest to your department's "friends." Keep these two presences as separate as possible by keeping content about your non-work life on your personal page.

***Ethnicity (Choose only one):**

- Hispanic (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)
- Other

***Race (Choose one or more):**

- African American
- American Indian
- Asian
- Pacific Islander
- White

***Native Country:** _____
(Leave blank if USA)

***U.S. Citizen:** Yes No

***Employment Status:**

- Employed
- Seeking Employment
- Not in the Labor Force

***Educational Status:**

- No Schooling
- Grades 1-5
- Grades 6-8
- Grades 9-12 (no diploma)
- High School Diploma/Alternate Credential
- GED
- Some college, no degree
- College or professional degree
- Unknown

***Check all that Apply:**

- Impairments (physical, mental, or learning)
- Lives in urban area (city)
- Lives in rural area (outside city)
- Receives Public Assistance
- Low Income
- Displaced Homemaker
- Single Parent
- Dislocated Worker

***Current Enrollment Type:**

- Adult Basic Education
- Adult Secondary Education
- Community Corrections
- Correctional Facilities
- English as a Second Language
- Family Literacy
- Homeless Program
- Other Institutional Program
- Work-Based Project
- Workplace Literacy

Release of Information Form



I, (print name) _____, am enrolled in an adult basic education (ABE) program. This ABE program works with the following programs and agencies to help students improve their skills and earn better jobs:

- Other state-funded adult education programs
- WorkOne offices and job training programs
- Public and private colleges
- State executive offices, departments, and agencies including the Indiana Department of Workforce Development (DWD), Division of Adult Education and the Indiana Department of Education

By signing this form, I understand and agree to the following:

- DWD use of directory information (name, address, birth, and social security number) to match test score records, wage information, and college/training program enrollment records that assist the state to evaluate and improve its programs and to report results to the federal and state government
- The sharing of information between the agencies and programs listed above. This information may include my name, enrollment information, education/career goals, test scores, and employment history. The information will be kept strictly confidential and will be used for program administration, research, and evaluation purposes.

Signature of Student / Parent or Guardian*

Date

Signature of Staff / Witness to the Student's Signature

Date

****Students under the age of 18 must have this consent form signed by the student's parent or guardian.***

General Student Orientation and Intake Procedures

Welcoming Activity

- Greet new students in a relaxed manner with a welcoming smile. Introduce yourself and try to put students at ease. Keep things informal, but on an adult level. Ask how new students found out about the class and what they already know about adult education programs.

Program Overview

- Use clear, simple language to briefly describe and discuss your program (purpose, philosophy, class offerings, and available services).
- Inform students of the schedule for your class options.
- Inform students of all the study options that are actually available through your particular program, including distance education.
- Show new students around the learning environment. Discuss the physical environment (parking, restrooms, phone, snack/drink areas, etc.).
- Talk about facility opening/closing times, sign-in/sign-out procedures, as well as any program policies regarding attendance, rules of conduct, etc.
- Explain the rights and responsibilities of students as well as the code of conduct and dress code, if applicable. It is recommended that the program have this in written format so students can read and sign their recognition of the guidelines.
- The signed form should then be kept in the student's folder. Students should be given a copy of the form—it does not have to be a copy of the signed form.

Needs Assessment and Goal Exploration

- Determine if the student will need to complete standardized pre-testing.
- Discuss short-term and long-term goals. Help students to see that short-term goals should be stepping stones to bigger goals. Discuss the need to think beyond the high school equivalency diploma and toward establishing educational and career goals.
- Help new students to complete a goal-setting activity (*see samples* in this section's Appendix).

Registration Forms

- Explain clearly the purpose of all registration forms. As necessary, assist students in filling them out.
- Keep a paper copy of the *Learner Registration Form* in the student folder, as well as any other form you use to collect data from the student.
- Ask students to provide their Social Security number (SSN) and to sign the *Release of Information* that is part of the *Learner Registration* form. Explain the purpose for the release and its importance in keeping program funding. The **general** release gives permission for information to be used *only to compile reports for the state and to data-match information*

regarding educational and work-related achievements. Assure students that no individual personal information about them is published.

- Read aloud to students the *Release of Information* form. This is vital because many students read at a lower level and may not be able to understand the form by reading it silently.
- Even without a social security number, your program CAN receive credit for education achievements (completed FFL, moved to higher FFL). However, for students who make achievements involving employment, high school equivalency diploma, or post-secondary education, without a social security number and a signed release form you will not be able to demonstrate achievements using a data-match with other agencies. Students need to understand the importance of sharing their SSN so that your program can demonstrate success.
- If students share private information (about disabilities, medical conditions, etc.) with you or with other staff members as part of screening, assure them that this information is confidential. You will only reveal that information if you are making referrals to assist them and if they sign an **additional special release of confidential information**.
- Explain the *Computer Usage* form to the students and get their signatures on it. File the form in the student folder.

Learning Needs/Barriers Screening

- Administer screening instrument(s) or questionnaire(s) that includes barrier identification questions and that ask questions that will tip you off to learning disabilities and other special learning needs.
- The *Learning Needs Screening* (13 questions plus follow-up/referral form) found in the *Meeting the Needs of Adult Learners Appendix* is strongly preferred for use as a screening instrument for both special needs and barriers.
- ESOL classes often use the *Registration/Background interview* (found in *Meeting the Needs of Adult Learners Appendix*) as a screening device.
- When reviewing screening results, if a student has indicated a disability and the need for accommodations, arrange to get documentation of the disability and indicate *Documented Disability* on the *Learner Registration Form*.
- If a student indicates that there are possible barriers, you need to make referrals for services or give the student information about whom to contact. Refer to *Meeting the Needs of Adult Learners* for additional information.

Strengths Identification

- Discuss the need to determine the best learning strategies. Administer a learning styles inventory (for sample inventories, see *Meeting the Needs of Adult Learners Appendix*).
- Discuss the need to take a standardized test to determine academic strengths.
- Determine which academic areas will need to be assessed.
 - Some AdultEd students may only want to work on improving reading or language skills and will not need to take math assessments—or the reverse may be true.

- When using the TABE, administer a locator to determine which pre-tests need to be administered and give the new student a sense of their academic strengths and weaknesses.

Career Exploration

- Administer career interest and aptitude assessments. Students can easily access the Indiana Career Explorer at <https://indiana.kuder.com/landing-page>
- Have students explore different jobs of interest to determine the academic requirements for such employment. Explore careers relative to the job market.
- Give students information about career pathways to in-demand jobs in the state.

Standardized Pre-tests

- Administer the appropriate standardized pre-tests prior to the 12th instructional hour to assess academic areas related to student goals.
- For most adult education students, use the TABE. For English Language Learners, use TABE CLAS-E.
- Make sure all assessment results are recorded in InTERS. The subject area with the lowest score will automatically determine the initial entry educational functioning level. Educational gain, however, can be earned in any subject area with valid pre- and post-tests.
- Maintain records in the student's folder of ALL standardized assessments you administer.

Private Student Interview to Discuss Results and Set Up a Plan of Study

- Find a quiet, private setting to discuss with each individual student the results of their screening instruments, learning style inventories, self-assessment checklists, career profile, and/or academic assessments.
- Discuss any problems (barriers) that might get in the way of attendance or learning and document the identified difficulties or barriers. (For a sample barrier identification form, see the *Plan for Reducing Barriers to Success* form, *Meeting the Needs of Adult Learners Appendix*.)
- Identify support services to assist in resolving special learning needs and/or identified barriers.

Sample Tools and Activities for Goal Exploration and Tracking

CLASS GOALS

Name: _____

Date: _____

1. Why did you decide to come to this class?
2. What do you hope to learn here?
3. What will you do to accomplish this?
4. What do you expect from the teacher?
5. What might prevent you from finishing this class?
6. What can the teacher do or not do to help you accomplish your goals?
7. What would you like your life to be like a year from now?

PLANNING AND SETTING GOALS

Our goals in life are those things we hope to get or achieve. Some of these things are basics that are necessary, and others are extras. This is the difference between what we need and what we want. Each person has his or her own needs, wants, and dreams. Needing a car for your job is different from wanting a new car or dreaming about having a fancy sports car. What is a need for one person may be a want for someone else.

Think about those things you need—things you need to have or things you need to do. List the five most important ones.

1. _____
2. _____
3. _____
4. _____
5. _____

Next, think about those things you want. What do you want to have or want to do? List the five most important things.

1. _____
2. _____
3. _____
4. _____
5. _____

Finally, think about your dreams. Close your eyes for a minute. What do you see in the future— what would you like to have? What would you like to be doing? What are some of the things you want that would be "dream come true"? List the five most important ones.

1. _____
2. _____
3. _____
4. _____
5. _____

**Building
Blocks to
Success**

IN SCHOOL, I WAS

What makes you nervous in class?

IN SCHOOL, I NEEDED help with...

What do you want to change in your life?

My favorite classroom subject is...

What was your biggest gripe in school?

In the past, how could teachers have helped you more?

COLLEGE AND CAREER READINESS GOALS CHECKLIST

Indicate Selected	Goals	Date Completed
	Improve basic literacy skills. Specify: Math, Reading, Writing, Grammar, Speaking, Listening, Other....	
	Complete high school equivalency test orientation and pass readiness assessment.	
	Pass high school equivalency assessment and obtain a diploma.	
	Pass college entry exams in order to attend college. Specify: ACT, SAT, Compass, Accuplacer, TOEFL, Other...	
	Create resume and prepare for interview.	
	Earn a certificate that will make me more employable. Specify: Career Readiness, Digital Literacy, Financial Literacy, Customer Service, Adobe, Microsoft Office, Other...	
	Prepare and submit cover letter and job application.	
	Complete entrance assessment to qualify for job or training program.	
	Complete FAFSA to qualify for financial aid for college or training program.	
	Register for College or Career and Technical Education (CTE) program.	
	Apply for an apprenticeship program or other job training program.	
	Get a subsidized job. Specify: Community Work Experience Program (CWEP), Courtesy Patrol, sheltered workshop (Goodwill, etc.), Other...	
	Complete assessment or training necessary to keep current job.	
	Get volunteer position or internship in a field of interest	
	Get regular (unsubsidized) job.	
	Pass Citizenship and Naturalization test to become a citizen.	
	Other, specify:	

KWL

Name: _____

KNOW WHAT YOU WANT TO LEARN

What are your personal goals? What is preventing you from reaching them?

Family	Community / Work
Class Goal	
Educational	Barriers Check all that apply <ul style="list-style-type: none"><input type="checkbox"/> Childcare<input type="checkbox"/> Lack of family or partner support - financial or education<input type="checkbox"/> Single parent pressures<input type="checkbox"/> Extended family responsibilities<input type="checkbox"/> Chronic Illness<input type="checkbox"/> Work Schedule<input type="checkbox"/> No experience with success in school; fear of failure<input type="checkbox"/> Transportation<input type="checkbox"/> Other, specify _____ _____ _____ _____

To be completed by Instructor
Program of Study (Entry FFL area)

Learning Style



KNOW WHAT YOU WANT TO LEARN PROGRESS RECORD

Name: _____

The student and instructor should complete the following chart. In the appropriate box to the right of the goals, indicate the interview date.

P or S	GOALS	Initial Interview Upon Entry	Interim Interview After Interim Assessment	Exit Interview
		Date	Date	Date
	Improve basic literacy skills			
	Pass TASC test			
	Enter Post-secondary Education or Job Training			
	Obtain a Job (unsubsidized)			
	Retain current job (unsubsidized)			
	Obtain / Retain <i>Subsidized</i> Job			
	Complete TRA (TASC Readiness Assessment)			
	Complete TASC Orientation			
	Complete Vocational / Assessment Test			
	Other, specify:			
	Other, specify:			
To be completed by instructor: Entry FFL / Score _____ Interim FFL / Score _____ Exit FFL / Score _____				

ESL STUDENT GOALS ASSESSMENT

Name _____

Date _____

Please check all situations in which you need to use English.

I want to get a job.



I want more education.



UNIVERSITY



I want to become a U.S. citizen.



I want to get a driver's license.



I want to learn to use computers.



I want to talk with Americans.



I want to speak and understand on the telephone.



I want to talk with my children's teachers.



I want to talk with a doctor or nurse.



I want to read English.



I want to write letters in English.



I want to read and understand signs.



I want to understand bills and notices.



I want to understand emergency information.



I want to learn English grammar.



I want to learn pronunciation.



I want to understand television and movies.



Created by: Cheryl Rowan, Gamet Adult Learning Center, 2001
Revised by: Cathy Shank, 2016

STUDENT LEARNING SELF-ASSESSMENT

Student Name: _____ Date: _____

Teacher Name: _____

MY EFFORT:

Check One:

I will come to class ... Always Often Sometimes Never

I will use English at home... Always Often Sometimes Never

I will use English in class ... Always Often Sometimes Never

I will use English at work Always Often Sometimes Never

MY CLASS:

Check One:

In class, I like working ... Alone With a Partner With a Small Group

With the Class With the Teacher

Other: _____

In class, I like using a ... Textbook Workbook Teacher Hand-out

Video Audio CD Software

Computer Tablet/iPad Smart Phone

Dictionary Other: _____

In class, I like to practice... Conversation Listening Pronunciation

Reading Writing Grammar

Other: _____

MY HOME:

Check One:

At home, I practice... Speaking English with people

Listening to audio books

Watching TV or movies in English

Using Online Software

Other: _____

At home, I like to use... Books Workbooks Notebooks

Computer Tablet/iPad Smart Phone

TV CD Player Dictionary

Other: _____

Sample Welcoming Activity

Personality Tree

This activity helps to develop personal self-awareness about one's strengths and to assist in bonding with a group through getting to know each other better. Give each person a few colored pens, markers, or crayons and a sheet of paper.

Each person's task is to draw a tree on his/her sheet. (You can also elect to have a pre-drawn outline of a tree already on the sheets.) The tree must include a root system, trunk, branches, and leaves.

- roots = what they believe is important in life – their values
- trunk = things they do well or take pride in – their strengths and their accomplishments
- branches = things they like to do, how they spend their leisure time
- leaves = their hopes for the future

After each person has completed his/her drawing, explain that our beliefs or values provide a solid grounding for who we are. The trunk – our strengths – provide us with evidence that we can be successful – that we need to build on those strengths and constantly remember what we have already achieved in life. The branches remind us that we need to take time to do the things we enjoy in life. The leaves represent the future, our goals – what we hope to accomplish. Grounded by our values and building on our strengths, we can reach those goals.

After the participants complete their drawings, they introduce themselves to the group and share some of the parts of their tree.

Sample Icebreakers

Warming Up the Classroom Climate

<http://712educators.about.com/cs/icebreakers/a/icebreakers.htm>

Adult Ice Breaker Games for Classrooms, Conferences, and Meetings

<https://www.thoughtco.com/classroom-ice-breaker-31410>

23 Best Ice Breaker Games for Adults

<https://icebreakerideas.com/best-icebreaker-games-adults/>

New Friend Scavenger Hunt

<http://712educators.about.com/od/icebreakers/a/scavengerhunt.htm>

Training Games

<http://www.thiagi.com/games.html>

Ice Breaker Games for ESL Students

<http://classroom.synonym.com/ice-games-adult-esl-students-6516028.html>

You Vs. Your Dog Personality Test

<http://www.helpself.com/happy.htm>

Pig Personality Test <http://www.frenchspot.com/Fun/PigDraw/pigdraw.html>

College and Career Readiness



-  Programs for Getting Ready for College & Careers
-  GED® & HISET®
-  English Classes (ESL)
-  Adult High School
-  I-LEAD (Special Learning Needs)

Your success is our priority!



Sample Adult Education homepage with a career-focused twist
<http://cpcc.edu/ccr>

College and Career Readiness

Programs for Getting Ready for College & Careers

GED and HISET

English Classes (ESL)

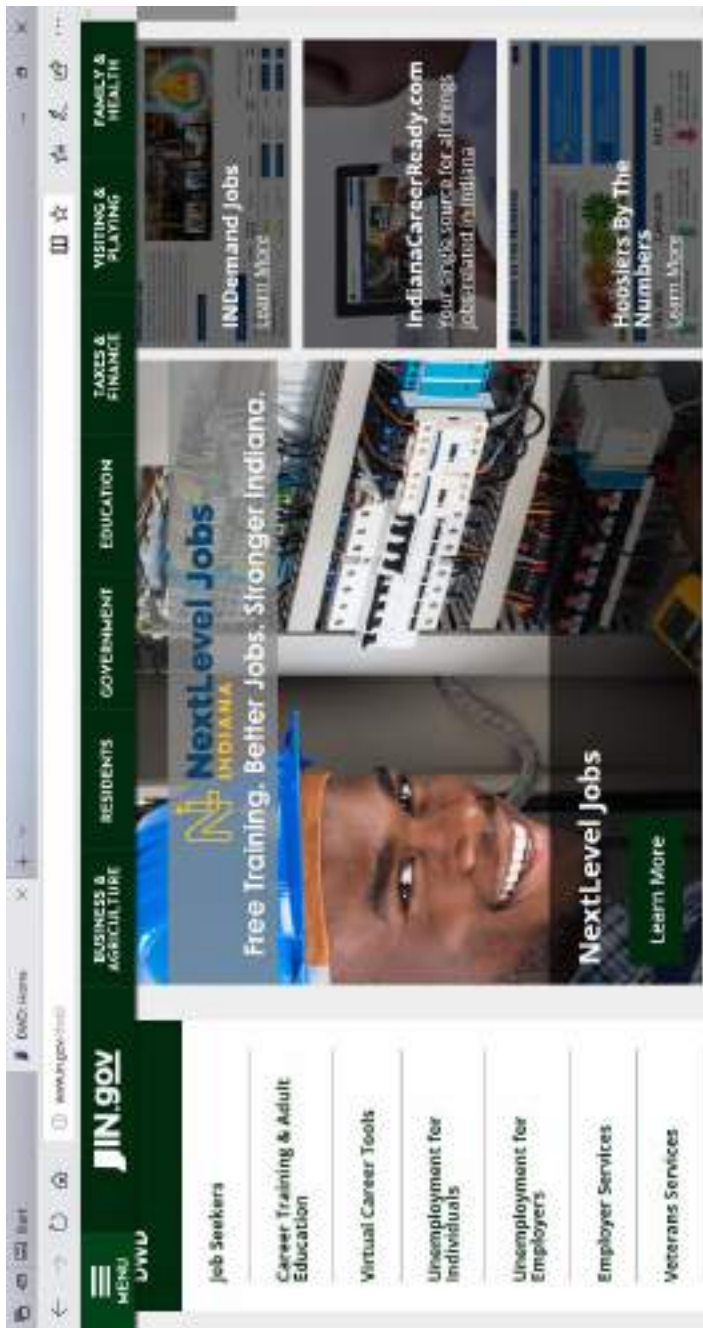
Adult High School

Special Learning Needs

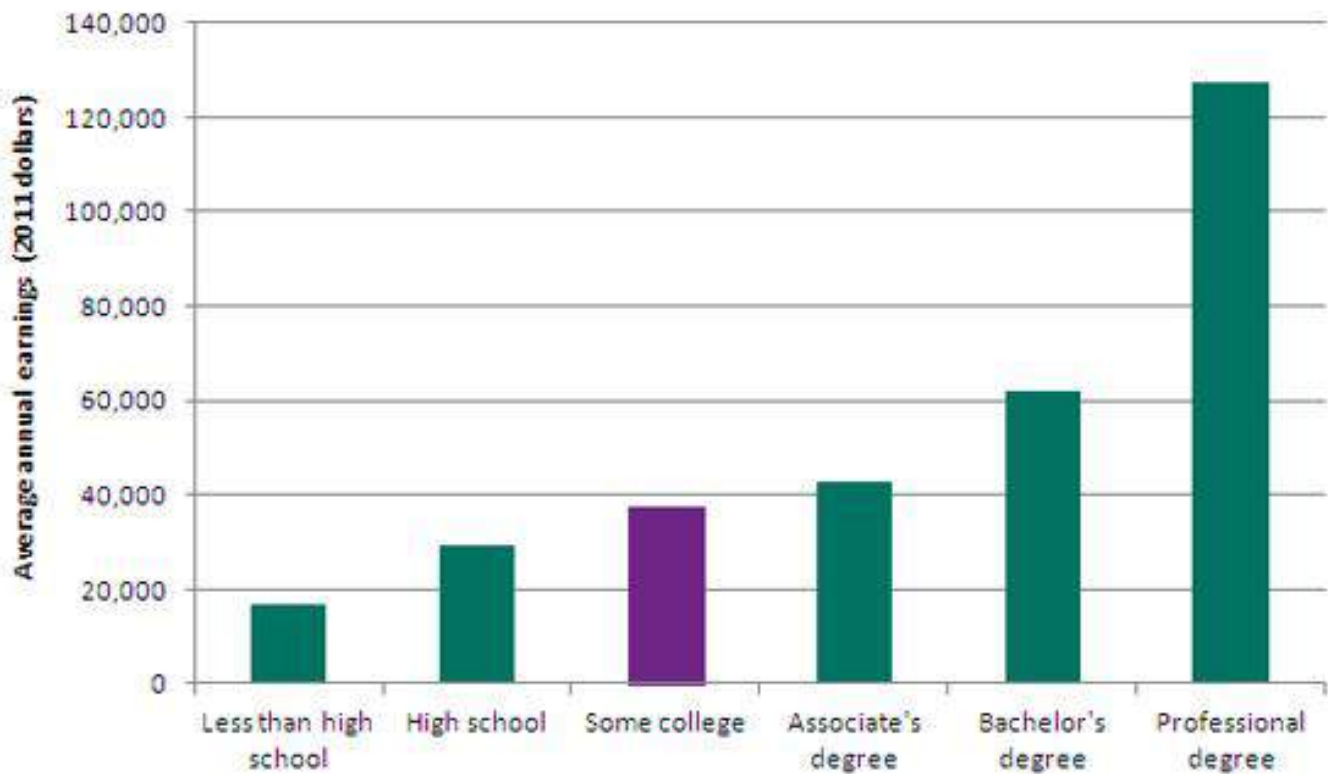
Volunteer in CCR

Work In CCR

Contact Us



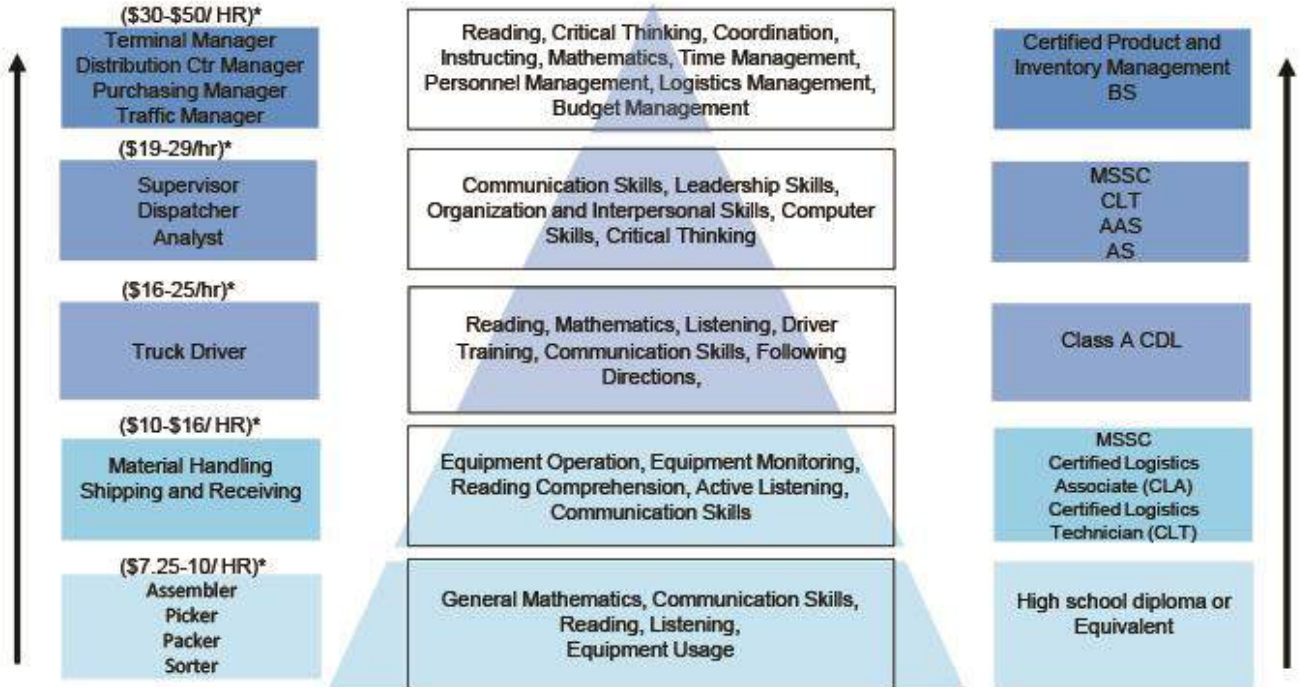
Earnings by Highest Level of Educational Attainment



Note and sources: Bars show annual earnings as reported in the CPS (2008-2012), adjusted for inflation using the CPI-U-RS. Earnings are also adjusted for age, gender, and race.



Transportation and Logistics CAREER PATHWAYS MAP



*Base wage rate not including benefits.

Goal Setting Questionnaire

Name: _____ Date: _____

1. Name one thing that you want to do that you cannot do now?

2. What do you think would help you be able to do that?

3. Why did you decide to come to this program?

4. What do you hope to learn here?

5. What do you hope to be doing one year from now?

Building Steps to Success

Name:

Date:

1. List three things you liked and disliked about school in the past:

Likes	Dislikes

2. What might keep you from coming to class or completing your goals in this program? Please check all that apply to you.

I sometimes have transportation problems.

I have some health problems.

I have a family member with health problems.

I have childcare problems.

I have elderly people to take care of at home.

My work schedule sometimes changes or conflicts with class times.

I am sometimes very tired because of working long hours.

I have a lot of responsibilities.

I am always thinking about problems at home.

I have family members or friends who don't think I should go to school.

Other:

3. What kinds of learning activities do you find difficult, if any? Please check all that apply to you.

It is hard for me to speak up in class.

It is sometimes hard for me to understand what people are saying.

I have trouble hearing sometimes.

It is hard for me to work by myself.

It is hard for me to work with other people.

I get nervous taking tests.

I get distracted easily.

I have trouble finishing what I start on.

Too much noise or activity bothers me.

It is hard for me to work when it's too quiet.

I have a lot of things on my mind, so sometimes it's hard for me to concentrate.

I sometimes have trouble seeing the board.

My eyes get tired from reading small print.

Other:

4. Have you ever received special help in school? Yes No If yes, please describe:

5. Do you feel that you have difficulty learning? Yes No If yes, please describe:

Free Online Career Interest Assessments

ONet Interest Profiler

<https://www.mynextmove.org/explore/ip>

Interest Profiler – short version

<http://www.careeroutlook.us/assessment/short.shtml>

CareerOneStop Interest Inventory

<https://www.careeronestop.org/ExploreCareers/Assessments/interests.aspx>

Holland Code Career Test

<https://www.truity.com/test/holland-code-career-test>

RIGHTS AND RESPONSIBILITIES OF ADULT EDUCATION STUDENTS

Instructors and staff member in the _____ Adult Education program are committed to providing the best possible educational opportunities for students in our program. We are also committed to meeting the requirements of the Americans with Disabilities Act and Section 504 of the federal Rehabilitation Act and to protecting student privacy rights. As part of our commitment, we want to ensure that your rights and responsibilities are understood to avoid any discrimination in services to you.

Student Rights:

- ◆ Free adult education instruction
- ◆ Evaluation for appropriate placement
- ◆ Trained and qualified staff members eager to assist you in meeting your goals
- ◆ A program of study designed to meet your educational needs
- ◆ Educational materials that are at your level and match your learning style
- ◆ Equal opportunity; no discrimination based on race, religion, nationality, sex, age, or disability
- ◆ A suitable and accessible learning environment
- ◆ Reasonable accommodations, modifications, or auxiliary aids for learning and testing if you have documented disabilities
- ◆ Confidential records shared only with your written consent

Student Responsibilities:

- ◆ Follow the code of conduct and terms of the contract.
- ◆ Take an active part in planning, learning, and tracking progress in your program of study.
- ◆ Attend class on a regular basis in order to meet goals in a timely manner.
- ◆ Tell the instructor when you need to be absent.
- ◆ Sign-in and sign-out each time you are in class using the attendance sheet.
- ◆ Ask for help if you have a special need.
- ◆ Tell about your disability if you want accommodations.
- ◆ Provide records about your diagnosed disability in order to access appropriate testing and classroom accommodations.
- ◆ Respect the rights of other students; be considerate.
- ◆ Report conduct of other students, instructors, or visitors to the program that disturb you.
- ◆ Be honest; do not cheat.
- ◆ Keep your study area clean; check with the instructor about eating areas.
- ◆ Do not take materials out of the classroom without permission – many materials must be shared with other students, so please ask your instructor.

Code of Conduct

Students will be terminated or suspended temporarily from the program for any of the following offenses:

- ◆ Possession or distribution of stolen property, contraband, fireworks, explosives, firearms, or weapons of any kind
- ◆ Vandalism: intentionally defacing, breaking, or damaging school property or equipment

- ◆ Participation in any bomb threat or false fire alarm
- ◆ Damage or destruction of the property of instructors or students in the program
- ◆ Physical or verbal assault on others in the program
- ◆ Threatening to do bodily harm or inciting others to do bodily harm to another person
- ◆ Intimidation of another person by placing him or her in fear for personal safety
- ◆ Loud boisterous conduct that disrupts the classroom and prevents others from learning
- ◆ Use, distribution, or possession of beer, wine, other alcoholic beverages, controlled substances, or substances represented to be controlled substances
- ◆ Use of tobacco products on school premises

I have read the Rights and Responsibilities of Adult Education Students and agree to abide by these guidelines and the Code of Conduct contained therein.

Student Signature

Parent/Guardian (for 16-17 year olds)

Date

cc: Judicial Officer (court-ordered youth only)

SAMPLE INTERNET ACCEPTABLE USE POLICY

Use of the computer and Internet provides great educational benefits to students. Unfortunately, however, some material accessible via the Internet may contain items that are illegal, defamatory, or potentially offensive to some people. Access to the Internet is given as a privilege to students who agree to act in a considerate and responsible manner. We require that ALL students read, accept, and sign the following rules for acceptable behavior while utilizing the computer in the Adult Education classroom.

The student agrees to the following:

- I will NOT play games or use the computer resources for nonacademic purposes.
- I will NOT violate any copyright laws.
- I will use e-mail and chat rooms only when authorized by the ABE instructor for academic purposes.
- I will not access, write, transmit, or send unethical, illegal, immoral, inappropriate, obscene, or questionable information of any type.
- I will not download files without permission from the ABE instructor.
- I will not intentionally download, upload, or execute viruses.
- I will not corrupt, destroy, delete, or manipulate system data.
- I will not change the settings of the machine without the permission of the ABE instructor.
- I will not use the computer to harass, insult, or attack others.
- I will not intentionally damage computers, computer systems, or computer networks.
- I will not use another's password.
- I will not trespass in another's folders, work, or files.
- I will not intentionally waste limited resources, including through the use of "chain letters" and messages broadcasted to mailing lists or individuals.
- I will not employ the network for commercial purposes.
- I will not reveal the personal address or phone number of myself or any other person without permission from the instructor.

I understand the use of the computers is a privilege. Violation of the rules described above will result in the loss of computer privileges and could result in expulsion and / or criminal charges. I have read, or had explained to me, and understand the above stated rules. I agree to comply with said rules. I also understand that any user having a history of problems may be denied access to the computer resources.

Student Signature

Date

STUDENT COMMITMENT CONTRACT

I, _____, with the help of my instructor, _____, agree to accomplish the following in my class:

1. _____

2. _____

3. _____

I plan to keep the following schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Morning						
Afternoon						
Evening						

I further agree to attend class _____ hours per _____ (week/month) and to accomplish the class work and testing necessary to complete the goal(s) listed above. I understand that if any emergency arises that prevents me from attending class; it is my responsibility to inform the instructor.

- It is also understood that it is the right of each student in the class to participate in an atmosphere that is conducive to learning, and I agree it is my responsibility to help make it so.
- I have also signed the *Rights and Responsibilities of Adult Basic Education Students* and *Acceptable Use Policy (Technology Use)*. I fully understand the content and agree to follow the guidelines and *Code of Conduct* contained therein.

Student Date

Teacher Date Date of Completion
cc: Judicial Officer (for court-ordered participants)

SELF-ASSESSMENT SURVEY

Name: _____ Date: _____

1. List three things you liked and disliked about school in the past:

Likes	Dislikes

2. List a few of your short-term and long-term personal goals/objectives in life.

Short Term Goals/Objectives	Long Term Goals/Objectives

3. What is your main reason for deciding to attend this class? What do you hope to learn or accomplish before you leave the program?

4. Do you have any hobbies? What is something you like to do and can do well?

5. For each description of how you learn, check if you like it, if it's OK, or if you dislike it.

	Like it	OK	Dislike it
Saying things out loud I want to remember			
Working with another person			
Listening to someone explain how to do something			
Hearing someone else read out loud			

	Like it	OK	Dislike it
Watching a movie or video to learn			
Writing things down I want to remember			
Working with my hands			
Studying alone			
Figuring out what to do by myself			
Working in a group of students			
Reading to myself			
Using programs on the computer			
Having someone show me how to do something			
Doing worksheets			

6. What might keep you from coming to class or completing your goals in this program?

7. Please check all that apply to you:

- I sometimes have transportation problems.
- I have some health problems.
- I have a family member with health problems
- I have childcare problems.
- I have elderly people to take care of at home.
- My work schedule sometimes changes or conflicts with class times.
- I am sometimes very tired because of working long hours.
- I have a lot of responsibilities.

- I'm always thinking about problems at home.
- I have family members or friends who don't think I should go to school.
- Other: -----

8. What kinds of learning activities do you find difficult, if any?

9. Please check all that apply to you:

- It's hard for me to speak up in class.
- It's sometimes hard for me to understand what people are saying.
- I have trouble hearing sometimes.
- It's hard for me to work by myself.
- It's hard for me to work with other people.
- I get nervous taking tests.
- I get distracted easily.
- I have trouble finishing what I start on.
- Too much noise or activity bothers me.
- It's hard for me to work when it's too quiet.
- I have a lot of things on my mind, so sometimes it's hard for me to concentrate.
- I sometimes have trouble seeing the board.
- My eyes get tired from reading small print.
- Other: -----

10. Have you ever received special help in school? Yes No

If yes, please describe:

11. Do you feel that you have difficulty learning? Yes No

If yes, please describe:

C.I.T.E. LEARNING STYLES INSTRUMENT WORKSHEET

Name: _____ Date: _____

Directions: Look at each statement number on the worksheet below. Find the statement number on the Learning Styles Instrument and get the "most like/least like" number of the response you selected for each statement. Write the number (1-4) in the blank provided. Total the numbers under each heading. Multiply the total by two. Look at the scores to decide if this is major, minor or negligible.

Visual Language

5 _____
13 _____
21 _____
29 _____
37 _____
Total _____ X 2 = _____ (Score)

Social-Individual

4 _____
12 _____
20 _____
28 _____
45 _____
Total _____ X 2 = _____ (Score)

Visual-Numerical

9 _____
17 _____
25 _____
33 _____
41 _____
Total _____ X 2 = _____ (Score)

Social-Group

8 _____
16 _____
24 _____
32 _____
40 _____
Total _____ X 2 = _____ (Score)

Auditory-Language

3 _____
11 _____
19 _____
36 _____
44 _____
Total _____ X 2 = _____ (Score)

Expressiveness-Oral

6 _____
14 _____
22 _____
30 _____
38 _____
Total _____ X 2 = _____ (Score)

Auditory-Numerical

7 _____
15 _____
23 _____
31 _____
39 _____
Total _____ X 2 = _____ (Score)

Expressiveness-Written

2 _____
10 _____
27 _____
35 _____
43 _____
Total _____ X 2 = _____ (Score)

Auditory-Visual-Kinesthetic

1 _____
18 _____
26 _____
34 _____
42 _____
Total _____ X 2 = _____ (Score)

Score: 34-40 = Major Learning Style

20-32 = Minor Learning Style

10-18 = Negligible Use

See definitions of each learning style on the following pages!

BACKGROUND ON THE CENTER FOR INNOVATIVE TEACHING EXPERIENCES (C.I.T.E.) LEARNING STYLES INSTRUMENT

The *Center for Innovative Teaching Experiences (C.I.T.E.) Learning Styles Instrument* (Babich, Burdine, Albright, and Randol, 1976) is often used to identify learning styles for adults. The *C.I.T.E.* was formulated at the Murdoch Teachers Center in Wichita, Kansas to help teachers determine the learning styles preferred by their students.

The *C.I.T.E.* is divided into three main areas:

- **Information Gathering** includes auditory language, visual language, auditory numerical, visual numerical, and auditory-visual-kinesthetic combination.
- **Work Conditions** focus on whether a student works better alone or in a group.
- **Expressiveness Preference** considers if a student is better at oral or written communication.

Scores on the *C.I.T.E. Learning Styles Inventory* fall into one of three categories: major, minor, and negligible. These categories may be defined as follows:

Major—The student prefers this mode of learning, feels comfortable with it, and uses it for important (to the student) learning. A student does not necessarily have one and only one preferred style.

Minor—The student uses this mode but usually as a second choice or in conjunction with other learning styles.

Negligible—The student prefers not to use this if other choices are available. The student does not feel comfortable with this style.

C.I.T.E. LEARNING STYLES INSTRUMENT

Babich, A.M., Burdine, P., Albright, L., Randol, P.
Wichita Public Schools, Murdoch Teachers Center
Center for Innovative Teaching Experiences

Name: _____ Date: _____

Instructions: Read each statement carefully and decide which of the four responses agrees with how you feel about the statement. Put an X on the number of your response.

Questions	Most Like Me		Least Like Me	
	4	3	2	1
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. I remember things I hear better than I read.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1
14. I feel like I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in the group.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I have heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1

Questions	Most Like Me		Least Like Me	
	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand it better.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When the teachers say a number, I really don't understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

Definitions and Teaching Techniques for Learning Styles

The following are descriptions of learning styles identified by the *C.I.T.E.* and found in every learner to a major, minor, or negligible extent and teaching suggestions related to each learning style.

Learning Style	Teaching Techniques
<p>Visual-Language: This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He/she may write words down that are given orally in order to learn by seeing them on paper. He or she remembers and uses information better if it has been read.</p>	<p>This student will benefit from a variety of books, pamphlets, and written materials on several levels of difficulty. Given some time alone with a book, he or she may learn more than in class. Make sure important information has been given on paper, or that he or she takes notes if you want this student to remember specific information.</p>
<p>Visual-Numerical: This student has to see numbers on the board, in a book, or on paper in order to work with them. He or she is more likely to remember and understand math facts if he or she has seen them. He or she does not seem to need as much oral explanation.</p>	<p>This student will benefit from worksheets, workbooks, and texts. Give a variety of written materials and allow time to study it. In playing games and being involved in activities with numbers and number problems, make sure they are visible, printed numbers, not oral games and activities. Important data should be given on paper.</p>
<p>Auditory-Language: This is the student who learns from hearing words spoken. You may hear him or her vocalizing or see the lips or throat move as he or she reads, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that have been learned by hearing.</p>	<p>This student will benefit from hearing audio tapes, rote oral practice, lecture, or a class discussion. He or she may benefit from using a tape recorder to make tapes to listen to later, by teaching another student, or conversing with the teacher. Groups of two or more, games or interaction activities provide the sounds of words being spoken that are so important to this student.</p>
<p>Auditory-Numerical: This student learns from hearing numbers and oral explanations. He or she may remember phone and locker numbers with ease, and be successful with oral numbers, games, and puzzles. He or she may do just about as well without a math book, for written materials are not as important. He or she can probably work problems in his or her head. You may hear this student saying the numbers aloud or see the lips move as a problem is read.</p>	<p>This student will benefit from math sound tapes or from working with other people, talking about a problem. Even reading written explanations aloud will help. Games or activities in which the number problems are spoken will help. This student will benefit from tutoring another or delivering an explanation to his or her study group or to the teacher. Make sure important facts are spoken.</p>



















<p>Auditory-Visual-Kinesthetic: The A/V/K student learns best by experience and self-involvement. He or she definitely needs a combination of stimuli. The manipulation of material along with the accompanying sights and sounds (words and numbers seen and spoken) will make a big difference to him or her. This student may not seem able to understand, or keep his or her mind on work unless he or she is totally involved. He or she seeks to handle, touch and work with what is being learned. Sometimes just writing or a symbolic wiggling of the fingers is a symptom of the A/V/K learner.</p>	<p>This student must be given more than just a reading or math assignment. Involve him or her with at least one other student and give him or her an activity to relate to the assignment. Accompany an audiotape with pictures, objects, and an activity such as drawing or writing or following directions with physical involvement.</p>
<p>Social-Individual: This student gets more work done alone. He or she thinks best and remembers more when he or she has learned alone. He or she cares more for his or her own opinions than for the ideas of others. You will not have much trouble keeping this student from over-socializing during class.</p>	<p>This student needs to be allowed to do important learning alone. If you feel he or she needs socialization, save it for a non-learning situation. Let him or her go to the library or back in a corner of the room to be alone. Do not force group work on him or her when it will make the student irritable to be held back or distracted by others. Some great thinkers are loners.</p>
<p>Social-Group: This student strives to study with at least one other student and he or she will not get as much done alone. He or she values others' ideas and preferences. Group interaction increases his or her learning and later recognition of facts. Socializing is important to this student.</p>	<p>This student needs to do important learning with someone else. The stimulation of the group may be more important at certain times in the learning process than at others and you may be able to facilitate the timing for this student.</p>
<p>Expressive Oral: This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. The teacher may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.</p>	<p>Allow this student to make oral reports instead of written ones. Whether in conference, small group or large, evaluate him or her more by what is said than by what is written. Reports can be on tape, to save class time. Demand a minimum of written work, but a good quality so he or she will not be ignorant of the basics of composition and legibility. Grammar can be corrected orally but is best done at another time.</p>



















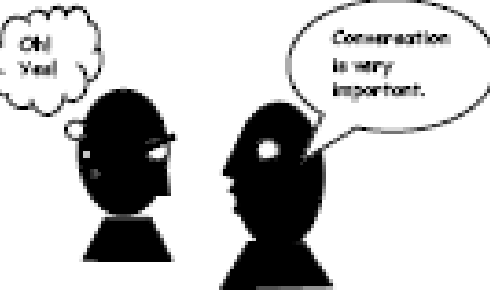





English as a Second Language Learning Styles Questionnaire

Name _____

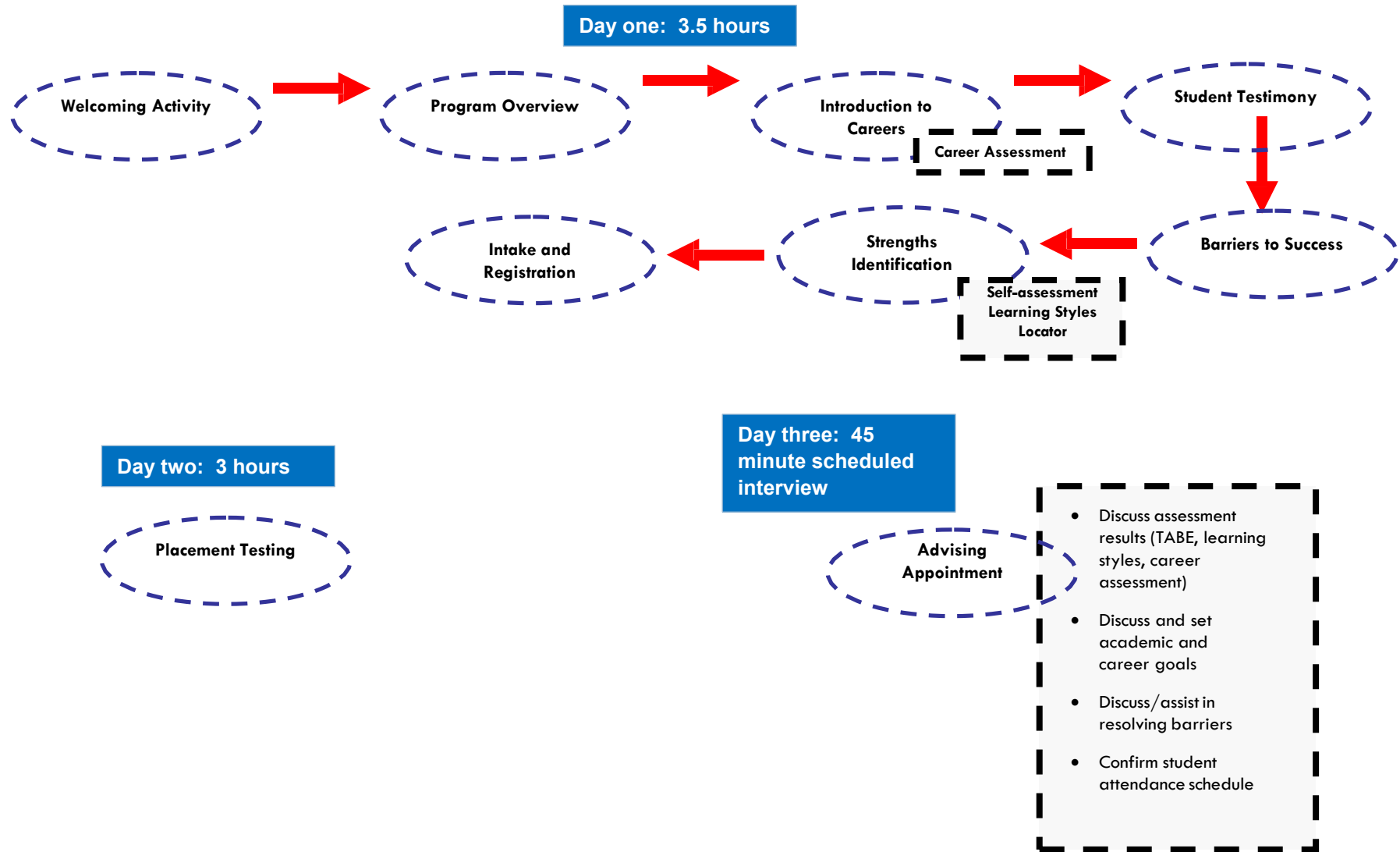
Date _____

Circle the face that best describes how much you like learning using each activity.

 Work by myself.	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot
 Work with a partner.	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot
 Work in a small group.	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot

 <p>Work with a teacher.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot
 <p>Listen to audiocassette tapes.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot
 <p>Practice English pronunciation.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot
 <p>Practice conversations.</p>	 Always Do Not Like	 Sometimes Do Not Like	 OK	 Sometimes Like	 Always Like A Lot

ORIENTATION AND INTAKE MODEL



College and Career Readiness

ENROLLMENT STEPS

Your Name: _____

1

REGISTER FOR PLACEMENT TESTING.

- Visit the Central campus Welcome Center to register in person. 1412 East Fourth Street, Charlotte, NC.
- Pre-registration is required on Central campus.

✓ **STUDENT ID NUMBER:**

 You will use it for registration, library use, parking permits, ID card, etc.

2

TAKE THE OCR PLACEMENT TEST.

- Please arrive fifteen (15) minutes early; late arrivals will be referred to the next testing session.
- Individuals interested in Adult High School, GED/HiSET preparation, Pathways, or Way to Work are tested in reading and math.
- Individuals interested in English as a Second Language classes are tested in listening skills.
- Your placement test results will help your advisor place you in classes that meet your needs.
- The placement test is not a pass/fail exam.
- Bring your government-issued photo ID on the day of testing.
- During your testing session, you will be given a follow-up appointment with an academic and career advisor.

✓ **MY TEST SCORES**
 MATH _____ READING _____
 LISTENING _____

3

MEET WITH YOUR ADVISOR TO REGISTER FOR CLASSES.

- Your advisor will review your test results during your advising appointment.
- Your advisor will also discuss your career interests and any potential barriers to attending class regularly.
- Your advisor will help you develop a career and academic plan and register you in classes.

✓ **THINGS TO DISCUSS WITH MY ADVISOR**

- Review test scores.
- Discuss career interests.
- Discuss any potential barriers to attending class regularly.
- Develop career and academic plan.

MY CLASSES

Call
 704.330.6129
 for assistance.

GOALS AND PROGRESS CHART

Name: _____

Entry Date: _____

Long-term Objectives

Date of Completion

1. _____

2. _____

Short-term Objectives

Date of Completion

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Testing Attempts (Tests and Dates)

Life Skills (Skill and Dates)

1. Certificates Awarded

2. Field Trips and Resource Speakers

3. Employment or Advancement

4. Entry into Other Training

INDIANA **ADULT EDUCATION**



TEACHERS' HANDBOOK



Creating a Career-Infused Classroom



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT



Table of Contents

Creating a Career-Infused Classroom	4
<u>Contextualized instruction</u>	5
<u>Indiana’s career fields, career clusters, and pathways</u>	6
<u>Integrated education and training</u>	9
<u>WorkINdiana</u>	10
<u>Integrated English Literacy and Civics Education (IELCE)</u>	10
<u>Career contextualized framework</u>	11
<u>How is it organized?</u>	11
<u>Standards-based instruction</u>	15
<u>Research-based reading and writing strategies</u>	16
<u>Reading</u>	16
<u>Writing</u>	19
<u>Research-based math strategies</u>	22
<u>Mathematics content standards overview</u>	22
<u>Developing a math curriculum</u>	26
<u>Instruction for English language learners</u>	27
<u>Principles of teaching</u>	28
<u>Practitioner’s toolkit</u>	28
<u>Research-based strategies for student retention and persistence</u>	30
<u>The four supports</u>	31
<u>Building learner’s self-efficacy</u>	31
<u>Setting appropriate goals</u>	31
<u>Offering feedback in ways that motivate</u>	32
<u>Using assessment appropriately</u>	34
<u>Incentives and motivation</u>	34
<u>Integrating technology</u>	35
<u>Examples from the field</u>	36
<u>Integrating technology resources</u>	37
<u>Distance learning</u>	37
<u>Definition</u>	38
<u>Measuring instructional hours</u>	38
<u>Approved curricula</u>	39
<u>Instructional delivery models</u>	39
<u>Materials and technology access</u>	39
<u>Reporting requirements</u>	40
<u>What skills do students need?</u>	40
<u>Classroom management</u>	41
<u>Establishing norms</u>	42

<u>Simulating a work environment</u>	42
<u>Providing choice and autonomy</u>	42
<u>Using and inspiring learners’ interests</u>	43
<u>Encouraging collaboration and cooperation</u>	43
<u>Managing mild disruptions</u>	43
<u>Handling persistent disruptions</u>	44
Appendix	45
<u>Career-infused Classroom Checklist</u>	46
<u>Career Contextualized Framework Tier 1</u>	50
<u>Career Contextualized Framework Tier 2</u>	53
<u>Career-Infused Instructional Map</u>	57
<u>Online Reading Course</u>	63
<u>Math Suggested Readings by Topic</u>	64
<u>ELA Resources</u>	65
<u>Integrating Technology Resources</u>	67
<u>Sample Distance Learner Intake Survey</u>	72
<u>Technology Skills Assessment for Teachers</u>	74
<u>Tips for Teaching at a Distance</u>	76



Creating a Career-Infused Classroom

A student enrolls in one of your classes and says, “I work in construction and need to learn how to calculate measurements better for my job. I have been having some problems with it, and my boss isn’t very happy with me.” What would you do? Chances are you would begin by asking questions about the types of measurements he has to make on his job. You would learn in what “context” he needed to improve his skills and would teach him using examples he faces at the construction site every day. That is what contextualized teaching and learning is all about. And that type of contextualized instruction is one of the important components of a career-infused classroom.

Many adult educators use a contextualized approach to basic skill instruction. Embedding basic skill instruction in contexts that are relevant and meaningful to learners’ lives is not a new approach. A familiar context provides a vehicle for us to introduce new skills or apply newly learned skills. Adult ESL instructors commonly embed English language instruction in contexts that focus on a learner’s immediate need to survive in the new community. Adult basic and secondary education teachers use the learner’s experience to introduce and apply new skills.

In career-infused classrooms, contextualization takes on a more specific role because basic skills are often contextualized in relation to a particular industry or career cluster that is deemed in demand. It does require a little more work; however, the beauty of much of the work is the fact that you and the student can learn new information together at the same time through career exploration.

A career-infused classroom integrates contextualized instruction aligned to the College and Career Readiness Standards with career awareness, self-exploration, career exploration, and career planning.



So how does that apply in my classroom?

Want to get some ideas on what a career-infused classroom might look like? Take a look at the [Career-Infused Classroom Checklist](#) in the Appendix.



Contextualized Instruction

Contextualization is an instructional approach rooted in learning theories that maintain that adult learning is a process of constructing knowledge by drawing on existing knowledge and experiences, and by making a connection with contexts; learners can more easily transfer their new skill to other situations like the workplace.

Contextualization has been defined as “a diverse family of instructional strategies designed to seamlessly link the learning of foundational skills and academic or occupation content by focusing teaching and learning squarely on concrete applications in specific contexts that are of interest to the **student.**” (Mazzeo, Rab & Alssid, 2003, pp.3-4) To put this approach into practice, we need to contextualize our lessons such that we link the teaching of foundational skills in reading, math, and writing to contexts that are relevant and meaningful to learners’ goals.

How many of your students would like to get a job or upgrade to a better job? In many cases, this comprises a significant percentage of our adult learners. Adult educators can rely on career contextualized instruction as a tool to plan lessons around career or occupational or job-related contexts. This approach helps students see a clear connection between skills being taught in a classroom setting and its application to the workplace. There is strong evidence that contextualized teaching and learning is an effective approach for accelerating learning, improving retention, and transitioning to postsecondary programs, occupational training, or jobs.

Remember the student who needed help in measurements? Let’s look at a similar student but with a slightly different twist. You are setting goals with a student. The student says,

I want to get a better job. I work in construction, and I want to be a welder.



What is your responsibility in helping that student pursue his goals? Do you know where the student can enroll in a welding program? Can you tell the student the salary he could expect from a welding job versus what he is doing now? Do you know the type of math, reading, and critical thinking skills the student will need to be successful in a welding program? Are there any entrance requirements such as a high school credential? How could you and the student discover the answers to these questions?

Indiana Career Fields, Career Clusters, and Career Pathways

To help organize career information in Indiana, the state uses 6 career fields, 16 career clusters, and multiple career pathways. These are illustrated on the following page.

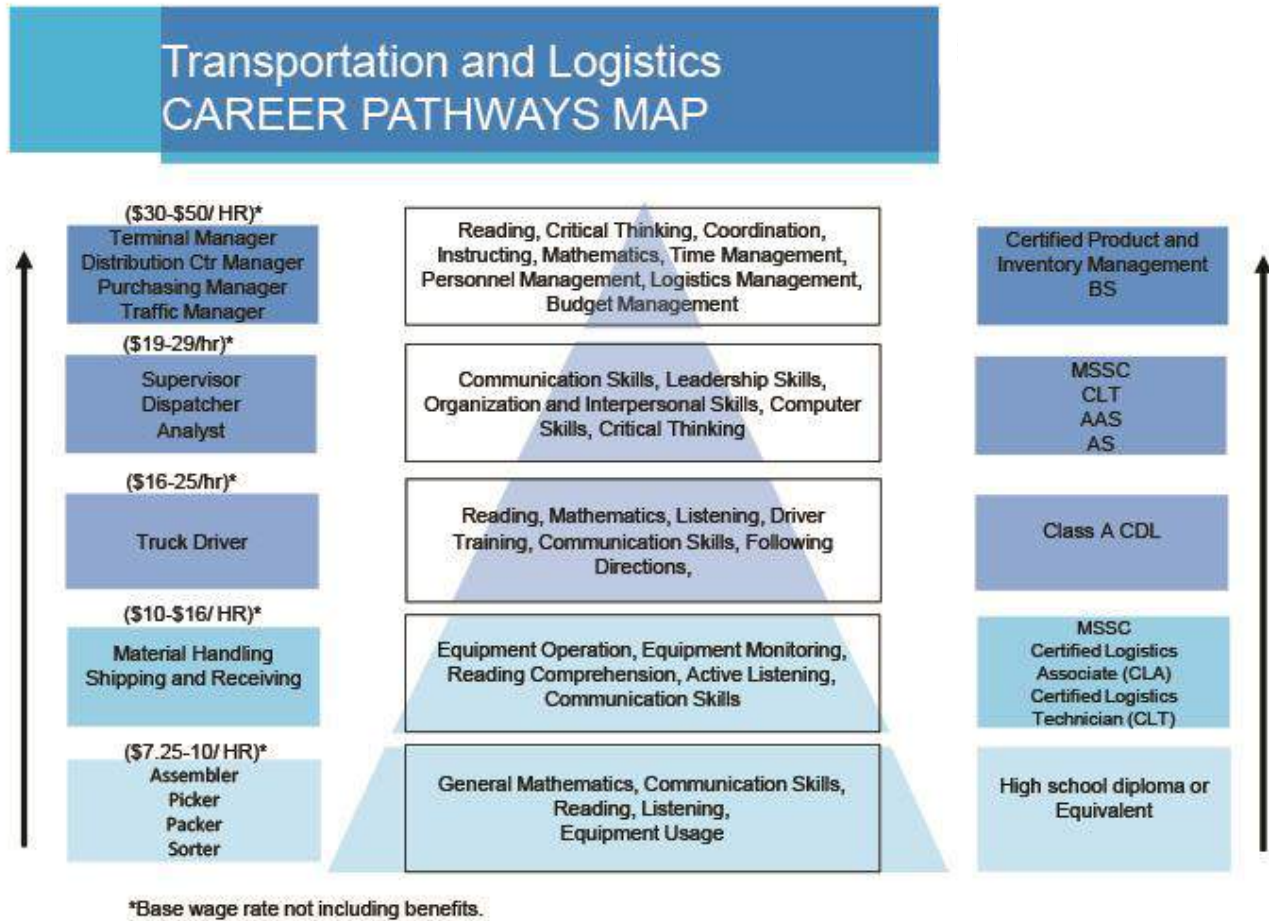
- The six [career fields](#) include all the occupations in the United States, and their titles tell you something about the focus of work in that group of occupations. They include industrial manufacturing and engineering systems; business, marketing and management; human services and resources; communication and information systems; health sciences; and environmental and agricultural systems.
- Each of the six career fields is divided into sub-groups, called [Career Clusters®](#). Each Career Cluster® represents a grouping of occupations and industries based on the knowledge and skills they require. These clusters help focus our efforts in a career-infused classroom and enable students to explore careers in a more organized manner.
- Each cluster is broken down into [career pathways](#). WIOA defines career pathways as a “series of connected education and training strategies and support services that enable individuals to secure industry relevant certification(s) and obtain employment within an occupation and to advance to higher levels of future education and employment in that area.” Pathways include multiple entry and exit points with successively higher levels of education/training and family-supporting employment.



From Indiana Career Explorer <https://indiana.kuder.com/Resources/File/CareerFields-Clusters-Pathways.pdf>



Career pathways are developed based on the high-demand occupations in a particular region or area. They provide a helpful visual to share with students so that they can see the salary they can expect for the job that interests them and how additional education and training can result in increased employment opportunities at higher wages. For example, the visual below is an example for students interested in transportation and logistics – a high demand field in many areas of the state.



So how does that apply in my classroom?

Check with your supervisor to see if your area has already developed career pathways for particular occupational areas. Developing a simplified career pathway in your classroom is a great activity for students because it gives them a chance to explore a career of their interest and examine the salary, positions, and required training as they move up the career ladder. Transferring that information into a graphic representation on a poster board can be a fun group activity.



Integrated Education and Training

For adult education students, an important part of career pathways is referred to as integrated education and training (IET). WIOA defines IET as:

“A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.”

WIOA specifies three required components to IET:

1. **Adult Education and Literacy Activities**--basic literacy skills, English language acquisition, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.
2. **Workforce Preparation Activities**--a combination of basic academic, critical thinking, digital literacy skills, and self-management skills including utilizing resources; using information; working with others; understanding systems; skills necessary to transition into and complete postsecondary education, training, or employment; and other employability skills that increase an individual’s preparation for the workforce.
3. **Workforce Training for a Specific Occupation/Occupational Cluster**—which can include occupational skills training, on-the-job training, incumbent worker training, entrepreneurial training, etc.



These three components must be provided **concurrently and contextually** so that adult education and literacy activities, workforce preparation activities, and workforce training activities are:

- Instructionally balanced proportionally across the three components, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
- Occur simultaneously, and
- Use occupationally relevant instructional materials.

WorkINDiana

WorkINDiana is a state-funded occupational skills training program.

A WorkINDiana program **MAY** become a part of an IET, but is not an IET on its own. Remember an IET must include adult education and literacy services, workforce preparation services, and occupational skills training.

WorkINDiana provides the first step on a career pathway for eligible individuals by giving Hoosiers access to occupational skills training with a minimum of forty (40) hours of instruction over a maximum of fourteen (14) weeks ending in an industry-recognized credential that can lead to work, or career advancement, in an in-demand job.

WorldINDiana is the first step to building your future

Employees want individuals with experience and training. A High School Diploma or an High School Equivalency alone may not be enough to get through your next. Take your skills to the next level with WorkINDiana.

The WorkINDiana program allows you to earn your High School Equivalency or a career certification at the same time getting you the boost you need to get the job you want. Choose from certifications in areas such as Advanced Manufacturing, Business Administration and Support, Health Care, Hospitality, Information Technology, or Transportation and Logistics. **Choose your industry, start earning tomorrow.**

You Could Earn Up To \$40,476 Per Year With A Career Certification

Career Certification	Annual Salary
Business & Finance	\$31,060
Advanced Manufacturing	\$44,136
Health Care	\$34,673
Hospitality	\$22,140
Information Technology	\$40,951
Transportation & Logistics	\$37,707
Transportation & Logistics	\$40,251

Source: O-Net Occupational Employment Statistics (2014) Census Bureau (2012) Median Wage

Contact your local WorkINDiana Adult Ed coach for more information today!

Students can choose from over 30 certifications and start a career in Advanced Manufacturing, Business Administration and Support, Construction, Health Care, Hospitality, Information Technology, or Transportation and Logistics. WorkINDiana training programs are intentionally short-term to allow students to finish quickly, gain an industry-recognized entry level certification, gain or retain employment, and/or pursue advanced education or employment.

While students pursue their industry certification, they participate in adult education classes contextualized to the reading and math skills needed for their selected occupations as well as workforce preparation activities. If you are an Adult Education teacher of a WorkINDiana class, you will want to explore the basic skills embedded in the occupational training in which your students are co-enrolled. You can do this in a variety of ways:

- Meet with the occupational instructor to discuss the course content.
- Review the occupational textbooks to identify important reading, math, and vocabulary skills needed for success in the course.
- Audit and/or observe the occupational training to see the skills being used first-hand.
- Examine the knowledge, skills, and abilities needed for the actual occupation listed in O-NET at <https://www.onetonline.org/>

Integrated English Literacy and Civics Education (IELCE)

Another example of a program that includes IET is Integrated English Literacy and Civics Education (IELCE). This WIOA program is designed for English language learners, including professionals with degrees and credentials in their native countries, who need to acquire both the basic and more advanced skills necessary to function effectively as parents, workers, and citizens of the United States.

For a program to receive funding for IELCE under WIOA it must:

1. Prepare English Language Learners (ELLs) for unsubsidized employment in in-demand occupations or career pathways, which lead to economic self-sufficiency;
2. Assist English Language Learners in achieving competency in English reading, writing, speaking, and comprehension;
3. Provide instruction that leads to a secondary school diploma (HSD – high school diploma) or its equivalent (HSE – high school equivalency);
4. Provide instruction that leads to ELLs entering postsecondary education or training; and
5. Offer adult education instruction **in combination with integrated education and training (IET)**.



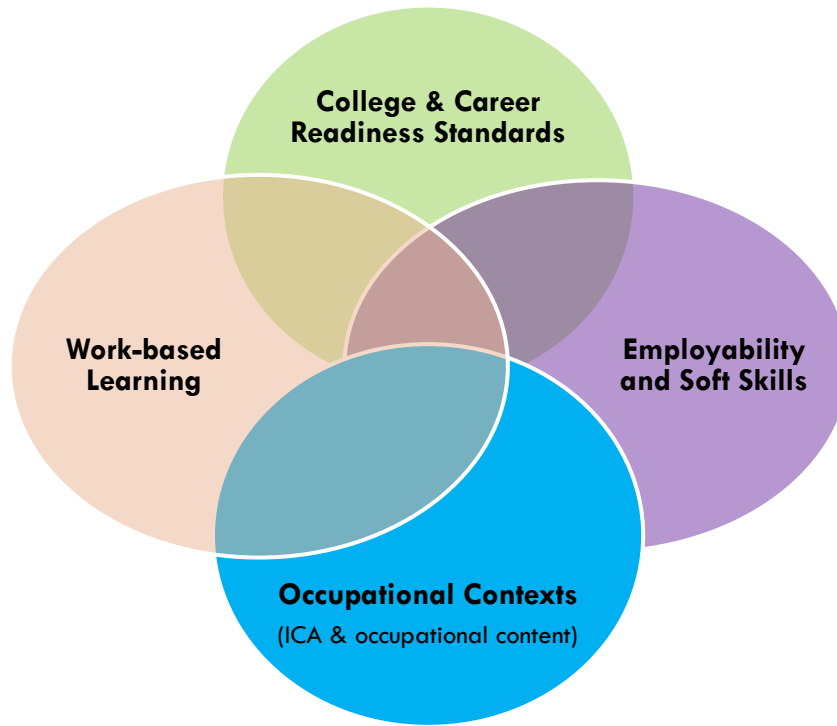
Career Contextualized Framework

Whether you are teaching a contextualized course in a WorkINDiana program, an IELCE project, or any adult education program, it helps to have a framework to structure the development of your curriculum. This section includes a sample framework adapted from the Texas Adult Education Career Pathways Project. It can be used to excite and inform students about career opportunities and to prepare students to transition into entry level occupations in high demand industries and/or college level occupational study.

The Framework can be used whenever you have students who want to explore their career options or improve their skills for employment, job training, or postsecondary purposes. Do you have students who fall into one of those categories?

How is the Career Contextualized Framework organized?

The Career Contextualized Framework integrates four major skill sets.



These groups of skills have been identified as essential elements that need to be included in instruction if we are to effectively prepare students for occupational training or successful employment. While it may not be feasible to provide all four components for all students, it does provide a structure for piloting different components with various student populations. It is also important to remember that you cannot and should not implement all components on your own. The framework requires a coordinated effort among the program director, teachers, various staff positions, and external partners.

- The **College and Career Readiness Content Standards** form the instructional foundation. They are used to identify the discrete academic skills that students need to know and be able to do.
- The **Employability and Soft Skills** include a mix of skills, attributes and behaviors necessary to find and sustain employment. Examples include problem solving, critical thinking, teamwork, customer service, communication, conflict resolution, integrity, and job readiness (interviewing and job search skills). WIOA, Title II now allows and requires programs to integrate workforce preparation activities into instruction including critical thinking skills, digital literacy skills, self-management skills, and skills necessary for successful transition into and completion of postsecondary education or training, or employment.

- **Occupational Contexts** refer to career exploration and planning as provided through the [Integrating Career Awareness](#) curriculum or related options as well as work skills required in career clusters or occupations that have been identified by your local program directors as in-demand.
- **Work-based learning experiences**, either paid or unpaid, provide an excellent opportunity for adult education students to apply the soft skills they've learned, gain hands-on experience with occupations, and build their resume.

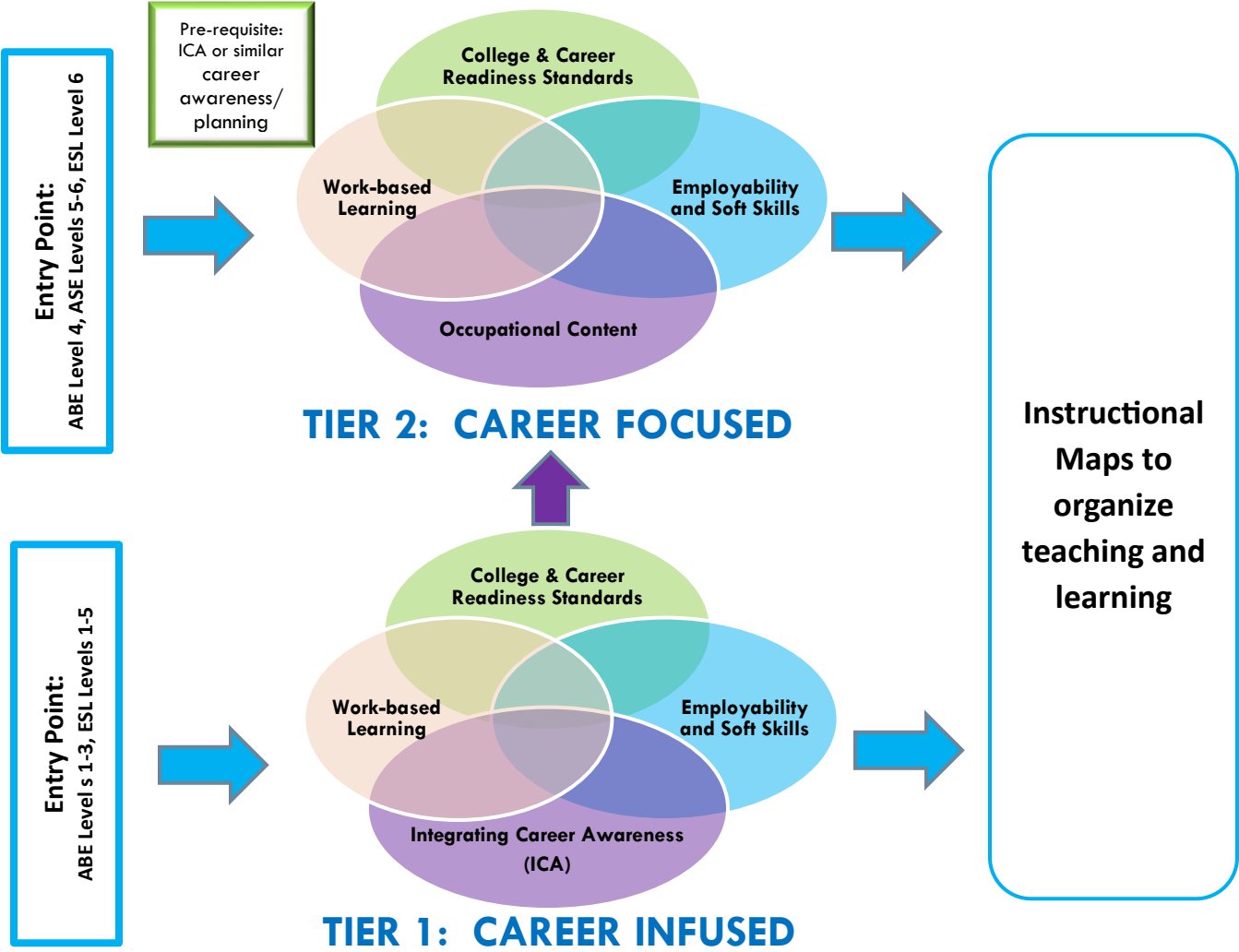


The Framework is also divided into two levels or tiers because we serve students functioning at all levels from beginning to advanced. Career contextualized instruction is not just for higher functioning level students. To address these different populations, Tier 1 focuses on students functioning at lower levels; Tier 2 is designed for students at intermediate to advanced levels.

Tier 1 is designed for students functioning at ABE Levels 1 – 3 and ESL Levels 1 – 5. Tier 2 is designed for students functioning at ABE Level 4, ASE Levels 5 – 6 and ESL Level 6.

As the Framework on the next page depicts, career contextualized instruction shifts focus as learners move to higher levels. Lower level students (**Tier 1**) benefit from career infused instruction that contextualizes the **Content Standards** with **Integrating Career Awareness (ICA)** and **employability/soft skills**. As students progress through their academic and career planning paths (**Tier 2**), the career focus becomes more targeted, and academics are contextualized to the **occupational content** of specific high demand career clusters (such as GED Bridge to Hospitality) or integrated education and training programs such as WorkINDiana. Note, however, that work-based learning opportunities are beneficial to students regardless of their level.

CAREER CONTEXTUALIZED FRAMEWORK





So how does that apply in my classroom?

If you would like to learn more about the career contextualized framework, the Appendix includes [additional information and instructional map templates](#).



Standards-based Instruction

Instruction in Title II programs must be of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains. At a minimum, WIOA requires that quality instruction:

1. Be grounded in research,
2. Incorporate the College and Career Readiness Standards,
3. Be provided by qualified staff,
4. Be contextualized, and
5. Incorporate technology.

All adult education providers are expected to provide standards-based instruction using the [College and Career Readiness \(CCR\) Standards](#). The gap between the knowledge and skills of adult learners and the expectation of colleges, training programs, and employers drives our movement toward standards-based education. The CCR Standards were created as a manageable set of standards indispensable for addressing this gap and preparing adult learners for college and careers. The CCR Standards provide direction on where to focus instruction, a coherent framework for scaffolding student learning, and consistent expectations across the state.

The standards are ambitious. In mathematics, they reflect content typically taught in both beginning and more advanced algebra and geometry courses, as well as in data analysis and statistics classes. The ELA/literacy standards demand robust analytic and reasoning skills and strong oral and written communication skills. While the rigor of the standards may seem daunting at first, integrating the standards into instructional delivery is essential to enabling adult learners to meet the real-world demands of postsecondary training and employment.

To facilitate the implementation of the CCR Standards in Indiana Adult Education, DWD provides professional development using the Standards in Action (SIA) process in an effort to ensure that all teachers and students have access to standards-based instruction. Standards in Action (SIA) is a series of four, two-day trainings designed to support the implementation of content standards in adult education classrooms.

Standards-Based Adult Education Resource Warehouse: Teachers and administrators in Standards in Action cohorts have participated in a series of webinars and in-person institutes. The work done by these Adult Education professionals will be the initial entries in a warehouse of standards-based instructional materials created by Indiana teachers for Indiana teachers. **This resource warehouse will contain completed standards unpacking charts, lesson plans, and standards-aligned classroom assignments.**



Additionally, the English Language Proficiency Standards are companion standards that assist English Language Acquisition programs to align with the College and Career Readiness Standards. They can be accessed at <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>



Research-based Reading & Writing Strategies

Reading

Adapted from *Improving Adult Literacy Instruction: Developing Reading and Writing*

http://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse_071757.pdf

Mastery of reading requires developing its highly interrelated major component skills: decoding, vocabulary, fluency, and comprehension. These components work together in the process of reading. Effective reading instruction explicitly and systematically targets each component skill that needs to be developed and supports the integration of all of them. Although skill needs to be attained in all components, the amount of emphasis given to each during instruction will vary depending on each learner's needs.

Decoding. The dependence of literacy on decoding skill is clear. Even highly skilled adult readers must rely on alphabetic knowledge and decoding skills to read unfamiliar words.

- ✓ Instructors need to be prepared to explicitly and systematically teach all aspects of the English word-reading system: letter-sound patterns, high-frequency spelling patterns (oat, at, end, ar), consonant blends (st, bl, cr), vowel combinations (ai, oa, ea), prefixes and suffixes (pre-, sub-, -ing), and irregular high-frequency words (sight words that do not follow regular spelling patterns).

- ✓ The degree to which instruction needs to focus on decoding and which particular aspects of decoding to emphasize depends on how developed the various decoding skills are for each learner.

Vocabulary. Vocabulary knowledge—specifically, the depth, breadth, and flexibility of a person’s knowledge about words—is a primary predictor of reading success.

- ✓ Vocabulary development can be aided if instructors select words and teach their meanings before asking learners to read text containing these words.
- ✓ Effective instruction focuses on teaching the multiple meanings of words and varied word forms; it also provides ample opportunities to encounter and use words in varied contexts.
- ✓ Because vocabulary tends to grow with reading experience, adults need practice reading a wide range of content, including texts related to their education, work, or other specific learning goals.

Fluency. Reading fluency is the ability to read with speed and accuracy. Developing fluency is important because the human mind is limited in its capacity to carry out many cognitive processes at once. When word and sentence reading are automatic and fluent, readers can concentrate more fully on understanding and connecting sentences and paragraphs, which enables them to create meaning from the text.

- ✓ A valuable tool in improving fluency is guided repeated reading, in which the learner receives feedback and is supported in identifying and correcting mistakes. For both good and poor readers, guided repeated reading has generally led to moderate increases in fluency and accuracy and sometimes also to increases in comprehension.

Comprehension. An approach known as comprehension strategy instruction is one of the most effective ways to develop reading comprehension, according to the National Reading Panel and other researchers.

- ✓ This intervention teaches learners a range of strategies, such as mentally summarizing the main ideas of a text after reading it and rereading specific parts of a text that were difficult for the reader.
- ✓ Other interventions include elaborated discussion of text, in which learners answer open-ended questions about what they have read; critical analyses of text, in which readers consider the author’s purposes in writing the text, as well as its social and historical context; and critical thinking, reasoning, and argumentation about the text.



So how does that apply in my classroom?

The information on the components of reading provided a few strategies you can use in your classroom. Below are a few more teaching strategies that apply to reading but also other content areas as well.

Key features of effective reading instruction

- Explicit instruction – Make goals, lesson objectives, activities, and expectations clear – Make connections between lesson activities and broader skill goals – Address background knowledge and prerequisite skills – Explain and model all aspects of the task – Assume nothing and leave nothing to chance
- Strategy instruction – Teach learning tools: principles, rules, or multi-step processes to accomplish learning tasks – Model and demonstrate; prompt and cue learners to use strategies
- Scaffolded instruction – Provide supports for learning as needed: breaking into steps, providing clues, reminders, or encouragement – Withdraw support gradually as it becomes less necessary
- Intensive instruction or active engagement – Keep learners focused, active, and responding – Provide plenty of “time on task”
- Structured or segmented instruction – Break information and skills into manageable parts – Teach parts systematically and in sequence – Bring the parts together to re-focus on the whole

Extracted from Applying Research in Reading Instruction for Adults: First Steps for Teachers
<https://lincs.ed.gov/publications/pdf/applyingresearch.pdf>



Would you like to take a free online course in reading?

[Check this out!](#)

For additional information on research-based reading strategies, visit:

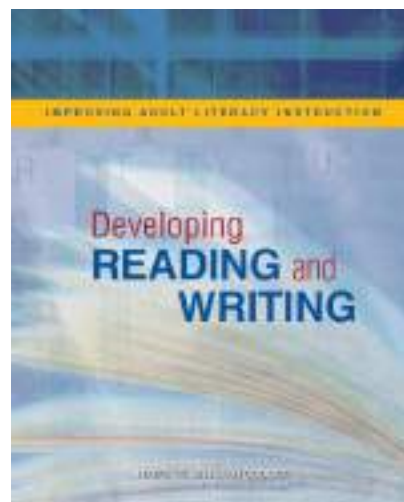
Applying Research in Reading Instruction for Adults: First Steps for Teachers <https://lincs.ed.gov/publications/pdf/applyingresearch.pdf>

Techniques for Teaching Beginning-Level Reading to Adults
<http://www.ncsall.net/index.html?id=280.html>

Assessment Strategies and Reading Profiles
<https://lincs.ed.gov/readingprofiles/>

The Adult Reading Components Study
<http://www.ncsall.net/index.html?id=23.html#arcs>

Improving Adult Literacy Instruction: Developing Reading and Writing
http://sites.nationalacademies.org/cs/groups/dbassessite/documents/webpage/dbasse_071757.pdf



Writing

People write for a variety of purposes—including recording, persuading, learning, communicating, entertaining, self-expression, and reflection—and proficiency in writing for one purpose does not necessarily generalize to writing for other purposes. In today’s world, proficiency requires developing skills in both traditional forms of writing and newer electronic and digital modes.

In the last three decades, much more has become known about the components and processes of writing and effective writing instruction. As with reading, most of this research comes from K-12 settings. The figure below shows the component skills and processes of writing. As depicted in the figure, a writer manages and orchestrates the application of a variety of basic writing skills, specialized writing knowledge, writing strategies, and motivational processes to create a text. How the writer applies and combines these skills and processes will vary depending on the writer’s task and goal.



So how does that apply in my classroom?

Below are a few writing strategies supported by research that you can try in your classroom!

Practices for Effective Writing Instruction

In addition to the principles of effective writing instruction, research has identified several key teaching practices to develop writing skills (listed roughly in order of effectiveness):

- Offer instruction in strategies for planning, revising, and editing compositions.
- Teach learners to summarize in writing the passages they have read.
- Enable the assistance of peers in planning, drafting, and revising compositions.
- Set clear goals for writing that are specific to the purpose and type of writing task.
- Have students regularly use computers (word processing) for writing instead of only pencil and paper.
- Offer instruction in combining short sentences into more complex ones. This practice usually includes exercises and application to real-world writing tasks.
- For intermediate writers, use process approaches to writing instruction that stress extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing. It is possible that process approaches could also be effective for beginning and weaker writers if augmented with explicit and systematic instruction to develop the essential writing knowledge, strategies, and skills these developing writers usually lack. As with other approaches, process approaches are more effective when instructors have been professionally trained in their use.
- Employ inquiry approaches to instruction that involve establishing clear goals, gathering and analyzing relevant information, using that information to structure and plan the writing task, and using writing strategies suited to the task.
- Teach prewriting activities, such as making lists or diagrams prior to writing, which help students generate relevant content and complete texts.
- Analyze models of good writing, such as discussing the features of good essays and learning to imitate those features.



Research-based Math Strategies

New to the college and career readiness mathematics standards for adult education?



Donna Curry of the SABES PD Center for Mathematics and Adult Numeracy/Adult Numeracy Center at TERC gives a 15-minute overview in this video. This is a great way to begin your review of research-based math strategies.

Click [here](#) to view.

The Workforce Innovation and Opportunity Act (WIOA) requires adult educators to help adult learners prepare for the world of work, not just to pass a high-stakes assessment. The College and Career Readiness Standards are designed to teach rigor: equal emphasis on procedural fluency, conceptual understanding, and application. And, research shows that learning in context is better than learning decontextualized material.

According to contextual learning theory, learning occurs only when students process new knowledge in such a way that it makes sense to them in their own frames of reference. This approach to learning and teaching assumes that the mind naturally seeks meaning in context and that it does so by searching for relationships that make sense and appear useful (CORD, p. 1).

So, the way to teach math to our adult learners is through experiences that are contextualized. Oh, but we already give them word problems every once in a while. Surely that will suffice for contextualizing the math, right?

Let's compare the following three examples so you can decide for yourself:

$$16,000 \div 60 = ?$$

Tamika plans to buy a car that costs \$16,000. If she pays for the car over a 5-year period, how much will her monthly payments be?

Tamika is interested in buying a car. She learns that she can have a 4-year or a 5-year payment plan. She also finds out that putting money down up front will help with the monthly payments. What might be some possible scenarios for her? Which would be the best scenario for you if you were in a similar situation? Why?

Contextualizing Math

One way to contextualize the math that you are teaching is to develop instructional units with the end goal being the application of learning. Wiggins and McTighe suggest a process that begins with the end in mind; they call this process Understanding by Design, or UbD. It is also called backward design. There are three steps to the process:

1. **Identifying the desired results.** What do we want students to be able to do with what they have learned? During this process, you should think about how students will use what they have learned in situations other than on 'the test' since, ultimately, we all want our students to be able to apply what they have learned in our classrooms in their lives, on the job, and at home.
2. **Determining assessment evidence.** If we want to know whether our students know when to use multiplication vs. addition or subtraction and how to choose the most efficient strategy for the situation, then we need to provide assessment opportunities where students will have to make those decisions. You can create an assessment task that is directly aligned to the goal you developed in step 1. You can also include 'test-like' questions as part of your assessment plan so students gain comfort in using math in both real-life and test situations.
3. **Planning learning experiences and instruction.** Here is where you think about all the things you will need to teach in order for students to reach the goal you (and your students) have set. This is where some of those traditional lessons show up.

While the Understanding by Design process begins with a broad goal statement focused on application of learning, you might try narrowing the focus a bit until you get used to teaching and assessing in a more contextualized way. For example, according to Wiggins and McTighe, a goal statement could be something broad such as, "apply mathematical knowledge, skill, and reasoning to solve real-world problems" (pg. 3). However, it might be beneficial to think about a more concrete statement that

specifies the target knowledge/skill, the math domain, and the task that requires the student to apply the knowledge/skill in order to demonstrate understanding. Here is an example of a unit goal statement using the car-buying scenario we saw earlier:

By the end of this unit, students will be able to apply their understanding of percentages and operations with decimals in order to describe several car-buying options.

By writing goal statements this way, you already have a clear idea about what the assessment should look like. The goal and the assessment are then nicely aligned. Now your challenge is to figure out all the lessons and learning experiences that you want to engage your students in to ensure that they gain a good grasp of the material. By the way, contextual learning does NOT mean that every single lesson has to be contextualized. By having a contextualized goal statement, students know how they are going to be applying their new knowledge and skills. But, you may have lessons and learning experiences that focus on conceptual understanding without any contextualization at all.



So how does that apply in my classroom?

There are several ways that you can begin to develop instructional units for your classroom. Let's look at two ways: starting with a skill and starting with a real-life concern for students.

- **Beginning with a skill.** Almost every adult education instructor teaches fractions, so let's begin there. Let's say you know you need to teach fraction operations to your students. You want them to be able to know when to multiply (or use another operation) and you also want them to understand that fractions are used in real-life. You probably already have many lessons that you use to teach operations with fractions. But, how do you assess their ability to use the appropriate operation in any given situation? A page of decontextualized fraction problems won't tell you whether students actually know the difference between multiplying and dividing fractions, but real-life situations will.

So, what might be some scenarios in which fraction operations might be used? Before reading on, you might want to jot down your own sample unit goal statements. Here are a few examples of goal statements illustrating real-life application of fractions related to work-focused operations:

- By the end of this unit, students will be able to apply their understanding of fraction operations and skill in using tape measures in order to calculate various attributes of building components.
 - By the end of this unit, students will be able to apply their understanding of fraction operations, area, and perimeter in order to design a patio using various sizes of bricks.
 - By the end of this unit, students will be able to apply their understanding of benchmark fraction operations in dispensing liquid medications.
 - By the end of this unit, students will be able to add, subtract, multiply, and divide fractions and write and interpret numerical expressions in order to create a business plan for a small pizza restaurant.
- **Beginning with students' concerns:** Another way to build instructional units is to first think about real-life concerns of students, then back into the math that needs to be taught. Do a quick brainstorm yourself, jotting down all the things that are important to your students.

Multiplication? Division? Subtraction?

I recently asked a group of teachers to do likewise, and here are some of their ideas:

- Childcare issues
- Need a better job
- Making ends meet until the end of the month
- Health care
- Car issues
- Caring for family

Look at your list and the one above. Are there any topics that could have a math focus? Are there any that do NOT have a math focus?

Once you have decided on a topic of interest to your students, you need to think about some scenarios. Let's use the childcare example to brainstorm some potential situations that students might want to address: Cost per child? Does age of child matter? Does it make a difference if I pay weekly vs. monthly vs. yearly? What about issues related to my ever-changing schedule? Does this impact cost? How far from work (or home) is the childcare facility? Are there tax credits that support childcare costs? How do these credits work?

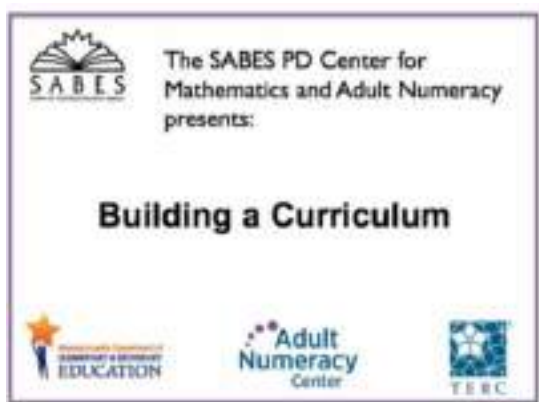
For any of the questions above, the numbers and amount of data given to students (hopefully they would collect their own information from their local community) could be adjusted so that students at various levels could all engage in the topic.

Let's look at three different instructional unit goal statements to show how a similar issue related to childcare costs could play out in your class, depending on the students' math level.

- ✓ **ABE level:** By the end of this unit, students will be able to apply their understanding of whole number operations and simple bar graphs in order to determine which of two childcare options is less costly.
- ✓ **Pre-ASE level:** By the end of this unit, students will be able to apply their understanding of fractions, percentages, and circle graphs in order to create two different budgets based on different childcare options.
- ✓ **ASE level:** By the end of this unit, students will be able to apply their understanding of algebraic reasoning and functions in order to show with graphs and equations which childcare option is the best deal (based on cost only).

Developing instructional units, starting with real-life student concerns or specific math content, can help you as an instructor become more mindful of situating the math that you teach in activities that require students to apply what they have learned.

Would you like a few pointers on developing a math curriculum?



Donna Curry of the SABES PD Center for Mathematics and Adult Numeracy/Adult Numeracy Center at TERC gives an 8-minute overview in this video. Click [here](#) to view.

For additional information, check out the [math websites](#) listed in the Appendix by math topic.



Instruction for English Language Learners

English language learners are the largest subgroup of adults enrolled in adult education programs. Although often treated as a monolithic category, their instructional needs vary dramatically. Some are highly literate in a first language and hence may need little practice in recognizing or spelling words or even basic comprehension skills. Many have lived in the United States for a long time and speak English well but have low or intermediate reading and writing skills in English. Others are recent immigrants who lack basic literacy skills in any language. And still other learners, referred to as generation 1.5, were born in the United States or came to the country as young children but lack the English literacy skills required for work and higher education. Some English learners—for example, those living in neighborhoods with concentrations of non-English-speaking residents— may be challenged by the lack of opportunities to use and be exposed to English.

All the principles of effective literacy instruction discussed previously apply to English language learners as well. However, instruction will need to target the particular skill development needs of each learner. For example, learners who can read fluently in their native language often can use some of their first-language literacy skills to facilitate learning English. For these learners, instruction will be most effective if tailored to the level of literacy they have developed in their native language. A particular challenge to address with English learners is developing both spoken language skills and literacy skills at the same time.



Learning a second language as an adult can be difficult, and it differs from language learning at younger ages in two important ways: It usually is learned through explicit instruction more than through implicit learning; and instruction is usually tied more closely to reading.

Experiences in second-language instruction with young language learners, high school students, and college students suggest several principles that may also be effective with adult language learners.

Principles of Teaching ELA

- Differentiate instruction for adults who vary in English language and literacy skills, first language proficiency, educational background, and familiarity with U.S. culture.
- Integrate grammatical instruction with the use of language to communicate for specific purposes, with the amount of emphasis on each depending on the assessed needs of the learner.
- Develop vocabulary and content knowledge to foster reading comprehension and learning.
- Provide opportunities to practice understanding and using language in varied contexts, including outside the classroom.
- Provide materials and tasks that are relevant to learners' real-world activities.
- Provide frequent and explicit feedback.
- Match instruction to the learner's existing level of knowledge and skill.
- Leverage knowledge of the learner's first language to develop skill in English.
- Offer writing instruction in both traditional and digital media.
- Provide instruction in many modes, including speaking, reading, writing, and visual presentations.

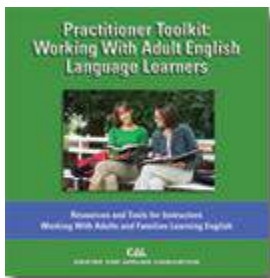
For more information and helpful URLs for ELA, go to the [ESL section](#) in the Appendix.



So how does that apply in my classroom?

If you are an ELA teacher, the *Practitioner Toolkit: Working with Adult English Language Learners* is packed full of tools and resources you can apply immediately in your classroom. Check it out!

Practitioner Toolkit



Practitioner Toolkit: Working with Adult English Language Learners

This toolkit provides a variety of materials to help language and literacy instructors who are new to serving adults and families learning English. These materials include a first-day orientation guide, lesson plans, and research-to-practice papers on English language and literacy learning.

Download the [complete Adobe PDF version of the *Practitioner Toolkit*](#).

Or, browse through the Table of Contents below and select the topics that are of need to you and your program. The individual sections are available as PDFs.

[Title Page](#)

[Table of Contents and Acknowledgments](#)

[Introduction](#)

[Frequently Asked Questions](#)

[Part I Background Information](#)

Part I presents information for program staff about the population of adult English language learners in the United States. It describes the size of the population, countries and languages of origin, distribution in cities and states, first language background, English language and literacy levels, education levels, employment and income status, reasons for attending adult education programs, the challenges they face, and the strengths they bring to the learning setting. This section also describes types of programs that offer adult ESL instruction, the challenges that programs face, and some characteristics of effective programs.

[Adult Non-Native English Speakers in the United States](#)

[Program Types and Challenges](#)

[Part II Activity Packets](#)

This section of the Toolkit provides activities that teachers can use in their classes with learners from beginning to advanced levels of English language and literacy. Forms, surveys, and questionnaires that teachers can copy and use often accompany the activity descriptions. Activities are outlined in the following areas:

- Orientation of new learners to programs
- Needs assessment of learners and learner self-evaluation
- Lesson planning
- Activities to promote interaction and communication in classes
- Activities to promote reading development

[Orientation for New English Language Learners](#)

[Needs Assessment and Learner Self-Evaluation](#)

[Lesson Planning](#)

[Activities to Promote Interaction and Communication](#)

[Activities to Promote Reading Development](#)

[Part III Parent Education in Family Literacy Programs](#)

Part III presents information about parent education as one of the four components of family literacy. Parent education is designed to help parents improve their skills at being the primary teacher for their children and become full partners in the education of their children.

This section begins with a brief description of family literacy, explains the goals and structure of parent education, offers strategies for implementing parent education, and provides activities that parents can engage in with their children at home and in their communities.

[Parent Education Overview](#)

[Parent Education Instructional Strategies](#)

[Parent Education Activities](#)

[Sample Parent Education Lessons](#)
[Literacy Activities in the Home](#)

Part IV Topics in Adult ESL Education and Family Literacy

Part IV provides discussion papers for educators who want more in-depth information pertaining to adult ESL education and family literacy. The following topics are addressed:

- Research on second language acquisition and learning to read in a second language
- Assessment of adult English language learners, including a discussion of federal requirements for accountability reporting and the use of assessments for tracking learner progress
- Assessment instruments, including annotated charts showing published assessment instruments that are used in the field to assess English language and Spanish language proficiency
- Research-based strategies for working with adult learners with learning disabilities and other special needs
- Transition strategies used to help learners progress beyond adult ESL classes to other educational and work opportunities
- Permanent residency and citizenship attainment, including strategies for preparing students for the citizenship exam

[English Language and Literacy Learning: Research to Practice](#)

[Assessing Adult English Language Learners](#)

[English Language Assessment Instruments for Adults Learning English](#)

[Spanish Language Assessment Instruments for Adult Spanish Speakers Learning English](#)

[Adult English Language Learners and Learning Disabilities](#)

[Addressing the Needs of Specific Groups of Learners](#)

[Helping Adult English Language Learners Transition into Other Educational Programs](#)

[Preparing for Permanent Residency and Citizenship](#)

Part V Resources

Part V provides information for practitioners working in adult ESL and family literacy programs on where to find additional resources.

[Parent Education Resources](#)

[Adult ESL Resources](#)



Research-based Strategies for Student Persistence

Adults lead complex lives with limits on the amount of time they have to engage in formal learning. This reality, combined with the amount of effort and practice needed to develop one’s literacy skills—generally many thousands of hours—makes supporting persistence one of the most challenging

aspects of designing effective adult literacy instruction. The average adult learner’s duration in a literacy program is nowhere close to the length of instruction and practice needed.

How can programs and instructors help motivate students to persist in their efforts? This section explores insights from research about how to shape learning environments— instructional interactions, structures, systems, tasks, and texts—in ways that encourage persistence.

The Four Supports

Psychological studies have identified an impressive array of factors that contribute to individual motivation—including self-efficacy, self-control, goal orientations, and interest, among others. John Comings research identified four main factors that supported learner persistence:

- Managing positive and negative forces (the barriers that often prevent our students from attending on a regular basis);
- Building self-efficacy – helping students realize that they can be successful and reach their goals;
- Having a specific goal – a goal that is realistic and achievable; and
- Seeing progress – through measures that have meaning to the student.

It is important to keep in mind that these factors interact with one another in complex ways to influence a learner’s motivation. For example, the goals people set are related to their self-efficacy—their perceived ability to perform well on a task—and the value they assign to the task.

Building Learners’ Self-Efficacy

When learners expect to succeed, they are more likely to put forth the effort and the persistence needed to perform well. More-confident students are more likely to be more cognitively engaged in learning and thinking than students who doubt their capabilities. Indeed, self-efficacy is a strong predictor of many educational and health outcomes and has been associated with better literacy skills.

It can be expected that some adults enter literacy education questioning their ability to learn to read and write. Moreover, beliefs about self-efficacy can decrease in middle age and older adulthood, although this tendency may vary among individuals. Such beliefs can be modified, however, through experience with tasks in which realistic goals are set and progress is monitored relative to those goals.

Setting Appropriate Goals

Goals are extremely important in motivating and directing behavior. Adults often have very general ideas about why they need or want to learn to read and write. To motivate persistence and success, instructors need to help learners break down their learning goals into short-term and long-term literacy goals. If learners set near-term goals, not just distant ones, they are much more likely to experience success, which enhances self-efficacy. Supporting learners’ awareness of progress week-

by-week can motivate persistence, as learners reach their near-term goals and recognize that these are the path to reaching long-term goals.

There are also different types of goals, the choice of which can influence learning outcomes:

- When a learner holds a **mastery goal**, he or she engages with a task in order to improve ability; the goal is to truly master the task. When students hold this type of goal, the point of comparison is the student him- or herself. That is, the student compares his or her present performance to past performance to gauge improvement.
- When a learner holds a **performance-approach goal**, the goal is to demonstrate his or her ability relative to others; the students compare their performance to that of other students, with the goal of demonstrating greater competence.

When a learner holds a **performance-avoidance goal**, the student’s goal is to avoid appearing incompetent or “dumb.” Such students would want to avoid appearing to others that they have poor literacy skills. Learning environments can be structured in ways that encourage learners to set different types of goals. If a teacher emphasizes the importance of mastering literacy skills, learners are likely to adopt mastery goals; if a teacher emphasizes relative ability (i.e., the teacher inadvertently makes comments that position adult learners as “good” or “bad” readers), learners are likely to adopt performance goals.

Adopting mastery goals predicts positive outcomes that include persisting at tasks, choosing to engage in similar activities in the future, and using effective cognitive and self-regulatory strategies. Performance-avoidance goals consistently predict negative outcomes, including increased use of self-handicapping strategies and poor achievement.

Offering Feedback in Ways that Motivate

Self-efficacy requires having fairly accurate perceptions of one’s current competencies. Overestimating one’s ability to read and understand a text, for instance, will not lead to engaging in the behaviors needed to develop new skills. Underestimating one’s abilities may lead to coping or hiding behaviors that prevent the learner from making use of his or her existing skills.

To develop accurate perceptions of their competencies, students need to receive clear, specific, and accurate feedback. The feedback should be appropriate to the learners’ needs and be specific about the area that should be improved.

Assist learners in managing errors. Students of all ages can find errors demotivating. Research suggests the benefits of error management—that is, leading adults to expect errors as a part of the learning process and then providing strategies for coping with errors and learning from them. Instructors need to know how to recognize and correct ingrained negative attributions by providing feedback that stresses the processes of learning, such as the importance of using strategies, monitoring one’s own understanding, and engaging in sustained effort even in the face of challenges.

Reframe explanations in ways that motivate persistence. Experiences with learning can trigger questions such as: Why did I do badly? (after receiving a low score on an evaluation). Why can’t I understand this? (after failing to comprehend a paragraph). Why can’t I write sentences that make sense? (after being unable to write a coherent short story).

The “attributions” students form in response to such questions—in other words, how they explain the reasons for their successes and failures to themselves—will either motivate them to persist or discourage them from doing so.

A learner who is experiencing difficulty comprehending a text, for example, will be more likely to persist if he or she attributes the difficulty to something external (for example, a boring text), something uncontrollable (being ill), or something unstable (feeling depressed that day). A learner who experiences success at a task will be more likely to persist if progress is attributed to something internal (for example, personal enjoyment of reading), controllable (practice, spending a lot of time working on the text), and stable (a belief in one’s ability as a reader). When a student does not experience success—for example, if he or she is unable to make sense of the overarching point of a short story—instructors can help the learner employ reading strategies that can elucidate the story’s meaning and also provide a different frame for thinking about the reasons for the

Approaches to Avoid

Research suggests that teachers can contribute to learners’ negative framing and explanations in a variety of ways, including by:

- Communicating, intentionally or unintentionally, to learners that a reading problem is internal to them. Teaching practices that could build negative internal attributions include labeling readers and writers as strong or struggling; making obvious assignments of readers and writers to working groups by skill level; and encouraging some learners to excel, while exhibiting low expectations for others.
- Providing inadequate or no feedback, which can signal that skills are inherent and immutable. For example, if a teacher responds to an answer with, “No, that is wrong—try again,” and does not provide feedback or suggestions for development, then the student may develop or apply a maladaptive attribution (e.g., “I must not be very smart”): an internal, stable, and uncontrollable attribution for failure that is unlikely to enhance motivation to read.

learner's difficulties and errors. With repeated reframing, instructors can help learners develop attributional styles that allow learners to employ strategies and skills that are more likely to lead them to persist.

Model literacy strategies. Vicarious experience—such as observing others successfully perform specific tasks or use specific strategies—is another way to frame learners' attitudes toward learning and increase self-efficacy. For instance, instructors or students might model literacy strategies or other learning behaviors.

Using Assessments Appropriately

While assessments are important, the ways in which they are administered and the feedback presented can affect learners' motivation in either positive or negative ways. Stressing the importance of assessments and tests can lead students to adopt performance goals—goals in which a student compares his or her progress to that of others. As discussed previously, these goals are related to some problematic academic outcomes, particularly when students are preoccupied with the goal of avoiding appearing incompetent.

When students are focused on how they compare to others academically, they may use less-efficient cognitive strategies and engage in various self-handicapping behaviors. To avoid demotivating students, instructors should:

- Present the results of assessments privately. Presenting assessment results in a public manner is conducive to students adopting performance rather than mastery goals.
- Encourage students to focus on effort and improvement whenever possible. Motivation is strengthened if students feel they can improve if they work hard at a task. Intrinsic motivation is enhanced when students are rewarded on the basis of their improvement rather than on absolute scores.
- Allow the student to take an assessment again if he or she does not receive an acceptable score.

Incentives and Motivation

Intrinsic motivation refers to undertaking a behavior for its own sake, because one enjoys it and is interested in it, with a high degree of perceived autonomy. Students who are more intrinsically motivated or perceive their behaviors as autonomous show better text recall and college course grades, among other positive outcomes. Intrinsic motivation is affected by whether rewards are given for performance, the degree to which the learner values the activity or task and is interested in it, and whether there are opportunities for choice about ways to participate in it.

There is debate about whether students' intrinsic motivation to perform a learning task is undermined if an external reward is offered (for example, if a student is paid for getting good grades). Some argue

that extrinsic incentives do not harm students' intrinsic motivation, while others maintain that they ultimately lower it. The case against external rewards has been confirmed in a synthesis of 128 experiments. External rewards can lead to problem-solving that is more rigid, less flexible, and slower. Large financial incentives, in particular, can lead to lower performance. One possibility is that rewards thwart the person's sense of autonomy and control and thus their intrinsic motivation.

The conditions under which rewards or incentives affect adults' participation and persistence in literacy instruction are unknown, however. State and federally funded adult literacy programs at times offer incentives for enrollment. For example, many adult education courses, which include various courses in literacy, are provided free of charge in the city of Philadelphia. In this case, the "incentive" is an opportunity that makes it possible for adults to enroll in the courses; the payment is provided prior to enrollment, enabling adults who might not be able to afford the class otherwise to enroll. When these "opportunity enhancers"—such as support for child care, coverage of costs of enrollment, or replacement of lost wages—are used up front to minimize barriers to participation, they may not have the negative impact documented for simple external rewards.



By contrast, other programs provide incentives upon completion of programs or during participation. In some instances, such systems may have positive effects. For example, the state of Tennessee recently implemented a program in which students received cash incentives for participating in adult education classes; the results of a nonexperimental study suggested that the introduction of rewards was

related to achievement and to passing the HSE examination among welfare recipients.



Integrating Technology

The definition of literacy is always changing, and now more than ever, the definition is shifting to include the ability to function in a world that requires the use of technology (Leu et al., 2013), which is extremely relevant in the lives of all adults, including English language learners (ELLs). Technology is increasingly prevalent in our daily lives, and digital tasks are often part of our daily routine. A list of survival skills would not be complete without including digital literacy activities.

Examples from the Field

This section will illustrate how some instructors and programs have integrated technology into instruction while promoting digital literacy. The examples are not meant to demonstrate complete lessons. Rather, they are offered to show you how digital literacy activities can and do look in the classroom.

Example 1: [Smartphones in Adult ESOL/ESL Instruction:](#) This is a video that shows how adult ESL students use smart phones to take and share pictures.

When smartphones were first introduced, many teachers saw them as distractions. It is not unusual still today to see “no smartphones” signs posted above the whiteboard. However, as smartphones became more popular, a shift in their use became evident. Many smartphones today have a camera. Why not bring the world into the classroom in a relevant way?

In the above video clip, watch Tess Maza as her students interact, using their cell phones. In this video, every student appears engaged. This engagement creates opportunities for real communication and not merely repetition of dialogs or planned roleplaying. Students are concentrating on using English in a real and practical way. They are asked to take pictures at work and bring those pictures back to the class to share. It isn’t necessary for every student to take pictures, but all students benefit from those who do. Students have been given opportunities to use their phones to build digital literacy skills and to share those skills with others in the class. You might also notice that students have textbooks open; this activity is tied to planned lessons and not undertaken in isolation.



So how does that apply in my classroom?

For 44 ways to use smartphones in the classroom follow the link:

<http://www.gettingsmart.com/2013/01/part-1-44-smart-ways-to-use-smartphones-in-class/>

Second Example: [Using an interactive whiteboard.](#) This video from Central Carolina Community College shows a strategy to get learners involved in participating in the classroom website or blog. Watch this video to observe some basic features of an interactive whiteboard and consider what you might be able to do with your technology resources.

The instructor, Julia Herbon, does a lot of modeling before she asks students to interact with technology. You will also see that students are learning how to use the website within a context: in

this case, health. To warm up the class, she establishes a context by asking students to answer some questions from a blog she is introducing. Students answer questions about three health myths that will be discussed later in a video. This serves as a prediction activity.

Students then watch the video to confirm their answers to the three questions. The questions could be posed without introducing the blog, but the activity prepares students for what they will do later with technology on the website. The questions lead to an “authentic” video—that is, one that is not created specifically for English language learning. Students become familiar with the website while learning English. They are introduced to some basic computer skills (and relevant vocabulary), like scrolling; keyboarding, including using the shift key; and clicking on links. Once introduced and exposed to sufficient modeling, students go to the computer themselves and perform the task on the website.

Once students learn how to access the website, they can watch the video and perform the activities outside of class. They may be asked to evaluate the video or communicate via social media, further strengthening their digital literacy skills.

For more information about using interactive whiteboards in instruction, go to <http://www.neamb.com/professionalresources/benefits-of-interactive-whiteboards.htm>

Integrating Technology Resources

If you would like to integrate some fun and interesting activities in your class, check out some of these [technology websites](#) in the Appendix.



DISTANCE LEARNING

DWD supports distance learning as part of its commitment to increase participation in and access to Adult Education services. Moreover, the integration of technologies in distance education supports student development of fundamental computer and technology skills needed to thrive in a complex and rapidly changing technological society.

Definition

The United States Department of Education, Office of Career, Technical, and Adult Education (OCTAE) defines distance education for Adult Education programs in the National Reporting System Implementation Guidelines as:

Formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail, or online technologies and software.

Measuring instructional hours for distance education learners

There are two types of contact hours for distance education: direct contact and proxy contact. Direct contact hours can be a combination of interaction in-person as well as through telephone, video conferencing, or online communication, where student and program staff can interact and through which learner identity is verifiable. Students must have at least twelve (12) direct contact hours for official enrollment in an Adult Education program. These direct contact hours may include both orientation and instructional hours.

Proxy contact hours are the hours students spend on distance learning activities. These hours may be calculated using one of three models:

1. **Clock Time Model**, which assigns contact hours based on the elapsed time that a learner is connected to, or engaged in, an online or stand-alone software program that tracks time.
2. **Teacher Verification Model** which assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.
3. **Learner Mastery Model** which assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials and when they feel they have mastered the materials, take the test. A passing score on materials with quizzes, such as Plato, or demonstrating master via TABE earns the credit hours attached to the material.

PROXY HOUR MODELS

- * **Clock Time**
 - * **Teacher Verification**
 - * **Learner Mastery**
-

Approved curricula

The following distance education curricula are approved for use: ITTS, Plato, WIN, Indiana Career Explorer (ICE), GED® online, and SkillsTutor. Other curricula may be approved; contact the regional adult education coordinator.

Instructional delivery models

There are three instructional delivery models using distance education curricula:

1. Distance education
2. Hybrid
3. Face-to-face or on-site contact.

DWD encourages the use of a hybrid instructional approach that combines distance learning with some degree of on-site interaction.

Pre- and post-testing must be conducted on-site. Students enrolled in distance education must be administered a proctored pre-test and post-test following the same guidelines for instructional hours as other students. For additional assessment guidance, see Indiana’s Assessment Policy for Adult Education Programs.

Other on-site contact may be necessary to delivery supplementary support for the student, to assign work, or to set timelines for the completion of assignments.

Materials and technology access

Students may access materials for distance education in traditional print forms (e.g., workbooks or take-home instructional packets), via television broadcasts or DVDs, or through online access. Providers should assess the types of materials that meet the needs of the student population they serve.

For those students with limited technology access, providers may consider issuing an instructional packet to be completed by the student in a prearranged time. Completed packets are then returned to the teacher in-person or through an established delivery system. Proxy hours can be calculated using either the teacher verification or the learner mastery model.

Reporting requirements

For distance education students, the sum of proxy and direct contact hours must be entered in InTERS as total attendance hours. Selecting the “Distance” option designates the hours as distance education. At separation or at the end of the fiscal year, DWD will classify a “blended” student as either a traditional classroom student or a distance education learner for purposes of NRS reporting.



For more information on distance learning, refer to DWD’s Distance Education policy at http://www.in.gov/dwd/files/Policy_2014_08_Adult_Education_Distance_Education.pdf

What Skills Do Students Need to Be Successful at Distance Learning?

You can most efficiently use program resources if you target the learner audience most likely to succeed. It is possible that you know which online curriculum you will be using or perhaps have already created or viewed supplemental materials created by others (e.g., Online Educational Resources). It is important to understand the technology and academic content demands of the chosen curriculum or learning activities before you decide who to recruit.

In designing instructional content, curriculum developers and teachers make assumptions about the skills, abilities, and knowledge that learners need to be successful with their materials. Without the foundational skills and abilities associated with a certain curriculum, students are unlikely to benefit from the instruction provided in that curriculum. For example, an English language learner still working on literacy development would likely not succeed in an Adult Secondary Education-level science blended learning course, or a student who has limited prior experience using a computer will struggle with almost any online resource.

While these mismatches may seem obvious, they highlight the importance of ensuring a good match between students’ educational abilities and the curricula or materials the teacher is using. This match is even more important in distance education than it is in classroom learning because students learning at a distance typically receive less direct social or academic support than their classroom-based counterparts.

Whether you are teaching in a blended or strictly distance format, successful students are likely to be self-motivated, are able to work independently, and possess strong study and organizational skills. There are several online self-assessment surveys that help students determine whether learning independently online (in either distance or blended models) will work for them. Here are a few:

- ✓ [Sample Intake Survey](#)—in the Appendix of this handbook is a questionnaire developed by IDEAL Consortium leadership and informed by past member observations about questions required for intake. Students can take the survey alongside the facilitator in an orientation session.
- ✓ [OASIS Study Skills Survey](#)—Although dated, this short online survey created by Illinois Community Colleges Online guides learners through questions about communication preferences, time management, motivation, and technical skills. It then provides a brief analysis of each response, describing how each response aligns with characteristics required for persistence in online learning.
- ✓ [MNSCU Distance Learning Quiz](#)—The Minnesota State Colleges and Universities system offers an online education readiness quiz covering motivation, learning preferences, time management, commitment, academic readiness, and technology skills/computer access.

These questionnaires ask students about their need for teacher support, ability to work independently, ability to organize their time, and so on. Questionnaires of this type provide another method for determining the most appropriate educational plan for students. Concrete information about time usage, study skills, and the ability to organize are a valuable component of orientation for distance and blended learning students. Unfortunately, although the items in these surveys make intuitive sense, as of now, they have no research foundation.



So how does that apply in my classroom?

Project IDEAL has created several resources for AE distance learning teachers. Two particular resources are included in the Appendix:

- ✓ [Tips for Teaching at a Distance](#)
- ✓ [Technology Skills Assessment for Teachers](#)

Additional resources can be found in their publication, [“IDEAL Distance Education and Blended Learning Handbook.”](#)

IDEAL Distance Education and Blended Learning Handbook



Classroom Management

Teaching adults is very different from teaching children. Likewise, classroom management issues are different as well. The majority of adult learners are focused on their instruction

and goals; however, there are still some important things that adult educators should keep in mind to create an engaging, respectful and collaborative classroom.

Establishing Norms

Setting classroom norms at the very beginning of a class is one of the best methods of classroom management. Using a flip chart or whiteboard can be especially useful because you can involve students in the construction of the list on the first day and in that way get buy-in. Start with a few of your own expectations and ask the group for additional suggestions. When you all agree on how you want the classroom to be managed, disruptions are minimal.

Your list of norms may look something like this:

- Start and end on time
- Turn off or silence cell phones
- Save texting for breaks
- Respect the contributions of others
- Be open to new ideas
- Resolve differences calmly
- Stay on topic

Simulating a Work Environment

The Classroom Dynamics Study, a research project conducted by Hal Beder of Rutgers University, found that a considerable number of adult education students in the classrooms observed were tardy but no negative sanctions were ever given. As a result, students felt that there was nothing wrong with being late to class. However, if that was the workplace, those students would face serious problems for chronic tardiness.

Do your classroom norms help students develop good work habits? How do you handle students who are constantly late for class? How do you handle students who wear inappropriate clothing or use foul language? Obviously, the adult education classroom is a learning environment, and such situations provide excellent “teachable moments” to help students understand positive work behaviors and employer expectations.

Providing Choice and Autonomy

When learners believe that they have some control over their own learning, they are more likely to take on challenges and to persist with difficult tasks, compared with students who

perceive that they have little control over their learning outcomes. A controlling or pressured climate in a classroom, home, or work group is known to decrease motivation to perform a variety of behaviors.

Providing people with choice about what activities to do and how to do them can increase intrinsic motivation, provided that the number of options offered is not overwhelming. Experiencing higher levels of perceived self-control predicts numerous positive outcomes, among them engagement in school and academic achievement.

Using and Inspiring Learners' Interests

Adult learners are likely to put forth more effort and stay engaged in tasks they find interesting. Researchers have made a useful distinction between personal interest and situational interest, and both types have implications for motivating adult learners.

Encouraging Collaboration and Cooperation

Cooperation or collaboration in the classroom creates a healthy learning environment. Learning experiences that help establish positive relations with others while developing competence in particular skills also shape engagement, motivation, and persistence. Collaborative arrangements in which students work together to plan, draft, revise, or edit their texts can have a positive impact on the quality of their writing.

Adults may also become more engaged if reading and writing activities provide opportunities to work with other adults to solve real-world problems. In addition to increasing the usefulness of literacy-based tasks and the sense of autonomy and control people have over their lives, these collective literacy activities may provide them with the community support needed to persist in developing their literacy even in the face of challenges.



Managing Mild Disruptions

Unless you've got a completely obnoxious student in your classroom, chances are good that disruptions, when they do occur, will be fairly mild, calling for mild management. We're talking about disruptions like someone who is argumentative or disrespectful.

Try one, or more, if necessary, of the following tactics:

- Make eye contact with the disruptive person
- Remind the group of the agreed-upon norms
- Move toward the disruptive person
- Stand directly in front of the person
- Be silent and wait for the disruption to end
- Acknowledge the input, put it in your "parking lot" if appropriate, and go on
 - "You may be right."
 - "Thanks for your comment."
 - "How about if we park that comment and come back to it later."
- Ask for help from the group
 - "What does everyone else think?"
- Rearrange the seating if you think it will help
- Call for a break

Handling Persistent Disruptions

For more serious problems, or if the disruption persists, try these steps.

- Speak with the person privately
- Confront the behavior, not the person
- Speak for yourself only, not the class
- Seek to understand the reason for the disruption
- Ask the person to recommend a solution
- Review your expectations of classroom behavior if necessary
- Try to get agreement on expected norms
- Explain any consequences of continued disruptions

INDIANA **ADULT EDUCATION**



TEACHERS' HANDBOOK



Creating a Career-Infused Classroom Appendix



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT

Career-Infused Classroom Checklist

Category/Item	Yes	No	Some
Career Awareness: Is there evidence that the Instructor or advisor:			
1. identifies and explores student’s awareness of career exploration?			
2. provides an understanding that all jobs have certain training/skill and performance requirements?			
3. introduces students to the high demand occupations in the region?			
4. introduces students to the vast array of career information available to help them make informed decisions (e.g., http://www.acinet.org/)?			
5. explains the career planning process and how it can facilitate the attainment of educational and career goals?			
Self Exploration: Is there evidence that the instructor or advisor:			
6. helps students begin to talk about the hopes and dreams they have for their lives as the starting point for career exploration?			
7. helps students begin to understand the importance of setting goals to reach their dreams?			
8. aids students in identifying their own transferable skills?			
9. helps students find out about their interests and talents and how to use that information to guide educational and career decisions?			
10. helps students learn about skill categories and to identify their own skills			

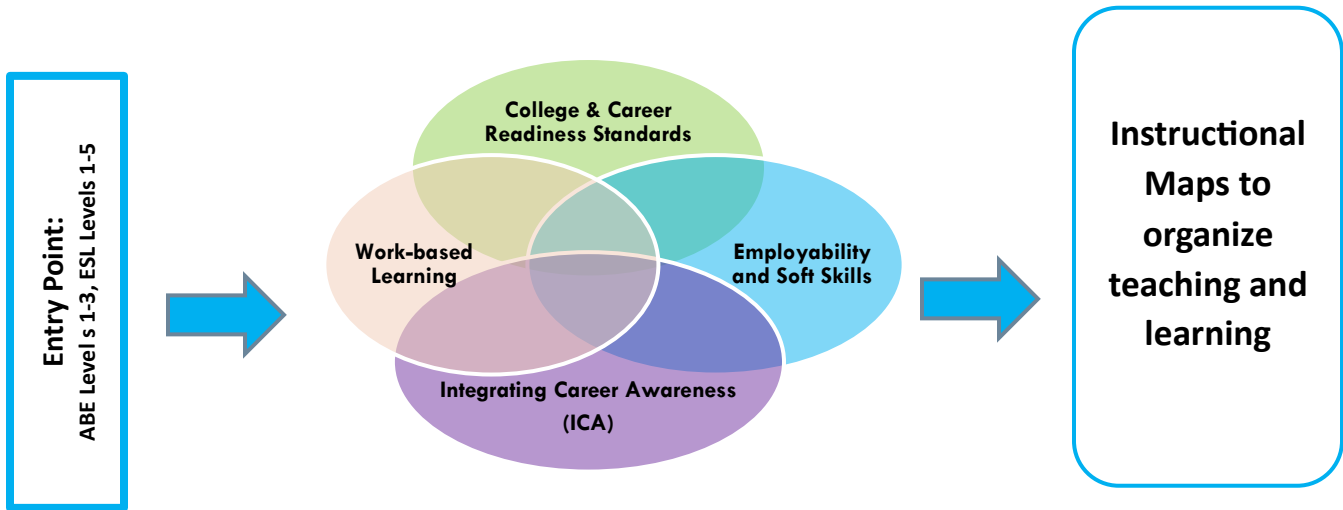
11. helps students identify their interests and talents and how to use that information to guide educational and career decisions?			
12. helps students identify what job values are and their importance in choosing a career; helps students prioritize their work values and clarify the importance of them?			
13. helps students understand the relationship between their interests, skills, values, and abilities, and how that informs educational and career options?			
Career Exploration: Is there evidence that the instructor or advisor:	Yes	No	Some
14. helps students become familiar with how to find occupational information on the Internet and to know what type of information is helpful in comparing occupational choices?			
15. helps students learn what labor market information is and how to use it?			
16. helps students learn how to conduct an informational interview?			
17. helps students think long-term about job opportunities?			
18. helps students learn about the rights of employees in the workplace?			
Career Planning: Is there evidence that the instructor or advisor:	Yes	No	Some
19. helps students make a good match between a desired occupation and their basic skills?			
20. engages students in building a monthly budget by identifying household budget items and estimating monthly expenses?			
21. helps students understand the advantages and disadvantages within choices that we make?			
22. helps students understand the different types of approaches to decision making and to identify their own decision-making approach?			
23. helps students understand what a goal is and the criteria for a SMART goal?			

24. helps students develop a system to support them in reaching a goal?			
25. helps students identify potential barriers and solutions to pursuing a career?			
26. helps students understand and identify their preferred learning styles, and become familiar with study strategies that support them?			
27. helps students understand the college admissions process, financial aid and what placement tests are, how they are used, and how to prepare for them?			
28. has students learn about the various types of postsecondary schools and institutions that provide further education and to understand the advantages and disadvantages of each?			
29. helps students learn how to access information from a college website?			
30. raises students' awareness about and use of campus resources for supporting student success?			
31. helps students learn about options for paying for further education?			
32. helps students understand the difference between a need versus a want, and how that can help in managing money?			
33. helps students develop next steps in student's career and educational planning process?			
Contextualized Learning: Is there evidence that the instructor:	Yes	No	Some
34. ensures that student interests and career plans have been identified?			
35. helps students understand why they are learning what she/he is teaching?			
36. knows what experiences the students have had and what their goals are?			
37. relates new concepts to what the students already know?			

38. ensures that students experience learning through hands on activities that allow them to discover new knowledge?			
39. uses real life materials in his/her teaching that are important to the students' lives?			
40. gives students opportunities to apply what they have learned to real life situations?			
41. has students regularly participate in interactive groups where they share information, make decisions, and solve problems?			
42. uses lessons and activities that encourage students to apply what they have learned to new situations including their planned futures?			
43. conducts research, interviews, and/or observations to determine the skills and knowledge needed for successful transition to the next step in the academic ladder of the career pathway?			
44. contextualizes content and skills to tasks related to selected career clusters, occupations, and/or occupational training curriculum?			
Work-based Learning: Is there evidence that the program provides:	Yes	No	Some
45. opportunities for paid or unpaid work experiences aligned to career interests?			
Soft Skills/Employability Skills: Is there evidence that the program provides:	Yes	No	Some
46. instruction in soft skills (teamwork, decision making, conflict resolution, etc.) and employability skills (resume writing, interviewing skills, etc.)?			
Co-enrollment in occupational training: Is there evidence that the program provides:	Yes	No	Some
47. opportunities for students to co-enroll in occupational training in high demand fields and contextualized academic support?			

McClendon, L. (nd) Contextualization: Creating a Support System for Contextualized Instruction A Toolkit for Program Managers. pp 46-47. Austin, TX:

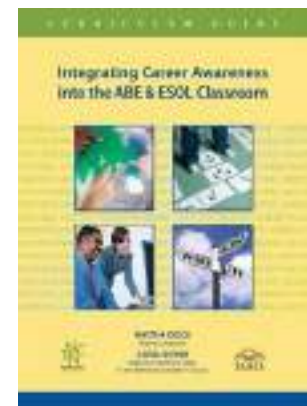
TIER 1: CAREER INFUSED



Tier 1 is designed for students who enter at ABE Levels 1 – 3 and ESL Levels 1 – 5. The overall intent of Tier 1 is to introduce students to career options so they can make informed decisions about future training and/or employment options as they strengthen their academic skills taught in the context of career awareness and employability skills. In the career-infused Tier 1, the focus is on contextualizing the College and Career Readiness Standards to high demand career clusters as well as content in the Integrating Career Awareness (ICA) curriculum and selected employability/soft skills that are critical to productive employment and job retention.

College and Career Readiness Standards: The core of career contextualized instruction rests in the academic skills that students need to know and be able to do to reach their educational and employment goals. The CCR Standards form the foundation for contextualizing employability skills and career awareness in Tier 1. It is important for students to see the academic skills they are learning within the employability and occupational contexts. They need to see that while they are learning about career options, for example, they are also learning very important academic skills that are needed for successful passage of high school equivalency tests, college entrance exams, employment tests, etc.

Integrating Career Awareness (ICA): ICA helps students to explore careers and learn about the educational and training requirements as well as the salary expectations for high demand jobs in their area. ICA provides you with valuable career-infused lessons that can be contextualized, for



example, to math and language standards so that students see the relevancy in what they are learning.

Employability Skills: Most discussions concerning today’s workforce eventually turn to employability skills. Finding workers who have employability skills that help them fit into and remain in the work environment is a real problem.

Employers need reliable, responsible workers who can solve problems and who have the social skills and attitudes to work together with other workers. Employees with these skills are in demand and are considered valuable human capital assets to companies. (Alabama Cooperative Extension Service <http://www.fremont.k12.ca.us/cms/lib04/CA01000848/Centricity/Domain/189/employability-skills.pdf>)

Employability skills are those general skills that are necessary for success in the labor market at all employment levels and in all sectors. Therefore, a career-infused classroom should integrate critical employability skills into classroom activities. Students should be made aware of the importance of demonstrating these skills during the interview and on the job.

While there are many resources available on employability or “soft” skills, you may find two particular resources very helpful.

1. The [Employability Skills Framework](#) is an initiative of the Office of Vocational and Adult Education, U.S. Department of Education. Its purpose is to consolidate and disseminate information on employability skills to form a centralized clearinghouse that helps inform the instruction and assessment of these skills. Information on this site, compiled from a variety of sources, represents a common understanding of employability skills supported throughout the U.S. government.



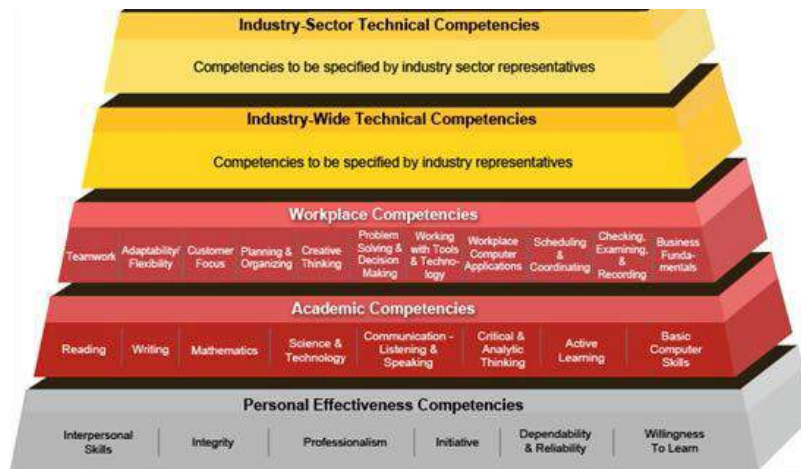
To support the instruction and assessment of employability skills, this website includes:

- An [interactive framework](#) that organizes employability skills;

- An [online tool](#) to inform the selection of an employability skills assessment;
- [Profiles](#) of state, local, and employer-led employability skills initiatives; and
- Links to [related initiatives](#).

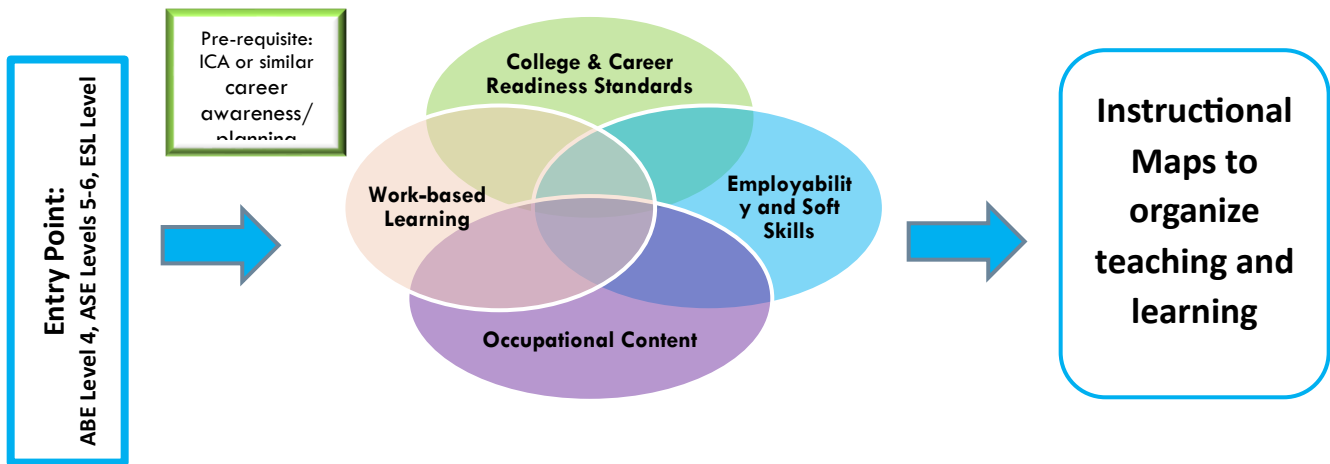
The website includes an interactive framework that provides details on each of the employability skills clusters.

2. A second source of information for employability skills is the [Competency Model Clearinghouse](#), developed by the Employment and Training Administration (ETA) in collaboration with business leaders, educators, and others.



The competency model documents the foundational and technical skills and competencies required for workplace success. A broad range of employability skills is also included within the model’s personal effectiveness and workplace competencies such as teamwork, customer focus, problem solving and decision making.

TIER 2: CAREER FOCUSED



Students who transition from Tier 1 to Tier 2 may have already completed career awareness, self-assessment, and career planning as outlined in the *Integrating Career Awareness* curriculum. If they have not or if they enrolled directly into your program at a Tier 2 functioning level, you will want to make sure that they complete a career awareness/planning process as a prerequisite before proceeding into the coursework.

Tier 2 is designed to focus on a specific career cluster or occupation based on students' interest, selected occupational program of study, and/or high demand jobs in your area.



Tier 2 contextualizes the CCR Standards with employability skills and occupational content specific to the selected career cluster or occupation. Tier 2 courses are often offered in one of two different delivery formats.

SEQUENTIAL

- Courses prepare students to enter and succeed in credit-bearing postsecondary education and training after they complete the Bridge course.
- Often focused on a career cluster or group of occupations
- Sometimes referred to as Bridge courses, such as GED Bridge to Hospitality.

CO-ENROLLMENT

- Courses in which students are co-enrolled in Adult Education and occupational programs of study at the same time.
- Focus on a specific occupation
- May involve team teaching between Adult Education and occupational instructor
- Concurrent or dual enrollment

Your program's capacity and available postsecondary and training options will obviously influence which of the models are most appropriate for your target population. Your local manager will work with local training and postsecondary partners to determine available options. The career-focused classes work best in a managed enrollment structure but with a little imagination, you can figure out how to adapt it in an open entry structure.

Employability Skills: In both Sequential and Co-Enrollment courses you will want to integrate employability skills to ensure that students can apply appropriate behaviors and practices in the workplace. Refer to the previous information about employability skills for Tier 1 for information on resources to do this.

College and Career Readiness Standards: As with Tier 1, the standards are selected that

the students need to reach their educational goals.

- If they need to pass a high school equivalency test, you will want to make sure that these benchmarks are addressed.
- You will also want to make sure that students can explicitly see the connection between the knowledge needed to pass a high school equivalency test and the knowledge needed to be successful in postsecondary education or job training.
- This may also mean that you will need to integrate additional skills and knowledge to ensure they have the prerequisite skills to successfully pass college entrance exams as well as skills needed to succeed in college, such as assistance with financial aid, study skills, time management, digital literacy, etc.

Occupational Content: The most significant factor that differentiates Tier 1 from Tier 2 is the occupational context. In Tier 2, the Content Standards are contextualized to the specific occupational skills associated with the selected career cluster or occupation.

So how do you find out what those occupational skills are so you can contextualize instruction? Here are a few helpful options.

- 1. Search online resources that provide the knowledge, skills and abilities (KSA's) or tasks for various occupations** such as:
 - O*NET
 - <http://www.onetonline.org/find/>
 - Career Info Net's Occupational Profile
 - <https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx>
- 2. Talk with your occupational providers.** Community college faculty, for example, are usually very willing to share with you the syllabi of their course offerings that will list the learning objectives of the courses. This is particularly important for integrated or I- BEST-like models because you need to work closely with the occupational instructor to ensure that your instruction is directly linked and supports the occupational instruction.
- 3. Explore occupational textbooks.** By examining the content of the textbooks that the students will be using in their occupational or job training programs, you can see what they will be learning, the degree of complexity, and the various contexts in which you need to teach.
- 4. Observe or audit the occupational course.** This is a great way to see firsthand what is being taught, the scope and sequence of instruction, and the application of the content.
- 5. Talk to employers in your selected career cluster or occupation or observe the worksite in person.** Ask them what types of technical and employability skills are most critical to productive employment in that field. Working with employers is in your supervisors' task list.

Now that you have an idea about the structure of the Career Contextualized Framework, let’s take a look at how you transfer the Framework into practice through the use of instructional maps.

USING A CAREER-INFUSED INSTRUCTIONAL MAP

The Instructional Map is a tool you can use to plan and organize your instruction. This tool can be used in open entry or managed enrollment classes, multi-level or leveled classes, and with any level of student. Before we take a look at it, let’s examine what it is and what it is not.

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none">• A planning tool to help you organize your instructional approach to contextualized learning.	<ul style="list-style-type: none">• A lesson plan
<ul style="list-style-type: none">• A tool to help you think about your daily lessons using the lesson plan template you already have	<ul style="list-style-type: none">• Intended to replace or duplicate current lesson plan templates
<ul style="list-style-type: none">• A tool that takes a broader approach – may cover one to four weeks of instruction or more	<ul style="list-style-type: none">• A prescription – can be adapted to fit your needs

The instructional map is illustrated on the next page followed by a detailed description of each section. The map was designed for Texas, but you could easily adapt it to your needs.

Career Infused Instructional Map

Time Period this Instructional Map covers: (e.g., # of weeks/days)	Class Structure: (check applicable items) <input type="checkbox"/> Open entry <input type="checkbox"/> Managed enrollment	NRS Levels : (check applicable items) TIER 1: ABE 1 2 3 ESL 1 2 3 4 5 TIER 2: ABE 4 ASE 5 6 ESL 6
INSTRUCTIONAL STRANDS		
What academic skills will the students know and be able to do? (Texas Content Standards and Benchmarks)	What employability skills will the students learn? (e.g., teamwork, problem solving, customer service, communication, etc.)	What occupational context will be used to contextualize instruction? (<i>Integrating Career Awareness</i> and/or specific career cluster or occupation)
Theme -		
List the primary learning activities and indicate which of the three instructional strands will be integrated into each.		List the assessment activities that will demonstrate that students understand and can apply new information?
<input type="checkbox"/> Academic <input type="checkbox"/> Employability <input type="checkbox"/> Occupation	<input type="checkbox"/> Academic <input type="checkbox"/> Employability <input type="checkbox"/> Occupation	
<input type="checkbox"/> Academic <input type="checkbox"/> Employability <input type="checkbox"/> Occupation	<input type="checkbox"/> Academic <input type="checkbox"/> Employability <input type="checkbox"/> Occupation	
Resources/Materials I Will Need:		

Career Infused Instructional Map

1 Time Period this Instructional Map covers: (e.g., # of weeks/days)	2 Class Structure: (check applicable items) <input type="checkbox"/> Open entry <input type="checkbox"/> Managed enrollment	3 NRS Levels: (check applicable items) TIER 1: ABE 1 2 3 ESL 1 2 3 4 5 TIER 2: ABE 4 ASE 5 6 ESL 6
INSTRUCTIONAL STRANDS 4		
5 What academic skills will the students know and be able to do? (Texas Content Standards and Benchmarks)	6 What employability skills will the students learn: (e.g., teamwork, problem solving, customer service, communication, etc.)	7 What occupational context will be used to contextualize instruction? (Integrating Career Awareness and/or specific career cluster or occupation)
8 Theme		

The top part provides information about the learning/teaching context including:

1. The time period of the developed instruction – for example, this could range from one week to four weeks or more.
2. The delivery structure of your class (open enrollment or managed enrollment).
3. The level of students being taught (within Tier 1 or Tier 2).
4. And then, notice the three strands or components. The template keeps the three strands in the forefront.
5. You will determine which benchmarks you want to address for the academic skills.
6. The specific employability skills that will be integrated into instruction.
7. The occupational context that will be used to contextualize the benchmarks.
8. Finally, the overall theme of your instruction.

Let's take a look at an example related to health sciences on the next page.

Career Infused Instructional Map

Time Period this Instructional Map covers: Four 90-minute lessons rotated every four weeks	Class Structure: (check applicable items) <input checked="" type="checkbox"/> Open entry <input type="checkbox"/> Managed enrollment	NRS Levels : (check applicable items) TIER 1: ABE 1 2 3 ESL 1 2 3 4 5 TIER 2: ABE 4 ASE 5 6 ESL 6
INSTRUCTIONAL STRANDS		
What academic skills will the students know and be able to do?	What employability skills will the students learn?	What occupational context will be used to contextualize instruction?
Reading: 1.3 Demonstrate awareness of reading for real-life purposes. Writing: 1.3 Determine the purpose and audience for communicating in writing with prompting. Math: 4.3 Model and apply meanings of addition and subtraction of decimals.	Teamwork Critical Thinking Communication Skills	Career exploration in health sciences
Theme - Explore health-related careers to gain understanding of the educational requirements and projected salaries.		

In this example, Lupe, the instructor, decided to develop four 90-minute lessons that would be rotated every four weeks in her open-entry class. Her class consisted of Tier 1 learners at ABE Levels 2 and 3. Health-related jobs were in heavy demand in her area, and the majority of students were very interested in learning about the different career options. She knew this from the goal setting process she used with all new students. Therefore, she decided to base her contextualized learning activities around the theme of exploring health-related careers to gain a better understanding of the educational requirements and projected salaries for various jobs within this cluster. She posted a schedule in her classroom, so the students would know when the health-related lessons would be conducted each week. She was pleasantly surprised that attendance and retention were very high for the sessions.

- Lupe wanted to integrate reading, writing, and math into the learning activities, so she listed three specific benchmarks that she would contextualize to the occupational context of career exploration in health sciences.
- She also decided that she could easily integrate teamwork, critical thinking, and communication skills into the activities so that the students would gain important employability skills at the same time.



With her initial planning in place, Lupe started brainstorming what her primary learning and assessment activities would look like. Let's take a look.

<p>List the primary learning activities and indicate which of the three instructional strands will be integrated into each. NOTE: Some of these learning activities will be preceded by explicit instruction related to the Texas Content Standards.</p>		<p>List the assessment activities that will demonstrate that students understand and can apply new information?</p>
<p>X <input type="checkbox"/> Academic X <input type="checkbox"/> Employability X <input type="checkbox"/> Occupation</p> <p>1 Career Exploration: Introduce health-related careers by showing a video on various occupations. Ask students to select two occupations that interested them the most. Group students with identical occupational preferences. Demonstrate to the students how to find information on ONET and have groups read additional information on their selected occupations. Ask them to write down information on training requirements, salary, and job tasks – either in narrative form or graphically on a poster board. Ask them to share what they learned with the class.</p>	<p>X <input type="checkbox"/> Academic <input type="checkbox"/> Employability <input type="checkbox"/> Occupation</p> <p>2 Planning a Budget: Ask students to share ways in which they use decimals in everyday life (money, car’s odometer, gas pump, etc.) Demonstrate the concept of adding decimals by using one of their examples. Allow students to practice the concept. Provide students with a budget worksheet that lists typical monthly expenditures (housing, utilities, food, clothing, transportation, entertainment, savings, etc.). Help students to determine what they are currently spending (or would be spending if they were living on their own) for each of the items. Be sure to use standard dollars and cents nomenclature such as \$60.25, \$100.00, etc. Have the students add all of their items together for a monthly budget. Then have students determine how much they would need for an entire year.</p>	<p>1. Career exploration: Class presentation on training requirements, salary, and job tasks of selected occupations</p> <p>2. Planning a Budget: Satisfactory completion of monthly budget and annual projection.</p> <p>3. Matching Budget to Occupation: Satisfactory completion of budget worksheet showing differences between expenditures and salary.</p> <p>4. Writing for Purpose and Audience: Based on a developed rubric, satisfactory completion of graphic organizer and one page narrative describing ways to live within a budget.</p>

<p>List the primary learning activities and indicate which of the three instructional strands will be integrated into each. NOTE: Some of these learning activities will be preceded by explicit instruction related to the Texas Content Standards.</p>		<p>List the assessment activities that will demonstrate that students understand and can apply new information?</p>
<p>X<input type="checkbox"/> Academic <input type="checkbox"/> Employability X<input type="checkbox"/> Occupation</p> <p>3. Matching Budget to Occupations: Demonstrate the concept of subtracting decimals. Allow students to practice the concept. Using the completed budget worksheets, have the students compare their annual budget to the annual salary for their selected health-related occupations. Have them calculate the difference by subtracting the two to determine if they will have money left over or if they will need an occupation with a higher salary. Use a prepared worksheet to help them make their calculations.</p>	<p>X<input type="checkbox"/> Academic X<input checked="" type="checkbox"/> Employability <input type="checkbox"/> Occupation</p> <p>4. Writing for Purpose and Audience: Demonstrate a graphic organizer to show how it can be used to organize ideas. Include sections on the organizer for purpose and audience and discuss how writing might differ depending on various audiences/purposes. Divide the class into groups and allow them to share the results of their budget activity with each other. Collectively, ask them to brainstorm what options each of them might have in either reducing their monthly expenditures, looking for another occupation with a higher salary, or other ideas on making ends meet. While they are brainstorming, direct them to jot down ideas they gain from the discussion on ways to live within a budget on the brainstorming chart. Students will then complete the writing assessment.</p>	
<p>Resources/Materials I Will Need:</p> <ul style="list-style-type: none"> • Computers and internet access • Health careers video • Budget worksheet • Salary calculation worksheet • Sample graphic organizer • Writing rubric 		

Do you see how Lupe was able to contextualize math, reading, and writing benchmarks to specific occupational contexts? Do you think the students learned some useful information that will help them both academically and personally? Did you notice how she integrated the employability skills through the learning activities themselves by having the students work in groups to build teamwork, make presentations to build communication skills, and analyze their budgets and ways to make ends meet to develop critical thinking skills? Finally, her assessment activities gave her evidence that the students could actually apply what they learned. Copies of some of her assessment templates are included in the Resource section of the handbook.

Lupe decided to start small by developing four primary learning activities to see how they would go. What she discovered was that students were so excited about the sessions that they wanted more! With her instructional map completed, it was very easy for Lupe to then use that information to develop more detailed lesson plans to expand the health-related sessions. Job well done!

Remember: the instructional map is a broad organizational planning tool. It is not intended to replace or duplicate the lesson plan template you are currently using. It is designed to make lesson planning easier by giving you a chance to first reflect on the overall focus or theme of your career-infused teaching. It is also not a prescription. Feel free to adapt it to meet your needs.

Online Reading Course

A series of five courses are available for adult educators who would like to learn more about teaching the essential components of reading. To register for these courses, please visit <http://literacyworkslincs.learnerweb.org>. Courses include:

- **Teaching Adults to Read: Alphabeticity (2-4 hours):** Participants learn about alphabeticity research conducted with adults and some important research with children, which supports and extends the research with adults. They practice using assessments for phonemic awareness, word recognition, and word analysis. Finally, participants develop an understanding of how structured reading programs are important to use with learners who have limited reading skills and plan instruction for intermediate-level readers who have “gaps” in their decoding skills.
- **Teaching Adults to Read: Fluency (2-4 hours):** The research indicates that teaching fluency may increase reading achievement. Participants look at aspects of the research and practice using tools for measuring fluency. They also discuss the characteristics of fluent reading and practice different techniques of guided repeated oral reading, the recommended instructional strategy for improving fluency.
- **Teaching Adults to Read: Vocabulary (2-4 hours):** The research on vocabulary is limited both for adults and in K–12; a few trends provide some direction. Basic formats for assessing vocabulary knowledge are reviewed and discussed for the purpose of informing instruction. Participants learn about approaches for identifying vocabulary words that should be taught and practice using instructional techniques to improve vocabulary skills.
- **Teaching Adults to Read: Comprehension (2-4 hours):** After learning about the research on comprehension, participants use *Applying Research in Reading Instruction for Adults: First Steps for Teachers* to learn about and practice methods for teaching reading comprehension to their adult students.
- **Teaching Adults to Read: Assessment Strategies and Reading Profiles (2-4 hours):** This course introduces, demonstrates, and provides practice in using the Assessment Strategies and Reading Profiles website. Participants learn how to navigate the website and use the Match-an-ASRP-Profile feature to access reading profiles that they can use to assess their individual students' reading strengths and weaknesses and target instructional needs. Participants review the research and assessment tools and learn how to use the site and the profiles to plan reading instruction for individuals and groups of students in the classroom setting.

MATH SUGGESTED READINGS BY TOPIC

Number and Operation Sense - Overview

- Clock, J., Boone, M., & Kiser, N. [What is Computational Fluency?](#)
- Schmitt, Mary Jane. [The Answer Is Still the Same.](#)
- Boaler, J., et al. [SEEING AS UNDERSTANDING: The Importance of Visual Mathematics for our Brain and Learning.](#)

Number and Operation Sense - Whole Numbers

- National Center for Improving Students Learning & Achievement in Mathematics & Science. (2003). [Algebraic Skills & Strategies for Elementary Teachers and Students](#) (Research brief).
- Curry, Donna (2007). [Integrating Arithmetic and Algebra.](#) *The Math Practitioner*. Vol. 13, #1.
- Curry, Donna (2009). [Revisiting Subtraction.](#) *The Math Practitioner*. Vol. 15, #2.
- Curry, Donna (2010). [Two Ways of Thinking about Division.](#) *The Math Practitioner*, Vol.15, #3.
- Reys, Barbara J. [Teaching Computational Estimation: Concepts and Strategies.](#)
- Russell, Susan Jo. [Developing Computational Fluency with Whole Numbers in the Elementary Grades.](#)
- Tierney, Cornelia C. (1985) [Patterns in the Multiplication Table.](#) *Arithmetic Teacher* (Vol. 32) pp. 36-40.

Number and Operation Sense - Proportion

- Lesh, R., Post, T., & Behr, M. (1988). [Proportional Reasoning.](#) In J. Hiebert & M. Behr (Eds.) *Number Concepts and Operations in the Middle Grades* (pp. 93-118). Reston, VA: Lawrence Erlbaum & National Council of Teachers of Mathematics.

Algebra topics

- Manly, Myrna, and Lynda Ginsburg. (Sept 2010) [Algebraic Thinking in Adult Education.](#) National Institute for Literacy.
- National Center for Improving Student Learning and Achievement in Mathematics and Science (2003). [Algebraic Skills and Strategies for Elementary Teachers and Students.](#)
- Star, J. R., Caronongan, P., Foegen, A., Furgeson, J., Keating, B., Larson, M. R., Lyskawa, J., McCallum, W. G., Porath, J., & Zbiek, R. M. (2015). *Teaching strategies for improving algebra knowledge in middle and high school students* (NCEE 2014-4333). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.

Geometry topics

- Malloy, C. (2002). [The van Hiele Framework.](#)
- Van de Walle, J. (2001). [Geometric Thinking and Geometric Concepts.](#)

English Language Acquisition Resources

FOR FURTHER STUDY ON ELA, CIVICS, AND CITIZENSHIP:

Adult Education and Family Literacy Act: English Language Acquisition -- March 2015

<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/english-language-acquisition.pdf>

This fact sheet highlights the impact of WIOA on English Language Learners (ELLs). It provides definitions of terms used in the WIOA legislation. It also outlines how WIOA funds may be used to provide opportunities to adult ELLs.

Citizenship Resource Center

www.uscis.gov/citizenship

This site provides learners, instructors, and organizations with a one-stop resource for locating citizenship preparation materials and activities.

Civics and Citizenship Toolkit

<http://www.uscis.gov/citizenship/organizations/civics-and-citizenship-toolkit>

This site offers a collection of citizenship preparation materials, resources, and information.

FOR FURTHER STUDY ON NEEDS ASSESSMENT AND SCREENING:

Beginning to Work with Adult English Language Learners: Some Considerations

[://www.cal.org/caela/esl_resources/digests/beginQA.html](http://www.cal.org/caela/esl_resources/digests/beginQA.html)

This article deals with some of the things that teachers who work with ELLs need to know when working with adult learners. This Q&A format discusses recommendations in four areas: application of principles of adult learning in ESL contexts, second language acquisition, culture and working with multicultural groups, and instructional approaches that support language development in adults.

The Importance of Learning Styles in ESL/EFL

<http://iteslj.org/Articles/Putintseva-LearningStyles.html>

This article reminds the teachers of the need to be aware of individual learning styles and learner diversity.

Learner Goal Setting

http://www.pearsonlongman.com/ae/emacs/newsletters/RMagy_Monograph.pdf

This document offers a clear and succinct set of recommendations for ESOL students regarding how to set and monitor goals.

Needs Assessment and Learner Self-Evaluation

http://www.cal.org/caela/tools/program_development/elltoolkit/Part2-5NeedsAssessment&LearnerSelf-Evaluation.pdf

This activity packet for teacher training includes several Needs Assessment Samples.

Practitioner Toolkit: Resources and Tools for Instructors Working with Adults and Families Learning English

http://www.cal.org/caela/tools/program_development/CombinedFiles1.pdf

This toolkit is designed to give guidance and information to ESL practitioners.

Teaching Multilevel Adult ESL Classes

http://www.cal.org/caela/esl_resources/digests/SHANK.html

In multilevel classes, teachers are challenged to use a variety of materials, activities, and techniques to engage the interest of the learners and assist them in their educational goals. This digest recommends ways to choose and organize content for multilevel classes; it explains grouping strategies; it discusses a self-access component, independent work for individual learners; and it offers suggestions for managing the classes.

FOR FURTHER STUDY ON CAREER AWARENESS:

Preparing English Learners for Work and Career Pathways: Companion Learning Resource

http://lincs.ed.gov/sites/default/files/LINCS_CLR-1_508_0.pdf

This product provides instructional tools, strategies, and resources that support career-focused, contextualized English language acquisition instruction.

ESL CURRICULA FROM OTHER STATES

- **North Carolina ESL Curriculum Guide**

<http://www.nc-net.info/ESL/guide.php>

These lessons provide instructors with a range of design elements, from simple to advanced. The lessons are not leveled.

- **REEP ESL Curriculum for Adults**

<http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/74/reepcurriculum/index.html>

The curriculum addresses nine proficiency levels ranging from Low Beginning to Advanced. Each level is designed for 120 to 180 hours of instruction, but the Needs Assessment component allows teachers to customize the curriculum.

Integrating Technology Resources

Below you will find resources you can use in the classroom. Beside each resource is a description of the website and some suggestions on how to use them for training or integrating technology into your lessons. Click on the button below the description to take you to the website.

TEACH PARENTS TECH



Teach Parents Tech is obviously designed for children to help their parents, but it could be used to help your colleagues down the hall too. You can customize your message so that it isn't addressed to mom or dad and is instead addressed to a first name. Even if you don't use the email template provided by Teach Parents Tech, you may find the site to be helpful in finding tutorial videos to embed in your blog or website.

[TEACH PARENTS TECH](#)

PLACE THAT STATE



This is a great geography game for the SMART Board. Students are given a state in a random order. They must place it in the correct location. The website calculates time and accuracy.

[PLACE THAT STATE](#)

TYPING WEB TUTOR



Typing Web is a great FREE resource to teach touch-typing. It has an instructor portal so you can register students and monitor progress. Certification exams in keyboard and 10-key with a super good looking certificate when complete. Includes games to increase typing skills.

[TYPING WEB](#)

MINI MOUSE



This site is designed for younger kids to teach mouse skills but would be great for adults that need to work on mouse skills, especially if they have never used a mouse with a computer.

[MINI MOUSE](#)

GRAPHITE



Graphite is a free service from Common Sense Education that makes it easy to discover the best apps, games, and websites for classroom use. This site includes tools that have been thoroughly reviewed by expert educators and received numerous teacher reviews called Field Notes. This is a website but is available on a iPad or iPhone via a web browser app.

[GRAPHITE](#)

FRONT ROW



Front Row is a free math practice website for grades K-8 that is aimed at addressing Common Core skills. Teachers can create classes to assign skills to learners. One unique feature is the ability to create and print custom worksheets for additional practice in skills students are struggling with.

[FRONT ROW](#)

SYMBALOO



Symbaloo allows you to bookmark your favorite online websites and tools that you wish your students to have quick and easy access to in the classroom.

[SYMBALOO](#)

TAGXEDO



Tagxedo turns words, famous speeches, news articles, slogans and themes, even your love letters into a visually stunning word cloud, words individually sized appropriately to highlight the frequencies of occurrence within the body of text.

[TAGXEDO](#)

GCF LEARN FREE



GCFLearnFree is a website that promotes a wide range of learning. Including Microsoft office, everyday skills, reading, math, work and career, and other technologies.

GCFLEARNFREE

FREE RICE



FreeRice.com is a fun learning tool to help students in multiple subject areas. Every question a student gets right donates 10 grains of rice to the World Food Program to help fight hunger.

FREERICE.COM

PERIODIC VIDEOS



A lesson about every single element on the periodic table

Videos/lesson plans for each element on the Periodic Table

[PERIODIC VIDEOS](http://PERIODICVIDEOS)

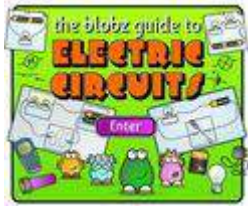
NEARPOD



Bring the classroom to life with interactive mobile presentations that teachers create and customize themselves on a mobile device or on the computer.

NEARPOD

THE BLOBZ GUIDE TO ELECTRICAL CIRCUITS



Fun activities to teach about electrical circuits.

[BLOBZ GUIDE ELECTRICAL CIRCUITS](#)

BLENDSPACE



Collect web resources in one place and share with just one link. Measure student understanding with built-in quizzes. Monitor student progress and adapt to student needs in real-time.

[BLENDSPACE](#)

AIRSERVER



Allows you to mirror your Ipad, Iphone, Windows phone, or Android device to your computer without the need for apple TV.

[AIRSERVER](#)

INTERMEDIATE COMPUTER ACTIVITIES (MICROSOFT WORD)



PDF worksheets. Activities that you can use with your more intermediate Microsoft Word users.

[MS WORD ACTIVITIES](#)



We are a dynamic digital content hub offering a suite of OER supports. Search for "Adult Education" to see what OER other adult educators have used and evaluated.

[OER COMMONS](#)



Printfriendly allows you to copy the URL from an online article copy and paste it to the Printfriendly page to either print or create a pdf to save paper when you print or save an article.

[PRINT FRIENDLY](#)



PDFescape is a free, online PDF reader, editor, form filler, & form designer. This is WONDERFUL for when you need to edit a PDF document!

[PDF ESCAPE](#)

Sample Learner Intake Survey

Many IDEAL programs use a survey as a counseling tool when screening prospective distance learners. Since blended learning most often includes similar aspects it could be adapted for its use. A learner completes the survey in a face-to-face setting, discussing the answers with the counselor. In the following example a “c” answer favors the person doing well in distance study; the “a” answer suggests the student would do better in a classroom situation. You can use a paper copy of this survey or build it into a web-based tool like Google Forms or Survey Monkey.

1. At home, I have a quiet place where I can study for this course:
 - a. No, a quiet place is not often available
 - b. Sometimes available
 - c. Always available
2. I am someone who:
 - a. Waits until the last minute
 - b. Needs reminding to get things done on time
 - c. Often gets things done ahead of time
3. When I think about all the things I do in a typical week (e.g., work, family, and social activities), the amount of time I have each week for online learning is:
 - a. Less than 5 hours
 - b. 5–9 hours
 - c. 10 hours or more
4. In my daily life, there is a lot of routine (for example, getting kids to school, going to work, and taking part in community or church activities):
 - a. Not at all true
 - b. Sometimes true
 - c. Very true
5. I have access to the technology (computer, tablet, smartphone, etc.) I will need for this course:
 - a. I'm not sure where I will find the technology I need for the course
 - b. Easily available, but not at my home
 - c. At my home
6. When I am asked to use a computer:
 - a. I wait to use it until later.
 - b. I feel a little nervous, but use it anyway or find someone to show me how to use it.
 - c. I look forward to using it.
7. Feeling that I am part of a class is:
 - a. Very important to me
 - b. Somewhat important to me
 - c. Not particularly important to me

8. Discussions in a class are:
 - a. Very useful to me. I almost always participate in class discussions.
 - b. Somewhat useful to me. I sometimes participate in class discussions.
 - c. Not very useful to me. I don't usually participate in class discussions.
9. When an instructor gives directions for an assignment, I prefer to:
 - a. Have the directions explained to me
 - b. Try to follow the directions on my own, then ask for help when I need it
 - c. Figure out the instructions myself
10. When I have a reading assignment for class or for work, I think of my reading skills as:
 - a. Lower than average. I usually need help to understand the text.
 - b. Average. I sometimes need help to understand the text.
 - c. Good. I usually understand the text without help.
11. When I have a writing assignment for class or work, I think of my writing skills as:
 - a. Weak. I find it hard to express myself in writing.
 - b. Average. I can express myself fairly well in writing, but sometimes have difficulty.
 - c. Good. I am comfortable expressing myself in writing.
12. Face-to-face interaction with my instructors and other students is:
 - a. A very important part of my educational experience
 - b. A somewhat important part of my educational experience
 - c. Not important to my educational experience

Technology Skills Assessment for Teachers¹³

This self-rating form is comprehensive and suitable for use to help teachers determine their own technology competencies. You may want to use the items here as a guide to develop your own checklist that focuses on the skills required by the particular distance education program you are offering.

1. Do you have a computer at your local program?
2. Does the computer at your program have Internet access?
3. Do you have access to other technology needed for the distance education program (smartphone, tablet, software, applications)?
4. Please indicate your knowledge level of each of the technology skills/tasks listed below. If additional training is needed, indicate that as well.

Technology Skill	Self Sufficient	Limited Knowledge	No Knowledge	Need Training
Start up and shut down a computer				
Open and close Windows (minimize and maximize)				
Work with the Taskbar				
Save a file to disk				
Create new folders				
Keyboarding skills				
Basic mouse navigation (clicking, right clicking and dragging, etc.)				
Cut/copy and paste				
Create an account that requires a username and password				
Log into websites that require a username and password				
Use Microsoft Word				
Insert media (video, screencasts, audio files)				
Create tables and graphs				
Create or format a document				
Create a spreadsheet				
Create a PowerPoint presentation				
Send and receive email messages				
Use Electronic list/Mailing list				
Download items from the Internet				

¹³ Updated from a previous version created by Kimberly McCoy (former Technology Projects Coordinator, Ohio Literacy Resource Center, Kent State University).

Technology Skill	Self Sufficient	Limited Knowledge	No Knowledge	Need Training
Attach documents to an email message				
Create an email address book				
Manage Bookmarks and/or Favorites				
Create a podcast				
Create a website/page				
Search the web				
Use chat features on a website				
Use different browsers for navigation on the Internet				
Use cloud-based collaboration apps: Google Drive or Dropbox				
Update software when prompted (Java, Adobe, etc.)				
Send and receive text messages				
Download and install apps on a mobile telephone				
Record audio and/or video on a mobile telephone				
Use video chat or webinar software				
Use social media to send messages and post media				
Complete assignments in a Learning Management System				
Participate in online discussion boards				

Tips for Teaching at a Distance

Below are some tips for distance teaching with adult learners.

1. Be prepared.

- Know your materials.
- Study the online procedures as a student. Register and learn!
- Prepare a method of recording information.

2. Be patient, firm, and forgiving.

Students will need to learn the following things, all at once, all online!

Typing	History	Reading	Organization	Email
Math	Communicating	Testing	Internet	Science
Spelling	Navigating	Websites	Grammar	Self-motivation

3. Try to really understand the reasons why the learner is studying online.

4. Don't judge a person by his/her writing in an email or text message.

5. Develop an online persona.

- Personality: Match their speed, expectations and rhythm.
- Sense of humor: Remember humor can be difficult to interpret without seeing facial expression, body language, and knowing the person well.
- Sixth sense: What do they mean by that?
- Educational presence: You get what you pay for.

6. Respond quickly and frequently.

- Response time: What can students expect from you? 1 or 2 business days? Consider texting students for quick check-ins or to schedule a meeting time.
- Form letters and emails: Use BCC to send updates to multiple students at once.
- Form answers or an FAQ page for frequent questions, site problems, and so on.

7. Respond appropriately.

- Watch terms and expressions.
- Never promise something you cannot deliver.
- Protect anonymity.
- Don't take it personally.
- Keep responses nonpolitical, nonreligious, and nonjudgmental.

8. Collect Necessary Information.

- Send a warm welcome email or video introduction immediately, asking about their current situation, educational background, goals, email address, and computer experience.
- Send Friday Progress Reports that they can just check and email back.
- Use multiple-recipient emails with discretion. Students prefer their anonymity. Send each email separately or use BCC unless they know they are part of a class.
- Keep a file of individual email correspondence for quick reference.

9. Motivate and encourage.

- Offer certificates for completed sections.
- Send praise, ecards, congratulations, digital badges.
- Ask opinions.
- Ask for help.
- Stay on top of regional happenings to mention in your correspondence.

10. Handle duplicate responses.

- Create a website, community, or Word/email document for posting and sending resources, references, duplicate questions, and problems on website affecting everyone

11. Set educational expectations.

- Response Time: Set expectations for teachers and student responses.
- Work in grammar and spelling gradually.
- Continually challenge.
- Use Open Educational Resources (OER).
- Ask about classes in their area, and offer to find an agency near them.
- Remind them often why they are doing this.

12. Keep yourself motivated, energized and enthused!

INDIANA **ADULT EDUCATION**



TEACHERS' HANDBOOK



Performance and Accountability



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT



Table of Contents

<u>Introduction</u>	2
<u>Overview of the WIOA Indicators of Performance</u>	2
<u>Periods of Participation</u>	4
<u>Measurable Skill Gains</u>	6
<u>Scenario 1</u>	7
<u>Scenario 2</u>	7
<u>Scenario 3</u>	8
<u>Credential Attainment</u>	9
<u>Exclusions</u>	10
<u>Adult Education Indiana Technical Education Reporting System (AE InTERS)</u>	11
<u>IET and IELCE Reporting</u>	11
<u>Roles and responsibilities</u>	11
<u>Required data reporting</u>	13
<u>Optional data reporting</u>	13
<u>Social Security Numbers</u>	14
<u>Schedule for data entry</u>	14
<u>Attendance hours</u>	14
<u>Follow ups</u>	14
<u>Accurate data entry and validation</u>	15
<u>Analysis</u>	15
<u>Program monitoring</u>	15
<u>Student records retention</u>	16
<u>Appendix</u>	17
<u>Indiana Adult Education Data Collection and Reporting Policy</u>	18



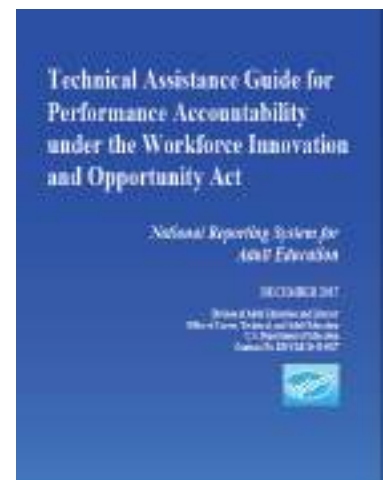
Introduction

NATIONAL REPORTING SYSTEM

Being accountable for the use of State and Federal Adult Education resources requires teachers to know how the program is measured, understand how results compare to performance standards, and continually make improvements in instruction and classroom management.

The National Reporting System (NRS) began in the 1990s as a Federal initiative to develop an accountability system for the Federally-funded adult education program. In 1995, Congress considered eliminating adult education as a separate program and integrating its activities into existing workforce development programs. To keep the program separate, it was essential to develop a strong data collection system to show the impact of adult education.

The National Reporting System (NRS) was developed as the national accountability system for adult education. NRS established assessment guidelines, common definitions, and standard data collection protocol in addition to criteria for measuring Federal performance measures. As a result, a national picture of what adult education programs across the country, including Indiana, are doing can be presented to Congress and other funders.



The [National Reporting System](https://nrsweb.org/) maintains a robust website (<https://nrsweb.org/>) with many helpful resources, including the [*Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act*](#).



Overview of WIOA Indicators of Performance

Under WIOA, there are common performance indicators under which every title, including Title II, is held accountable. The chart on the next page summarizes each indicator.

Performance Indicators	Measures	Categories or Definitions
Measurable Skill Gains (MSG)	Educational functioning level gain	<ul style="list-style-type: none"> Complete one or more EFLs as measured by an NRS-approved assessment Earn enough Carnegie Units or credits to move from ASE level 5 to ASE level 6 Enroll in a postsecondary educational or occupational skills program after exit and by the end of the program year
	Attainment of a high school credential	<ul style="list-style-type: none"> Receipt of a secondary school diploma or its recognized equivalent during enrollment or after exit and by the end of the program year
Employment Measures	Second-quarter employment	<ul style="list-style-type: none"> Employment in the second quarter after the exit quarter
	Fourth-quarter employment	<ul style="list-style-type: none"> Employment in the fourth quarter after the exit quarter
	Median earnings	<ul style="list-style-type: none"> Median earnings of participants employed in the second quarter after the exit quarter
Credential Attainment	Attainment of secondary school diploma or its recognized equivalent	<ul style="list-style-type: none"> Receipt of a secondary school diploma or its recognized equivalent and employed or entered into postsecondary education within 1 year of exit
	Attainment of postsecondary credential	<ul style="list-style-type: none"> Receipt of a postsecondary credential while enrolled or within 1 year of exit

Note: There is an additional performance indicator related to employer satisfaction that is still being defined in Indiana.

Three particular areas require a closer examination to better understand the impact of the accountability requirements on instruction: periods of participation (POPs), measurable skill gains (MSGs), and credential attainment.



Periods of Participation (PoP)

What are periods of participation?

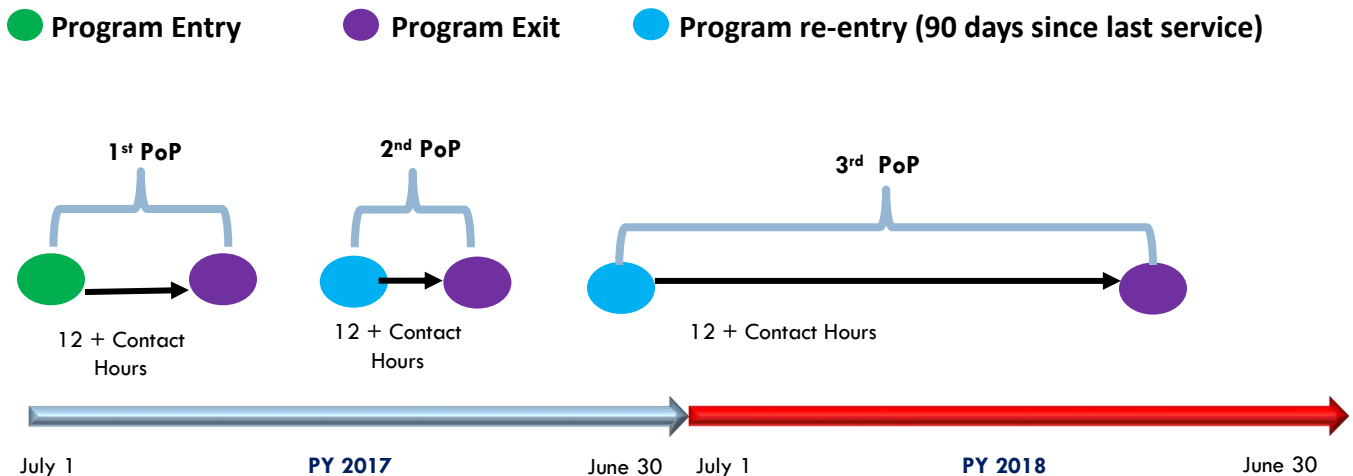
A period of participation begins when a participant enters the program and does not end until a participant exits the program. If a student has 12 or more contact hours during this time, the student is classified as a participant within a period of participation.

- A student is considered to have **exited/separated** from the program after a period of 90 days without service or up to 120 days if a prior planned exit and future service date were identified by the student and recorded by the staff.
- A PoP may cross program years depending on when the student enters the program and when the student exits the program. Individuals must achieve participant status each time a new PoP begins.

May a student have more than one PoP?

Yes, each time a student separates (90 days without service) and re-enters the program with 12 or more contact hours, the student is a participant in a new period of participation. Figure 1 illustrates three separate PoPs with the third one continuing across program years.

Figure 1. Periods of Participation (PoP) Example



What is a future service date?

A student who has a planned absence and expects to return may have a scheduled future service date. This date must be no more than 120 days from their last date of attendance. This must be recorded in InTERS.

If the student returns by the future service date, then the student does NOT exit/separate from the program, and the student's attendance record is evaluated for the same period of service or PoP.

For purposes of determining if a student is receiving service, the following do **not** count as service:

- Self-service
- Information-only services/activities
- Follow-up services

How are periods of participation used for calculating performance indicators?

State performance on all core outcome measures under WIOA, excluding median earnings, is calculated as a percentage of the total number of outcomes achieved by the total number of periods of participation.



So how does that apply in my classroom?

POPs can have a considerable impact on your student performance. Remember: every period of participation is a new service period and treated as if the student is a new enrollee. The student is held accountable for an MSG for each and every PoP. That's right, before WIOA you were only held accountable for one educational gain per student for the entire program year. It didn't matter if he attended, stopped, and then re-entered within the same year. Now, a new intake process is required for each period of participation, and you are held accountable for an additional MSG for each subsequent period of participation. Additionally, the State must conduct follow-up to collect data on the appropriate post-exit indicators for every period of participation.

Periods of participation also impact pre- and post-testing.

Pre-testing: When students enter the program, they are given one or more assessments to determine their initial placement and their pre-tests. Students must be given at least one assessment within their first 12 contact hours. The student's placement is determined by the lowest EFL score of the assessments. **The initial placement is for the entire program year regardless of the number of POPS a student may have.**

Post-testing: **The student is held accountable for a Measurable Skills Gain (MSG) every POP.** While there are five ways that students can earn an MSG depending on their program of study (discussed shortly), post-testing is often the most common method for earning an MSG. Therefore, students with sufficient hours (and progress) should be post-tested within every POP.



Measurable Skill Gains (MSGs)

Adults enroll in adult education programs for many different reasons, but most often they attend to gain the skills they need to be successful in school, the workplace, and their everyday lives. Under WIOA, programs are able to determine their success in helping students gain those skills using the measurable skill gains (MSG) indicator. This section explains what MSGs are, how they are measured, and who is included in the indicator.

What is a measurable skill gains indicator?

MSG is a WIOA-required indicator used to demonstrate participants' progress toward achieving a credential or employment. Although a period of participation may cross program years, MSGs are evaluated that occur within a program year for each PoP of a participant.

How are measurable skill gains earned?

For adult education programs, participants can demonstrate MSG in five ways depending on their program of study:

MSG by Educational Functioning Level (EFL) gain:

1. Advancing to one or more higher levels by pre and post-test EFL gain
2. Earning sufficient Carnegie Units (Adult High School) to move from Low ASE to High ASE
3. Exiting the program and entering post-secondary education (Co-enrollment in adult education and post-secondary does not count unless the student is still enrolled in post-secondary after he exits adult education.)

MSG by Secondary Diploma/Equivalent:

4. Earning an AHS Diploma
 5. Earning a High School Equivalency (HSE) diploma
-

Who is included in the measurable skill gains indicator?

MSG is reported for all participants (adults who receive 12 or more contact hours within the period of participation).



So how does that apply in my classroom?

Let's look at a couple scenarios so you can determine how MSGs and PoPs work in your classroom.

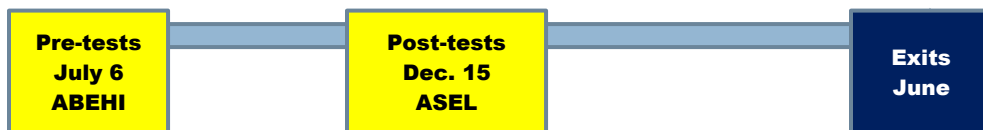
Scenario 1:

Jane enters your program on July 6 and attends continuously through June.



How many periods of participation does Jane have? If you answered one, you are correct. There were no 90 day exits in between.

Jane pre-tests on July 6 at ABEHI High Intermediate. She post-tests on December 15 at ASE Low, and she remains in the program through June but doesn't post-test again.



How many measurable skill gains does she have?

If you answered one again, you are correct. She completed a level in December and since she only had one PoP for the entire program year, you are only held accountable for one MSG for Jane.

Scenario 2:



Now let's look at John. John comes into your program on July 6 and stays in your program until December 16.



John has one period of participation.

He pre-tests on July 6 at ABEHI.

He post-tests at ASEL on December 1.

He completes the HSE Test on December 16

He doesn't come back to classes after receiving his diploma.



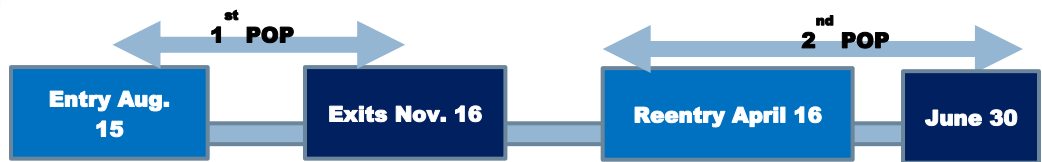
How many MSGs will John get credit for?

While he has earned two MSGs, only one gets counted per period of participation. Both his level completion and high school credential occurred within the same PoP.

Scenario 3:

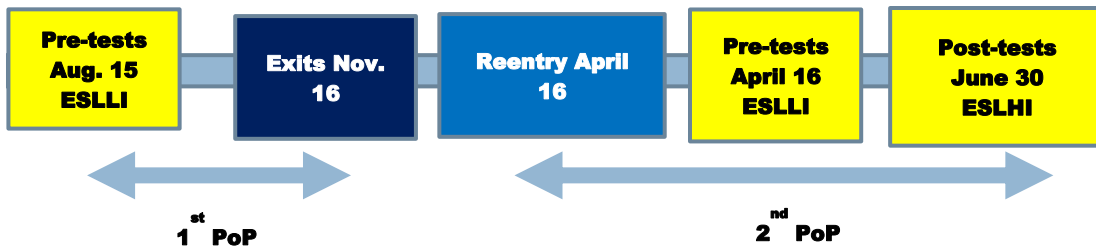


Maria comes into your program on August 15 and stays in your program until November 16 and comes back on April 16 and exits again on June 30.



Maria has two periods of participation.

- She pre-tests on August 15 at ESL Low Intermediate and stops coming to class on November 16. No post-test was given before she exited.
- She re-enters on April 16 and pre-tests at ESL Low Intermediate. On June 30, she post-tests at ESL High Intermediate.



How many MSGs did Maria earn during each POP?

During the first POP, Maria earned no MSGs because no post-test was given before she exited. During the second POP, she earned an MSG because she completed a level. So Maria had two Pops but earned only one MSG from level gain. Since Maria was post-tested at the end of the program year (June 30) there is no way to earn a second MSG through “retroactive” MSGs (see explanation below).

Can students with more than one PoP within a program year earn MSGs retroactively?

Yes, there are two retroactive MSGs:

1. **Pre/Post-test MSG:** If a student separates and returns and did not earn an MSG in his prior PoP, the student may earn an MSG based on their first post-test within the new PoP. If this results in an EFL gain, the gain is applied retroactively to the prior PoP. That post-test will serve as the post-test to the prior PoP, and the new pre-test for the new PoP. The student may earn an additional MSG if he achieves another EFL gain after post-testing with sufficient hours.



2. **HSE/AHS Diploma MSG:** If a student earns either an HSE Credential or an AHS Diploma, an MSG is applied to the student's current PoP and any preceding PoP within the program year.



Credential Attainment Indicator

Title II programs have always tracked the number of students obtaining a secondary credential as a follow-up outcome measure for NRS reporting. However, WIOA establishes a credential indicator that includes secondary and postsecondary credentials. This section explains the credential indicator, who is included in the measure, how it is calculated, and how it differs from previous measures.

What is the credential indicator?

The credential attainment indicator measures two types of credentials:

- Receipt of a secondary school diploma or its recognized equivalent and employed or entered into postsecondary education within 1 year of exit
- Receipt of a postsecondary credential while enrolled or within 1 year of exit

Who is included in the credential indicator?

- The secondary school diploma credential component of the indicator applies only to participants enrolled in a secondary education program at or above the ninth grade level who exited the program and who did not have a secondary school diploma or its equivalent.
- The postsecondary education credential component of the indicator applies only to participants who were enrolled in a postsecondary education or training program who exited.

How is the credential indicator calculated?

The credential indicator is calculated as a percentage of the total number of participants who exited during the reporting period who achieved either credential as defined above ***divided*** by the total number of participants (1) who exited and were enrolled in a postsecondary education or training program ***plus*** (2) all participants who exited and were enrolled in a secondary education program at or

above the ninth-grade level and did not have a secondary school diploma or its equivalent.

How is this different from previous reporting?

Participants must be enrolled at the ninth-grade equivalent or higher during participation in the program to be included in the measure, and they must be employed or enrolled in postsecondary education within one year after exit in order to be counted for achieving a secondary credential. Attainment of a postsecondary credential is a new performance indicator for the NRS under WIOA.



To get credit for the credential attainment indicator, a high school equivalency diploma is no longer good enough. The student must also enroll in postsecondary education or get a job within one year after exit. This reinforces the need to infuse career planning into your curriculum and assist students with navigating the transition to college.



Exclusions

Participants in correctional education programs (WIOA Section 225), who remain incarcerated at program exit, are excluded from all performance indicators except the Measurable Skill Gains indicator. Participants who exit the program due to the following circumstances may be excluded from the WIOA primary indicators of performance:

- The participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant.
- The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.
- The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days. The participant is deceased.



AE InTERS

All providers that receive state and federal funds from the DWD must collect, report, and submit required National Reporting System (NRS) and state data electronically using the software Adult Education (AE) InTERS. All providers should have AE InTERS installed on an on-site computer. Note that the site does require a user name and password. These are assigned by the local administrator through AE InTERS.

Each AE provider must have up-to-date local policies and procedures that align with current state policies and procedures for data collection and reporting on file. The AE staff with access to InTERS must attend the required InTERS trainings established during the program year.

Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE)

AE programs that receive funding for IET or IELCE programs have additional reporting requirements.

- 1) IET/IELCE completion date;
- 2) IET/IELCE participant drop date (if participants leave the program);
- 3) Name of the certification attempted; and
- 4) Certification attainment.

Roles and Responsibilities

To ensure an efficient and accurate data management system, a variety of Adult Education staff members play important roles.

Staff Position	Responsibilities
DWD Administrative Staff	DWD staff monitors adult education programs across the state and maintains the AE InTERS data system. Specific responsibilities include: <ul style="list-style-type: none"> • Installing software on computers at adult education sites; • Entering adult education programs in AE InTERS (program staff MAY NOT enter programs); • Providing technical support; • Monitoring data at least quarterly (more frequently if warranted); • Monitoring program data entry errors monthly or when notified by an adult education program; • Working with programs to fix data entry errors; and • Producing and submitting NRS tables to the federal government.

Staff Position	Responsibilities
Program Data Entry Personnel	<p>Program data entry personnel are responsible for:</p> <ul style="list-style-type: none"> • Entering student data at each adult education program site; • Adding course locations; and • Working with DWD on data entry errors/issues. <p>At least two staff members should be trained and have access to the system at all times.</p>
Program Operations Staff	<p>Program operations personnel are responsible for:</p> <ul style="list-style-type: none"> • Instructing students and assessing student progress; • Tracking attendance, test scores, and achievement of student-specified goals; and • Entering data in AE InTERS or working with data entry personnel to enter the data.
Adult Education Regional Coordinators	<p>Regional coordinators are responsible for:</p> <ul style="list-style-type: none"> • Using AE InTERS to monitor the performance of all programs within their region.

Required Data Reporting

The following information shall be collected and entered for each student in InTERS:

Demographics	•Race/ethnicity, gender, and age
Status	•Labor force status, public assistance status, urban or rural residency, disability status, education status, and current enrollment type
Test Scores	•All TABE and TABE CLAS-E scores, including both valid and invalid scores
Educational Gain	•Gains in all subjects as determined by TABE or TABE CLAS-E pre- and post-testing
Student Participation	•Contact hours and program enrollment type
Follow-up Measures	•Exit type, entered employment, retained employment, median earnings, secondary school diploma/equivalent and employed within one year of exit, secondary school diploma/equivalent and enrolled in postsecondary education training within one year of exit; postsecondary credential while enrolled or within one year of exit.

Optional Data Reporting

Providers may elect to collect and report both NRS follow-up measure data and secondary outcome data. While data matching will be employed, DWD recommends that AE providers utilize the InTERS system to record data on NRS follow-up measures when WIOA Title II participants self-report to the AE provider.

Optional NRS Follow-Up Measures:

- 1) *Employment Status*
 - a) First (1st) quarter after program exit¹;
 - b) Second (2nd) quarter after program exit;
 - c) Third (3rd) quarter after program exit²;
 - d) Fourth (4th) quarter after program exit; and

¹ This is a primary NRS follow-up measure.

² This is a primary NRS follow-up measure.

- e) Types of employment (name of employer) for each of the first four (4) quarters after program exit.
- 2) *Wages*
- a) First (1st) quarter after program exit;
 - b) Second (2nd) quarter after program exit;
 - c) Third (3rd) quarter after program exit; and
 - d) Fourth (4th) quarter after program exit.
- 3) *School Status*
- a) Enrollment in post-secondary education or training;
 - i) Date enrolled in post-secondary education or training;
 - ii) Type of post-secondary education or training;
 - iii) Attainment of post-secondary education or training credential;
 - iv) Type of training received; **AND**
 - v) Eligible training provider program of study.

Definitions can be found within the Participant Individual Record Layout (PIRL) at:

https://doleta.gov/performance/pfdocs/ETA%209170%20-%20WIOA%20PIRL_Final_V22_062716.xlsx

Social Security Numbers

DWD requires providers to request Social Security Numbers from their students to be entered in InTERS for data matching purposes. Students shall be informed that disclosure is not mandatory and is requested only for the purposes of data matching. Providers may not deny individuals services if the individual refuses to disclose his or her SSN.

Schedule for Data Entry

DWD strongly recommends that data be entered into InTERS on a weekly basis at a minimum. If the time lag for reporting data is too long, the likelihood of missing, and possibly inaccurate, data increases. Timely data entry will allow program staff and DWD to analyze data on a regular basis and use it for program planning and continuous program improvement.

While programs may determine their own schedule for data entry, DWD requires that all monthly data for NRS and state measures be entered by the **10th of the consecutive month**, and data should be available for review at all time.

Attendance Hours

Attendance shall be entered within twenty-four (24) hours of class time and no later than the end of the week.

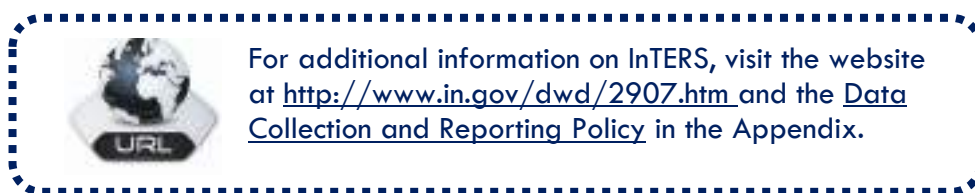
Follow-ups

DWD strongly encourages follow-ups to be conducted on exited students on a quarterly basis at a minimum. Follow-up information should be gathered for the NRS follow-up outcomes tracked on NRS Table 5: entered employment (2nd and 4th quarters after exit), retained employment, median earnings, secondary school diploma/equivalent and employed within one year of exit, secondary school diploma/equivalent and enrolled in postsecondary education training within one year of exit; postsecondary credential while enrolled or within one year of exit. Follow-ups can be recorded on paper then transferred into InTERS or directly entered into InTERS on the Follow-Up screen.

Accurate Data Entry and Validation: Programs shall make every effort to ensure accurate data entry. If DWD determines that a program has a pattern of data entry discrepancies beyond occasional errors, the program will be monitored and may be required to submit data documentation. All programs shall maintain and back up data documentations including attendance, student exit, and follow-up data in accordance with DWD policy 20XX-XX, Program Monitoring and Improvement Policy.

Analysis

DWD strongly encourages programs to monitor student progress and attendance through the active use of InTERS data on a daily basis. DWD recommends that administrators and consortium monitor their program(s) for compliance and progress through the data available in InTERS and that results are shared with staff on a regular basis.



Program Monitoring

DWD will perform an annual risk assessment for each program to determine which programs require a more in-depth review. As required by federal law, DWD staff will also perform an on-site review of any programs that are high risk according to the assessment results. Programs may access the risk assessment, desk review, and onsite review forms on the DWD adult education administration website at <http://www.in.gov/dwd/adultedadmin/>.

DWD will notify the fiscal agent and the program director overseeing the program if their program has been identified for further review. The notification will include further instructions on next steps and any additional information requested. These documents may include, but are not limited to, inventory of equipment purchased with grant funds, local attendance policy, and information on distance learning.

After DWD reviews the program information, DWD will inform the program if an on-site visit is necessary. If it is not, DWD will provide feedback that includes required changes and recommendations. DWD will follow up with the program to ensure any issues have been addressed appropriately.

On-site visits: Notification of an on-site review will include a request for any staff that should be made available for interviews during the visit, such as program director, teachers, fiscal staff,

counselors, and students. All program records must be made fully available to DWD staff during the on-site visit.

After the on-site visit, DWD will submit any observations and findings to the program. Observations will include areas of improvement for the program. Programs will be required to respond to all observations in writing with actions they are taking. Findings are issues deemed serious enough to initiate a Corrective Action Plan (CAP). DWD will work with the program to develop the CAP and the timeline for response. DWD will follow-up with all programs that are on a CAP to ensure required changes are being made.

Failure to implement elements of the CAP or achieve negotiated performance targets may result in DWD taking further action. These actions may include fiscal agent change and/or removal of AE program eligibility for federal and state funding. (EDGAR 34 CFR 80.43)



Student Records Retention

DWD requires AE programs to maintain student records in InTERS and in a student folder for data validation purposes, in accordance with AE Data Collection and Reporting Policy.

At a minimum, student folders shall be kept for three (3) full program years. If a program's student record is monitored, audited, or removed before the three (3) year period has passed, records must be maintained until the monitoring is completed or the three (3) year period has passed, whichever is later. To ensure the protection of student information, the folder's contents shall be disposed of eliminating the contents after no less than the necessary retention period (e.g., paper shredding).

In the event of a site or program closure, the student folders must be transferred to the program taking over the students. The incoming program will assume responsibility of those student records.

Student folder: Folders shall be kept in a secure area such as cabinets. Folder tabs shall be labeled legibly with the student's last and first name.

The student folder shall contain the following information:

- Release of information;
- Registration form/s;
- Assessment information;
- Exit form with principal's signature for any student 16 or 17 years of age; and
- Original versions of any additional signed documents.

The exit form for 16 and 17-year-old students may be reused if the student reenters the program.

INDIANA **ADULT EDUCATION**



TEACHERS' HANDBOOK



Performance and Accountability Appendix



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT



Eric J. Holcomb, *Governor*
Frederick D. Payne, *Commissioner*

To: Indiana’s Workforce System
From: Indiana Department of Workforce Development
Date: TBD
Subject: DWD Policy 2017-XX
Adult Education Data Collection and Reporting

Purpose

This policy provides guidance on the collection and reporting of data for state and Workforce Innovation and Opportunity Act (WIOA), Title II, adult education programs.

Rescission

DWD Policy 2013-4, Adult Education Data Collection and Reporting

Content

The Workforce Innovation and Opportunity Act (WIOA) requires the Department of Workforce Development (DWD), Division of Adult Education, to annually report specified data and information on Indiana’s adult education programs to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE). OCTAE has established National Reporting System (NRS) measures that address the federal accountability requirements of WIOA Title II, which are collected by DWD and submitted to OCTAE.

Adult education (AE) providers that receive federal and/or state funds from DWD must collect, report, and submit required NRS and state data electronically using the InTERS system. Each AE provider must have up-to-date internally created policies and procedures for data collection and reporting on file.

InTERS Training

All AE staff with access to InTERS must attend the required InTERS trainings during the program year. Failure to send AE staff to trainings may result in revocation of InTERS system access for untrained AE staff.

Required Data Reporting

Specific information shall be collected and entered for each reportable individual and adult education participant in InTERS.

- 1) *Demographics*
 - a) Race/ethnicity (self-identified);
 - b) Gender (self-identified);

- c) Date of birth;
 - d) Highest grade completed;
 - e) Highest educational level completed (degree earned);
 - f) Country of origin; and
 - g) Whether WIOA adult or youth.
- 2) *Status (at entry)*
- a) Employment status;
 - b) Long-term unemployment status;
 - c) Incarceration status;
 - d) Current school status;
 - e) Temporary assistance for needy families (TANF) status;
 - f) Adult Education status;
 - g) Job Corps status;
 - h) Vocational Rehabilitation status;
 - i) Wagner-Peyser Employment Service status;
 - j) YouthBuild status; and
 - k) Geographical status (whether residing in urban or rural area).
- 3) *Barriers (at entry)*
- a) Foster care youth status, homeless status, ex-offender status;
 - b) Low income status;
 - c) English Language Learner (ELL) status;
 - d) Basic literacy status;
 - e) Cultural barriers (self-identified) status;
 - f) Single parent status;
 - g) Dependent(s) status;
 - h) Displaced homemaker status;
 - i) Dislocated worker status; and
 - j) Migrant/seasonal farm worker status.
- 4) *Program Specific Information*
- a) Date of program entry;
 - b) Date of program exit;
 - c) Date of most recent career service;
 - d) Whether received training;
 - i) Date training received;
 - ii) Type of training received; and
 - iii) Eligible training provider program of study.
- 5) *Student Participation Metrics*
- a) Contact hours;
 - b) Program enrollment type;
 - c) Educational gains as determined by TABE and/or TABE CLAS-E pre- and post-testing;
 - d) Participant secondary credential or High School Equivalency (HSE) attainment;
 - e) Date student released from incarceration (if applicable); and
 - f) Indication of parent or guardian signature for participants under the age of eighteen (18)³.

³ Collection of a parent signature for minors is only necessary for those who attend classes. Some minors who qualify as reportable individuals do not require a parent signature.

Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE)

AE programs that receive funding for IET or IELCE programs have additional reporting requirements.

- 5) IET/IELCE completion date;
- 6) IET/IELCE participant drop date (if participants leave the program);
- 7) Name of the certification attempted; and
- 8) Certification attainment.

Optional Data Reporting

Providers may elect to collect and report both NRS follow-up measure data and secondary outcome data. While data matching will be employed, DWD recommends that AE providers utilize the InTERS system to record data on NRS follow-up measures when WIOA Title II participants self-report to the AE provider.

Optional NRS Follow-Up Measures:

4) *Employment Status*

- a) First (1st) quarter after program exit⁴;
- b) Second (2nd) quarter after program exit;
- c) Third (3rd) quarter after program exit⁵;
- d) Fourth (4th) quarter after program exit; and
- e) Types of employment (name of employer) for each of the first four (4) quarters after program exit.

5) *Wages*

- a) First (1st) quarter after program exit;
- b) Second (2nd) quarter after program exit;
- c) Third (3rd) quarter after program exit; and
- d) Fourth (4th) quarter after program exit.

6) *School Status*

- a) Enrollment in post-secondary education or training;
 - i) Date enrolled in post-secondary education or training;
 - ii) Type of post-secondary education or training;
 - iii) Attainment of post-secondary education or training credential;
 - iv) Type of training received; **AND**
 - v) Eligible training provider program of study.

Definitions can be found within the Participant Individual Record Layout (PIRL) at:

https://doleta.gov/performance/pfdocs/ETA%209170%20-%20WIOA%20PIRL_Final_V22_062716.xlsx

Social Security Numbers

DWD requires providers request Social Security Numbers (SSNs) from both participants and reportable individuals. SSNs are critical for DWD to utilize data matches to obtain data for federal reporting purposes. Participants and reportable individuals will be informed that disclosure is not mandatory and is requested **only** for the purposes of data matching. Providers may not deny individual services in the event the individual refuses to disclose his or her SSN.

Schedule for Data Entry

⁴ This is a primary NRS follow-up measure.

⁵ This is a primary NRS follow-up measure.

DWD strongly recommends that data be entered into InTERS on a **weekly** basis. Excessive time between data collection and entry significantly increases the likelihood that data will be lost and/or inaccurate data will be reported. Timely data entry will allow both program staff and DWD to analyze data on a regular basis and use that data for program planning and continuous program improvement.

While programs may determine their own schedule for data entry, DWD requires that all monthly data be entered by the **10th of the consecutive month**. This includes the cleaning up of any errors in the data from the previous month.

Attendance Hours

Participant attendance shall be entered within twenty-four (24) hours of the actual class time, and no later than the end of the week. Every effort shall be made to enter attendance within twenty-four (24) hours of class time.

Accurate Data Entry and Validation

Programs shall make every effort to ensure accurate data entry. All programs shall maintain back up data documentation, including attendance, student exit, and proof of parent/guardian signature if the participant is under eighteen (18) years of age.

Analysis

DWD requires programs to monitor student progress and attendance through the active use of InTERS data. DWD recommends that monitoring occur on a daily basis. DWD further recommends that administrators monitor their programs for compliance and progress through the data available on InTERS, and that results are shared with program staff on a regular basis.

Policy Compliance

Programs out of compliance with any part of the policy may be monitored and subject to a corrective action plan.

Effective Date

Immediately

Ending Date

Upon rescission

Contact for Questions

policy@dwd.in.gov

Action

Indiana's adult education system will follow the guidance contained in this policy.

INDIANA **ADULT EDUCATION**



TEACHERS' HANDBOOK



High School Equivalency (HSE) Testing



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT



Table of Contents

Introduction	2
HSE Testing Snapshot	3
HSE Subtests: Content, Structure, & Samples	5
Reading	5
Writing	6
Mathematics	7
Social Studies	8
Science	9
Providing Guidance to Students on HSE Testing	10
HSE Testing Accommodations	15
Appendix	17
Reading practice items	18
Writing practice items	21
Scoring Guidance for the Argumentative Essay	25
Math practice items	31
Social Studies practice items	35
Science practice items	39
HSE Testing Tips handout	42
Mathematics reference sheet	43
Calculator reference sheet	44



Introduction

In January 2014, Indiana adopted a new High School Equivalency (HSE) Test. An expert panel of representatives from the Indiana Department of Corrections (DOC), the Indiana Department of Education (DOE) and DWD were involved in evaluating all proposals offered, culminating in the selection of CTB/McGraw-Hill's (now Data Recognition Corporation - DRC) TASC® Test – the Test Assessing Secondary Completion. Indiana refers to TASC® as the High School Equivalency test (HSE).



There are two other national tests that assess equivalent knowledge of graduating high school seniors: the General Educational Development (GED®) Test and the High School Equivalency Test (HSET®). Indiana only administers the TASC/HSE Test.

Field tested and normed in 2013, the HSE Test is aligned to Office of Career, Technical, and Adult Education (OCTAE) National College and Career Standards for Adult Education, Next Generation Science Standards, and Social Studies national frameworks. Educators will notice the shift from basic factual knowledge to an increased emphasis on performance. The test addresses a new set of design considerations and criteria such as:

- Challenging cognitive tasks;
- Innovative item types such as performance tasks, technology-enhanced items, and extended constructed response items; and
- An emphasis on writing logical arguments based on substantive claims, sound reasoning, and relevant evidence.

As a teacher, it is important for you to understand the content, item types, and logistics of HSE testing so you can successfully prepare your students to earn their high school equivalency diploma. This section of the handbook will provide an overview of the HSE test and then explore each content area of the test in more detail.

For additional information, visit the TASC website at <http://www.tasctest.com/> or the Indiana DWD HSE webpage at <http://www.in.gov/dwd/2906.htm>





HSE Testing Snapshot

Question	Answer
TEST CONTENT AND FORMAT	
What does the test cover?	Reading, Writing, Mathematics, Science, and Social Studies
How long does it take to complete it?	Total of 7 ½ hours: Reading: 85 minutes Writing: 110 minutes (includes 45 minutes for essay writing) Mathematics: 105 minutes Social Studies: 75 minutes Science: 75 minutes
In what format(s) is the test available?	Both computer-based and paper/pencil
In what languages is the test available?	English and Spanish
What type of test items does it include?	Drag and drop with and without sequencing dependencies, evidence-based selected response, multiple selected response, performance tasks, technology-enhanced items, and extended constructed response items in addition to the traditional multiple-choice items to measure the depth, rigor, and complexity of comprehension.
What is a passing score?	A minimum score of 500 must be achieved on each subject area of the TASC Test. The one exception is the Writing test. In addition to achieving a scale score of 500, you must also earn at least a 2 on the essay portion to pass the Writing test.
What is the preferred calculator for the HSE test?	Texas Instrument Model TI-30XS – a scientific calculator with trigonometry and logarithm functions, but no graphing functions
What percent of graduating high school seniors can pass the HSE test?	Approximately 60 percent of high school seniors would be expected to pass all five HSE test subject area tests.
COST	
What does the test cost?	DRC’s fee for the TASC Test battery, which consists of 5 subtests (Reading, Writing, Math, Social Studies and Science), is \$52 (or \$10.40 per subtest). Additional Test Center costs of \$38 (or \$7.60 per subtest) also apply. <ul style="list-style-type: none"> • Subject area exams can be purchased one at a time for \$18.00 each or purchase all five subtests at once for \$90.00. • At the present time, payment for testing is collected by the test center.
What do retests cost?	The \$52 DRC battery fee (and the \$10.40 single subject test fee) includes up to 2 retests per content area/subtest if a passing score has not been obtained. Please note that the \$52 does NOT include any test center fees. Test center fees will be added to any retake; only the DRC cost is waived.

Question	Answer
ELIGIBILITY	
Who can take the test?	Eligibility has not changed. Applicants must be: <ul style="list-style-type: none"> • Living in Indiana for a minimum of 30 days before taking the test; • Without a diploma from an accredited high school in the United States; and • At least 16 years of age.* *Certain restrictions apply for 16 – 17 year old applicants.
What restrictions apply to 16 and 17-year-old applicants?	They must: <ul style="list-style-type: none"> • Have been a resident of Indiana for at least 30 days and provide valid proof of residency; • Have not previously achieved a high school diploma or HSE; and, • Have formally exited from any High School program and in possession of a letter of approval signed by any superintendent. (Note: this letter is sometimes called an “exit letter.”)
REGISTRATION	
How does an applicant register to take the test?	Registration and scheduling for the TASC Test in Indiana are done at the test center.
Where are HSE testing centers located?	Go to https://indiana.tasctest.com/ to find a test center.
Are there any time restrictions to taking the test?	Yes. Indiana examinees must take the entire group of subject area tests (“the battery”) within 60 days of taking the first test. Examinees who fail to meet this requirement will have to begin again, and their earlier results will not be counted.
ACCOMMODATIONS	
What type of accommodations are available?	Alternate formats, including large print, Braille, and audio, are offered. All examinees with a documented need can access three types of support including allowable resources, alternate formats, and special testing accommodations. (more detail later in this section)
TRANSCRIPTS AND DIPLOMAS	
How do applicants receive their diploma and transcripts?	This is handled by <i>Diploma Sender</i> . Examinees should visit: https://www.diplomasender.com/
Are there any promotional materials I can give my students?	Indiana has an HSE Testing brochure at http://www.in.gov/dwd/brandportal/assets/print/brochures/HSE-Brochure_DWD.pdf



HSE Subtests: Content, Structure, Samples

Reading

The Reading test includes multiple-choice, constructed-response, and technology-enhanced questions that test an examinee’s ability to understand the information presented in excerpts from newspapers, magazines, novels, short stories, poetry, drama, and business or legal text passages. The Reading test includes both literary and informational texts.

The chart below outlines the content types and structure of the Reading test.

Subject	Informational & Literary Language Literature
Allocated Testing Times	75 Minutes (Section 1 English) 80 Minutes (Section 1 Español)
Domain Coverage Percentages	Informational Texts (70%) Literary Texts (30%) Vocabulary Acquisition and Use (10-15% Overall) Sub-domains under both Informational and Literary Texts include: Key Ideas (30%) Craft (30%) Integration of Knowledge (30%) Vocabulary Acquisition and Use (10%)
Number of Questions and Format	48 (Computer-Based) or 49 (Paper-Based) Multiple-Choice Items 1 Constructed-Response Item 1 Technology-Enhanced Item (Computer-Based) Up to 8 Passages
Content Types	Literary Text Informational Text
Content Structure	Comprehension Analysis Application Synthesis



Reading Practice Items: A sample is located in the Appendix.

Others can be found at

<http://ctbassessments.com/pdfs/TASC Test Practice Items Reading.pdf>

Writing

In the Writing test, examinees will answer multiple-choice, constructed-response, and technology-enhanced questions in which they must identify errors and make corrections in sentence structure, usage, mechanics, and organization. Examinees will also write a text-based essay.

The chart below outlines the content types and structure of the Writing test.

Subject	Language Usage and Conventions (Section 1)	Writing Essay (Section 2)
Allocated Testing Times	105 Minutes (English) 110 Minutes (Español)	Includes 45 Minutes for Essay Writing Includes 45 Minutes for Essay Writing
Domain Coverage Percentages	Writing (15%) Grammar/Usage (30%) Capitalization/Punctuation/Spelling (25%) Knowledge of Language (30%)	
Number of Questions and Format	50 (Computer-Based) or 51 (Paper-Based) Multiple-Choice Items 1 Constructed-Response Item 1 Technology-Enhanced Item (Computer-Based) 1 Writing Prompt Based on 2 Passages	
Content Types	Language Usage Conventions	
Content Structure	Organization Sentence Structure Usage Mechanics Contexts	



Writing Practice Items: A sample is located in the Appendix.

Others can be found at

http://www.ctbassessments.com/pdfs/TASC_Test_Practice_Items_Writing.pdf

- A sample writing prompt for an argumentative essay is located in the Appendix, along with scoring guidance.
- For a sample informational writing prompt and scoring guidance, go to:
 - <http://www.tasctest.com/assets/informational-essay-writing-prompt-sample-item3.pdf> for the prompt and
 - <http://www.tasctest.com/assets/scoring-guidance-for-the-informational-essay.pdf> for the scoring guidance.

Mathematics

In the Mathematics test there are number, quantity, algebra, functions, and geometry questions, as well as some that cover statistics and probability. Most are word problems and involve real-life situations, or ask examinees to interpret information presented in diagrams, charts, graphs, and tables. Section 1 of the Mathematics test allows examinees to use a calculator. A calculator is not used in Section 2. Examinees will also be given a page of mathematic formulas to use during the test.

The chart below outlines the content types and structure of the Mathematics test.

Subject	Mathematics
Allocated Testing Times	50 Minutes (Section 1 English) 55 Minutes (Section 2 English) 105 Total Minutes 55 Minutes (Section 1 Español) 60 Minutes (Section 2 Español) 115 Total Minutes
Domain Coverage Percentages	Numbers and Quantity (13%) Algebra (26%) Functions (26%) Geometry (23%) Statistics and Probability (12%)
Number of Questions and Format	42 (Computer-Based) or 43 (Paper-Based) Multiple-Choice Items 11 Gridded-Response Items 1 Constructed-Response Item 1 Technology-Enhanced Item (Computer-Based)
Content Types	Numbers and Quantity Algebra Functions Geometry Statistics and Probability
Content Structure	Procedural Skills Conceptual Skills Application and Problem Solving



Math Practice Items: A few samples are located in the **Appendix**.

Others can be found at
http://www.ctbassessments.com/pdfs/TASC_MathSampleTestItems.pdf

Social Studies

During the Social Studies test, examinees will be assigned multiple-choice, constructed-response, and technology-enhanced questions on history, economics, geography, civics, and government. The Social Studies test gauges examinees' understanding of the basic principles in each of those areas. To do well, examinees must be able to read passages, illustrations, graphs, and charts.

The chart below outlines the content types and structure of the Social Studies test.

Subject	Social Studies
Allocated Testing Times	75 Minutes (Section 1 English) 80 Minutes (Section 1 Español)
Domain Coverage Percentages	US History (25%) World History (15%) Civics and Government (25%) Geography (15%) Economics (20%)
Number of Questions and Format	48 (Computer-Based) or 49 (Paper-Based) Multiple-Choice Items 1 Constructed-Response Item 1 Technology-Enhanced Item (Computer-Based) 8 Stimuli
Content Types	US History World History Civics and Government Geography Economics
Content Structure	Comprehension Application Analysis Evaluation



Social Studies Practice Items: A few samples are located in the Appendix.

Others can be found at

http://www.ctbassessments.com/pdfs/TASC_SocialStudiesSampleTestItems.pdf

Science

For the Science test, multiple-choice questions are pulled from the fields of Physical Science, Life Science, and Earth and Space Science. Each discipline is subdivided into several Core Ideas, each of which contains multiple performance expectations. Each test item assesses one performance expectation. Items may require recalling knowledge, applying knowledge and skills, or reasoning. The number of test items per Core Idea is proportional to the number of performance expectations within the Core Idea. As a result, each Core Idea will have about 2–5 items on a given test.

The chart below outlines the content types and structure of the Science test.

Subject	Science
Allocated Testing Times	85 Minutes (Section 1 English) 90 Minutes (Section 1 Español)
Domain Coverage Percentages	Physical Sciences (36%) Life Sciences (36%) Earth and Space Sciences (28%)
Number of Questions and Format	48 (Computer-Based) or 49 (Paper-Based) Multiple-Choice Items 1 Constructed-Response Item 1 Technology-Enhanced Item (Computer-Based) 8 Stimuli
Content Types	Physical Science Life Science Earth and Space Science
Content Structure	Comprehension Application Analysis Evaluation



Science Practice Items: A few samples are located in the Appendix.

Others can be found at

http://www.ctbassessments.com/pdfs/TASC_ScienceSampleTestItems.pdf



Providing Guidance to Students on HSE Testing

Your students are likely to ask you a variety of questions related to HSE testing. To help you in this information role, below are a few common questions that students ask. Remember: if you are unsure of the answer, don't guess. Contact your supervisor for guidance.

Click on any of the topics below for common questions and answers.

[Content and Length](#) [Test Format](#) [Passing Scores](#) [Cost](#) [Study and Test-Taking Tips](#)
[Registering for the Test](#) [Retesting](#) [After the Test](#)

CONTENT AND LENGTH OF THE TEST

What happened to the GED®?

You can explain that prior to 2014, the GED® Test was the only option nationally for earning a high school equivalency diploma. Then, two other test manufacturers developed equivalent tests – the TASC/HSE and HiSET. After careful review Indiana selected the HSE Test to reflect the knowledge and skills that Indiana graduates need. Assure students that the HSE Test is accepted by employers and postsecondary institutions.

How long is the HSE Test, and what subject areas are covered?

You may want to make copies of the chart below and distribute to your students.

Subtest	English	Spanish
Math Part 1 (Calculator Session)	55 minutes	55 minutes
15 Minute Break		
Math Part 2	50 minutes	50 minutes
Writing	110 minutes	110 minutes
Reading	85 minutes	85 minutes
Science	75 minutes	75 minutes
Social Studies	75 minutes	75 minutes

TEST FORMAT

Should I take the computer-based test or the paper-based test?

The test questions are the same on both. The decision depends on your student's comfort level with using computers. They need to be able to type and navigate around the screen using the mouse.

Students can also watch a short online video entitled *Online TASC Testing: It's Easier than You Think* at

<https://www.brainshark.com/drc/vu?pi=zHFz6UudQzGbd6z0&intk=387338065&r3f1=99a3dd8e82c6c2c5cddfbc878e938f8e9edfdbbf87999d91c298dfdba4dc8891999ec4d2dca6c5&fb=1>

The online version offers instant reports, except on tests that require scoring by hand (such as the writing subtest).

PASSING SCORES

What is the passing score for the HSE Test?

A minimum score of 500 must be achieved on each subject area of the HSE Test. The one exception is the Writing test. In addition to achieving a scale score of 500, you must also earn at least a 2 on the essay portion to pass the Writing test.

COST

What does it cost?

Examinees can buy the subject area exams one at a time for \$18.00 each, or purchase all five subtests at once for \$90.00. These fees include both the test manufacturer's costs and the local testing center costs. At the present time, payment for testing is collected by the test center.

The testing fee includes up to 2 retests per content area/subtest if a passing score has not been obtained; however, only the test manufacturer's fees are waived. The examinee will need to pay the local test center fee, if applicable.

Are there any waivers to cover the test fee?

Check with your supervisor to see if your program has any funding sources to cover test fees.

For example, DWD has partnered with Anthem BlueCross BlueShield to provide HIP Plus members



with free vouchers that cover the cost of the Indiana HSE test. Eligible examinees are given a voucher to bring to the local testing center. The testing center will then enter a voucher code upon registration, and Anthem Blue Cross BlueShield HIP Plus will cover all test costs.

STUDY AND TEST-TAKING TIPS

What are some good test-taking tips that will help me?

Check out the one-page [HSE test taking tips](#) in the Appendix. Make copies and give them to your students.



I don't need to study. I'm ready to take the HSE Test now.

Some students do not realize the rigor of the HSE Test. Having them take the online readiness test usually helps them realize that preparation would be advantageous!

I still feel uneasy about the Writing test. Where can I get more information about what to expect?

You can refer students to the TASC website where they can download free Writing Test Exemplars. These documents explain how informative and argumentative essays are scored and provide examples for writing at all score points.

<http://www.ctbassessments.com/pdfs/Writing%20Exemplars%20TASC%20Test.pdf>

Mathematics Reference Sheet	
Volume	Interest
Cylinder: $V = \pi r^2 h$	Simple Interest Formula: $I = prt$
Pyramid: $V = \frac{1}{3}Bh$	p = principal r = annual interest rate t = time in years I = Interest
Cone: $V = \frac{1}{3}\pi r^2 h$	Pythagorean Theorem
Sphere: $V = \frac{4}{3}\pi r^3$	$a^2 + b^2 = c^2$
V = volume r = radius h = height B = area of base	Central Angle
Coordinate Geometry	
Slope: $m = \frac{y_2 - y_1}{x_2 - x_1}, x_2 \neq x_1$	$m\angle AOB = m\widehat{AB}$
Special Factoring	Inscribed Angle
$a^2 - b^2 = (a - b)(a + b)$ $a^2 + 2ab + b^2 = (a + b)^2$ $a^2 - 2ab + b^2 = (a - b)^2$	
Quadratic Formula	$m\angle ABC = \frac{1}{2}m\widehat{AC}$
For $ax^2 + bx + c = 0$,	
$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$	

Do I get to use anything to help me remember mathematic formulas?

Make sure that students are familiar with and are using the [Mathematics Reference Form](#) located in the Appendix.

This reference sheet is available to examinees to use during testing so they should get familiar with it.

Do I get to use a calculator on the Mathematics test?

Examinees may use a TI-30XS calculator for Section 1, not Section 2. Make sure your students practice using it before taking the test. The [calculator reference form](#) is included in the Appendix.

I'd like to hear from someone who has actually taken the test. Whom can I contact?

You can refer them to the TASC blog where they can get advice from students like themselves on what to expect on the test.

<http://www.tasctest.com/blog.html>

Where can I get some extra instruction I can do on my own to help me better prepare?

There are five TASC webpages that contain study resources for each of the subtests.

Math

<http://www.tasctest.com/blog.html#ufh-c-205841-study-mathematics>

Reading

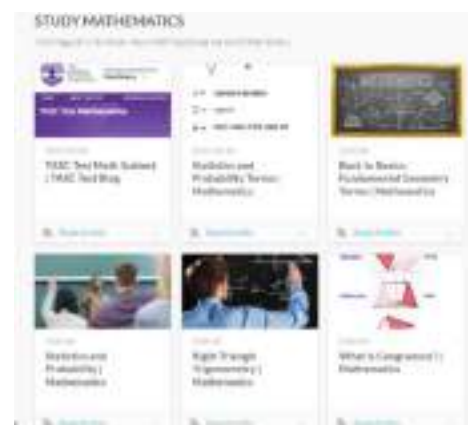
<http://www.tasctest.com/blog.html#ufh-c-205853-study-reading>

Writing

<http://www.tasctest.com/blog.html#ufh-c-205856-study-writing>

Science

<http://www.tasctest.com/blog.html#ufh-c-205847-study-science>



REGISTERING FOR THE TEST

How do I register to take the test?

Registration and scheduling for the HSE Test in Indiana are done at the test center.

What can I use as proof of identification?

Examinees must provide current, government-issued, photo-bearing proof of identification which includes their name, date of birth, address, and signature when they report to the test center.

- If the proof of identification does NOT include proof of Indiana residency for at least 30 days, they must also provide proof of residency from the list below.

Acceptable photo-bearing identification includes:

- Valid state driver's license (can be from other states, but if it is, proof of residency must also be provided. Please see list of acceptable proof of residency below.)
- Valid State ID
- Valid passport
- Military ID
- Any other form of government-issued ID (national or foreign), including Matrícula Consular

Acceptable proof of Indiana residency, which is required if the photo-bearing ID does NOT also provide proof of residency, includes any one of the following documents:

- Wage and tax statements (IRS Form W2)
- Indiana Auto Registration Card
- Bank Statement
- Cancelled Check
- Deed/Title, Mortgage, Rental/Lease Agreement
- Insurance Policy (homeowner's or renters)
- Official Mail received from a State, County, City or Federal Government agency such as:
 - Homestead Exemption Receipt
 - Jury Duty Notice
 - Selective Service Card
 - Social Security Annual Statement
 - Social Security Disability Insurance Statement
 - Voter Registration Card
 - Pay Stub or Electronic Deposit Receipt
 - Pension or Retirement Statement
 - Utility Bill (electric, water, refuse, telephone land/cell, cable, or gas)
 - Statement of Benefits from the Indiana Department of Employment Security or the Social Security Administration
 - Indiana Property Tax Bill

Are there any time limits for taking the HSE Test?

Indiana examinees must take the entire battery (i.e., all 5 subtests) within 60 days of the date the first subtest was taken. However, the battery does not need to be taken in one sitting, nor do all the subtests need to be passed within the 60 days. Examinees just need to complete each subtest within the 60-day period.

- Examinees who fail to take all 5 subtests within the 60-day-period must begin all over again. Scores from the incomplete battery will NOT be saved.

RE-TESTING

How long must I wait before I can retake a subject area test I do not pass?

Indiana examinees must take all 5 subtests (the “battery”) before retaking a subject area not passed.

- Retests must be on a form not previously taken.
- Examinees who take all three (3) forms of the test must wait 6 months before retesting on a form previously taken.

Can I retest for a higher score?

Examinees are welcome to retake a previously passed subtest for a higher score. When retaking the test for a higher score, they will be charged the usual DRC subtest fee of \$10.40, plus the test center fee.

Is there an expiration date on the retakes that are included on initial test purchases?

The two retest attempts included in the DRC fee must be taken within one year of the initial test date.

AFTER THE TEST

How long does it take to get my scores after I take the test?

After the manufacturer receives the paper-based tests, it can take up to 10 business days for reports to load into the reporting system. Reports from computer-based tests will be in the system within 24 hours, but it typically takes less than three hours.

How do I get my transcripts and diploma?

Indiana uses Diploma Sender to handle HSE Testing transcripts and diplomas. Examinees can go online and set up an account. Examinees should visit: <https://www.diplomasender.com/>



Testing Accommodations

Teachers play an important role in helping students with special learning needs acquire the accommodations they need to have a fair chance of earning their high school equivalency diploma. While the HSE Testing personnel can provide direct guidance to the examinee on the procedure and forms that need to be submitted, teachers are often the first point of contact. You need to understand the process so that you can provide informed advice. You will also want to have the student take HSE practice tests with the requested accommodations in the classroom prior to testing. This will help the student get a better idea of the testing situation and be more prepared on test day.

Examinees with a documented need have access to three types of support during HSE testing:

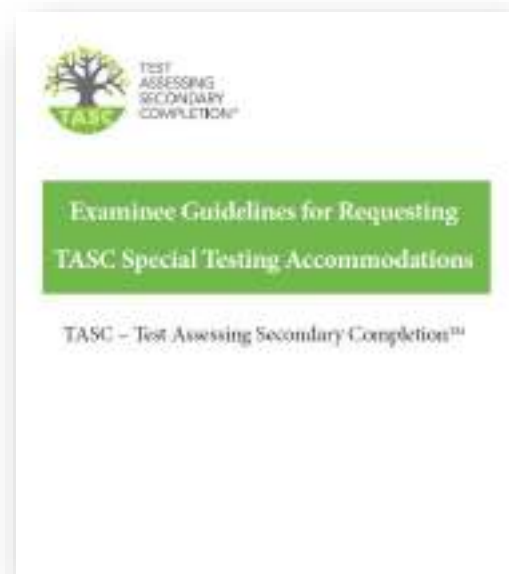
Allowable Resources: Allowable resources are tools, procedures, and materials that an examinee may use to support test taking. Allowable resources include items such as earplugs, magnifying glasses, noise reductions, or seat cushions. **No formal approval is required for the use of allowable resources.**

- In some cases a Prior Notification Form must be filled out and provided to the test center prior to testing so that the test center can prepare to support the request. A summary of allowable resources and the Prior Notification Form are on the TASC Test website at <http://www.tasctest.com>.

Alternate Formats: The HSE Test is available in English and Spanish in alternate formats including Braille and large-print editions. (The computer-based test offers a Magnifier button that the examinee can click to enlarge the entire screen at any time during testing.) A DVD of the oral test directions that are provided to examinees prior to each subtest administration is also available in American Sign Language upon request. **Any examinee may arrange to receive these alternate formats of the test or test directions when scheduling testing; no formal approval is required.**

While audio CDs in English and Spanish are also available alternate formats, examinees must apply to use audio CDs and the computer-based text-to-speech (TTS) counterpart through the special testing accommodations process and receive formal approval for their use. Audio CD presentations have been designed to be used in conjunction with large print test booklets. Extra time should also be requested when requesting audio CDs. (Braille tests are untimed.)

Special Testing Accommodations: Special testing accommodations, such as extra time, are intended to



account for the effects of a person's disability. Special accommodations are only approved for examinees with appropriate documentation diagnosing their disability or disorder and supporting the need for specified accommodations. Special testing accommodations must be approved by DRC. The examinee must submit a completed TASC [Special Testing Accommodations Request Form](#) to DRC in advance of the scheduled test date; DRC will process and send decision letters **within 30 working days** of the receipt of accurately completed request forms.

For additional information, access these valuable online resources:

- TASC Test Allowable Resources

[http://www.ctbassessments.com/secured/GHI/TASC Allowable Resources.pdf](http://www.ctbassessments.com/secured/GHI/TASC%20Allowable%20Resources.pdf)

- TASC Test Prior Notification Form

[http://www.ctbassessments.com/secured/GHI/TASC Prior Notification Form.pdf](http://www.ctbassessments.com/secured/GHI/TASC%20Prior%20Notification%20Form.pdf)

- TASC Special Testing Accommodations Descriptions

[http://www.ctbassessments.com/secured/GHI/TASC Accommodations Descriptions.pdf](http://www.ctbassessments.com/secured/GHI/TASC%20Accommodations%20Descriptions.pdf)

- TASC Special Testing Accommodations Request Form

[http://www.ctbassessments.com/secured/GHI/TASC Accomm Request Form.pdf](http://www.ctbassessments.com/secured/GHI/TASC%20Accomm%20Request%20Form.pdf)

- Examinee Guidelines for Requesting TASC Special Testing Accommodations

[http://www.ctbassessments.com/secured/GHI/TASC Examinee Guidelines.pdf](http://www.ctbassessments.com/secured/GHI/TASC%20Examinee%20Guidelines.pdf)

- TASC Special Testing Accommodations Approval Criteria

[http://www.ctbassessments.com/secured/GHI/TASC Accommodations Approval Criteria.pdf](http://www.ctbassessments.com/secured/GHI/TASC%20Accommodations%20Approval%20Criteria.pdf)

- TASC and TABE Read Aloud Accommodation Guidance

[http://www.ctbassessments.com/pdfs/TASC TABE Read Aloud Guidance.pdf](http://www.ctbassessments.com/pdfs/TASC%20TABE%20Read%20Aloud%20Guidance.pdf)

INDIANA **ADULT EDUCATION**



TEACHERS' HANDBOOK



High School Equivalency Testing Appendix



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT

TASC Test Reading Practice Items

Use these items to practice for the TASC Reading subtest. Once you reach the end of the test, check your responses against the answer key provided. Take the time to read the information preceding the answers to understand what you'll need to know and be able to do to prepare yourself to pass the TASC test. In the following multiple-choice questions, please circle the correct answer.

Good luck preparing for the TASC test!

Read the text. Then do Numbers 1 through 4.

How to Shop Safely Online

What is the best way to save parking charges and avoid crowds at the mall? You can shop online. More and more consumers are finding online shopping the most convenient way to make purchases. In 2010, online sales on the day after Thanksgiving were 15.9 percent higher than they were in 2009. New technology even makes it possible to shop from mobile devices. However, there is a downside to this new and easy shopping access. Not every online site is safe from hackers, and some sites deliberately try to mislead consumers.

Spoofing and Phishing

Some websites use web addresses that are formatted to look almost the same as legitimate sites. This tactic is called spoofing. The site may also use icons and trademarks similar to those on safe sites. A spoofed website often engages in another illegitimate activity called phishing. The object of phishing is to obtain credit card, bank account, or Social Security numbers from an unsuspecting consumer. On one of these sites, you might believe you are charging a pair of hiking boots, when you are actually providing some stranger with the information needed to book a flight to Acapulco on your credit card.

There are some commonsense ways to recognize a spoofed site. Check the web address carefully to make sure the domain name is in bold type. Make sure there are no typographical errors in the name. Spoofers often use a name that is just a few letters different from a legitimate site. Pay careful attention to any warnings from your web browser saying that a site is potentially unsafe. Keep your browser updated so you have the latest available protection.

(Continued on next page)

Reading

- 1** Which conclusion could most likely be drawn about shopping online?
- A** Online shopping offers consumers both risks and convenience.
 - B** Consumers are limited by shipping charges when shopping online.
 - C** Online shopping is less expensive than shopping in traditional stores.
 - D** Items found while shopping online are of better quality than store products.
- 2** Which sentence from the text best helps develop the idea that there are ways to shop safely online?
- A** More and more consumers are finding online shopping the most convenient way to make purchases.
 - B** Some websites use web addresses that are formatted to look almost the same as legitimate sites.
 - C** The site may also use icons and trademarks similar to those on safe sites.
 - D** Keep your browser updated so you have the latest available protection.

Reading

3 Read this sentence from the text.

On one of these sites, you might believe you are charging a pair of hiking boots, when you are actually providing some stranger with the information needed to book a flight to Acapulco on your credit card.

The author **most likely** included the sentence to

- A show that security systems are ineffective
- B dramatize how tricky some websites can be
- C suggest that irresponsible websites are on the rise
- D explain how easy it is to purchase something online

4 Read this sentence from the text.

Spoofers often use a name that is just a few letters different from a legitimate site.

What does the word **legitimate** mean as it is used in the sentence?

- A accurate
- B believable
- C genuine
- D working

Reading

TASC Test Writing Practice Items

Use these items to practice for the TASC Writing subtest. Once you reach the end of the test, check your responses against the answer key provided. Take the time to read the information preceding the answers to learn what you'll need to know and be able to do to pass the TASC test. In the following multiple-choice questions, please circle the correct answer.

Good luck preparing for the TASC Test!

1 Read these sentences.

Waiting for news about the flight delay, Sam looked for a quiet place in the noisy terminal to make a phone call. Jordan tried to find an outlet where she could plug in her computer.

Which revision most clearly combines the two sentences?

- A** Waiting for news about the flight delay, Sam, while Jordan tried to find an outlet where she could plug in her computer, looked for a quiet place in the noisy terminal to make a phone call.
- B** Waiting for news about the flight delay, Sam and Jordan looked for a quiet place in the noisy terminal to make a phone call and tried to find an outlet where she could plug in her computer.
- C** Waiting for news about the flight delay, Sam looked for a quiet place in the noisy terminal to make a phone call, while Jordan tried to find an outlet where she could plug in her computer.
- D** Waiting for news about the flight delay, Sam looked for a quiet place in the noisy terminal to make a phone call, although Jordan tried to find an outlet where she could plug in her computer.

Writing

2 Which of these sentences includes a misspelled word?

- A** Bobby was ecstatic about heading into the city with his friends for a baseball game this weekend.
- B** He also had reassured his brother that he would bring him an extraordinary souvenir from the ballpark's gift shop.
- C** The spring weather was already getting warm but had not become miserably hot yet—perfect weather for a baseball game!
- D** Bobby had promised his little brother that he would take pictures of some of the star players, as well as attempt to aquire their autographs.

3 Read this sentence.

There was an effortlessnness with which Barry played his guitar, and it was making it appear as if he and his instrument had—because of something almost impossible to describe—miraculously merged together into a single, music-producing unit.

Which revision of the sentence best expresses the idea precisely and concisely?

- A** He and his instrument were a miraculous music-producing unit, impossible to describe.
- B** Miraculously merged together, Barry played his guitar with an effortlessnness as if he and his instrument were a single, music-producing unit.
- C** The effortlessnness with which Barry played his guitar made it appear as if he and his instrument had miraculously merged into a single, music-producing unit.
- D** There was an effortlessnness in how Barry played his guitar—because of something almost impossible to describe—and it was making it appear as if he and his instrument had miraculously merged together into a single, music-producing unit.

Writing

Read the paragraph.

An everyday hero is the average person who responds out of a sense of urgency to a situation that demands immediate action. The everyday hero recognizes that complacency is not an option. Risk to self is considered, but generally only after the fact.

- 4** Which sentence best concludes this paragraph?
- A** The world is filled with many different kinds of heroes.
 - B** The actions define the hero as a giver, touching humanity in the process.
 - C** The everyday hero is the next-door neighbor who rescues the child from the oncoming car.
 - D** The size of the risk is of no matter to the hero because there is little time to consider the consequences.

Writing

7 Essay Prompt

There is an ongoing debate in the public domain as to whether free public libraries are still practical in today's world. What are the implications for society of a "free" public library system? Has the time come for cities to consider requiring patrons to pay a fee to use library services?

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the free library system. Be sure to use information from both texts in your argumentative essay.

Before you begin planning and writing, read the two texts:

1. The Worthwhile Investment in Free Public Libraries
2. Can We Afford "Free" Libraries?

As you read the texts, think about what details from the texts you might use in your argumentative essay. You may take notes or highlight the details as you read.

After reading the texts, create a plan for your argumentative essay. Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph.

Now write your argumentative essay. Be sure to:

- Introduce your claim.
- Support your claim with logical reasoning and relevant evidence from the passages.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- Use words, phrases, and clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Writing



TEST
ASSESSING
SECONDARY
COMPLETION™

Scoring Guidance for the Argumentative Essay

TASC Test Assessing Secondary Completion™

What are Exemplars?

Exemplars are descriptions of typical student skills and behaviors that a teacher looks for when evaluating performance. They provide criteria or guidelines for evaluating student performance by determining ratings based on a scoring rubric. Standards rubrics define what meets today's educational assessment criteria, allowing teachers (and students) to distinguish between different levels of performance.

How do I score examinee practice essays?

Handscoring the TASC Test essay response utilizes three component elements: the rubric, the anchors, and additional samples for training or clarification. These components are generally defined below and provided in detail in subsequent pages of this section of the manual.

Rubric:

The foundation of handscoring is the rubric. The rubric provides the descriptive requirements for each score point that can be awarded to an examinee's work and is the primary tool used in making scoring decisions. In scoring Writing prompts, the rubric will guide the scorer in how to look at the essay as a whole in order to determine a single score. The TASC Test Essay Scoring Rubric has a score range from 0-4. When taking the TASC Test the essay score is doubled to become part of the official Writing Subtest score.

Anchor:

For each score point in the rubric, the anchor paper is a response that best typifies the rubric. It is not a borderline paper but rather one that falls within the rubric-designated score point fairly clearly. The anchor sets the standard for that score point and is occasionally referred back to by the scorer in order to maintain consistency in scoring.

Additional Examples:

Additional examples are sometimes provided to help a scorer understand the range of a score point. They are used to demonstrate the differences between two or more papers of the same score point and to help scorers better determine where the lines fall between two different score points.

The Rubrics Used for the TASC Test Writing Prompt Are As Follows:

Score Point: 0

The response is completely irrelevant or incorrect, or there is no response.

Score Point: 1

The response provides evidence of an attempt to write an essay that offers an opinion or argument.

- Weakly states or alludes to an opinion or claim
- Has minimal support for opinion or claim
- May be too brief to demonstrate an organizational structure
- Makes no attempt to acknowledge or counter opposing claims
- Uses words that are inappropriate, overly simple, or unclear
- Provides a minimal or no concluding statement or section
- Has errors in usage and conventions that interfere with meaning

Score Point: 2

The response is an incomplete or oversimplified essay that develops and supports an opinion or argument.

- Attempts to establish an opinion or claim
- Develops, sometimes unevenly, reasons and/or evidence to support opinion or claim
- Attempts to use an organizational structure
- Makes little, if any, attempt to acknowledge or counter opposing claims
- Uses simple language, which sometimes lacks clarity
- Provides a weak concluding statement or section
- May have errors in usage and conventions that interfere with meaning

Score Point: 3

The response is a complete essay that develops and supports an opinion or argument.

- Clearly introduces an opinion or claim
- Uses reasoning and evidence to support opinion or claim
- Uses an organizational structure to present reasons and relevant evidence
- Attempts to acknowledge and/or counter opposing claims, as appropriate
- Uses clear word choice
- Uses words and/or phrases to connect ideas
- Uses an appropriate tone
- Provides a concluding statement or section that follows from the ideas presented
- Has few, if any, errors in usage and conventions that interfere with meaning

Score Point: 4

The response is a well-developed essay that develops and supports an opinion or argument.

- Effectively introduces an opinion or claim

Few places remain in our communities where people can enter without an admission price, sit comfortably in a heated or air-conditioned environment, and have the quiet enjoyment of reading a newspaper or magazine. People may often first associate children with libraries. However, libraries offer services for teens looking to apply for their first job and for students preparing their college entrance essays. Many local libraries offer tax preparation services at no

It's true that a library also employs people and provides services. Like the first article says, libraries do give people a place to meet, they help educate people, and they preserve history. But why must all taxpayers pay for these, especially if they don't use the services? Therefore, libraries should charge membership fees to belong. If people don't want to pay the fees, they can go to schools.

In conclusion, I feel that libraries should no longer be subsidized by tax payer's money. Libraries are a thing of the past. "The nonprofit public library is well over 100 years old." People who want a library should pay for it, and people who don't use libraries should use their money to support other community services.

Annotation: This 3-point response addresses the demands of the prompt and is a complete essay with a clear introduction, development, and conclusion. The essay uses evidence and reasoning from the texts (lack of relevance, other services that need taxpayers' money) to support the claim that libraries should no longer be free to the public and funded by taxpayers' money. The claim is clearly established in the first paragraph and supported with text-based evidence in the second paragraph. The third paragraph attempts to acknowledge and refute the counter-claim that libraries offer employment and services for a community, but there is some ambiguity in this part of the argument. Overall, the ideas are connected (references to jobs at end of second paragraph and beginning of third, use of transitional words such as "also" and "therefore"), and the word choice is simple, but clear. There is some attempt at using more academic language ("bear the burden," "subsidized"). The few errors in usage (apostrophe use in phrase "taxpayers money," run-on sentence in third paragraph, some unclear pronoun references) do not interfere with the essay's overall meaning but do indicate a lack of knowledge and/or application of basic rules.

Score Point 2

Yes, libraries should still be free to everyone. Some people cannot afford internet or computers and can't learn information they need to know unless they have a library where they can do that. Other people need help with their taxes. Some people need a place to meet their friends where it's quite and you can work.

Everyone has to pay a lot of taxes. Too much, I think. So we should get something from all those taxes that we pay.

Libraries help to make people smarter, like the article says. They help people self-educate and stop "brain drain."

Libraries also are a place where history can be saved. Like, important things about your community can be found out by going to the library.

They are a hub of community activity because they are a place where people can meet and learn things, like how to get ready for a test or how to babysit. If we didn't have libraries,

people will not have a place to learn those things for free. They would have to pay for them and not everyone has the money to pay for those services.

People's taxes are needed for other services, too, like EMT and fire services, that are true. But that doesn't mean taxes can't still keep libraries open and free to the public. So I say, keep libraries free to keep people smart.

Annotation: This 2-point response is an over-simplified essay that weakly states the claim in the first sentence ("Yes, libraries should still be free to everyone") and then supports the claim with ideas from the text and the writer's own experiences and ideas. The essay has an introduction (statement of claim), uneven development, and a simple conclusion. The writer has attempted to use text-based support in paragraphs 1-3 in which ideas are taken rather directly from the text that supports free libraries. There are inconsistencies in how the text evidence is integrated, quoted, or acknowledged. The paragraphs are simple and lack full development. The writer's word choice is informal and sometimes vague ("Like, important things"). Errors throughout the essay (frequent misspelling of "libraries" and other words, lack of apostrophe in "thats" and "its," sentence structure errors, capitalization errors) indicate a lack of knowledge about usage and conventions, even though a reader may still be able to determine the intended meaning.

Score Point 1

Even though libraries are good to have, we really don't need them anymore! Now we have commuters and can get what we need on our phones. Libraries use to be a place to go to borrow books or read the news or sometimes to go to a meeting. Like AA meetings. Those were good reasons to have a library. But now libraries don't mater. We can do all those things on our phones. Well, maybe we can't have meetings on our phones. But you can set a meeting date on your phone and then go to a meeting at a school or church or something.

Taxes should not be used for libraries. There are better ways to use tax money.
That is my opinion about libraries.

Annotation: This 1-point response is a weak attempt at writing an argumentative essay to state and support a claim. The claim is vaguely and informally stated in the first sentence: "Even tho libraries are good to have, we really don't need them anymore!" The writer supports this claim by repeatedly stating that "commuters" [sic] and phones can do what libraries used to do and makes no clear attempt at addressing a counter-claim. Overall, the organization is weak as the writer moves from one idea to the next without making clear connections, and the language is very simple, informal, and vague ("get what we need," "libraries don't mater," "all those things"). Within this brief response there are frequent usage and convention errors ("Even tho," "use," "Like AA meetings," "mater," shifts in person) which may interfere with meaning and the coherence of the response. The concluding statement is minimal and contributes nothing to the response.

Score Point 0

There is an ongoing debate in the public domain as to whether free public libraries are still practical in today's world. I agree.

OR

I never went to a liberry so I don't know.

Annotation: These 0-point responses do not address the demands of the prompt. In the first example, the test taker has simply copied the first sentence of the prompt and stated a completely vague and unsupported opinion. In the second example, the test taker acknowledges the topic ("liberry") but does not attempt to develop any argument regarding the topic.



Developed and published by Data Recognition Corporation, 13450 Bass Lake Road, Maple Grove, MN 55311. Copyright (c) 2016 by Data Recognition Corporation. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

TASC Test Assessing Secondary Completion is a trademark of Data Recognition Corporation. Data Recognition Corporation is not affiliated with The After-School Corporation, which is known as TASC. The After-School Corporation has no affiliation with the Test Assessing Secondary Completion ("TASC test") offered by Data Recognition Corporation, and has not authorized, sponsored or otherwise approved of any of Data Recognition Corporation's products and services, including TASC test.

This selected-response item will provide evidence regarding the examinee's ability to recognize and use geometric formulas to compute quantities of interest (G-GMD.3), a skill that has a wide array of practical and business applications outside of a school setting. The examinee is provided with a scientific calculator within the testing environment as well as a formula sheet.

This item has been designed so that an examinee who confuses radius and diameter cannot select that as a response. This hopefully prompts the examinee with the skill to recognize the error and obtain the correct response, despite the initial careless error. The same skill could be assessed with a gridded-response item, in which the careless error would result in an incorrect response. Questions of different types therefore provide different opportunities for examinees to provide evidence of their proficiency at different levels.

Answer Key: C

DOK: 2

Explanation: The correct response demonstrates evidence of an examinee's ability to calculate the volume of a sphere with radius 3 inches.

Item 1

When a spherical balloon is filled with air, it has a diameter of 6 inches.

Which of the following gives the best estimate for the volume of air in the balloon, in cubic inches?

- A 63.6
- B 108.0
- C 113.1
- D 150.8

Math

This selected-response item requires the examinee to apply proportional reasoning skills in a geometric context (G-SRT.5). Writing proportions to model situations is one of the most fundamental concepts in mathematical modeling (MP.4).

Answer Key: B

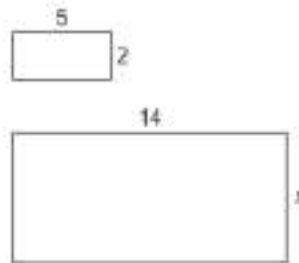
DOK: 2

Explanation for Correct Response:

The correct response demonstrates evidence that the examinee can apply proportional reasoning to $\frac{14}{5} = \frac{x}{2}$, obtaining the solution $x = \frac{28}{5} = 5.6$.

Item 2

Two rectangles are similar and the dimensions shown are in centimeters.



What is the measure of x , in centimeters?

- A 4.0
- B 5.6
- C 8.4
- D 11.0

A key concept in coordinate geometry is analyzing graphs to determine distances and areas that depend on the scale and units of measure. This gridded-response item requires the examinee to use coordinates to compute an area (G-GPE.7). Since a coordinate grid graphic is not given, the examinee must visualize the situation in order to calculate the area. The test will also include lower-rigor items that do include the graphic.

Answer Key: 87.5

DOK: 2

Explanation for Correct Response:

The correct response demonstrates evidence that the examinee can calculate the area of a triangle, given coordinates.

Item 3

Sharon made a scale drawing of a triangular park. The coordinates for the vertices of the park are:

$(-10, 5)$

$(15, 5)$

$(10, 12)$

Her scale is 1 unit = 1 meter.

What is the area of the triangular park in square meters?

	/	/	/	
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Math

This selected-response item requires the examinee to apply algebraic rules to solve a linear equation (A-REI.3). The order of operations plays an important role in this item as does recognition and manipulation of like terms. Having a non-integer solution reduces the opportunity to test answer choices in the equation, though this skill as well is often assessed using gridded-response items. The item not only allows an inference to be made about the examinee's mastery of the content standard but also provides evidence regarding the examinee's mastery of looking for and making use of structure (MP.7).

Answer Key: C

DOK: 2

Explanation for Correct Response:

demonstrates evidence that the examinee can apply algebraic rules, including distributive property, to solve for x .

Item 4

What is the solution to the equation $2(x - 10) + 4 = -6x + 2$?

- A $-\frac{3}{2}$
- B 1
- C $\frac{9}{4}$
- D $\frac{5}{4}$

This chart is the stimulus for Items 1 and 2. The chart lists some examples of international organizations and their functions. The use of charts in social studies allows students with varying educational abilities the opportunity to demonstrate social studies knowledge and skills.

Test Assessing Secondary Completion™ – Sample Items, Social Studies

Look at the chart. Then answer the questions that follow.

This item requires students to use a chart to retrieve information about an international organization whose formation has had significant impact on events in world and United States history.

Answer Key: A

DOK: 2

Explanation for Correct Response:

While all answer choices are organizations listed in the chart, only answer choice A was formed in response to a common threat.

Organization	Functions
United Nations (UN)	An international organization established to maintain global peace and to promote social progress and human rights
North Atlantic Treaty Organization (NATO)	A military and political alliance of countries in Europe and North America formed to counter Soviet expansion by agreeing to act together in the defense of all member nations
Organization of the Petroleum Exporting Countries (OPEC)	A group of mostly Arab nations that sell oil to other nations and work together to regulate the price and supply of oil
European Union (EU)	A group of European nations established to coordinate monetary and economic policies
World Trade Organization (WTO)	An international organization dealing with the rules of trade among nations

Item 1

Which of these organizations was formed to prevent a common threat?

- A** NATO
- B** OPEC
- C** EU
- D** WTO

This item requires students to use information in a chart to summarize the governmental concept of how nations interact.

Answer Key: C

DOK: 3

Explanation for Correct Response:

While all answer choices are related to some of the organizations listed in the chart, only answer choice C summarizes all of the information in the chart.

Item 2

Which of these would be the best title for the chart?

- A International Defense Organizations
- B International Economic Organizations
- C Examples of Ways Nations Cooperate
- D Examples of Ways Nations Combat Poverty

This item requires students to analyze a historical photograph to identify the constitutional right exercised in the event shown in the photograph.

Answer Key: A

DOK: 2

Explanation for Correct Response:

While all answer choices describe amendments that expand the rights and protections of citizens, only answer choice A identifies the amendment to the United States Constitution that allows people to engage in the activities shown in the photograph.

Item 3

Look at the photograph. Then answer the question.



Source: The Library of Congress

This photograph, taken at the Civil Rights March on Washington in 1963, shows a group of people carrying signs for equal rights; integrated schools, decent housing, and an end to bias. Which amendment protects the actions shown in the photograph?

- A The First Amendment, which guarantees freedom of speech and assembly.
- B The Fifth Amendment, which guarantees due process of law.
- C The Fifteenth Amendment, which gave all men, regardless of race, the right to vote.
- D The Nineteenth Amendment, which gave all citizens, regardless of gender, the right to vote.

This primary source, a political cartoon from the 1800s, is the stimulus for Items 4 and 5 in this small set. The cartoon promotes one of the reasons for the expansionist policy of the United States at the end of the 19th century. The use of stimuli such as this allows students with varying educational experiences the opportunity to demonstrate their knowledge of social studies concepts and skills.

Test Assessing Secondary Completion™ – Sample Items, Social Studies

This item requires students to analyze the political cartoon and use historical content knowledge about the Spanish-American War to recognize a cause-and-effect relationship.

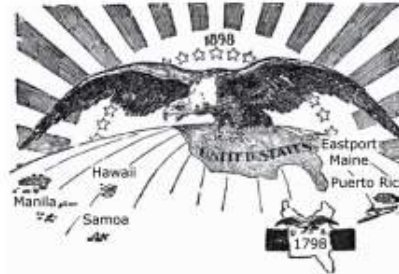
Answer Key: A

DOK: 2

Explanation for Correct Response:

All answer choices are ways the United States historically acquired territory, but only answer choice A is related to the cartoon.

Study the political cartoon. Then answer the questions that follow.



Item 4

The United States acquired some of the island territories shown in the cartoon as a result of a

- A war with Spain
- B treaty with France
- C treaty with Mexico
- D war with Great Britain

Test Assessing Secondary Completion™ – Sample Items, Science

A core idea within the structures and processes of organisms is understanding the hierarchical organization of systems within multicellular organisms. This item requires the examinee to classify the organizational level of a part of the human body (HS-LS1-2).

Answer Key: B

DOK: 1 - Recall and Reproduction

Explanation for Correct Response:

The heart is an organ because it is composed of multiple tissues that work together to perform a set of functions.

Item 1

The parts of the human body can be classified into different levels of organization. The chart describes several of these levels within a human.

Level	Description
Organ system	An organ system is a group of organs that work together to perform a specific function or set of functions.
Organ	An organ is a group of tissues that perform a specific function or set of functions.
Tissue	A tissue is a group of cells of the same type that work together to perform a specific function.
Cell	A cell is the smallest functional unit of life. There are different types of cells, which may have different structures and perform different functions.

An important part of the human body is the heart. The heart is primarily made of muscle tissue and connective tissue. The heart's primary function is to pump blood. Blood helps transport nutrients and waste products within the body. Diseases that affect the heart are the leading cause of death worldwide.

Which level of organization would the heart be classified as?

- A Organ system
- B Organ
- C Tissue
- D Cell

Test Assessing Secondary Completion™ – Sample Items, Science

A core idea within heredity is understanding the role of DNA in the inheritance of traits. This item requires the examinee to identify that DNA contains coded instructions that cells use to make proteins, which help determine the inherited traits of an organism (HS-LS3-1).

Answer Key: C

DOK: 1 - Recall and Reproduction

Explanation for Correct Response:

The nitrogenous base sequences of DNA provide the coded information needed to assemble different proteins for a cell.

Item 2

Which of these describes a role of DNA in a cell?

- A DNA is the material that forms into the cell's membrane.
- B DNA produces the energy needed for the cell's activities.
- C DNA provides the information to make proteins for the cell.
- D DNA is the building block for the other molecules in the cell.

A core idea within heredity is understanding how variation within a population can be predicted using mathematical patterns. This item requires the examinee to analyze the frequencies of different physical traits in a group of offspring to determine the genetic traits of the parents (HS-LS3-3).

Answer Key: B

DOK: 3 - Strategic Thinking

Explanation for Correct Response:

The observed phenotypic ratio is approximately 3:1, which is consistent with a cross between two heterozygous parents.

Item 3

A certain plant species varies in the shape of its leaf edges. Some of the plants have wavy-edged leaves, and some of the plants have straight-edged leaves. In this plant species, the trait for leaf-edge shape is controlled by a single gene. The dominant allele is represented by L, and the recessive allele is represented by l.

Two plants with wavy-edged leaves are crossed with each other, producing 421 offspring plants. Of these, 298 offspring plants have wavy-edged leaves, and 123 offspring plants have straight-edged leaves.

What are the genotypes of the parent plants in this cross?

- A. Ll and ll
- B. Ll and Ll
- C. LL and ll
- D. LL and Ll



People who have good study habits score higher on their tests than people who have not learned how to study. So studying really does pay off. Learning how to become a “study expert” means following these hints and tips:

1. **Review the prep materials right after a prep class.** The information is still fresh in your memory, and the review can actually improve your memory.
2. Do not do all the studying the night before the test. We all tend to put things off until the last minute, so **make a study plan early on.** Try to space out your TASC test studying by section and review the content well before test day.
3. **Study in a quiet, well-lit and comfortable place.** Find time when there are few distractions. Here’s another hint: studying in bed will make you want to sleep. Find somewhere that keeps your mind awake.
4. When you start to study, **do not try to memorize everything** from the beginning. Read it through once to get the big ideas, and then go back and take notes.
5. **Learn general concepts first.** It prepares your mind to learn and remember the details.
6. **Take notes in your own words.** They should include a summary of the big ideas and the details that fall under those general concepts.
7. **Make flash cards for the important ideas.** Ask a question in your own words on one side of the card and write the answer in a few words on the other side. When you’re ready to check your memory, shuffle the flash cards, read the questions out loud, and flip them over to quiz yourself. The questions you answer correctly can be set aside while you work on others. As you get closer to the test, put all the cards back into the deck to be sure you’re prepared.
8. **Take short breaks every 20 minutes.** Why? Studies have shown that your long-term memory is best at the beginning and end of these 20-minute study periods. Start and end your study sessions with the topics that need the most work.
9. If you **study a set amount every day** (say two 20-minute periods) for as many days as you need to cover everything, your long-term memory will kick in. Remember: it’s your long-term memory that will help you develop the critical thinking skills you need for TASC test. Many small sessions of studying can add up over time.
10. **Think about what you’re reading,** and really try to understand it. Talk about it with someone. Ask yourself questions about it. Get into it so the lessons can get into your head.
11. Take advantage of the **pre-tests and assessments** that can let you know in advance what areas you most need to study. You only have a certain amount of time to study for TASC test. If you find out that you are a good enough reader to pass that part of test but need a lot of work in the sciences, spend more time prepping and studying for the science section.
12. The human brain is not designed to multi-task. You can jump from your book to your phone to your music to the TV and back to your book. But this only distracts your mind from focusing on the intended task – studying. **Learn to focus.**
13. Study during the time that you’re usually awake. You’ll probably need to **sacrifice other activities** for a short time, but the investment will pay off.

Mathematics Reference Sheet

Volume

Cylinder: $V = \pi r^2 h$

Pyramid: $V = \frac{1}{3} B h$

Cone: $V = \frac{1}{3} \pi r^2 h$

Sphere: $V = \frac{4}{3} \pi r^3$

V = volume
 r = radius
 h = height
 B = area of base

Coordinate Geometry

Slope: $m = \frac{y_2 - y_1}{x_2 - x_1}, x_2 \neq x_1$

Special Factoring

$$a^2 - b^2 = (a - b)(a + b)$$

$$a^2 + 2ab + b^2 = (a + b)^2$$

$$a^2 - 2ab + b^2 = (a - b)^2$$

Quadratic Formula

For $ax^2 + bx + c = 0$,

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Interest

Simple interest Formula:

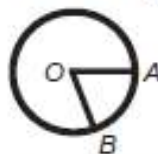
$$I = prt$$

p = principal
 r = annual interest rate
 t = time in years
 I = Interest

Pythagorean Theorem

$$a^2 + b^2 = c^2$$

Central Angle



$$m\angle AOB = m\widehat{AB}$$

Inscribed Angle



$$m\angle ABC = \frac{1}{2} m\widehat{AC}$$



TI-30XS MultiView™ Calculator Reference Sheet for TASC Test (Revised August 2016)

Read First	<p>These symbols refer to the keypad on the calculator.</p> <p>Use mode to choose modes. Press , , , or to choose a mode, and enter to select it. To return to the Home screen, press clear or 2nd mode.</p>	
Calculating with Decimals	<p>To calculate with decimals, enter the whole number, then ., and then the fractional part.</p> <p>Example</p> $15.246 - 6.82 + 0.05 =$ <p>1 5 . 2 4 6 - 6 . 8 2 + 0 . 0 5 enter</p>	<p>Correct Answer</p> <p>8.476</p>
Calculating with Fractions	<p>To calculate with fractions, use the $\frac{\square}{\square}$ button. The answer will automatically be in its simplest form.</p> <p>Example</p> $\frac{2}{5} \div \frac{4}{9} =$ <p>2 $\frac{\square}{\square}$ 5 \div 4 $\frac{\square}{\square}$ 9 enter</p>	<p>Correct Answer</p> <p>$\frac{9}{10}$</p>
Calculating with Mixed Numbers	<p>To calculate with mixed numbers, use the 2nd $\frac{\square}{\square}$ buttons. To see the fraction as an improper fraction, do not press the 2nd $\times 10^{th}$ buttons in sequence below. The calculator must be in MathPrint™ mode for this key combination to work.</p> <p>Example</p> $9\frac{2}{3} \div 5\frac{3}{5} =$ <p>9 2nd $\frac{\square}{\square}$ 2 \div 3 \div 5 2nd $\frac{\square}{\square}$ 3 \div 5 \div 2nd $\times 10^{th}$ enter</p>	<p>Correct Answer</p> <p>$1\frac{61}{84}$</p>
Calculating Using the Order of Operations	<p>The TI-30XS MultiView™ automatically evaluates numerical expressions using the Order of Operations based on how the expression is entered.</p> <p>Example</p> $21 \div 3 \times 2 - 6 =$ <p>2 1 \div 3 \times 2 - 6 enter</p> <p>Note: The 3 is not multiplied by the 2 before division occurs.</p>	<p>Correct Answer</p> <p>8</p>
Calculating with Percents	<p>To calculate with percentages, enter the percent number, and then 2nd $\%$.</p> <p>Example</p> $68\% \times 375 =$ <p>6 8 2nd $\%$ \times 3 7 5 enter</p>	<p>Correct Answer</p> <p>255</p>



TI-30XS MultiView™ Calculator Reference Sheet for TASC Test (Revised August 2016)

<p>Calculating with Powers and Roots</p>	<p>To calculate with powers and roots, use the x^y and $\sqrt{\quad}$ buttons for powers and the 2^{nd} x^y and 2^{nd} $\sqrt{\quad}$ buttons for roots.</p> <p>Example</p> $17^2 =$ <p>1 7 x^y enter</p> <p>Example</p> $3^5 =$ <p>3 \wedge 5 enter</p> <p>Example</p> $\sqrt{961}$ <p>2^{nd} $\sqrt{x^2}$ 9 6 1 enter</p> <p>Example</p> $\sqrt[4]{4096}$ <p>4 2^{nd} \wedge 4 0 9 6 enter</p> <p>You can use the $\sqrt{\quad}$ and 2^{nd} $\sqrt{\quad}$ buttons to also compute squares and square roots.</p>	<p>Correct Answer</p> <p>289</p> <p>Correct Answer</p> <p>243</p> <p>Correct Answer</p> <p>31</p> <p>Correct Answer</p> <p>8</p>
<p>Calculating with Scientific Notation</p>	<p>To calculate in scientific notation, use the $\times 10^n$ button. Make sure your calculator is in Scientific notation in the $mode$ menu.</p> <p>See also the Read First section at the beginning of this document.</p> <p>Example</p> $\frac{3.6 \times 10^8}{2.4 \times 10^3} =$ <p>3 $.$ 6 $\times 10^n$ 8 \div 2 $.$ 4 $\times 10^n$ 3 enter</p> <p>Make sure to change the calculator back to Normal in the $mode$ menu when finished with Scientific notation.</p>	<p>Correct Answer</p> <p>1.5×10^5</p>
<p>Using the Toggle Function</p>	<p>In MathPrint™ mode, you can use the toggle button \leftrightarrow to switch between decimal answers and their corresponding exact answers (fractions, roots, π, etc.).</p> <p>See also the Read First section at the beginning of this document.</p> <p>Example</p> $\frac{2}{7} =$ <p>2 \div 7 enter \leftrightarrow</p> <p>If an exact answer is not required, you can press the toggle button \leftrightarrow immediately to get a decimal approximation from an exact answer without reentering the expression.</p>	<p>Correct Answer</p> <p>0.285714286</p>

Developed and published by Data Recognition Corporation, 13490 Bass Lake Road, Maple Grove, MN 55311. Copyright © 2016 by Data Recognition Corporation. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher. TASC Test Assessing Secondary Completion is a trademark of Data Recognition Corporation. The Texas Instruments name and logo are registered trademarks of Texas Instruments Incorporated. Data Recognition Corporation is not affiliated with The After-School Corporation, which is known as TASC. The After-School Corporation has no affiliation with the Test Assessing Secondary Completion ("TASC test") offered by Data Recognition Corporation, and has not authorized, sponsored or otherwise approved of any of Data Recognition Corporation's products and services, including TASC test.

INDIANA **ADULT EDUCATION**



TEACHERS' HANDBOOK



Professional Growth and Development



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT



Table of Contents

<u>The value of professional development</u>	2
<u>Staff qualifications</u>	3
<u>Indiana’s PD requirements</u>	3
<u>Indiana’s PD system</u>	5
<u>PD Facilitator Project</u>	5
<u>Professional Development opportunities</u>	6
<u>LINCS: a national resource</u>	8
<u>Appendix</u>	10
<u>PD plan template</u>	11
<u>Directions for PD Facilitator</u>	14
<u>PD Facilitator application</u>	16



The Value of Professional Development

Few of us entered the field of Adult Education with undergraduate degrees in Adult Education. Most of us came into this field “sideways” with degrees in other disciplines. Yet the role of the Adult Education teacher can be one of the most rewarding but also one of the most challenging teaching positions that exists.

A national research study found that 55% of Adult Education teachers teach more than one instructional component, including a combination ABE, pre-HSE, HSE, or English Language Acquisition (ELA). These teachers must master multiple content areas. For example, to effectively teach ABE, a teacher may need to know how to teach basic reading, writing, and math at the elementary level. If that same teacher also teaches pre-HSE or HSE preparation, he or she must also understand subject matter related to high school equivalency-level language arts, math, writing, science, and social studies.

Depending on their instructional context, teachers may also be expected to address other topics, such as workplace or family literacy. Teachers in culturally diverse settings must also be able to address specific knowledge and attitudes that are relevant to teaching English-language learners, such as basic issues of bilingualism and second language development; the nature of language proficiency; the role of the first language and culture in learning; and how their own and learner attitudes and beliefs about language, culture, and race impact teaching and learning. They may also be required to integrate language and content-area instruction, such as teaching math to English-language learners.

Moreover, it is not known how many Adult Education teachers have completed formal coursework to prepare them to work with students with learning disabilities, which is of particular importance given the increasing recognition that as many as 40% to 50% of adults in adult education programs, social services programs, or employment-seeking programs may have learning disabilities.

This is what makes professional development so critical in Adult Education. The quality of Adult Education instruction is a critical factor in improving student outcomes in reading, mathematics and other key skill areas. Improving the quality of instruction in Adult Education programs ultimately involves continually strengthening the knowledge, skills, and abilities of teachers. Today, more than ever before, Adult Education teachers are faced with higher demands such as the implementation of rigorous content standards, a more rigorous high school equivalency test, labor market changes, technology developments, increased performance expectations, and the infusion of career-related contexts into instruction. Without a strong focus on professional growth and development, today’s Adult Education teachers will find it difficult to keep up with the rapid changes around them.

During this section, we will explore some of the options available to assist you so you can develop your own professional development plan to ensure you are continually learning and growing professionally.



Staff Qualifications

The Department of Workforce Development (DWD) is committed to raising and sustaining the level of expertise of its adult educators to effectively serve Indiana's adult learner population. Establishing minimum qualifications and ongoing learning opportunities for AE staff ensures quality teaching and programming.

AE program directors and instructors must have a bachelor's degree.

All instructional aides must have a high school diploma or equivalent.

Providers may set more stringent qualifications, such as requiring instructors to hold a valid teacher certificate or a bachelor's degree in a relevant discipline. AE providers are not subject to IC 20-28-6 and, therefore, may elect not to employ an adult education teacher using the regular or temporary teacher's contract or supplemental service contract.



PD Requirements

Teachers and instructional aides working nine (9) or more hours per week in AE must complete a minimum of one (1) DWD Adult Education sponsored professional development initiative annually.

Each DWD AE professional development initiative will be at minimum 10 hours in length, will be extended over time, and will be either job embedded or require participation in a community of practice. *Assessment and AE InTERS training cannot be used to meet this requirement.* A list of DWD Adult Education sponsored professional development initiatives will be posted to www.AmplifyAE.org at the beginning of each program year.

Teachers and instructional aides may seek exemption to this training requirement if they participate in similar or more extensive professional development within the program year (July 1 – June 30). Staff seeking exemption to this requirement must complete a DWD AE PD Waiver Request Form (available at www.AmplifyAE.org) and submit that form to DWDAdultEdPD@dwd.in.gov no later than

April 29th of each program year. The DWD Adult Education Professional Development Team will review and determine approval or denial of all waiver requests received by the above deadline.

All new staff, regardless of role, (including volunteers), must attend a local program orientation.

The content and design of this orientation will be determined by the local program and must include a review of DWD Adult Education policies and guidance. Local program orientation materials must be reviewed and approved by each AE provider's Regional DWD Adult Education Coordinator (AEC) at the beginning of each program year.

New teachers may also benefit from the Quick Start Guide that is included in the handbook section "Understanding Adult Education at the Federal and State Levels."



AE directors are responsible for informing all staff of required and optional professional development opportunities in a timely manner and should support participation by allowing release time and outlining reimbursable expenses, as available.

Specialized Training Requirements:

Assessment: Local adult education providers and WorkOne staff who administer or score assessments are responsible for participating in TABE/TABE CLAS-E assessment training at least annually and following all DWD issued guidance. New adult education or WorkOne staff should review all training materials available on DWD's website as well as attend locally provided training prior to administering any educational functioning level assessments.

Regionally designated training staff will be responsible for providing ongoing training for new staff and refreshing the skills of previously trained staff at a local level. All designated regional TABE training staff will be required to attend annual refresher training provided by DWD.

AE InTERS: At least two staff members from every program must complete the InTERS training.

HSE Testing: HSE Test Coordinators must complete the coordinator and examiner trainings. HSE Examiners must complete the examiner training.

Other professional development may be required at the discretion of DWD or as the result of program monitoring and improvement (DWD Policy 2014-04).



Indiana's PD System

WIOA Title II (Adult Education and Family Literacy Act) allows up to 12.5 percent of the state adult education grant to be used for professional development.

PD Facilitator Project

The DWD adult education **Professional Development Facilitator (PDF) Project** is based on a delivery system that concentrates on local program need, state dissemination of products and information, and leadership development.

Key Elements

It is an integrated system delivered by professional development experts, contracted individuals, state staff, and program staff;

It employs multiple delivery methods – conferences, workshops, program-based activities, self-directed opportunities, monitoring/coaching, technology, focus groups, and meetings; and

It reflects established state and national priorities, teacher needs, and best practices in its offerings.

Specifically, the PDF project utilizes **approximately** 30 local teachers around the state to assist in the development of local PD plans that target continuous program improvement and professional growth. These instructors, chosen via an application and interview process and based on their past performance, work hand-in-hand with the local program director, the state PD staff and the Adult Education Coordinators (AEC's) to develop PD plans that address the greatest areas of opportunities for improvement for their individual programs. A sample [PD Plan template](#) is included in the Appendix.

Indiana AE is made up of many kinds of programs- rural and urban- large potential to serve and small potential to serve. Addressing specific program needs, rather than offering blanket PD to everyone, will go much further in moving the needle on both state and federal performance measures. Working as a team, each program will critically analyze their past performance data, by region, by program and individual instructors to identify the gaps in performance and PD needs of their instructors and other staff as appropriate.

In addition to the responsibility of putting together a PD plan, PD Facilitators also assist in the development of new teacher training/orientation, assist in the revision of the teacher handbook, deliver local and regional training, assist in the delivery of NRS/TABE training, provide one-on-one assistance to instructors as required by the state office or requested by local program directors and model effective teaching strategies. This corps of 30 talented individuals are the front line on not only identifying needs and developing the plan but are also responsible for implementing and tracking the plan by consistently monitoring program data and providing a monthly report to DWD's PD Team. This is a model that has shown effectiveness in the past and has been tailored for even more accountability by the required addition of each goal in the plan to fully align to state and federal performance measures.



Would you like to help new teachers get off to the right start? Are you good at analyzing data and monitoring progress? The Appendix includes the **directions** and **application** if you are interested in possibly becoming a PD Facilitator. Talk with your supervisor and explore the options!

Professional Development Opportunities

DWD provides a variety of professional development opportunities for Adult Education providers throughout the year. In addition to regular informational webinars and annual training institutes for local directors, DWD sponsors a series of instructional-related workshops throughout the State.

Below is a brief description of some of the professional development activities. For up-to-date information, visit <http://www.in.gov/dwd/2884.htm>

DWD Adult Education Annual Conference

The annual conference brings Indiana Adult Education (AE) administrators and teachers together to learn and share professional development. The conference hosts multiple sessions where participants learn about AE initiatives, classroom strategies, assessments, and other topics.

Adult Numeracy Initiative (ANI)

The Adult Numeracy Initiative (ANI) works to increase Adult Education teachers' complete knowledge of mathematics. ANI is an eleven month, interactive, hybrid (online and face-to-face) professional development initiative that focuses on effective numeracy instruction for adult learners. Adult Education teachers have an opportunity to participate in a proven and effective national initiative.

Integrating Career Awareness (ICA) Online Course

The ICA Online Course helps Adult Education professionals provide adult learners with strategies and resources for setting career goals and for securing the educational services they need to pursue their personal and employment goals. The course will prepare instructors, administrators, and counselors to implement the Integrating Career Awareness into the ABE & ESOL Classroom (ICA) Curriculum Guide.

English Language Acquisition Instruction

In 2015, the U.S. Department of Education, Office for Career, Technical and Adult Education (OCTAE) selected Indiana as one of 10 states to receive the ESL Pro Technical Assistance to help Indiana Adult Education improve its capacity to serve adult English Language Learners (ELLs) and prepare for new activities required under the Workforce Innovation and Opportunity Act (WIOA).

Leading the project was Heide Spruck Wrigley, with Literacy Work International, who is a subject matter expert in developing professional development opportunities and resources designed to build better connections between English Language Acquisition (ELA) instructional programs and regional high-growth career pathways.

Standards in Action

To facilitate the implementation of the CCR Standards in Indiana Adult Education classrooms, DWD provides professional development using the Standards in Action (SIA) process in an effort to ensure that all teachers and students have access to standards-based instruction. Standards in Action (SIA) is a series of four, two-day trainings designed to support the implementation of content standards in adult education classrooms.



LINCS: A National PD Resource

LINCS: A NATIONAL PD RESOURCE

The Literacy Information and Communication System (LINCS) (<https://lincs.ed.gov/>) offers a variety of professional development resources including searchable resources, Community of Practice, and self-paced online courses.



- The [LINCS Resource Collection](#) provides free online access to high-quality, evidence-based, vetted materials to help adult education practitioners and state and local staff improve programs, services, instruction, and teacher quality. Spanning 15 topic areas, the collection provides relevant instructional resources and professional development materials, as well as research articles, policy briefs, reports, multimedia resources, and more. Information on how to use the featured resources to enhance teaching and learning also is available, as well as limited technical assistance via support@lincs.ed.gov.
- The [LINCS Community](#) is an interactive online social learning space (a community of practice) for conversation, networking, and professional development, which works in tandem with the LINCS Resource Collection and the [LINCS Professional Development Center](#) to improve evidence-based practice in adult education. The community, supported by leaders in the field, facilitates increased knowledge sharing and collaboration among adult education leadership, professional developers, administrative staff, and practitioners across the country. Community groups are based on the topic areas in the LINCS Resource Collection. The LINCS Community provides members with discussion forums, news, events, shared resources, professional development opportunities, and more. The LINCS Community inspires adult education professionals to discuss and refine evidence-based practices, motivating one another to continue to improve not only their practice but also students' education and employment outcomes.
- LINCS offers self-paced online courses for adult education practitioners. These courses are available for use anytime, anywhere on the [LINCS Learning Portal](#). Be sure to create a LINCS account to receive announcements on new professional development opportunities.
 - [Career Pathways](#)
 - [Differentiated Instruction](#)
 - [English Language Learners](#)
 - [Learning Disabilities](#)
 - [Open Educational Resources - STEM](#)
 - [Science](#)
 - [Technology](#)
 - [Reading](#)

- [Research in the Classroom](#)
- [Teacher Effectiveness](#)

INDIANA **ADULT EDUCATION**



TEACHERS' HANDBOOK



Professional Growth and Development Appendix



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT

Adult Education Professional Development Plan – FY 2017-18

Goal 2:
Performance Goal 1 (To which NRS/state performance measure will this goal align?):
Strategies/Activities to Achieve Goal:
Responsibilities (Who will do it?):
Estimated Timeline (include follow-up):
Resources needed - Include: Staff/Staff time, Materials, Supplies, and Funding (Programs' Budgeted PY 2017-18 PD Dollars)
Potential Barriers to Success – Methods of Overcoming Potential Barriers:
How Will the Plan Be Communicated:
Evidence of Success/Evaluation- To Which NRS/State Performance Measure Does This Align: What does the data tell you about the success rate? Did your strategies succeed? Are your changes sustainable? What changes might you make during the next improvement cycle?
How the Plan Will Be Communicated:
Evidence of Success/Evaluation- To Which NRS/State Performance Measure Does This Align: What does the data tell you about the success rate? Did your strategies succeed? Are your changes sustainable? What changes might you make during the next improvement cycle?

Adult Education Professional Development Plan – FY 2017-18

<i>Goal 3:</i>
<i>Performance Goal 1 (To which NRS/state performance measure will this goal align?):</i>
<i>Strategies/Activities to Achieve Goal:</i>
<i>Responsibilities (Who will do it?):</i>
<i>Estimated Timeline (include follow-up):</i>
<i>Resources needed - Include: Staff/Staff time, Materials, Supplies, and Funding (Programs' Budgeted PY 2017-18 PD Dollars)</i>
<i>Potential Barriers to Success - Methods of Overcoming Potential Barriers:</i>
<i>How Will the Plan Be Communicated:</i>
<i>Evidence of Success/Evaluation- To Which NRS/State Performance Measure Does This Align: What does the data tell you about the success rate? Did your strategies succeed? Are your changes sustainable? What changes might you make during the next improvement cycle?</i>



The right skills, at the right time, in the right way.
Indiana's Demand Driven Workforce

DIRECTIONS | Indiana Adult Education

Professional Development Facilitator Position

Department of Workforce Development | INDIANA ADULT EDUCATION

10 N. Senate Avenue, IGCS SE 203 | Indianapolis, IN 46204 | AdultEd@dwd.in.gov

Directions for applying to be a Professional Development Facilitator

1. Read through the duties and qualifications below.
2. Include signatures.
3. Scan completed application and email completed application to DDevers@dwd.IN.gov ASAP.
4. Applicants will be contacted for an interview.

Professional Development Facilitator (PDF) Network

Purpose | Utilize adult education instructors to be trained to deliver the highest quality professional development both locally and regionally, all of which will be directly tied to state and/or federal performance measures. Utilize an application process to identify **Professional Development Facilitators** (PDFs), including telephone interviews with state professional development personnel to determine eligibility with recommendations from local program directors and fiscal agent if sub-grantee.

PD Facilitators will be responsible for:

- Developing local PD plans in conjunction with directors and state office representatives;
- Providing input into the development of new teacher training/orientation;
- Providing input into the development of a teacher handbook (product to be contracted);
- Delivering local and regional accommodations training;
- Assisting in the delivery of NRS/TABE training;
- Providing one-on-one assistance with instructors as required by state office or requested by local program directors; and
- Modeling effective teaching strategies.

Application process will include, but not be limited to:

- Instructor's demonstrated performance (specifically NRS Tables 4 & 5)
- Demonstrated knowledge of effective English/language arts, math teaching strategies, and blended instruction;
- Adult education teaching experience;
- Presentation skills;
- Schedule flexibility;
- Knowledge of integrating career awareness and workforce preparation activities;
- Adult education teaching philosophy;
- Ability to travel locally;
- Ability to align teaching strategies with established classroom schedules; and

- Ability to interpret data and develop data-informed instruction based on, but not limited, to NRS tables, TABE, Readiness Assessment and TASC scores, and the ability to match appropriate level materials to learners' levels and needs.

Payment for Services Rendered | Through an MOU (Memorandum of Understanding) a teacher will be required to commit to the project for one year. A stipend will be paid to each PDF who satisfactorily completes their duties. The stipend will be a minimum of \$2,500. (In the event additional travel expenses are incurred other than those included in the stipend, additional funds may be considered.) Stipends will be delivered in two payments – December and June.



The right skills, at the right time, in the right way.
Indiana's Demand Driven Workforce

APPLICATION | Indiana Adult Education

Professional Development Facilitator Position

Department of Workforce Development | INDIANA ADULT EDUCATION

10 N. Senate Avenue, IGCS SE 203 | Indianapolis, IN 46204 | AdultEd@dwd.in.gov

Instructions | Complete the application answering each question by providing specific examples.
Completed applications are due **no** later than **Wednesday, May 31, 2017**.

NAME _____ **DATE** _____

NAME OF ADULT EDUCATION PROGRAM _____

EMAIL ADDRESS _____ **TELEPHONE NO. ()** _____

Number of Years Teaching Adult Education _____

ABE _____ **ESL** _____ **Subjects Taught** _____

Levels Taught _____

TEACHING PHILOSOPHY | What is your **teaching philosophy** as it relates to adult education?

PRESENTATION EXPERIENCE | List any and all professional development events at which you have presented (include local, regional, state, and/or national level).

NRS TABLES 4 & 5 | How do you utilize **NRS Tables 4 & 5** to design classroom instruction?

DIFFERENTIATED INSTRUCTION | To what extent do you utilize **differentiated instruction** in your classroom?

CAREER AWARENESS | Are you currently integrating **career awareness** and **workforce preparation** activities into your classroom instruction? If yes, please give examples.

DISTANCE LEARNING | How do you utilize **distance learning** in your classroom (include software and online sites)?

TRAVEL | Are you willing to **travel** locally and/or regionally? _____

DIRECTOR'S RECOMMENDATION

I strongly recommend _____ for a PD Facilitator position. He/she has demonstrated effectiveness in the adult education classroom and consistently performs at or above the local and state performance targets. In addition, he/she has demonstrated instructional leadership skills and consistently strives for continuous improvement. He/she will be an asset to the state in this position.

Signature _____ **Date** _____

Signature of Fiscal Agent (if program is sub-grantee)

APPLICANT'S SIGNATURE

In the event I am chosen as a PD Facilitator, I agree to fulfill the duties outlined in the job description to the best of my abilities beginning **July 1 - June 30**. I understand that a minimum stipend of **\$2,500** will be paid to me (half in December and half in June) upon satisfactory completion of my duties.

Applicant's Signature _____ **Date** _____