

# Indiana Department Of Workforce Development

## ADULT EDUCATION TEACHER HANDBOOK

2013

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## Introduction to the Indiana Adult Education Teacher Handbook

The purpose of the Indiana Adult Education Teacher Handbook is to provide foundational knowledge on a number of topics that are key to being successful in today's adult education classroom. Today adult education teachers are expected to provide students with much more than traditional academic knowledge. Teachers play the role of students' mentors, coaches, and connection to postsecondary occupational training, college, and careers.

The Handbook will provide teachers who are new to the world of adult education with basic information on teaching adults. It will provide teachers who have been in the adult education world for some time with knowledge about additional programs, initiatives, new trends and techniques. Each section is intended to create a common language and knowledge base for teachers upon which professional development initiatives will continue to build.

It is important to note that the Indiana Adult Education Teacher Handbook is not intended to provide in-depth information on any topic. Each section provides only an introduction to a topic. The Handbook is intended to be used as quick reference guide, and teachers are encouraged to explore topics that are of particular interest to them in more depth. Each section provides several references for this purpose.

Finally, the Indiana Adult Education Teacher Handbook is meant to be a living document. It will be posted on <http://www.amplifyae.org/>. We will continue to add topics and sections, as well as remove those that might no longer be relevant, and notices will go out as changes are made. If there is a particular topic that you think should be covered in a future edition, or if you would like to be part of the writing and review process, please email [DWDAdultEdPD@dwd.in.gov](mailto:DWDAdultEdPD@dwd.in.gov) and let us know. We want the Handbook to be relevant to you, as a teacher, and welcome your thoughts and feedback in helping us achieve that goal.

### **A note about the PDF document:**

The Handbook has a linked table of contents, which means that you can click on the topic in the table of contents and the document will move to that section. You may also choose to scroll through the document as a normal computer file.

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## Increasing Rigor and Deepening Curriculum in the Adult Education Classroom

Shortly after taking office, President Obama set the bold goal that by 2020 the US would have the most highly educated, best prepared workforce in the world and that every adult should complete at least one year of post secondary education. Education IS a national priority and it has been established that as a country, we must work to increase our academic standards to prepare students for future success. The challenge that adult education teachers face is inspiring students to study harder, learn faster and reach higher. Teachers must work to increase rigor in the classroom and deepen curriculum to ensure adult education students have the skills necessary to be successful in a changing world that is demanding more in college, career and life. Rigor can be defined as “creating an environment in which each student is expected to learn at high levels, each student is supported so that he or she can learn at high levels, and each student demonstrates learning at high levels” (Blackburn, 2008).

Before teachers can respond to focus instruction on increased standards and college and career readiness, they must fully understand the complex factors impacting adult education:

### Factors Impacting Adult Education’s Need to Increase Rigor and Deepen Curriculum

- Increased Employment Demands
- Introduction of Common Core State Standards/ Demands of Post-Secondary Education
- Revised High School Equivalency Assessment

### *Increased Employment Demands*

There is a growing awareness that the US must take great efforts to improve educational outcomes for all students or risk being left behind in today’s global knowledge-based economy. The stakes are increasingly high. According to survey estimates, more than 90 million adults in the United States lack the literacy skills needed for fully productive and secure lives.

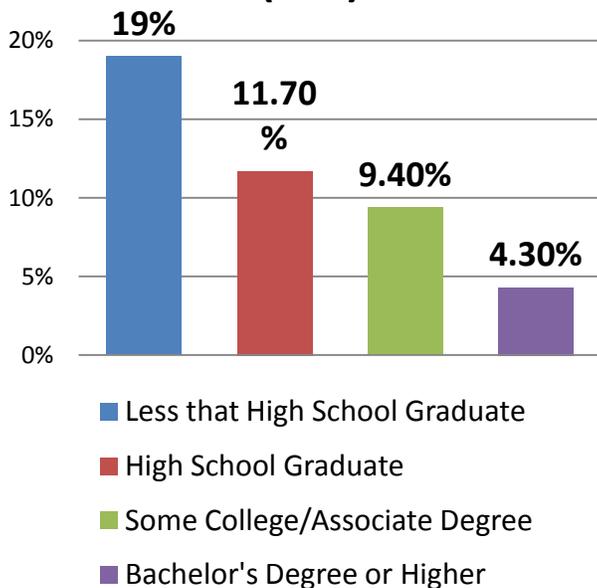
- The Bureau of Labor Statistics suggests that 33% of all job openings and nearly 50% of all new jobs created between 2008 and 2018 will require a post-secondary credential or degree.
- The availability of low skilled jobs is shrinking in the U.S., both in real numbers and as a proportion of all jobs. Since 1960, the factory share of jobs has fallen by nearly half, from 32-17 percent today.
- Output has increased as the number of workers has decreased due to advances in manufacturing technology. New technology requires factory workers who possess a higher level of knowledge and skills to operate sophisticated technology. The number of factory workers with at least some college education has tripled from 12 percent in 1973 to 36 percent today.

➤ As the need for a better educated, skilled labor-force continues to rise, the available pool of such workers is decreasing in the U.S. Nearly half the U.S. workforce today (approximately 52 million adults) has only a high school education or less, including 25 million workers aged 18-64 without a high school diploma or equivalent.

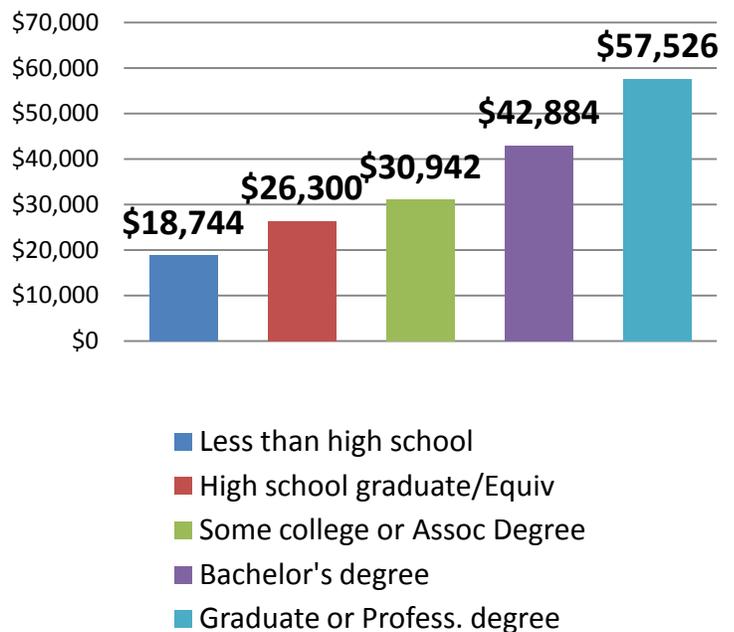
The costs of low literacy are increasing, especially in the workplace. Adults with low levels of literacy often have lower rates of participation in the labor force and tend to earn less than those with higher literacy levels. The higher an individual’s education level, the more likely they are to be employed and the higher the wage that they will earn.

The situation is especially urgent in Indiana. Roughly 50% of all Hoosiers (age 25 and over) have a high school diploma or less. In less than 6 years, more than half the jobs in Indiana will require more than a high school diploma. Even more concerning are the facts concerning family income. Indiana residents with less of an education are much more likely to be unemployed. The figure below illustrates the correlation of education level to unemployment rates and annual income earnings in Indiana.

**Unemployment Rate by Educational Attainment (25+)**



**Average Earnings by Educational Attainment (25+)**



For workers to earn a living wage, they must be adequately prepared to take on rigorous career and technical training for the kinds of high tech jobs that are becoming more common. Employers are asking employees to move beyond routine cognitive and manual skills, take on more responsibilities, use a broader set of skills and have higher levels of learning and knowledge today than they did in the past.

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### ***Demands of Post-Secondary Education***

The current reality is that high school students from more than 30 countries outperform US high school students in mathematics. There is a widespread acknowledgement that in order to remain globally competitive, American students must pursue post-secondary education. While the need for students to pursue higher education is being recognized, higher education institutions are experiencing increasing numbers of students who are not prepared for the rigors of the post-secondary classroom. As a result, over 40% of students attending 4 year colleges and 63% of students in community colleges are being required to take remedial courses. The need for remediation often increases the time required to earn a degree which in turn decreases the likelihood of completion, especially for adult and non-traditional students who often have personal obligations, scheduling issues and other challenges. Higher education graduation rates have fallen to just over 60% of students graduating within six years.

The education system as a whole is under intense pressure to address these issues. There is a growing awareness that students must be adequately college and career ready when graduating from the K-12 or adult education systems. This means implementing standards that will work to increase student achievement and minimize the need for remediation, thus making success more likely. Adult education must respond to this need by deepening the curricula in its classrooms and increasing rigor to ensure students are prepared and have the necessary skills to be successful in meeting the demands of post secondary-education.

### ***Introduction of Common Core State Standards***

The Common Core State Standards (CCSS) are standards that were developed by a national consortium aimed at increasing student achievement in K-12. Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry level, credit bearing academic college courses and in workforce training programs.”(NGA & CCSSO, 2010). The standards address English language arts (ELA) and mathematics. The CCSS have been adopted by 46 States and Washington D.C. They are aligned with the expectations of two- and four-year colleges and have been internationally benchmarked. The CCSS are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers. For more information, please read the Common Core State Standards chapter of this manual.

It is important that adult education teachers begin to carefully examine the new Common Core State Standards and consider how they can be adapted to raise the educational achievement of students in the adult education system. Adult education teachers and administrators are in a very interesting position. They must carefully consider how to adapt standards to be relevant and realistic for adult education students. It is helpful to broadly examine the shifts in English language arts and mathematics. These shifts will inform classroom strategies teachers can employ to focus on the skills required by the standards.

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### ***Revised High School Equivalency Assessments***

High school equivalency assessments (HSEA) are also aligning with the newer more rigorous standards to meet the intellectual demands of the 21<sup>st</sup> century. The need to ensure career and college readiness has caused fundamental changes to high school equivalency assessments. They are intended to measure an adult learner's core of knowledge and skills that are essential for career and college readiness.

The philosophy underlying HSEAs is that there is a foundational core, or domain, of academic skills and content knowledge that must be acquired in order for an adult to be prepared to enter a job, a training program, or a credit bearing post-secondary course. Students earning a high school equivalency must remain competitive with students who complete their high school credentials in the traditional manner. HSEAs are often a stepping stone toward post-secondary education, a better career and a family sustaining wage for adults who did not graduate high school.

There are major changes and updates planned for HSEAs beginning in 2014. The need to accurately measure the preparedness of adult learners for the current reality of increased workforce demands has been recognized. The new HSEAs will also consider the rigorous state standards in the K-12 education system. The new HSEAs will meet the job market's demands for test takers able to demonstrate higher level skills. For example, test takers will be expected not just to be able to write a personal essay, but to understand and practice evidence-based writing. They will be expected to use skills that include analyzing, making comparisons and locating specific evidence in articles to support assertions.

As the global market becomes more technologically advanced, adult learners need to demonstrate skills related to information, media and technology. Technology has become an integral and necessary component of everyday life. Just think about conducting job search or the application process for college to see the volume and variety of tasks that require the use of technology. In today's world, often the difference between getting into college or getting a job is an individual's confidence and competence using a computer. The new HSEAs are planned to be computer-based to reflect these changes and ensure the assessment is aligning with the skills necessary to be successful. Although technology does not by itself produce learning, it can amplify and extend effective instructional strategies. Finding effective ways to use technology for literacy development is important. Technologies can free busy adults from needing to be in a specific learning location.

The increased cognitive demands required by employers, post-secondary institutions and high school equivalency assessments directly impacts the need for adult education to increase the rigor and cognitive demands in the classroom. Teachers must aim to ensure students have the resources and classroom instruction to acquire the knowledge, skills and credentials necessary to effectively transition into college and career.

## College and Career Readiness

The landscape of today's workplace is changing rapidly. Globalization and technological advances have forced companies to constantly develop innovative solutions to keep pace. These workplace changes have highlighted skills deficiencies in the labor market which in turn, has increased attention on the current educational system. There has been a nationwide consensus that US students must be better prepared for college and careers if the country is to remain competitive in the 21<sup>st</sup> century. Students entering the current workforce are discovering they need higher-level critical thinking skills and increased problem solving skills to successfully pursue a career pathway that provides a living wage and potential for professional growth and advancement. It is estimated that **62%** of new jobs available in 2018 will require some postsecondary education. Without a dramatic change of course, U.S. employers will be unable to fill **3 million** of these positions. (Georgetown Center on Education and the Workforce)

### Are Students Being Adequately Prepared?

- Employers estimate that 39% of high school graduates with no further education are not properly prepared for their current job. 45% are under prepared for advancement opportunities.
- 60% of enrollees in community college need some form of remediation.
- National studies show 2/3 of students who have to take remedial classes never graduate.
- Students needing one or more remedial math classes have a 90% drop out rate.

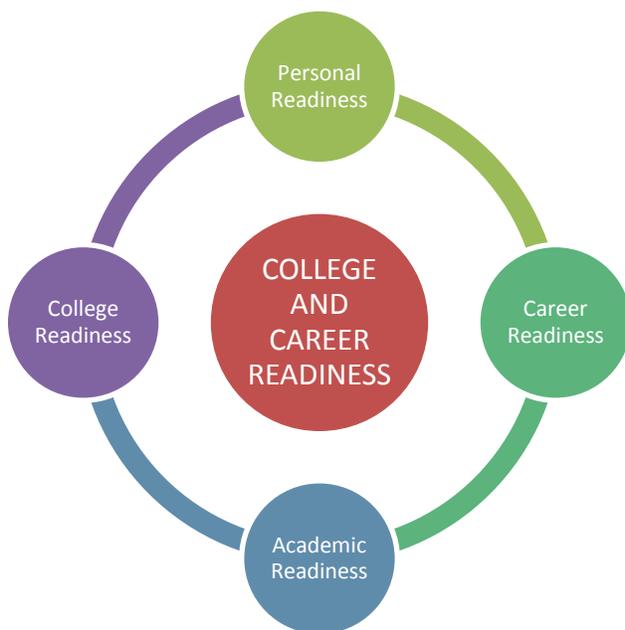
The K-12 and adult education systems must both shift instructional paradigms to adapt to this changing world. The K-12 educational system has responded with new, more rigorous standards via the Common Core State Standards (CCSS) for English Language Arts and Mathematics which have been adopted in 46 states. The CCSS are intended to define the knowledge and skills students should acquire to enable them to graduate from high school ready to “succeed in credit bearing academic college courses and in workforce training programs”. (CDE 2010)

The demand to master high level critical thinking skills is even more urgent for adult education students who generally have less time to spend in the classroom and a greater necessity to enter the workforce quickly. It is essential that adult education shift skills attainment goals to reflect the changing workforce demands and encompass the critical college and career readiness skills necessary for long term student success and achievement in the 21<sup>st</sup> century. Adult education curriculum and classroom instruction must therefore increase rigor to ensure adult students are able to keep up with changes occurring in the K-12 system. A high school diploma or equivalent must be only the first step in a career pathway that includes at least some post secondary education. The separation between college and work or between academics and technical skills that has been

commonplace in traditional education is no longer valid in today’s workplace. To be successful, students need both sets of skills with the overall emphasis on preparing for success in both college and career.

College and career readiness encompasses more than just mastery of content knowledge; it also includes skills such as critical thinking, problem solving, collaboration and self-reflective meta-cognition. Students must learn and apply content knowledge to solve real life problems in innovative and creative ways. In addition, they need key learning skills and strategies which include time management, goal setting, study skills, and persistence.

The National College Transition Network lists four essential facets included in college and career readiness: Personal Readiness, Career Readiness, Academic Readiness, and College Readiness.



**COLLEGE AND CAREER READINESS:**

*Personal Readiness* - the ability to anticipate challenges and secure supports proactively, and juggle multiple commitments while managing stress and time

*Career Readiness* - the ability to articulate a realistic goal that is aligned with labor market data and identify the steps along one’s education and career pathway

*Academic Readiness* - content knowledge, study skills, technology skills, and strategies for college level reading, writing and algebra

*College Readiness* - the ability to navigate college culture and the admissions and financial aid processes

<http://www.collegetransition.org/resources.aspirationstoolkit.html>

Aspects of college and career readiness should be embedded into all phases of adult education programming. Adult education programs must work to develop strategies to heighten students’ aspirations and goals. The need for a college and career ready workforce has driven educational system changes, affected classroom strategies, prompted new standards and informed new assessments in both K-12 and adult education. High school equivalency assessments now explicitly reflect the strong link between adult education, post-secondary education and the world of work. Concentrating on college and career readiness allows adult educators to better focus their efforts

and shape overall instruction, communicate clearer expectations and prepare students not just to pass an assessment but to achieve long term success.

**Strategies to Promote College and Career Readiness in the Classroom**

- Raise student aspirations and promote goal setting throughout all program phases including enrollment, orientation, instruction and long term academic and career planning.
- Help students gain an understanding of the skills and knowledge needed to be successful in post secondary education and in a career.
- Plan instructional activities that expose students to the world of college and careers and incorporate career infused instruction when possible in the classroom.
- Encourage student collaboration through mentoring programs in which students can interact and network with program graduates that are now engaged in the worlds of post secondary education or career.

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**Resources:**

"Aspirations Toolkit." *National College Transition Network* —. N.p., n.d. Web. 29 May 2013.

<http://www.collegetransition.org/about.currentprojects.aspirationstoolkit.html>

"College and Career Readiness: What Do We Mean? A Proposed Framework." *ConnectEd: California Center for College and Career*, 07 Jan. 2012. Web. 21 May 2013.

[http://www.connectedcalifornia.org/direct/files/resources/CACRFramework\\_V1-1\\_2012\\_0126.pdf](http://www.connectedcalifornia.org/direct/files/resources/CACRFramework_V1-1_2012_0126.pdf)

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2014 *GED Test Curriculum Blueprint from GED Academy- An Educator's Guide to Being GED Test Ready*. Corvallis: Essential Education, OR. Print

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Langland, Connie. "Coming Soon: A Tougher GED Exam." *Public School Notebook*. Philadelphia Public School, Feb. 2012. Web. 7 May 2013. <http://thenotebook.org/february-2012/124488/coming-soon-tougher-ged-exam>

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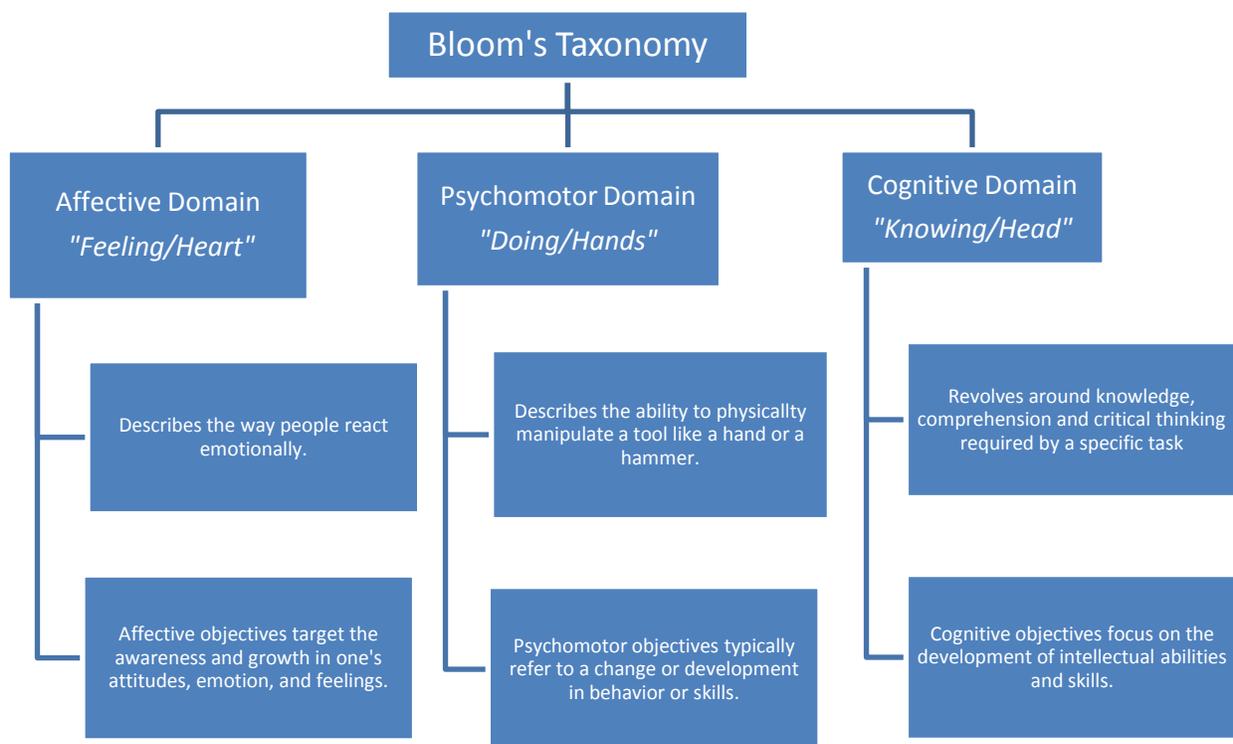
Web. Jan. 2013. <http://www.gedtestingservice.com/educators/assessment-guide-for-educators>

<http://www.gedtestingservice.com/ged-testing-service>

## Bloom's Taxonomy of Learning Objectives

Bloom's Taxonomy of Learning Objectives has been a mainstay in education for over 50 years, helping teachers formulate lesson plans and objectives while reflecting on required cognitive levels. In 1954, Benjamin Bloom chaired a committee of educational psychologists that worked to develop a classification of learning objectives within education. Bloom's Taxonomy is considered to be a foundational and essential element in developing educational objectives which provide the basis for building curricula, developing lesson plans and facilitating classroom activities which work to deepen students' understanding of the content being presented.

Bloom's Taxonomy classifies learning objectives into three "domains": Affective, Psychomotor and Cognitive.



Traditional education tends to emphasize skills in the Cognitive Domain. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in developing intellectual abilities. There are six major categories within the Cognitive Domain, which are often visually represented as a pyramid, starting from the simplest foundational category at the bottom to the most complex located at the top. There is an implicit linear progression,



which requires students master each level before they can move to the next. Adult Education teachers can focus on the Cognitive Domain to ensure that classroom instruction is helping students fully understand and engage with content.

<b>Cognitive Domain Categories of Learning</b>	
<b>Remembering / Knowledge</b>	<ul style="list-style-type: none"> <li>Exhibit memory of previously learned materials by recalling facts, terms, basic concepts, universals, terminology, etc.</li> <li>Define, Repeat, Recall</li> </ul> <p><i>Example: "What are the health benefits of eating apples?"</i></p>
<b>Understanding / Comprehension</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating the main idea.</li> <li>Classify, Explain, Recognize</li> </ul> <p><i>Example: "Explain the health benefits of eating apples versus oranges?"</i></p>
<b>Applying / Application</b>	<ul style="list-style-type: none"> <li>Use new knowledge to solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way.</li> <li>Demonstrate, Interpret, Solve</li> </ul> <p><i>Example: "Which kinds of apples are best for baking a pie and why?"</i></p>
<b>Analyzing / Analysis</b>	<ul style="list-style-type: none"> <li>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</li> <li>Analyze elements, relationships and organizational principles.</li> <li>Compare, Contrast, Test</li> </ul> <p><i>Example: "List four ways of serving foods made with apples and explain which ones have the highest health benefits. Provide references to support your statements."</i></p>
<b>Evaluating / Evaluation</b>	<ul style="list-style-type: none"> <li>Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.</li> <li>Judgments can be made in terms of internal evidence and external criteria.</li> <li>Judge, Value, Defend</li> </ul> <p><i>Example: "Do you feel that serving apple pie for an after school snack for children is healthy?"</i></p>
<b>Creating / Synthesis</b>	<ul style="list-style-type: none"> <li>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</li> <li>Can include production of a unique communication, plan or proposed set</li> </ul>

	<p>of operations.</p> <ul style="list-style-type: none"> <li>• Design, Develop, Innovate</li> </ul> <p><i>Example: “Convert an ‘unhealthy’ recipe for apple pie to a ‘healthy’ recipe by replacing your choice of ingredients. Explain the health benefits if using ingredients you chose as opposed to the original ones.”</i></p>
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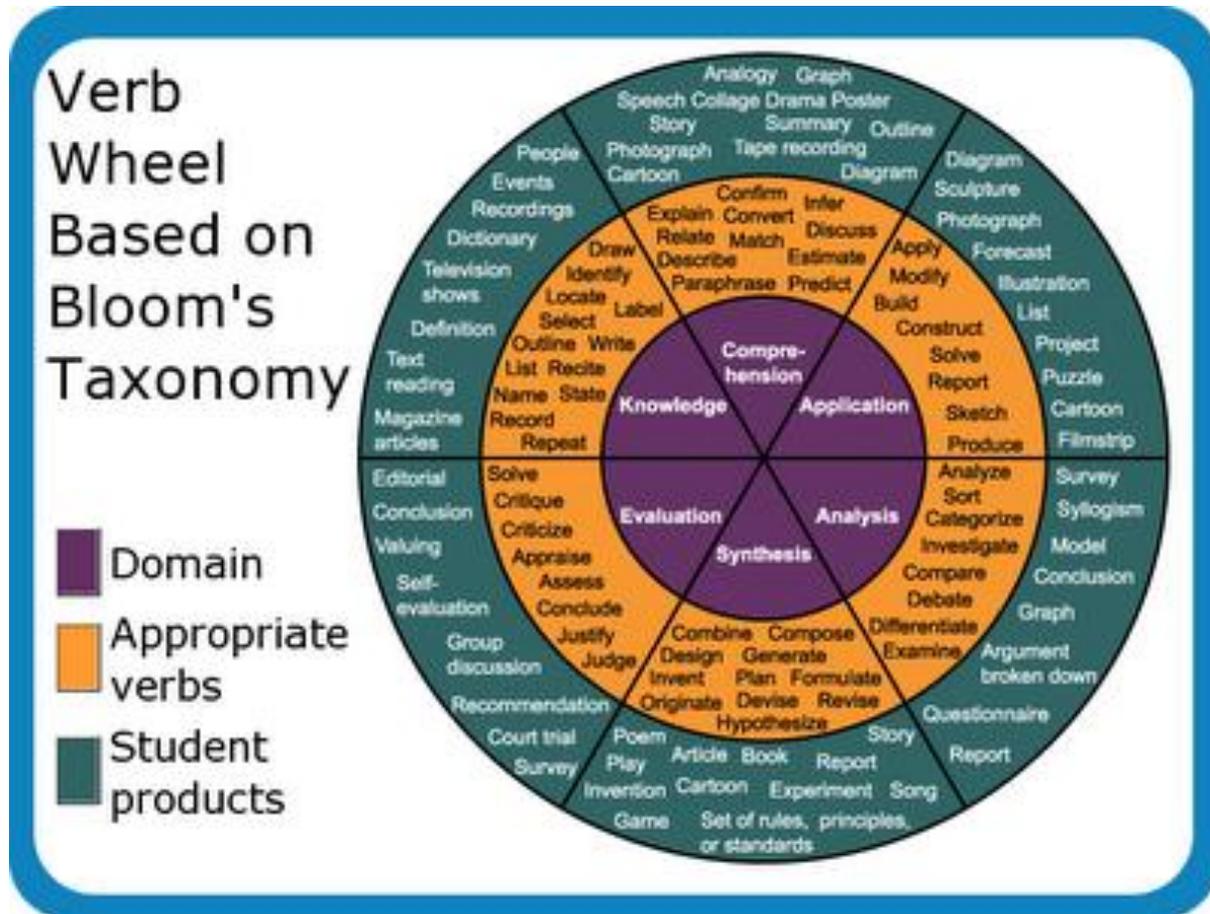
It is important to remember that learning at the higher levels is dependent on having attained the prerequisite knowledge and skills of the lower levels. Thus educators can use the framework established by Bloom's Taxonomy to challenge students to new and deeper levels by developing learning objectives that target multiple levels of Bloom's Taxonomy. It is crucial that teachers plan lessons and activities that scaffold students to engage them at the higher levels including analyzing, evaluating, creating and synthesizing content.

**Using Bloom's Taxonomy in the Adult Education Classroom**

The introduction of higher college and career readiness standards and the new high school equivalency exams have increased teachers' levels of urgency to help students reach higher-level learning. Teachers must ensure that they are adjusting their lesson plans to reach deeper levels of understanding and address critical thinking and problem solving.

Bloom's Taxonomy can provide teachers with a framework and language to develop learning objectives that correspond to higher levels of understanding required by these increased standards. Although teachers must bring students to the upper levels of Blooms Taxonomy in order to meet the standards, it is important to recognize that students cannot get to this level of understanding without first mastering the lower levels. Adult education teachers need to have a full understanding of Bloom's and effectively use it to provide solid classroom lessons in engaging formats that address all levels of the taxonomy.

When developing lesson objectives, teachers may find it useful to use the Bloom's Verb Wheel. Teachers may choose to use this tool to brainstorm lesson objectives and activities to incorporate at a desired level of critical thinking. The Verb Wheel allows teachers to reflect on the language and verbs that they are using and combined with their understanding of their students and their levels of knowledge, ensure they are targeting appropriate levels of understanding. This will result in lessons that are challenging to students but not overwhelming. Regardless of a student's entry point, teachers should make sure lesson objectives target multiple levels on Bloom's Taxonomy and scaffold transitions to upper levels seamlessly.



By using Bloom's Taxonomy, teachers can better prepare their students for the increased demands associated with college and career readiness. This means working to get students to successfully master material at the top three levels of Bloom's Taxonomy: Analysis, Synthesis and Evaluation.

### Strategies to effectively use Bloom's Taxonomy

- Scaffold lesson plans to pull students through the levels of understanding**  
It is crucial that lessons are targeting higher levels of Bloom's Taxonomy as much as possible. Teachers can use the Bloom's Verb Wheel when writing objectives to ensure students are being "pulled" through to higher Bloom's levels.
- Reflect on planned classroom activities and questions to ensure students are being challenged to reach higher levels of problem solving.**  
Be sure that you are asking the right questions to elicit responses that require higher level thinking. Consider asking questions that "teach" rather than merely "test" students' knowledge. Exchange predominantly knowledge-based questions such as "Who wrote 'War and Peace'?" for questions that demand comprehension, application, analysis, synthesis or evaluation such as "What is the value of reading 'War and Peace' in the 21<sup>st</sup> century?"

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**Resources:**

"Educational Technology and Mobile Learning: Blooms Taxonomy." *Educational Technology and Mobile Learning: Blooms Taxonomy*. N.p., n.d. Web. 29 May 2013.

<http://www.educatorstechnology.com/search/label/blooms%20taxonomy>

Bloom's Taxonomy of Learning Domains:

<http://www.nwlink.com/~donclark/hrd/bloom.html>

"Bloom's Taxonomy of Learning Domains." *Bloom's Taxonomy of Learning Domains*. N.p., n.d. Web. 29 May 2013. <http://www.nwlink.com/~donclark/hrd/bloom.html>

Bloom's Verb Wheel: [http://www.pdst.ie/sites/default/files/blooms\\_taxonomy\\_chart.pdf](http://www.pdst.ie/sites/default/files/blooms_taxonomy_chart.pdf)

Writing Objectives Using Bloom's

<http://teaching.uncc.edu/articles-books/best-practice-articles/goals-objectives/writing-objectives-using-blooms-taxonomy>

Using Bloom's Verb Wheels in the Classroom:

<http://zaidlearn.blogspot.com/2009/07/use-blooms-taxonomy-wheel-for-writing.html>

Bloom's Taxonomy of Learning Domains:

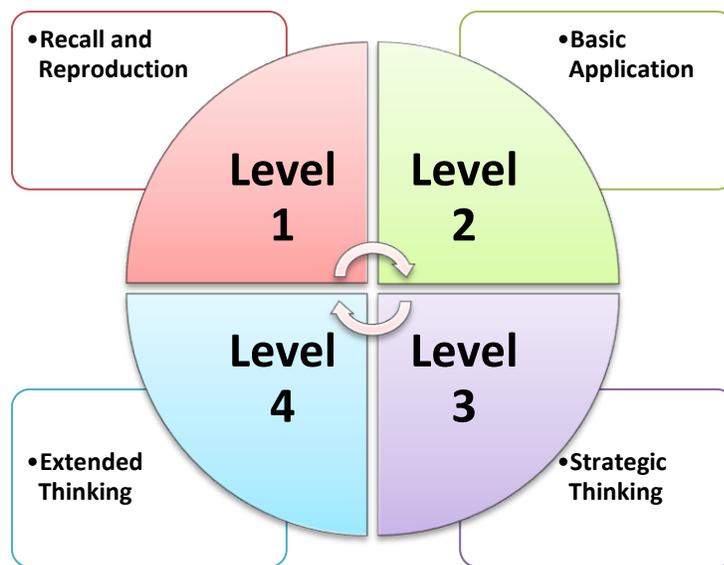
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## Webb's Depth of Knowledge

Webb's Depth of Knowledge (DOK) is a framework for analyzing cognitive complexity that was developed in 1997 by Dr. Norman Webb, a senior research scientist with the Wisconsin Center for Education Research. DOK focuses on the complexity and cognitive demand of a task, specifically how *deeply* a student needs to understand the content presented. DOK identifies four cognitive levels which correspond to the depth of understanding and complexity that is required to perform a task. This ranges from pure recall of facts in Level 1 to extensively using facts to analyze and solve complex problems in level 4.



All levels of DOK have a place in a rigorous curriculum.

Webb's Depth of Knowledge can be employed to inform instruction and ensure that students have the higher level of mental processing required by new career and college readiness standards. The Common Core State Standards (CCSS) that are being implemented in K-12 education system are having a drastic impact and raising the standards for teaching and administering adult education. It is critical that adult education classrooms keep pace with the higher standards to ensure students are properly prepared to meet the demands of post-secondary education and the workplace. Webb's DOK provides a framework to develop lesson plans and classroom activities that address the need for deeper understanding, which will allow students to achieve greater cognitive complexity and reach the required deeper level of critical thinking.

**Level 1: Recall and Reproduction**

- Includes basic tasks that require students to recall or reproduce knowledge and/or skill such as a fact, definition
- Involves simple, well known procedures or formulas
- There is little transformation or extended processing of the target knowledge
- Tasks tend to focus on memorization
- A student answering a Level 1 item either knows the answer or does not. The answer does not need to be “figured out” or “solved”

**Level 1 Examples:**

- |   |  |
|---|--|
| ✓ Recall facts  | ✓ Describe features or characteristics                                 |
| ✓ Apply a formula, perform a process or set of procedures | ✓ Develop a concept map, make a timeline or writing a list of keywords |

**Sample Application:** Name the main character.

**Level 2: Basic Application**

- Includes mental processing beyond recalling or reproducing a response
- These actions imply more than one mental or cognitive process or step
- Requires students to act on memorized information in some way
- May include comparison of two or more concepts, finding similarities and differences, applying factual learning at the basic skill level
- Students must explain “how” or “why” and often estimate or interpret to respond
- Requires students to make some decisions as to how to approach the problem or activity beyond the rote response required of a Level 1 task

**Level 2 Examples:**

- |  |  |
|--|--|
| ✓ Identify and summarize information from a text | ✓ Predict a logical outcome  |
| ✓ Compare and contrast                           | ✓ Classify geometrical figures   |
| ✓ Explain cause and effect                       | ✓ Retrieve information from a graphic and use it to solve a problem requiring multiple steps |

**Sample Application:** Identify and summarize the major events, problem, solution, conflicts in a literary text

**Level 3: Strategic Thinking**

- Requires deep understanding as exhibited through planning, using evidence and more demanding cognitive reasoning
- Involves reasoning, strategy and using prior knowledge
- Requires complex or abstract thinking, and application of knowledge or skills in a new and unique situation
- There may be multiple answers or multiple ways to get an answer
- An assessment item that has more than one possible answer AND requires students to justify their response would most likely be a Level 3

**Level 3 Examples:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>✓ Analyze or evaluate the effectiveness of literary elements</li> <li>✓ Solve a multiple step problem and provide support</li> </ul> | <ul style="list-style-type: none"> <li>✓ Compare actions and analyze their impact</li> <li>✓ Propose and evaluate solutions</li> <li>✓ Explain, generalize or connect ideas, using supporting evidence</li> </ul> |
|---|---|

**Sample Application:** Explain, generalize or connect ideas, using supporting evidence from a text or multiple texts or sources

**Level 4: Extended Thinking**

- Students typically identify a problem, plan a course of action, enact that plan, and make decisions based on collected data
- Synthesize information from multiple sources and piece them together in unique ways.
- Requires complex reasoning, planning, developing and thinking, most likely over an extended period of time.
- Cognitive demands of the tasks and objectives should be high and the work should be very complex.
- Students should be required to make several connections (relate ideas *within* content area and *among* content areas) and have to select one approach among many alternatives

**Level 4 Examples:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>✓ Gather, analyze and interpret information from various sources to draft a reasoned report</li> <li>✓ Analyze author’s craft (e.g., literary techniques, point of view, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>✓ Analyze and explain multiple perspectives or issues within or across time periods events, or cultures</li> <li>✓ Specify a problem, identify solution paths, solve the problem, and report the results</li> <li>✓ Write and produce an original work</li> </ul> |
|--|--|

**Sample Application:** Use different texts to analyze the authors’ literary techniques and points of view and root the writings in a specific historical time period using primary or authentic texts

Webb’s Depth of Knowledge makes an important distinction between *difficulty* and *complexity*. The term complexity does not refer to the level of challenge in an item, but rather to the cognitive steps a learner must go through to arrive at a correct answer. The DOK level assigned should reflect the level of *complexity* required in order for a response to be deemed acceptable. DOK does not refer to the level of *difficulty* which is a more subjective measure and may widely vary across students according to their prior knowledge and skill level.

For example, listing all U.S. presidents in order is relatively simple for someone who has memorized the list, but it would be quite difficult for someone who has not. Regardless of difficulty, this task would have a cognitive complexity DOK Level of 1 because it is a straight forward task requiring recall. On the other hand, comparing the role of the legislative branch with the judicial branch requires more strategic analysis of governmental branches.

This task would have a cognitive complexity DOK level of 3.

DOK level is determined by content experts and experienced educators; difficulty is measured empirically when the items are field tested. Items with higher DOK levels tend to be more difficult than items with a lower DOK, but that is not always the case.

To Identify the Level of Webb’s Depth of Knowledge:	
If there is only <b>one correct answer</b> , it is probably DOK 1 or DOK 2	<b>DOK 1-</b> Answer is correct or incorrect. Either the student knows the answer or does not.
	<b>DOK 2 (CONCEPTUAL)-</b> Apply one concept, then make a decision before going on <i>applying a second concept</i>
If <b>more than one solution/approach</b> , requiring <b>evidence</b> , it is DOK 3 or DOK 4	<b>DOK 3-</b> Must provide supporting evidence and reasoning (not just HOW the problem was solved, but WHY to explain reasoning)
	<b>DOK 4-</b> Involves applying more than one concept using facts and information, providing supporting evidence and reasoning while using supporting evidence from multiple sources or texts to develop a creative solution or complex project.

Webb’s Depth of Knowledge is not characterized by verb choice but by verb usage. DOK focuses on how the verb is used and the depth of thinking required. It is possible to use the same verb in questions that are in three different levels of Webb’s DOK.

DOK Level 1: Recall	<u>Describe</u> three characteristics of metamorphic rocks  <i>*Requires simple recall.</i>
DOK Level 2: Basic Application	<u>Describe</u> the difference between metamorphic and igneous rocks.  <i>*Requires cognitive processing to determine the difference in the two rock types.</i>
DOK Level 3: Strategic Thinking	<u>Describe</u> a model that you that you might use to represent the relationships that exist within the rock cycle.  <i>*Requires deep understanding of rock cycles and a determination on how to best represent it.</i>
DOK Level 4: Extended Thinking	<u>Describe</u> the approach you would take to ensure that the rock samples you collect are truly representative of the geologic diversity of your local area.  <i>*Requires deep understanding of geological data, sample collection, understanding of scientific process and complex cognitive processing to develop a creative solution.</i>

New high school equivalency assessments will have more cognitively complex questions that will require students to think critically, problem solve in real life scenarios and explain their mental processes. Teachers must have a thorough understanding of Webb's DOK and how use it to create lesson plans that deepen students' understanding. To properly prepare adult education students for the new more rigorous high school equivalency exams, it will be important to adapt current classroom texts and materials to address the Level 2 and Level 3 of Webb's DOK. The majority of the new the updated high school equivalency exams will likely focus on Levels 2 and 3. This makes it crucial to actively use Webb's when planning classroom instruction and developing classroom strategies which will encourage students to develop the skills necessary to be college and career ready.

**Strategies to Implement Webb's Depth of Knowledge:**

- *Consider Webb's DOK levels when writing lesson objectives, developing lesson plans and facilitating classroom activities.*  
Remember the intended student learning outcome determines the DOK level. Assessments, oral questions and class activities can all be assigned a DOK Level. Instruction and classroom assessments must reflect the DOK level of the objective or intended learning outcome. Use DOK verb wheel to guide activities and reflect on objectives to ensure they are on the intended DOK level.
- *Use DOK levels to effectively guide the questions asked in the classroom.*  
Questions at lower levels are usually more appropriate for evaluating students' preparation and comprehension or reviewing and summarizing. Questions at upper DOK levels are appropriate for encouraging students to think deeply and critically, solve problems, or stimulate students to seek information on their own.
- *Scaffold lessons to build on each DOK level, encouraging and challenging students' deeper understanding of content.*  
Ask students to manipulate prior information, compare and contrast or identify a solution to a problem. Assist students to think through developing a solution and insist they identify not only HOW they got the answer but WHY they chose to the specific approach.

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**Resources:**

Webb's Depth of Knowledge Guide- Career and Technical Education Definitions

[http://www.aps.edu/rda/documents/resources/Webbs\\_DOK\\_Guide.pdf](http://www.aps.edu/rda/documents/resources/Webbs_DOK_Guide.pdf)

Depth of Knowledge Levels [http://www.dese.mo.gov/divimprove/sia/msip/DOK\\_Chart.pdf](http://www.dese.mo.gov/divimprove/sia/msip/DOK_Chart.pdf)

Information on Webb's Depth of Knowledge

<http://fchsteaching2.wikispaces.com/file/view/1+-+Higher+Order+Thinking+Questions+preso.pdf>

Complexity NOT difficulty <http://vimeo.com/42788913>

DOK Question Stems <http://w4.nkcsd.k12.mo.us/~tscott/DOK%20Question%20Stems.pdf>

"Assessment Guide for Educators." *Assessment Guide for Educators*. GED Testing Service, June 2012.

Web. Jan. 2013. <http://www.gedtestingservice.com/educators/assessment-guide-for-educators>

"Webb's Depth of Knowledge Guide: Career and Technical Education Definitions." N.p., 2009. Web.

Jan. 2013. [http://www.aps.edu/rda/documents/resources/Webbs\\_DOK\\_Guide.pdf](http://www.aps.edu/rda/documents/resources/Webbs_DOK_Guide.pdf)

"What Does Rigor Look Like?" N.p., 2012. Web. Jan. 2013.

[http://www.uwlax.edu/soe/SoE%20Mtng%20PwrPt%2010.19.12%20\(Finco\).pdf](http://www.uwlax.edu/soe/SoE%20Mtng%20PwrPt%2010.19.12%20(Finco).pdf)

## Applying Webb's Depth of Knowledge and Bloom's Taxonomy of Learning

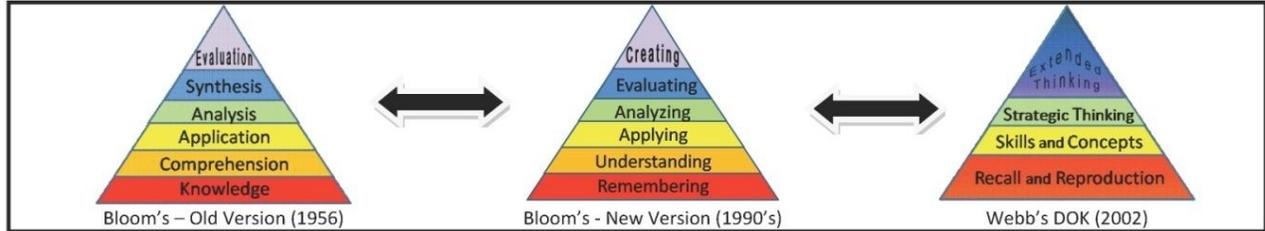
Webb's Depth of Knowledge and Bloom's Taxonomy are tools for understanding and evaluating learning levels. Instructors can gauge the extent of subject mastery based on discrete steps as described in either tool. Webb uses four levels within his evaluation profile while Bloom describes six stages. Both structures address the need for teachers to challenge students to think beyond the most basic level of learning - recall and memorization.

Webb's Depth of Knowledge (DOK) is very similar to Bloom's Taxonomy, but there are some important differences to note. In Bloom's Taxonomy, the focus is on the learner's activity, for example applying, analyzing and creating. In DOK, the emphasis is on the complexity of the cognitive process that each of those activities requires on the part of the learner. Both models describe cognitive rigor but each addresses something different:

- **Bloom** - What *type of thinking* (verbs) is needed to complete a task?
- **Webb DOK** - *How deeply* do you have to understand the content to successfully interact with it? How complex is the content?

COGNITIVE LEVEL COMPARISON MATRIX: BLOOM AND WEBB					
BLOOM			WEBB		
1	Knowledge/ Remembering	Student remembers or recalls previously learned information	1	Recall	Student recalls facts, information, procedures or definitions; usually a one step process
2	Comprehension/ Understanding	Student translates, comprehends, or interprets information based on prior learning	2	Basic Application of Skill/Concept	Student uses information, conceptual knowledge, and procedures; usually at least a 2 step process
3	Application/ Applying	Student selects, comprehends, or interprets information based on prior learning			
4	Analysis/ Analyzing	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question	3	Strategic Thinking	Students uses reasoning and develops a plan or sequence of steps; process has some complexity
5	Synthesis/ Evaluating	Student originates, integrates, and combines ideas into a product plan or proposal that is new.	4	Extended Thinking	Student conducts an investigation, needs time to think and process multiple conditions of problem or task; project over time that requires in depth synthesis and analysis
6	Evaluation/ Creating	Student appraises, assesses, or critiques on a basis of specific standards and criteria			

## Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge



Bloom's six major categories were changed from noun to verb forms in the new version which was developed in the 1990's and released in 2001. The knowledge level was renamed as remembering. Comprehension was retitled understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom's changed position in the revised version.

Bloom's Taxonomy	Revised Bloom's Taxonomy
<b>Knowledge</b> <i>Recall appropriate information.</i>	<b>Remembering</b>
<b>Comprehension</b> <i>Grasp the meaning of material.</i>	<b>Understanding</b>
<b>Application</b> <i>Use learned material in new and concrete situations.</i>	<b>Applying</b>
<b>Analysis</b> <i>Break down material into component parts so that its organizational structure may be understood.</i>	<b>Analyzing</b>
<b>Synthesis</b> <i>Put parts together to form a new whole.</i>	<b>Evaluating</b>
<b>Evaluation</b> <i>Judge value of material for a given purpose.</i>	<b>Creating</b> (Previously Synthesis) <i>Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.</i>

Norman L. Webb of Wisconsin Center for Educational Research generated DOK levels to aid in alignment analysis of curriculum, objectives, standards, and assessments.

Webb's Depth of Knowledge & Corresponding Verbs
<b>Recall and Reproduction</b> <i>Correlates to Bloom's 2 Lowest Levels</i> <i>Recall a fact, information, or procedure.</i> arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who- what- when- where- why
<b>Skill/Concept</b> <i>Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.</i> apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues
<b>Strategic Thinking</b> <i>Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.</i> apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems
<b>Extended Thinking</b> <i>Correlates to Bloom's 2 Highest Levels</i> <i>Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. *Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.</i> analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize

Debbie Perkins, 2008

### Strategies to Apply Bloom's Taxonomy and Webb's Depth of Knowledge

- ✓ **Teachers can use Bloom's and Webb's when asking challenging questions of students to guide them to deeper levels of thinking and encourage critical problem solving.**  
Ask open-ended questions that require students to explain their answers and provide evidence.  
Have students think critically and apply reading, writing, and mathematical skills to solve challenging real world based problems.
- ✓ **Proactively plan instructional activities using Bloom's and Webb's.** Consider the following questions:
  - What is the purpose of the lesson or activity?
  - What is the intended rigor? What level of Bloom's does the activity hit? What level of Webb's does the activity hit?
  - When in the lesson/unit will the activity be used? How will the activity be built upon?
- ✓ **Employ both Bloom's and Webb's to reflect on classroom activities.** Ensure lesson plans and activities address both the type of thinking, depth of knowledge and level of complexity needed to be successful. Carefully scaffold activities to address the increasingly higher levels of the CCSS and new high school equivalency assessments.

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**Resources:**

2014 GED Test Curriculum Blueprint from GED Academy- An Educator's Guide to Being GED Test Ready. Corvallis: Essential Education, OR. Print

Hess, Karen K., Ben S. Jones, Dennis Carlock, and John R. Walkup. "Cognitive Rigor: Blending the Strengths of Bloom's Taxonomy and Webb's Depth of Knowledge to Enhance Classroom-level Processes." Education Resources Information Center (ERIC, 7 Mar. 2009. Web. May 2013. [http://standardsco.com/PDF/Cognitive\\_Rigor\\_Paper.pdf](http://standardsco.com/PDF/Cognitive_Rigor_Paper.pdf)

Perkins, Debbie. "Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge." N.p., 2008. Web. Jan. 2013. <http://www.paffa.state.pa.us/PAAE/Curriculum%20Files/7.%20DOK%20Compared%20with%20Blooms%20Taxonomy.pdf>

"Assessment Guide for Educators." *Assessment Guide for Educators*. GED Testing Service, June 2012. Web. Jan. 2013. <http://www.gedtestingservice.com/educators/assessment-guide-for-educators>

## Common Core State Standards

The Common Core State Standards (CCSS) are K-12 mathematics and English language arts/literacy academic standards developed by the Council of Chief State School Officers and the National Governor's Association. The CCSS aim to increase the rigor and cognitive demands of curricula in the K-12 education system and ensure comparability across states, district and schools. The CCSS target mathematics and English language arts, but will incorporate other content areas such as social studies and science. The standards are carefully aligned to the expectations of two- and four- year colleges and have been internationally benchmarked.

The Common Core State Standards are a critical first step in improving America's education system. They provide the necessary foundation for local decisions to be made concerning curriculum, assessments and instruction. Indiana chose to adopt the K-12 Common Core State Standards to help ensure all students graduate from high school with core academic knowledge and skills necessary for success in college, careers and life for the benefit of their future and the future of our nation.

<b>Why Common Core State Standards?</b>
<p><b>Clearer and deeper curriculum</b> Students need to not only learn the academic skills but also need to understand how to apply those skills within the context of real-life situations. Students will need to have a greater depth of knowledge in order to be successful. CCSS seek to deepen students' level of understanding and their ability to apply information.</p>
<p><b>Focused on results</b> There is an emphasis on required achievements, thus providing room for teachers, curriculum developers and states to determine how these goals should be reached and what additional topics should be addressed.</p>
<p><b>Outline <i>what</i> students learn, not <i>how</i> they learn</b> Teachers are free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set in the standards.</p>

The Common Core State Standards are raising the bar for teaching and administering adult education too. Adult education students need to keep pace with students graduating from the K-12 system. The standards are dramatically impacting high school equivalency and college readiness assessments (PARCC). More and more employers are also requiring higher level problem solving and critical thinking skills. Adult education teachers are being encouraged to use this framework to develop lessons and instructional strategies. Adapting CCSS and implementing increased standards in the adult education world will help better prepare students for post secondary education, careers and self sufficiency.

<b>Students who meet the Common Core State Standards...</b>	
<ul style="list-style-type: none"> <li>• Demonstrate independence</li> <li>• Build strong content knowledge</li> <li>• Comprehend and critique</li> <li>• Use technology and digital media strategically and capably</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to varying demands of audience task, purpose and discipline</li> <li>• Come to understand other perspectives and cultures</li> <li>• Value evidence</li> </ul>

The Common Core State Standards are designed to be robust and relevant to the real world, reflecting knowledge and skills that students need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

**Adopting Standards in Adult Education**

The transition to incorporating Common Core State Standards might initially appear challenging because these standards are based on specific grade levels corresponding to K-12. Adult education teachers may find it easier and more effective to focus on the instructional shifts implicit in the CCSS. These shifts are common despite grade level and can provide framework for incorporating the new standards into the adult education classroom.

**English Language Arts/Literacy**

There are six major shifts in English Language Arts/Literacy (ELA) that adult education teachers should work toward implementing into lesson planning and classroom activities. By focusing on these ELA shifts, teachers can ensure that CCSS are being effectively addressed in the adult education classroom. These ELA shifts can be used to inform lessons across content areas to ensure students are adequately prepared for new high school equivalency assessments that are based on the new standards.

<b>INSTRUCTIONAL SHIFTS IN ELA/LITERACY</b>	
Balancing Informational and Literary Text	Read a true balance of informational and literary texts.
Building Knowledge in the Disciplines	Build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities.
Staircase of Complexity	Read the central, grade-appropriate text around which instruction is centered. Teachers are patient, create more time, space and support in the curriculum for close reading.
Text-Based Answers	Engage in rich and rigorous evidence based conversations about text.
Writing From Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Academic Vocabulary	Build the transferable vocabulary needed to comprehend complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Adapted from engage NY.com

### **Impact on Assessments**

These ELA shifts promise to have a broad impact on high school equivalency assessments as well as assessments for college readiness. Assessments will include more nonfiction and authentic texts and require students to have a deeper understanding and engage with the texts beyond simple recall. The included texts will focus on science and social studies in addition to the traditional literary texts. Assessments will include a higher level of text complexity and students will be required to read and respond to paired passages specifically comparing and contrasting information. Short answer responses will require students to move beyond writing from personal experience and ask students to base their answers on text passages, citing evidence from texts in their answers. Assessments will ask students to read and understand academic vocabulary, obtaining meaning from context.

### **Strategies to Address ELA Shifts in Adult Education Classroom**

- ✓ *Balance the reading materials used in lessons- read as much nonfiction as fiction.*  
Be sure that nonfiction texts are incorporated into lessons as much as possible. Encourage students to read nonfiction texts outside of the classroom.
- ✓ *Encourage students to learn about the world by reading.*  
Be sure students are reading science, social studies and primary source texts regularly. Ask students challenging questions and lead discussions that will encourage them to engage the text to discover ideas within the readings.
- ✓ *Read more complex material carefully.*  
When reading complex texts, students must be comfortable reading and re-reading more challenging material. Lead activities that will allow the student to “unpack” the text and engage with the text fully. Be sure to intervene when necessary and help students handle frustration when working through the challenging text.
- ✓ *Insist on using evidence while discussing texts and reading assignments.*  
Students must learn to find evidence to support their arguments. Encourage students to cite evidence from texts when discussing texts, forming judgments and voicing disagreements in the classroom.
- ✓ *Write from sources.*  
Teachers must insist students practice writing as often as possible to get comfortable with this essential skill. Students should make arguments in writing using evidence from texts. Encourage students to compare texts in writing, citing evidence and engaging with multiple texts simultaneously.
- ✓ *Ensure students are familiar and comfortable with academic vocabulary.*  
Classroom reading and materials should expose students to words that they can use in college and career to broaden academic vocabulary. Students should be comfortable using context to obtain specific meaning of words.

### **Mathematics**

There are six shifts in Mathematics that teachers can focus on implementing into the classroom to assist adult education students be successful in the new standards-based assessments. Teachers must work closely with students to ensure that they have a deeper understanding of mathematical concepts.

INSTRUCTIONAL SHIFTS IN MATHEMATICS	
Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize core functions through repetition.
Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer correct.
Applications	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom-both are occurring with intensity.

**Impact on Assessments**

These CCSS shifts in Mathematics will impact assessments for high school equivalency and college readiness. Teachers will be required to have knowledge of assessments to focus classroom activities on skills directly included on the assessments. Students will be required to have a very deep understanding of these concepts. Assessments will require them to work from a solution or identify steps which require an exhaustive understanding beyond simply obtaining a correct answer. Students will also be required to link and build upon foundational concepts to solve complex multi-step problems. Assessments based on CCSS will also require students to understand mathematical modeling. Mathematical modeling is a description of a **system** using **mathematical** concepts and language. Students will be asked to translate mathematical problems into language or a situational problem into a mathematical equation. These models may be used by students to explain a system, to study the effects of different components, and to make predictions about behavior.

Strategies to Address Math Shifts in Adult Education Classroom
<ul style="list-style-type: none"> <li>✓ <i>Know what the priority work is for students according to skills needed for assessments. Spend the majority of class time working on enhancing students understanding of these priority skills.</i></li> <li>✓ <i>Build on foundational skills.</i></li> </ul>

Help students understand how mathematical skills build on one another. Ensure that students are mastering the foundational skills and keep presenting challenging material to help deepen understanding.

- ✓ *Spend time practicing to help students with speed and accuracy.*  
Be sure that students have an opportunity to work with many problems related to the same idea. Students must memorize and know basic math facts required by higher level concepts.
- ✓ *Students must understand WHY the math works and not rely on shortcuts.*  
Discuss the WHYS of math concepts regularly. Have students prove that they know why and how the math concepts work. Require students write their steps in language and show the work required to obtain their answer.
- ✓ *Apply math to real world situations whenever possible.*  
Students should identify problems that are relevant to them and their life that can be solved with mathematical concepts. Encourage students to decide and explain which concept or equation is appropriate to solve real world problems.

The adoption and implementation of the Common Core State Standards presents both a challenge and an opportunity to adult education. Collaboration is essential to ensure adult education students are the most effectively prepared people for the intense global labor market competition they will be facing. The CCSS can provide adult education with guidance for instruction by clearly articulating the foundation of what every person, regardless of age, needs to know and be able to do to transition successfully into post-secondary education and the 21<sup>st</sup> century workforce.

## Keys to Deeper Learning

There are four keys to developing increased critical thinking skills and achieving higher levels of learning:

- Frequency
- Recency
- Elaborative Processing
- Self Monitoring

### Frequency

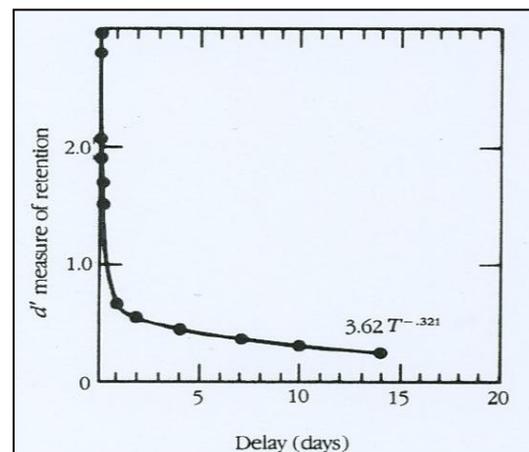
The first key to deepening learning is to increase frequency. As the number of times a concept is practiced increases, the time it takes an individual to recognize that concept decreases. It is important for adult education classes to meet often and practice concepts consistently and regularly.

#### **Classroom Strategies to Incorporate Frequency**

- Ensure you are actively reviewing concepts from previous lessons often and connecting those concepts to current lessons. This will increase the cohesiveness of lessons and add greater depth to students' understanding.
- Use warm-up and introductory activities to have students review information from previous lessons.
- Plan a variety of hands-on activities that explore the same topics in unique ways to increase the frequency of information presented.
- Provide opportunities for students to use independent time to practice foundational concepts that they may be having difficulty mastering.
- Encourage students to review lesson content after class to prepare for the next lesson.
- Use online materials to increase exposure to lesson material. This can be in the form of videos, educational websites or software-based learning tools.

### Recency

The next key concept for deepening student learning is recency. If a student experiences a delay in the learning process, their retention of the concept decreases. Continual exposure and required practice of the concept before and after class can dramatically improve a student's ability to retain the knowledge.



The graphic illustrates The Power Law of Forgetting. (Anderson et al)

As you can see student retention is highest when the delay of exposure to information is minimal. The graph illustrates clearly the rate in which a student's information retention decreases dramatically with delay of exposure.

#### ***Classroom Strategies to Incorporate Recency***

- Provide distance learning options as often as possible. This can include assigned pre- or post-work. This will increase the likelihood of learning retention by minimizing any delay of exposure to the lesson content.
- Encourage students to review educational material or apply lesson concepts as often as possible using memory aids such as flashcards.
- Review and connect lesson materials across subjects to allow more exposure to concepts being taught. By effectively integrating subjects and skills, foundational concepts will more likely be retained.
- Provide opportunities to review learned concepts often and actively build on existing skills.

#### ***Elaborative Processing***

In addition to frequency and recency, elaborative processing is essential. The ability of a student to remember a concept also depends on how deeply the information is processed, not just how often it is experienced. If a student looks at the material day after day but does not truly process it, the student will not master the concept. Providing opportunities for a concept to be thought of in a number of different ways and encouraging interconnections between concepts can help a student master it.

Techniques include:

- Explanatory Rehearsal
- Making a diagram, map or picture
- Creating models
- Looking for patterns

#### ***Classroom Strategies to Incorporate Elaborative Processing***

- Have students actively explain the connections that they make between concepts. This increases relevancy and allows a deeper understanding of the material.
- Teach new information in a way that highlights the applicability to a real world problem students may be facing. Facilitate student discussion that centers on applying the new skill in a valuable and meaningful way which affects students' lives.
- Encourage students to apply newly presented information to previous knowledge and experiences across different subjects, which will add value and deepen understanding.

- Comprehension is greatly enhanced if the learner can accurately identify examples of the new concept or ways it can be appropriately applied within the context of discussing another topic or subject. Provide opportunities to review learned concepts often and actively build on existing skills or apply them in other lessons or subjects.
- Incorporate Webb's Depth of knowledge and Bloom's Taxonomy when lesson planning to ensure higher-level thinking. Require students to apply new concepts in scenarios that require critical thinking and problem solving, not just recall and memorization.

### **Self Monitoring**

The final key to deepening student learning is self monitoring. Self monitoring is the skill of tracking one's own behavior. By providing students time to reflect on their own learning experiences and the impact of frequency, recency and elaborative processing within their learning activities, they will gain awareness and better understand their own agency in the learning process. This is essential in developing college and career readiness.

#### ***Classroom Strategies to Incorporate Self Monitoring***

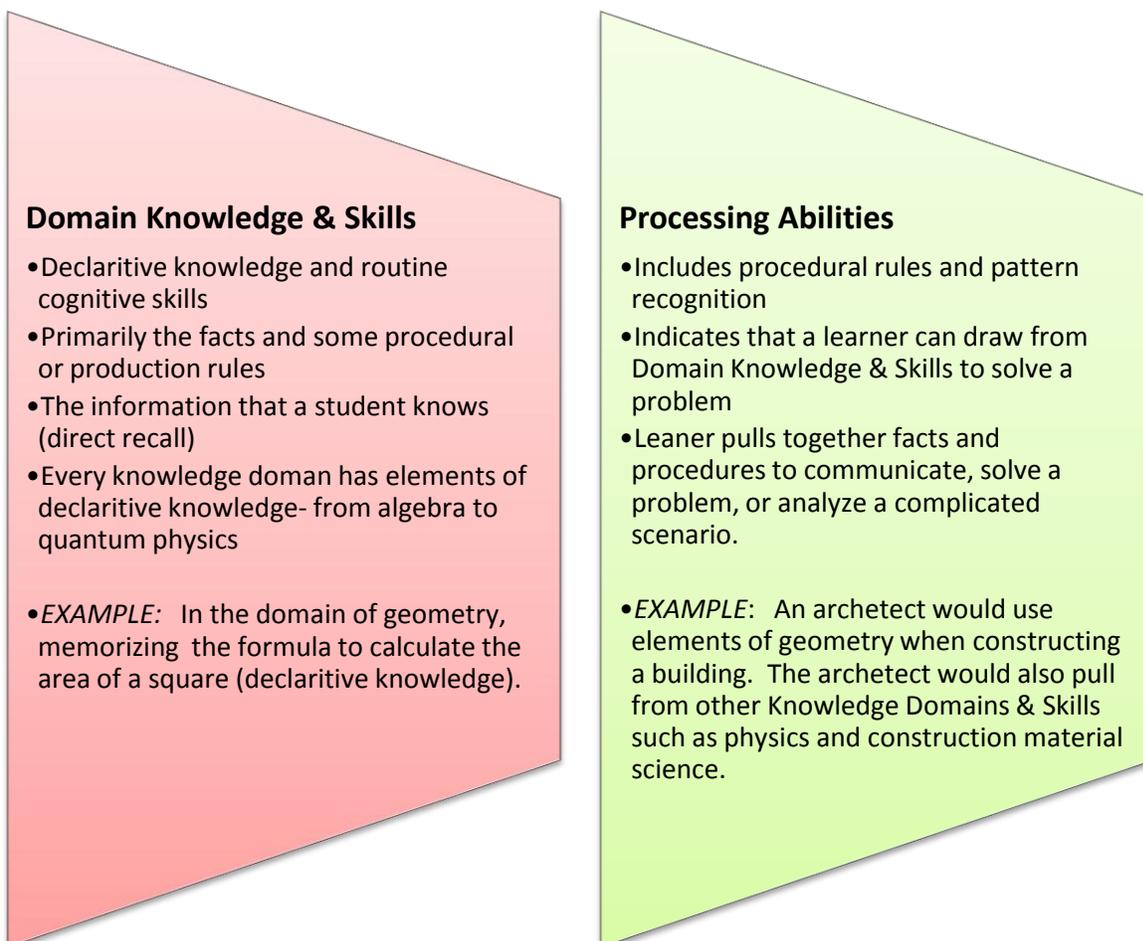
- Provide students with a rubric that allows them to show whether they believe they've achieved their goal for each lesson. Include a space for the teacher to provide feedback.
- Provide a daily schedule of lessons and the lesson objectives which will allow students to feel some control over their own learning.
- Encourage students to ask questions about the learning process in addition to the lesson content.
- Engage students in checking their own work.
- Tell students the number of errors they need to find rather than telling them which answers were wrong.
- Hold students accountable for their decisions.
- Encourage students to keep a learning journal and provide class time for students to actively reflect on their learning experiences.

## Spheres of Competency and Levels of Learning

It is crucial for adult education teachers to understand the urgency for increasing classroom rigor to effectively and efficiently prepare students to pass high school equivalency assessments and meet the demands of college and career. In order to accomplish this goal, teachers must help adult learners develop competencies required by the workforce and post-secondary education. Cognitive psychology offers a learning model that provides guidance for working with students to deepen learning and master these higher level skills.

### Focusing on Spheres of Competency

Simply put, a competency is an ability or capability that can be associated with the successful performance of a task. There are two primary spheres of competency that adult education teachers must help adult learners master: Domain Knowledge & Skills and Processing Abilities.



Adult learners must be encouraged to actively apply and integrate Domain Knowledge & Skills to solve problems and think critically. College and Career Readiness standards demand that students process information at high cognitive levels. Analytical skills, problem solving, critical thinking and communication are all in the “Processing Abilities” sphere of competency. These are skills that

students will need to be successful in today’s labor force. Teachers must encourage students by focusing on using frameworks such as Webb’s Depth of Knowledge and Bloom’s Taxonomy to plan lesson strategies and activities that develop the higher level ”Processing Abilities” sphere of competence.

**Levels of Learning**

It will be helpful to examine a learning process model that details how learners develop higher level competencies such as the Processing Abilities. Fitts and Posner (1967) defined three stages for learning a new skill or competency:



This learning process is sequential and learners must pass through each stage to enter the next stage.

**1. Cognitive (Mechanical) Stage:**

- In this stage, a learner is presented with a targeted concept
- The learner learns the facts (declarative knowledge) and the steps (procedural rules) pertinent to the concept
- Requires a high degree of cognitive activity - attention demands are high, but use of the skill is limited
- Characterized by numerous errors

Learner Characteristics	Teacher Cues
Performance heavily based on cognitive or verbal process	Increase corrective feedback
Gains are large but inconsistent because learner is trying to determine how to accomplish skill using different strategies	Use short verbal cues
Large number of errors because learner is determining what works and what doesn't	Use demonstrations, videotape, active learning techniques
Conscious attention to every detail	Provide lots of opportunities to explore
Unable to screen out irrelevant information	
Inconsistent performance	

<http://www.nku.edu/~ryanc/stages/slido02.htm>

## 2. Associative (Functional) Stage:

- Learner gains confidence, more consistent with fewer errors
- The learner begins to actively recognize errors and attempts to correct them.
- Development of procedural rules for performing skills
- *Chunking* takes place in which steps are combined and error is reduced

Learner Characteristics	Teacher Cues
Learn to associate environmental cues with skills required to achieve goals	Distribute corrective feedback
Fewer errors because most effective strategies are determined	Stress correct fundamentals
Learner discovers environmental regularities	Accommodate difference in rate of skill development
Anticipation develops	Provide varied opportunities to practice new skills
Performance improvements are more gradual due to more subtle adjustments	
Learns to monitor own feedback	

<http://www.nku.edu/~ryanc/stages/sld003.htm>

## 3. Autonomous (Communicative) Stage:

- This stage is characterized by full conceptual understanding.
- Highest level of proficiency
- The learner not only knows how to define and perform the skill but also develops a mastery that results in one or more of the following:
  - *Generalization* - The learner can use the concept in a creative fashion to solve a problem in which the concept is implicitly rather than explicitly required
  - *Strengthening* - The learner possesses a fluidity of thought or action in which the concept plays a role, either dominant or secondary
  - *Automacity* - The learner no longer needs to think about the information known but can instead utilize the information to solve problems or construct new knowledge.
  - *Discrimination* - The learner understands appropriate applications of the concept, when it is useful in advancing problem solving and when its application is inappropriate.

Learner Characteristics	Teacher Cues
Decreased attention demands - skill becomes automatic	Focus on presenting real world scenarios that require students to strategically apply skills and concepts
Confidence increases, self-talk shifts to strategy and application	Work on mental focus
While performing skill, can detect and correct own errors	Encourage, motivate and support
Learner can start adding other aspects to skill (i.e. adding emotion)	
Performance gains are slower	

<http://www.nku.edu/~ryanc/stages/slido04.htm>

Learners must be guided through all of the stages of the learning process. No stage can be skipped in reaching true conceptual understanding.

Below are sample questions and potential classroom activities to use for each stage of the learning process:

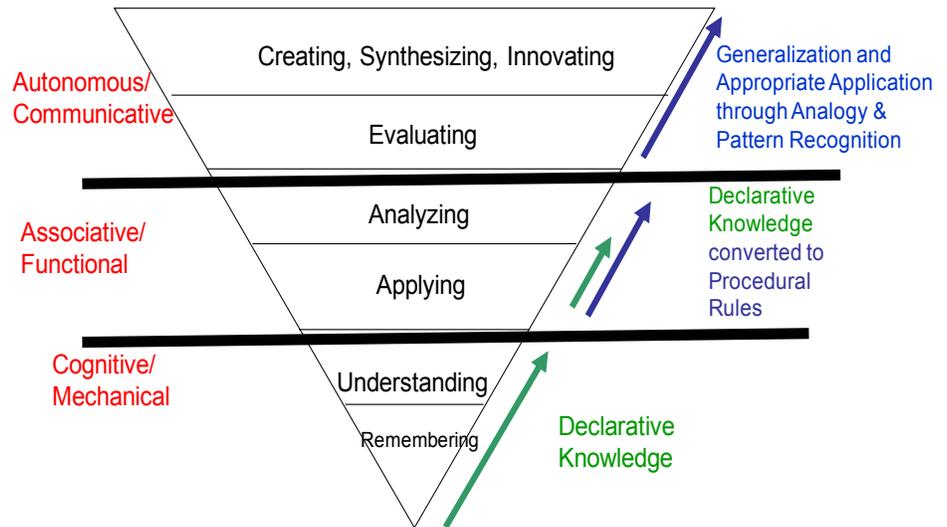
Stage	Verbs	Potential Activities
Cognitive	Tell, list, describe, relate, locate, write, find, state, name	<ul style="list-style-type: none"> <li>• Make a list of the main events.</li> <li>• Memorize a formula.</li> <li>• Make a timeline of events.</li> <li>• Make a facts chart.</li> <li>• Write a list of any pieces of information you can remember.</li> </ul>
Associative	Analyze, distinguish, examine, compare, contrast, investigate, categorize, identify, explain, separate, advertise	<ul style="list-style-type: none"> <li>• Design a questionnaire to gather information.</li> <li>• Write a commercial to sell a new product.</li> <li>• Find information to support a view.</li> <li>• Make a flow chart to show the critical stages.</li> <li>• Construct a graph to show the relation between information.</li> <li>• Write a biography of the study person.</li> <li>• Review a work of art in terms of form, color and texture.</li> </ul>
Autonomous	Innovate, create, judge, select, choose, decide, justify, debate, verify, argue, recommend, assess, discuss, rate, prioritize, determine	<ul style="list-style-type: none"> <li>• Invent a machine to do a specific task.</li> <li>• Design a room.</li> <li>• Create a new product and plan marketing campaign.</li> <li>• Conduct a debate about an issue of special interest.</li> <li>• Prepare a case to present your view about...</li> </ul>

Source: Dalton, J. & Smith, D. (1986) "Extending Children's Special Abilities – Strategies for primary classrooms" (p. 36-7) as posted on <http://www.teachers.ash.org.au/researchskills/dalton.htm#Evaluation>

### Applying Bloom’s Taxonomy - A College and Career Readiness Model Including Levels of Learning and Spheres of Competency

The workforce and post-secondary education requires students to be highly skilled. Adult learners are expected to be equipped with the critical thinking skills needed to apply existing knowledge to new situations. Bloom’s Taxonomy, which defines cognitive domains, can be recast to show demands of today’s workplace. Employees are expected

to have mastered the higher categories of Bloom’s Taxonomy - analyzing, evaluation, creating, synthesizing and innovating. The spheres of competency define the abilities that are associated with these higher categories while the levels of learning describe how to help a learner master these.



## Career-Minded Instruction

Career-Minded Instruction is basic skills instruction with explicit career-related real world application. This instruction can include incorporating career topics into lessons and activities and contextualizing basic skills to stress their relevancy to the world of work. Any ABE/ASE or ESL classroom can infuse career-minded instruction into their curriculum.

### Career-Minded Instruction in Adult Education

- Using career topics in lessons and activities. This could include:
  - Writing about cultural, familial and personal relationships with the world of work.
  - Reading about labor and job market trends.
  - Identifying career interests, skills and work values.
  - Researching jobs and career pathways.
  - Writing out short and long term career goals.
  - Applying math concepts to wage data and financial literacy.
  - Practicing speaking skills in interviewing contexts.
- Contextualizing ELA and math lessons to make explicit their potential on-the-job application:
  - This can be done with the specific occupations students are interested in or in a larger, universal soft-skill sense.
    - This is easier if students know exactly what kind of jobs they are working towards.
    - For students who may not know what they want to do, only that they want a job that will allow them to support themselves and their families, this may involve some local job market research on the teacher's part. Find out what jobs are in-demand locally and contextualize academic skills to match them.
  - This re-contextualizing to involve career awareness doesn't change what gets taught, just the light in which the concepts are discussed.

Remember – you don't just teach academic skills. Once taken outside the classroom, the skills you teach all become real-world skills.

### Why is Career-Minded Instruction Important?

Although adult learners will set different goals for their continuing education, many will be motivated by the job prospects and occupational opportunities their educational gains will afford them. Many adult learners also feel a strong sense of urgency to start working or improve their job situation. It is important to remember this urgent career-inspired motivation in the classroom.

By incorporating these career topics into instruction and emphasizing the professional application of academic skills, teachers can keep their students engaged. Students will be able to see the immediate usefulness of their learning and understand the relevance and value of academic skills to the accomplishment of their professional and life goals. This will address the urgency that students feel and tap into their motivation to increase persistence and success.

**Benefits of Using Career-Minded Instruction:**

- Increases relevancy through real world application
  - This encourages practice of these skills outside of the classroom which reinforces learning
- Addresses the urgency students feel to meet their career goals
- Increases persistence and retention by tapping into students' motivation for learning
- Better prepares students for questions on the high school equivalency assessment

**How Do I Infuse Career-Minded Instruction into My Classes?**

1. Start by looking at a lesson you plan to teach. Identify the academic skills your lesson develops and consider where those skills might have practical application outside of the classroom. Find ways to increase relevancy by teaching and reinforcing those skills in light of that external context.
  - For whole-class assignments or projects, focus on the universal soft-skills valued by all employers.
2. Get to know your students. Learn what their interests, experiences and goals are. Continue to refine examples and activities for class lessons to directly address the things your students care about.
  - This is especially useful for individual assignments and projects.
3. Once you gain confidence and find making these connections between academic and work skills easy, you can begin to take larger steps towards a truly career-minded curriculum. Making this type of curricular modification will take time, and should involve fellow teachers and your program administration.

Let's look at an example of this process in action.

1. You are planning to teach a writing lesson with the objective of improving students' ability to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content (CCR Anchor #2). You normally do this by having the students write an essay. Many of the skills required to successfully complete this assignment are relatable to the world of work, especially in any jobs that require strong written communication skills. Since every business has customers and strong customer service skills are valued by many employers, you can use that as the career context for an activity.

One idea would be to prepare a customer complaint letter and corresponding worksheet. Ask the class to read the letter and answer worksheet questions to verify understanding of the content and subtext in the customer complaint.

Next, ask students to assume a position in the customer service department of the company that received the complaint and write a response to the customer. This activity will stress not only writing mechanics, but also strong customer service skills and correct business writing and letter writing formats. To include technology into the lesson, the students can type up and email their response letter to the teacher. Follow up with a discussion about what kinds of employers need employees with these customer service, writing and computer skills to reinforce the relevancy and practical application of the lesson.

2. Learn what kinds of careers your students are looking to work in and customize the writing exercise to address customer service in those specific occupations. This will even further increase the relevancy of the writing exercise and hopefully increase students' motivation to successfully complete the assignment.
3. Connect the customized lesson to previously learned ELA skills to increase their relevancy. If students like the activity, pull the scenario through to subsequent lessons and continue to build on it.

## Resources

There are many free online resources to help you inform your instruction with career-minded activities and context. **Indiana Career Explorer** (ICE) ([www.indianacareerexplorer.com](http://www.indianacareerexplorer.com)) is a great place to start occupational research and can easily be incorporated into classroom activities.

Students can further explore their career options on the **O\*Net** website (<http://www.onetonline.org>).

The **Bureau of Labor Statistics** can be a great resource not only for labor market information but also houses a wide variety of statistics that can be used as current and relevant examples to apply to math lessons ([www.bls.gov/home.htm](http://www.bls.gov/home.htm)).

The **Secretary's Commission on Achieving Necessary Skills** (SCANS) created a list of competencies and related levels of proficiency for many jobs. This list can be referenced in conjunction with existing ELA and Math curriculum to help tie career skills into lessons (<http://wdr.doleta.gov/SCANS/whatwork>).

The **National College Transition Network** is an organization dedicated to improving the college and career readiness of today's adult learners. Their website ([www.collegetransition.org](http://www.collegetransition.org)) contains valuable best practices for bringing career-informed instruction into the classroom and many other resources including the **Incorporating Career Awareness** (ICA) curriculum which contains full lesson plans ([www.collegetransition.org/docs/ICAcurriculumguide.pdf](http://www.collegetransition.org/docs/ICAcurriculumguide.pdf)).

## Harvard Model

The Harvard Model is a research-based model of Evidence-based Adult Educations Systems created by the National Center for the Study of Adult Learning and Literacy. The Harvard Model provides valuable research and a framework for Adult Education Systems and has been adopted by Indiana's Adult Education System as the ideal model which programs should strive to follow. These components include *program quality support* as well as three chronological components: *entrance into a program*, *participation in a program*, and *re-engagement in learning*. While teachers do not necessarily play an active role in all of these components, it is crucial to understand the foundations of each and how they relate to overall program design. This understanding will allow teachers to effectively implement suggested evidence-based practices, improve student outcomes, and ultimately improve program performance.



The Harvard Model should shape the way that teachers view the system of Adult Education and their role within that system. Teachers can use the information from the framework to inform their practice and make strategic efforts in both planning and instruction that align to the core principals established by the model. A summary of the four components is provided below and a full copy of the model can be accessed online via the following link:

[http://www.ncsall.net/fileadmin/resources/research/op\\_comings4.pdf](http://www.ncsall.net/fileadmin/resources/research/op_comings4.pdf)

### Program Quality Support

- Programs should have defined roles and establish a mission, philosophy and clear goals
- Programs should have a management system to ensure that data is used, evaluations are conducted, and there is responsible management of finances
- A Human Resources Management framework should be established to ensure staff qualifications are set, recruitment happens strategically, and professional development is effective and targeted
- Programs should ensure optimal learning environments which include flexible hours, convenient locations, safe environments and accurate and current materials and technology

### Entrance into a Program

- There should be an organized recruitment effort which includes using networks and partnerships, employing diverse strategies, establishing clear program requirements, and using data to inform the recruitment process
- Intake should be structured , organized , include student assessments and established individualized learning plans
- Orientation should provide a clear picture of program services and expectations

### Participation in a Program

- Attention should be paid to staff/student ratios, intensity and duration of instruction, and ensuring effective activities, curriculum and instructional approaches are employed
- Programs should provide managed enrollment, leveled classes, safe instructional environments and use assessments to lead to more successful outcomes
- Special attention should be paid to persistence in a program specifically through the monitoring of student attendance, providing counseling services, promotion of student self-efficacy, and establishing a solid system to identify student needs

### Re-engagement

- This component focuses on ensuring students re-engage in learning by monitoring student departure, establishing plans to help disengaged students re-engage, and creating networks of supportive services for students
- Programs should have a strong role in facilitating and monitoring student transitions to post-secondary education, careers, and technical education

## Adult Education Policy Highlights

It is helpful for new and experienced teachers to have an understanding of some Adult Education policies. This understanding of policies related to staff qualifications, professional development, student eligibility, disabilities, enrollment and distance learning will help lead programs and students to success. Please note that these are statewide policies and individual programs may have their own operational interpretation of them.

### Staff Qualifications

The Indiana Department of Workforce Development (DWD) established qualifications for Adult Education providers and required professional development activities in Policy 2011-10. Adult Education administrators and teachers must have a minimum of a bachelor's degree, however, Adult Education teachers are not required to be licensed. Teacher's aides must have a high school diploma or equivalent.



These qualifications were put into place to improve the overall quality of Adult Education services offered and are part of a systematic emphasis on the importance of education.

### Professional Development

Professional development is a critical tool in Adult Education because it provides a forum for Adult Education professionals to come together, share practices, hone skills, and continuously improve their the Adult Education classrooms. Professional development training is a requirement for Adult Education providers (DWD Policy 2011-10) and all professional development activities need to be recorded in InTERS. The professional development categories and sample training topics are listed below.

Orientation to Adult Education	Curriculum & Instruction	Assessment & Evaluation	ESL/Civics
<ul style="list-style-type: none"> <li>• Program orientation for new teachers*</li> <li>• Student orientation and intake activities</li> <li>• AE InTERS webinars/trainings*</li> <li>• Innovative andragogical teaching strategies</li> <li>• Career pathways/career development</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson planning</li> <li>• Teaching mathematics</li> <li>• WorkIndiana</li> <li>• Distance learning technology</li> <li>• Teaching adults with disabilities</li> <li>• Online Remediation Tool*</li> </ul>	<ul style="list-style-type: none"> <li>• Webinars/Trainings on TABE® and TABE CLAS-E™*</li> </ul>	<ul style="list-style-type: none"> <li>• Learning acquisition theory for the adult learner</li> <li>• English conversation and speaking activities</li> </ul>

\* indicates a required training

### Student Eligibility

In order to enroll in Adult Education, students must meet the following requirements:

- Be at least 18 years of age, or
- Be between 16 and 18 years of age if a Principal signs the student’s exit form; and,
- Need skill development in English, Mathematics, and/or Reading.

### Disabilities

Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended, protect qualified individuals with a disability who are interested in receiving services through Adult Education from being excluded from participation in, denied the benefits of, or subjected to discrimination based on their disability.

To ensure these students receive the best opportunities toward education and employment, we suggest connecting with a vocational rehabilitation office or organization within the student’s community. Typically, there are eligibility requirements. To learn more contact either the Vocational Rehabilitation Services Office (<http://www.in.gov/fssa/ddrs/2759.htm>) or the community organization.

### Enrollment Process

Official enrollment happens when a student completes 12 hours of attendance. During these 12 hours, Adult Education programs need to make every effort to complete the four steps listed below. The order in which the list appears is a suggested step-by-step enrollment process; we recognize that

Adult Education programs have designed specific enrollment processes including these required steps.

### 1. Enter student demographic information in InTERS

Enter student demographic information in AE InTERS within the first few hours of attendance by. Either use the paper Learner Registration Form and then enter the new student's information into InTERS, or enter the information into InTERS with the student present.

### 2. Administer a pre-test to determine a student's initial skill level

When determining the student's initial skill level, the student must take the TABE® locator first to determine which Test Level is appropriate, and then take either the Survey or Complete Battery at the appropriate test level. The Assessments section discusses this in greater length.

### 3. Identify and set goals for instruction

All students are strongly encouraged to be assigned at least the default core goal of improving literacy skills. Students may also establish follow-up goals such as obtaining employment, retaining employment, earning a high school diploma or equivalent or, entering post-secondary education.

### 4. Explain program specific goals

Lastly, students need to understand your program's policies. During this time, we strongly encourage you to create a sense of belonging with your students (DWD Policy 2011-05, Change 1).

#### Student Re-Enrollment

To re-enroll a student, the student must have first exited the program. There are two types of exits: a hard exit in which a student chooses to leave the program and a soft exit in which a student reaches a threshold of 90 days without program attendance.

Student choice	<ul style="list-style-type: none"><li>• The exit occurs once the student chooses to exit and/or the student's goal has been met (obtainment of high school equivalency).</li></ul>
Soft exit	<ul style="list-style-type: none"><li>• The exit occurs when no attendance has been recorded in the student's record in 90 consecutive days.</li></ul>

If an exited student is to re-enroll into an Adult Education program, the student *must* complete the full enrollment process again. This includes taking a new pre-test (DWD Policy 2011-05, Change 1).

### **Distance Learning**

NRS defines distance learning as a formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. To consider students distance learners, they must be officially enrolled in the program (DWD Policy 2011-12). This means the student has already logged at least 12 hours of direct contact including face-to-face instruction and/or telephone, DVDs, teleconference, or online communication. In addition, to be considered a distance learner, distance-learning activities must account for 51% of the learning. A hybrid instructional approach which combines distance and in-person instruction is encouraged to achieve this ratio. The Integrating Technology section discusses distance learning further.

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**Appendix**

DWD Policy 2011-10 – Adult Education Professional Qualifications and Development  
([http://www.in.gov/dwd/files/DWD\\_Policy\\_2011\\_10.pdf](http://www.in.gov/dwd/files/DWD_Policy_2011_10.pdf))

DWD Policy 2011-05, Change 1 – Adult Education Program Standards  
([http://www.in.gov/dwd/files/DWD\\_Policy\\_2011\\_05.pdf](http://www.in.gov/dwd/files/DWD_Policy_2011_05.pdf))

DWD Policy 2011-12 – Distance Learning ([http://www.in.gov/dwd/files/DWD\\_Policy\\_2011\\_12.pdf](http://www.in.gov/dwd/files/DWD_Policy_2011_12.pdf))

Rehabilitation Act of 1973, Sect. 504

Americans with Disabilities Act of 1990

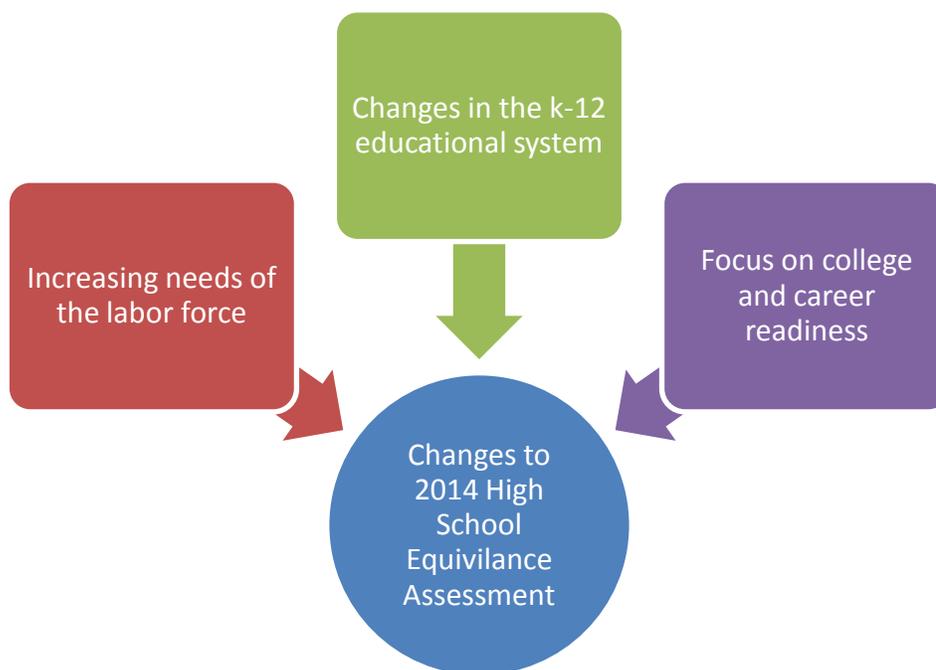
## High School Equivalency Assessment

High school equivalency assessments and programs provide students who have not completed high school an opportunity to earn a credential that has equal value to a diploma awarded for successful high school completion within the k-12 system. A high school equivalency credential holders should have comparable content knowledge and skills as a traditional high school graduate. Successfully passing a high school equivalency assessment exam proves that a student has attained the basic skills needed to connect to higher levels of education and better employment.

### Purpose of a High School Equivalency Assessment

- Award High School Equivalency Credential
- Provide evidence of readiness to enter post-secondary and technical education programs
- Provides employers a reliable measure of a job applicant's level of learning

**There are major changes to the high school equivalency assessment scheduled for implementation in 2014.** The changes to the high school equivalency assessment are direct reflections of the evolving educational systems and workplace needs.



The ever changing labor market and standards associated with higher education have forced an examination of high school diploma and equivalency benchmarks. To remain competitive in the increasingly globalized and technologically advanced marketplace, employers are requiring applicants to have greater critical thinking and problem solving skills. It is estimated that 62% of new jobs available in 2018 will require some sort of post secondary education. Students need to be

adequately prepared for the demands of higher education and the changing workplace. Studies have shown that 2/3 of students who need post secondary remediation do not reach graduation. The need to decrease the number of students needing post secondary remediation and successfully graduating post secondary and technical programs is a primary focus of both the k-12 world and adult education.

To meet this need many states have adopted more rigorous standards within the k-12 system to ensure graduates are prepared for post-secondary education and the workplace. Since the requirements for a high school diploma are changing and increasing, it is imperative that the high school equivalency assessment make the same changes. This will ensure that students who obtain an high school equivalent truly are on par with those obtaining a high school diploma.

### 2014 High School Equivalency Assessment

New high school equivalency assessments will focus on ensuring test takers who pass are prepared for the rigorous demand of college or a career. Based on the Common Core State Standards and concepts from Webb’s Depth of Knowledge (for more information on each of these topics please visit their respective sections of the handbook), new high school equivalency assessments are emphasizing a deeper understanding of content areas, application of knowledge to solve real world problems, and critical thinking. Students are expected to have a high level of practical literacy and have the ability to integrate knowledge, collaborate and communicate clearly.

These changes reflect the biggest effort to revamp the credentialing program since its inception 70 years ago. The two biggest differences between the old and new assessments is the increased rigor and introduction of computer based testing (CBT).

Rigor	CBT
<ul style="list-style-type: none"> <li>• Focus on cognitive processes not just learner activities</li> <li>• Requires extensive reasoning, critical thinking, and problem solving</li> <li>• Moves beyond basic understanding and recall</li> </ul>	<ul style="list-style-type: none"> <li>• Improves registration, security, delivery, and reporting</li> <li>• Incorporates the evaluation of digital literacy and emphasizes the importance of digital literacy in career and college readiness</li> </ul>

The first step in helping your students prepare for the new high school equivalency exam is to fully understand the changes yourself. Depending on the test your state selects, there are a variety of resources out there to assist you. However, despite the test selected, the emphasis on increasing rigor and computer based testing will apply. You can be proactive about incorporating these aspects into your classroom immediately. (Please see the handbook sections on Webb’s DOK, Standards Based Education, and Deepening Curricula for more resources on these topics).

## Strategies to prepare students for the new high school equivalency assessment

- Explore high school equivalency assessment item samplers and resources provided. It is critical that teachers have a thorough understanding of how the assessments will embed college and career readiness standards in order to plan lessons and activities that will adequately prepare students.
- Integrate technology into classroom activity as often as possible. This ensures students are comfortable using technology.
  - Teach mouse and keyboarding skills.
  - Look at technology as more than just an ability to use a computer. Use E-readers, tablets and smart phones whenever possible.
  - Expose students to computer-based instructional materials and practice computer-based testing.
- Encourage students to practice higher order thinking. Concentrate efforts to develop students' critical thinking and problem solving skills. Ensure students are applying content knowledge.
  - Focus on using **Webb's Depth of Knowledge** to increase cognitive complexity to acclimate students to the kinds of challenging questions they will encounter on the assessments.
  - Use questions that require students to explain their answers.
  - Have students apply reading, writing and mathematical skills using challenging content from all subject areas.
  - Use open-ended question formats.
- Revise instructional content to embrace college and career readiness standards.
- Use real life problems, integrate subjects and use nonfiction texts as often as possible to make content relevant to adult students.

**Resources:**

"College and Career Readiness: What Do We Mean? A Proposed Framework." ConnectEd: California Center for College and Career, 07 Jan. 2012. Web. 21 May 2013.

[http://www.connectedcalifornia.org/direct/files/resources/CACRFramework\\_V1-1\\_2012\\_0126.pdf](http://www.connectedcalifornia.org/direct/files/resources/CACRFramework_V1-1_2012_0126.pdf)

Gonnen, Bonnie, and Susan Pittman-Shetler. "National Adult Education College and Career Readiness Training Design Initiative- Next Generation Assessment." College Ready. Career Ready Conference. Louisville, KY. 29 May 2013. Lecture.

*2014 GED Test Curriculum Blueprint from GED Academy- An Educator's Guide to Being GED Test Ready.* Corvallis: Essential Education, OR. Print

<http://www.gedtestingservice.com/ged-testing-service>

<http://hiset.ets.org/>

<http://www.ctb.com/ctb.com/control/ctbLandingPageViewAction?landngPageId=52783>

## TABE

The Test of Adult Basic Education (TABE) is a nationally used and recognized assessment created by CTB/McGraw-Hill. It assesses math, reading, and language skills and provides an approximate grade level equivalent for the tester in each academic area. The TABE has been thoroughly reviewed for its validity and reliability and is the primary assessment used to measure educational gains at adult education programs in Indiana.

The National Reporting System (NRS) mandates that all adult education programs measure and report academic gains as a condition for receiving federal funding. Educational gains are defined as growth into a higher Educational Functioning Level (EFL) as measured by the TABE. Based on their TABE results, students are placed in an initial EFL when they enroll in a program and need to be periodically re-tested to determine any educational gains and EFL changes.

NRS Educational Functioning Levels	Grade Level Equivalent
ABE Beginning Literacy	0 – 1.9
ABE Beginning Basic	2.0 – 3.9
ABE Intermediate Low	4.0 – 5.9
ABE Intermediate High	6.0 – 8.9
ASE Low	9.0 – 10.9
ASE High	11 – 12.9

In each grade level equivalent score, the first number represents the grade year and the second number represents the number of months into that school year the tester is performing at. For example, a reading assessment score that has a grade level equivalent of 7.6 means the tester is reading at the level of a student six months into the 7<sup>th</sup> grade.

For information on the TABE's ESL assessment, please refer to the CLAS-E section of this manual.

### Organization

The TABE is a complete assessment system that can be taken online or with paper and pencil. All versions and forms of the TABE cover Reading, Math (separated into Math Computation and Applied Math sections) and Language. The two versions of the TABE are the Survey and the Battery. Both tests cover the same learning objectives and yield valid grade level equivalency scores. The Survey is a shorter (90 minute) alternative to the complete three-hour Battery, but because of the smaller sample size may be less accurate if the testing student guesses on answers. Both the TABE Survey and Battery come in two different test forms (9 and 10). Between forms 9 and 10 of the Survey and Battery, students have four opportunities to test without repeating the same assessment.

Any version and form of the TABE can be administered at five different difficulty levels to accurately assess the wide range of academic skills proficiencies seen in adult education students.

**Levels**

The five levels of the TABE are Literacy (not available in the online version), Easy, Medium, Difficult, and Advanced. Each level of TABE is normed to test the content covered in a specific grade range. This norming accounts for a leniency of plus or minus two grade levels in the scoring process. The following table illustrates the content ranges and valid score ranges for each level.

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

Scores outside of the grade level range are invalid because they indicate that the student is actually performing in a level above or below the level they tested in. Any student who scores outside the valid range of a level must be retested to get valid scores.

**Locator**

Before taking the TABE Survey or Battery, students should first take the TABE Locator. The locator can be thought of as quiz. It is a short assessment which asks 40 questions and covers all areas of the TABE. Students have 37 minutes to answer the questions. The Locator is a tool that gives an estimate of what level is appropriate for the student to test in, rather than taking a guess based on the student’s last grade completed or the student’s self-reported proficiencies. The Locator is a suggestive tool, but test administrators should not feel obligated to follow the results of the locator if they disagree with them.

To ensure accurate results, students should be encouraged not to guess on any part of the TABE, but this is especially true on the Locator. Due to the small number of questions for each subject, a single correct guess could suggest a higher level than the student may be prepared for. If a student is unable to narrow the answer down to two options, then he or she should be encouraged to leave the question blank.

**Pre-Test**

The first full assessment administered to students is considered a pre-test. Either the complete TABE Battery or the Survey can be administered for a pre-test. Students are required to be pre-tested on the TABE by the time of enrollment (their 12<sup>th</sup> hour of program attendance).

The pre-test scores will give teachers information on what the student does well and what the student needs to study. The pre-test scores will also determine the student's initial EFL, the starting point from which educational gains are measured.

### **Post-Test**

Once a baseline has been set with a pre-test, educational gains made by the student are measured with post-tests. Like the pre-test, post-tests can also be done with either the TABE Battery or Survey. Unlike the pre-test, the locator should not be administered to determine the level of the assessment. The post-test level should be determined by the student's performance during the approximately 40 hours of classroom instruction that is required to happen between the pre-test and the post-test. If a student is showing a mastery of the skills tested at his or her pre-test level, then the post-test should be administered at the next higher level. If the same level of the TABE is administered for a post-test, a different form of the test must be given. For example, if a student pre-tested on the TABE Battery Form 9 at a Level D, for the post-test, administer Battery Level D, form 10.

Post-test eligibility and guidelines are outlined in DWD Policy 2011-13, Change 1 – Indiana's Assessment Policy for Adult Education.

([http://www.in.gov/dwd/abe/files/IN\\_AssessmentPolicy1012DRAFT.docx](http://www.in.gov/dwd/abe/files/IN_AssessmentPolicy1012DRAFT.docx))

To get more information on TABE, consult the Test Directions and Norms books available at your program. You may also contact Cory Mahon for further training at [cmahon@dwd.in.gov](mailto:cmahon@dwd.in.gov).

## TABE CLAS-E

The Test of Adult Basic Education (TABE) is the primary assessment used to measure educational gains at adult education programs in Indiana. CTE/McGraw-Hill created a version of the TABE to assess the skills and progress of English as a Second Language (ESL) learners called the Complete Language Assessment System-English (CLAS-E).

ESL program performance incentives are based on educational gains as measured by TABE CLAS-E. CLAS-E helps to determine an initial educational functioning level (EFL) for a student and subsequent tests will measure gains and shifts to higher EFLs.

<b>National Reporting System (NRS) ESL Levels</b>
ESL Beginning Literacy
ESL Beginning Low
ESL Beginning High
ESL Intermediate Low
ESL Intermediate High
ESL Advanced*

\*Once a student reaches this level, he/she should be transitioned to an ABE program and the TABE should be administered.

TABE CLAS-E is designed to measure the English language skills of ESL students in four areas: speaking, listening, reading, and writing.

Any single area or combination of areas on the TABE CLAS-E may be used for the purposes of reporting educational gains except speaking. This assessment is set up similarly to the TABE, with multiple difficulty levels, a locator, pre-tests, and post-tests.

### Levels

There are four tiered levels in TABE CLAS-E: 1, 2, 3, and 4, with level 1 being the easiest. Each level addresses the same English language skills, but level 1 will cover the material much more simplistically than level 4. Students who test well on CLAS-E level 4 should be able to test well at TABE level E and make the transition into adult basic education. The following table illustrates the rough correlation between test levels and ESL proficiency.

<b>Test Level</b>	<b>ESL Proficiency</b>
1	Beginning ESL 1
2	Beginning ESL 2
3	Intermediate ESL
4	Advanced ESL

As you can see from comparing this table with the EFLs, a student doesn't necessarily need to move up to a higher CLAS-E level to show an educational gain.

## Locator

When new students apply for admission in an ESL program, it is important to assess their current English language skills. This will give teachers a better sense of where the students' strengths are and plan appropriate lessons for them. To get the most accurate assessment of an incoming student's skills, the student needs to be tested at the most appropriate level.

The CLAS-E locator is a short assessment that recommends a starting level for CLAS-E testing. The locator consists of two parts. The first part is an oral interview which measures the student's listening and speaking skills. The second part of the locator is written and measures the student's reading and writing skills. It is not required to administer both parts of the locator. For instance, if a student is only going to be tested in the subject of reading, then the oral interview does not need to be administered. The locator does not need to be taken before every assessment a student takes, only the student's initial pre-test.

## Pre-Test

After using the locator to determine the appropriate initial testing level, the student needs to be administered a pre-test in reading, writing, and/or listening. If students place into level 4 and their test scores place them at the ESL Advanced EFL, then the students should be transitioned to ABE. If students test at a lower EFL, then they need to remain in ESL classes.

## Post-Test

After a minimum of 50 hours of classroom instruction, ESL students will need to be given a post-test. The locator should not be used to determine the level of the post-test. Rather, the post-test levels should be based upon individual students' progress since the pre-test. Again, if a student tests on level 4 and shows an academic gain into the ESL Advanced EFL, then the student should be transitioned to ABE.

Post-test eligibility and guidelines are outlined in DWD Policy 2011-13, Change 1 – Indiana's Assessment Policy for Adult Education.

([http://www.in.gov/dwd/abe/files/IN\\_AssessmentPolicy1012DRAFT.docx](http://www.in.gov/dwd/abe/files/IN_AssessmentPolicy1012DRAFT.docx))

To get more information on TABE CLAS-E, consult the Test Directions and Norms books available at your program. You may also contact Cory Mahon for further training at [cmahon@dwd.in.gov](mailto:cmahon@dwd.in.gov).

## Indiana Career Explorer

Indiana Career Explorer (ICE) is an Internet-based system that helps students plan for a career, make a career change, and explore occupational pathways. ICE helps students and job seekers prepare for a transition into the workforce and explore career pathways based on experience, skills, interests, and education.

### The Assessments

There are three assessments that students should take within ICE. Each assessment should take no more than 10-15 minutes and provide students with invaluable information about themselves.

Career Search with Person Match	Skills Assessment	Super's Work Values Inventory
<ul style="list-style-type: none"><li>• Assesses where student's occupational interests lie</li><li>• Provides direction or validates initial career choices</li></ul>	<ul style="list-style-type: none"><li>• Self-assessment of a student's current skill set</li><li>• Allows students to see where their current strengths are</li></ul>	<ul style="list-style-type: none"><li>• Helps students evaluate what type of work values are most important to them (can have strong connections to the classroom)</li><li>• Largest predictor of job satisfaction</li></ul>

### How can Indiana Career Explorer be used in my classroom?

ICE can be an excellent tool for integrating Career Awareness in the Adult Ed classroom. Activities integrating reading, writing, and numeracy can be designed using the information found within ICE. ICE is also a safe and easy way to introduce technology and computer skills to Adult Education Students.

To get access to Indiana Career explorer contact your program administrator. Additional guides and instructional webinars for ICE can be accessed via the following website:

[http://www.in.gov/dwd/adultedadmin/ed\\_assessments.htm](http://www.in.gov/dwd/adultedadmin/ed_assessments.htm)

## ICE Sample Activities

### Occupational Research

- Students can use the Occupation tab within ICE to explore an occupational cluster and specific job of interest to them. They can use a graphic organizer (provided) to summarize key points.
- Students can then write a summary of the occupation and include the steps they would personally have to take to secure employment in that field. This could be followed by peer editing and revision.

### Writing Resumes and Cover Letters

- Students can increase self-awareness and learn how to articulate their skills and interests by writing resumes and cover letters under the Job Search Tools tab.

### Completing a Sample Job Application

- Students can get practice completing real world online job applications under the Job Search Tools tab.

### Work Values Reflection

- Students explore their top work values from the Work Values assessment in ICE. What do they think about their top value? Do they agree or disagree and why? They can then identify a job that would be a good fit for their work value and another that would be a bad fit for their work value and compare and contrast.
- Students should use ICE to research jobs that align with their work values.

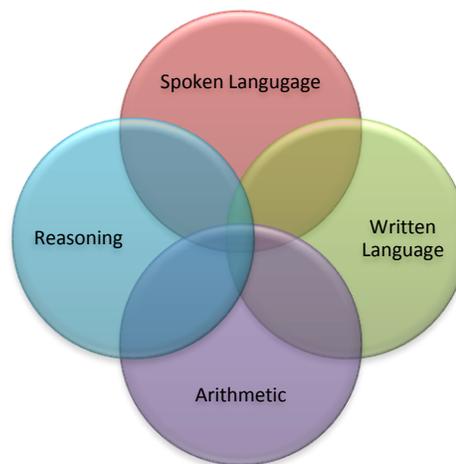
### E-Portfolio

- Tech savvy students can create an online portfolio to send to employers during their job search. Involves more advanced computer skills beyond resume and cover letter writing.

## Learning Disabilities

Learning disabilities refer to a group of disorders which stem from significant difficulties in processing information. Learning disabilities can result in difficulty with listening, speaking, reading, writing, reasoning, or mathematical abilities. Frequently, there are little or no outward signs of a disability, (i.e. hearing aide or wheelchair), therefore learning disabilities are often referring to as “hidden disabilities.” Because of this, many adult learners’ disabilities go undiagnosed.

Learning disabilities can fall within four broad categories:



**Spoken Language:** affects listening and speaking

**Written Language:** affects reading, writing, and spelling

**Arithmetic:** affects calculation and concepts

**Reasoning:** impacts organization and integration of ideas and thoughts

A person with a learning disability may have discrepancies in one or all of these categories and the effects can range from mild to severe. Learning disabilities may also be present along with other disabilities such as mobility, emotional disturbances, or sensory impairments. Learning disabilities can manifest themselves as general difficult with the above categories or be more specific. Some common learning disabilities include:

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Dyscalculia	difficulty understanding and using math concepts and symbols.
Dysgraphia	difficulty with performing the physical task of forming letters and words using a pen or pencil and paper, producing legible age-appropriate handwriting, and expressing thoughts in writing.
Dyslexia	language-based learning disability that is neurological in origin and characterized by difficulties with fluent word recognition, decoding, and spelling, making it difficult to understand spoken and written language. Secondary consequences include reading comprehension problems and deficient vocabulary skills.
Dyspraxia	difficulty in the area of motor skill development and completing intended fine motor tasks. Can affect different areas of functioning varying from simple motor tasks such as waving bye or more complex tasks like drawing.
Nonverbal Learning Disabilities	below-average motor coordination, visual, spatial, organizational, and social skills.

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### How Do I Know if My Student Has a Learning Disability?

Understanding the definition of learning disabilities is the first step in identifying students with disabilities in your classroom. It is estimated that 50-80% of adult education students with low literacy levels possess some sort of learning disability (Bridges to Practice). If you suspect a student might possess a learning disability and your program and/or student has access to resources for formal testing, that should be your first step. However, the cost associated with testing tends to be high, preventing many students from receiving formal testing. This results in informal diagnoses and frustrated students. Adult education teachers and programs can still help these students through some basic classroom and program accommodations.

### Accommodations

The term accommodation refers to adjustments that are made, in either instruction or assessment, that are appropriate or necessary to enable adults with learning disabilities to fully participate in educational activities. An accommodation is simply a different way to do a task. It uses a learner's strengths to work around the learner's areas of need.

**An accommodation is a change that...**

- is required by law
- helps people with disabilities have a fair chance for success
- is chosen for the individual person's need

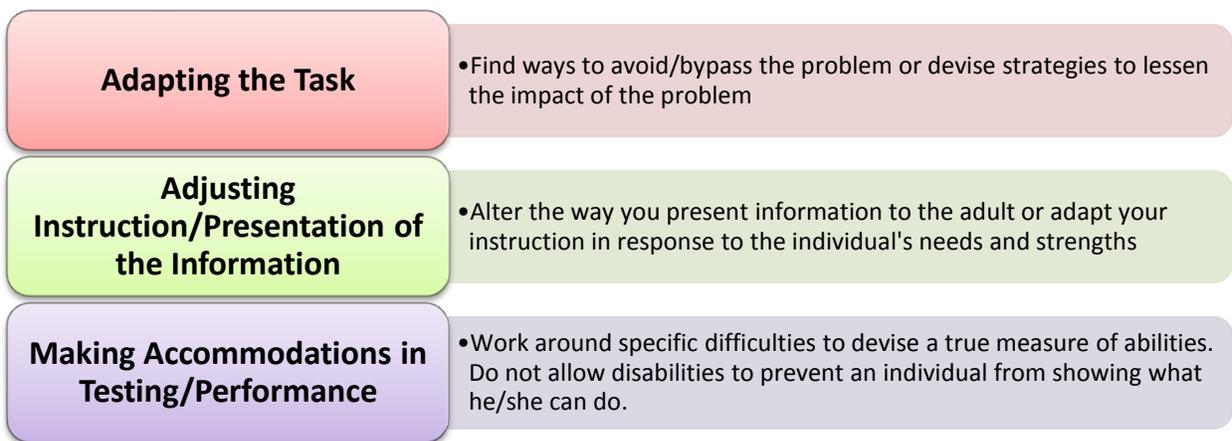
**An accommodation may include...**

- using special equipment
- doing work in a different way
- doing work in a different place

Typically the terms accommodation, modification, and adaptation are used interchangeably. There are distinct differences between these terms, however, and these distinctions warrant particular attention. An accommodation does not fundamentally alter the nature of an academic program, reduce academic standards, or place an undue burden on the educational program. Modification connotes a change or reduction in the standards or criteria which accommodation does not. Adaptations are changes that make learning or work more manageable for someone, whether the person has a diagnosis of learning disability or not.

It is critical to refer to your programs guidelines and state policy regarding accommodations, modifications, or adaptations for students. When in doubt, see your program manager for guidance.

Accommodations can be associated with changes/modifications in the student’s environment, instruction and performance expectations. Accommodations can be categorized into three specific groupings:



### Strategies for Learning Disabilities Instruction

When working with students who have learning disabilities accommodations can be made to materials/curriculum and methods/instructional strategies to help them demonstrate their learning and fully participate in classroom instruction. Assistive technology can also be used as an accommodation. Specific accommodation strategies should be applied on an individual basis based on the student’s diagnosis and their strength and deficit areas.

<p><b>Materials/Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Alternative ways of completing assignments</li> <li>• Taped material covered in class</li> <li>• Substitute materials with lower reading levels</li> <li>• Fewer assignments</li> <li>• Decrease length of assignments</li> <li>• Copy pages so students can mark on them</li> <li>• Provide examples of correctly completed work</li> <li>• Advance notice of assignments</li> <li>• Captioned films or video materials</li> <li>• Class work given in alternative formats (large print, etc.)</li> <li>• Study skills strategies</li> <li>• Course and lecture outlines</li> <li>• Enlarged visual aids, handouts</li> </ul>
<p><b>Methods/Strategies</b></p>	<ul style="list-style-type: none"> <li>• Highlight key points to remember</li> <li>• Eliminate distractions by using a template to block out other items</li> <li>• Have student use a self-monitoring sheet</li> <li>• Break task into smaller parts to do at different times</li> <li>• Use study partners whenever reading or writing is required</li> <li>• Secure papers to work area with tape or magnets</li> <li>• Present information in multiple formats</li> <li>• Provide Auxiliary aids and services</li> <li>• Extended time</li> <li>• Use of a scribe or readers</li> <li>• Visual, auditory and kinesthetic demonstrations incorporated into directions</li> <li>• Use of spell and grammar check</li> </ul>
<p><b>Assistive Technology</b></p>	<p>Assistive technology enables adults with learning disabilities to compensate for specific deficits. It encompasses a wide range of tools and techniques.</p> <ul style="list-style-type: none"> <li>• Word prediction software</li> <li>• Variable speech control tape recorder to play audio taped material</li> <li>• Talking calculator</li> <li>• Text-to-speech software</li> <li>• Speech-to-text software</li> <li>• Portable scanning devices</li> <li>• Portable word processors</li> <li>• Visual learning/graphic organizer tools</li> <li>• Use of a tape recorder for lectures and discussions</li> <li>• Textbook on tape or in e-text format</li> </ul>

**Materials adapted from:**

[http://www.maepd.org/Teacher'sResourceManual\\_LD%20Accommodations.pdf](http://www.maepd.org/Teacher'sResourceManual_LD%20Accommodations.pdf)

**Additional Resources:**

<http://www.floridatechnet.org/bridges/factsandstats.pdf>

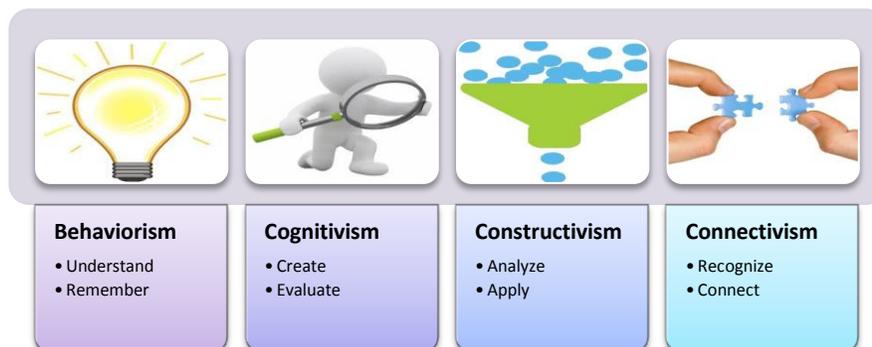
## Learning Theory

Learning theories describe how information is absorbed, processed and retained during learning. As educators, it is important to have a basic understanding of learning theories and their implications in the Adult Education classroom. How do we know that our students are learning? How do our students know that they are learning? Having a solid grasp of learning theories can help us answer these questions quickly and efficiently. There are three main categories of learning theory: Behaviorism, Cognitivism, and Constructivism.

Behaviorism	Cognitivism	Constructivism
<ul style="list-style-type: none"> <li>• Observable aspects of learning</li> <li>• Learning is demonstrated through a change in behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Brain-based aspects of learning</li> <li>• Learning is demonstrated by the ability to solve increasingly complex problems</li> </ul>	<ul style="list-style-type: none"> <li>• Process where the learner actively builds new ideas/processes</li> <li>• Learning is demonstrated by the ability to associate new information to existing knowledge/experience</li> </ul>

<http://edudemic.com/2012/12/a-simple-guide-to-4-complex-learning-theories/>

All three categories of learning have value in the world of education and can help us fully understand the varying ways that learning can naturally occur. They can also be extremely useful in helping educators identify intended learning outcomes (objectives) and appropriate corresponding assessment options. In addition to these three traditional theories on learning, a new theory called Connectivism should be considered when we think about learning in the context of the digital world we live in.



Notice how each theory of learning uses keywords that connect very nicely with Bloom's Taxonomy, making understanding how and why there are vary theories of learning a little bit easier. And

although each category of learning views the process of learning slightly differently, all emphasize the importance of **Active Learning**.

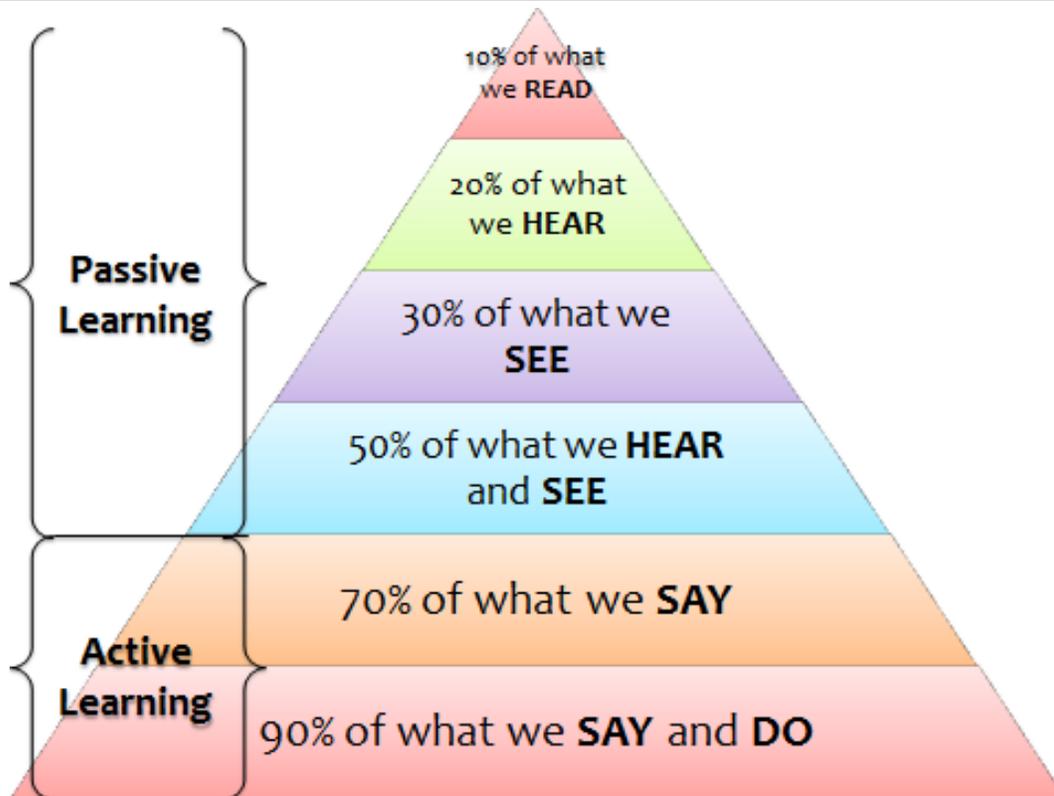
### Active vs. Passive Learning

The experience of learning and the teaching methods employed by educators typically fall into one of two realms: **Passive** or **Active**. In Passive Learning, the learner traditionally gets information by seeing and/or hearing. They do this through reading, hearing words, looking at pictures, etc. Learners tend to forget much of what they learn passively. We know from research that adult learners learn best when they learn actively and are involved in the learning process. This includes participating in discussions, helping others learn, or even role playing. Learners tend to remember most of what they learn actively.

<b>Passive Learning</b>	<b>Traditional Class</b>	Lecture, note taking, reading, regurgitating information
<b>Active Learning</b>	<b>Interactive Class</b>	Problem solving, discussion, and activities-based instruction

To embrace Active Learning, teachers should focus on providing direct instruction only 20% of the time. The remaining time should be spent engaging the students in activities that allow them to discover, apply, and problem-solve using the information in real-life situations. This approach to Active Learning can be applied to large or small group instruction, individual instruction, as well as leveled and multi-leveled classes.

While Active and Passive Learning involve the use of a variety of senses to learn, some senses (and combinations of them) produce better results when it comes to learning. Edgar Dale's Cone of Learning summarizes how much we remember from different ways of learning.



Active Learning involves the learner being an active participant in the learning experience through “saying” and “doing”. Unlike traditional practices where the learner is passive (Pedagogy), adult learning (Andragogy) thrives off of interactive and experiential-based classrooms. One of the biggest tips for keeping learning interactive is to keep things moving. This can be done via learning stations, group projects, brainstorming, etc.

### Learning Styles

Learning styles address the different ways that people learn and process information. Everyone learns and processes information differently, and successful educators ensure a variety of learning activities that target all learning preferences are used in their classrooms. Neil Flemming developed what is commonly called the VAK model of learning styles and categorizes styles into three specific domains: Visual, Auditory and Kinesthetic.

Learning Preference	Description	Instructional Strategies
<b>Visual</b>	Prefer to look at either written words or pictures when learning	<ul style="list-style-type: none"> <li>• Use graphs, charts, illustrations, or other visual aids.</li> <li>• Include outlines, concept maps, agendas, handouts, etc. for reading and taking notes.</li> <li>• Include plenty of content in handouts to reread after the learning session.</li> <li>• Leave white space in handouts for note-taking.</li> <li>• Post flip charts to show what will come and what has been presented.</li> <li>• Emphasize key points to cue when to takes notes.</li> </ul>
<b>Auditory</b>	Often talk to themselves and prefer to listen to learn	<ul style="list-style-type: none"> <li>• Begin new material with a brief explanation and conclude with a summary. This is the old adage of “tell them what they are going to lean, teach them, and tell them what they have learned.”</li> <li>• Use the Socratic method of lecturing by questioning learners to draw as much information from them as possible and then fill in the gaps with you own expertise.</li> <li>• Include auditory activities, such as brainstorming, buzz groups, or Jeopardy. Leave plenty of time to debrief activities. This allows them to make connections of what they leaned and how it applies to their situation.</li> <li>• Have the learners verbalize the questions.</li> <li>• Develop an internal dialogue between yourself and the learners.</li> </ul>
<b>Kinesthetic</b>	Learn best by moving and/or touching	<ul style="list-style-type: none"> <li>• Use activities that get the learners up and moving.</li> <li>• Use colored markers to emphasize key points on flip charts or white boards.</li> <li>• Give frequent stretch breaks (brain breaks).</li> <li>• Provide props such as balls or 3D objects to give them something to do with their hands.</li> <li>• Provide high lighters, colored pens and/or pencils.</li> <li>• Guide learners through a visualization of complex tasks.</li> <li>• Have them transfer information from the text to another medium such as a keyboard or a tablet.</li> </ul>

The above chart can help ensure we use a variety of strategies that target various learning styles. It is important to use a diverse mix of approaches in group settings to ensure everyone is receiving the opportunity to learn using a strategy that works best for him/her.

By having a strong understanding of learning theories, Active Learning strategies, and learning styles, educators can strategically approach instructional planning and provide instruction that optimizes learning potential for all students.

### **Strategies for Applying Learning Theories in the Classroom**

- Always identify the learning outcome that will help you determine if your student(s) have learned the desired objective.
- Use effective questioning to help keep an active classroom. Webb's Depth of Knowledge can help you plan questions strategically to encourage engagement.
- Keep direct instruction limited to 20% of instructional time.
- Warm-ups are great ways to start off lessons using active involvement.
- Ensure your lesson provides activities for visual, auditory and kinesthetic learners when teaching a group of students.
- If providing independent instruction, ensure the learning style preferences of the student are identified and strategically employed.

## Adult Learning Theory

Understanding the principles behind adult learning is key to successful instruction in Adult Education. Adult learning theory focuses on how adults learn new skills or information and highlights special considerations for working with adult learners. The “father” of adult learning theory is Malcolm Knowles and his work focused on the premise that adults learn best when they talk to others about their life experiences and relate those experiences to the learning process. Knowles developed **five core principles** to effective adult learning:

### **Adult learners need**

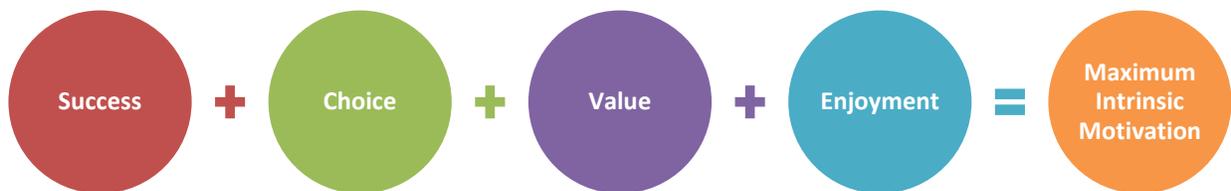
1. To be **respected**
  - a. Need to feel like they are endorsing their own learning
  - b. Like to be part of the planning during the learning
2. To see the **immediate** usefulness of the learning
  - a. Need to see how the learning can be used right away
  - b. Do NOT like to waste time
3. A **safe** learning environment
  - a. Need to feel welcome and comfortable in the learning experience
  - b. Need to have trust in the learning design
  - c. Do NOT want to be judged
  - d. Want to be recognized or affirmed
4. To be **engaged** in their learning
  - a. Need to be actively involved in the learning process
5. Learning to be **relevant** to their lives
  - a. Need learning to apply to their personal lives and goals
  - b. Relate learning of the topic to their life experiences

The above adult learning principles are rooted in the evaluation of Pedagogy vs. Andragogy. Pedagogy is defined as, “the art and science of educating children.” Andragogy, on the other hand, is defined as, “the art and science of **helping** adults learn.” Both have valuable places in the world of education and should inform instructional practices of both k-12 and adult educators. Most people relate their knowledge of education and instructional practices to that of the K-12, which while valuable, does not take into consideration special needs, barriers, and circumstance associated with the adult learner. The chart below provides additional clarity on the fundamental differences between these two practices.

	<b>Pedagogy</b>	<b>Andragogy</b>
<b>Self-Concept Experience</b>	Dependency Of little value	Increasing self-directedness Learners are a rich resource for learning
<b>Readiness to Learn</b>	Based on biological development and social pressures	Based on the desire to develop tasks and fulfill personal goals
<b>Time Perspective</b>	Postponed application of knowledge	Immediate application of knowledge
<b>Orientation to Learning</b>	Subject centered	Problem centered
<b>Learning Climate</b>	Authoritative, formal, competitive	Collaborative, respectful, informal, based on mutuality
<b>Planning</b>	By teacher	Mutual self-diagnosis
<b>Formulation of Objectives</b>	By teacher	Mutual negotiation
<b>Design</b>	Logic of subject matter and established content units	Sequenced in terms of readiness; Problem units
<b>Activities</b>	Passive, teacher centered	Experiential, learner centered
<b>Evaluation</b>	By teacher	Mutual re-diagnosis of needs and measurement

*Adapted from Malcolm Knowles*

It is important to recognize the value that both theories provide. In the realm of adult education, it is recommended that practices from these models be integrated and applied strategically to inform instructional practices and planning. Almost all educators instinctually employ pedagogical approaches when developing curricula and lesson plans—it is what is most comfortable. It is important to acknowledge this tendency and make adjustments to move towards a more blended approach that includes more andragogical strategies. The goal over time is to lessen the need for pedagogical approaches with our students and increase the use of andragogical ones. This tends to be very rewarding for the students and motivation increases as they move towards the self-directedness associated with andragogy. Teachers can structure their learning environment to further promote and increase intrinsic motivation by applying the following framework for creating a motivational learning environment.



**Success:** Provide opportunities for your learners to feel successful and good about themselves. These include formal assessments as well as instructional feedback and support. People tend to like things they feel they are doing well at, so it is important to provide an environment that celebrates successes.

**Choice:** Adult learners need to feel that they are not being “told” what to learn, but that they “chose” what they are going to learn. You can promote choice in your classroom in ways such as allowing your student to pick a topic out of a targeted few, or decide the activity or format for a learning experience. In addition, including students in the assessment and planning process can help them feel that they are more involved, and in turn, take ownership over their learning experience.

**Value:** Make sure the learners think the information they are learning is valuable and meaningful to them. Explain how the topic/activity will help them achieve their goals, relate instruction to relevant aspects of the students’ lives as much as possible, and use students’ past experiences to connect new learning to existing knowledge.

**Enjoyment:** Make it fun! Interactive, experiential, and engaging learning is the icing on the cake so to speak. Students who enjoy learning, value the topic, feel like they have some ] choice, and are experiencing growth are those that have the highest level of motivation. It is often then that the challenges that can otherwise derail an adult seem easier to tackle, difficult topics seem more manageable, and learning feels less forced and more self-endorsed.

*Adapted from Raymond Wlodkowski’s work on Motivation*

### Strategies for Working with Adult Learners

1. Focus on the “what’s in it for me?” (WIIFM) for the student. The more you can get them to see the benefit the better!
2. Find as many ways as possible to tie the subject matter to what is going on in the students’ lives. The more relevant you can make the learning the better the chances are for knowledge acquisition and retention.
3. Provide opportunities for your students to exercise choice whenever possible. The more you can provide choice the more they will feel they are in control of their learning.
4. Keep them engaged, active, and enjoying the learning experience.
5. Provide plenty of opportunities for your students to assess their learning. Formal and informal assessments should be built into lesson plans and feedback from the instructor should be consistent and frequent.

## Classroom Management

Classroom management refers to the process of ensuring that classroom instruction runs smoothly, despite disruptive behavior or unexpected events. Most importantly, classroom management implies the prevention of disruptive behavior. Good classroom management involves clear communication of behavioral and academic expectations between the teacher and learners, as well as the creation of a cooperative and respectful learning environment. It is well known that once a teacher loses control over the classroom, it is increasingly difficult to regain control. It is also proven that poor classroom management skills result in lower academic engagement (Brophy and Good, 1986).

### Steps to Proactive Classroom Management

The most important tip for classroom management is to be proactive, not reactive. Proactive classroom management is thoughtful, planned, and extremely effective. Reactive classroom management is typically unplanned and ineffective.



#### Step 1: Get Organized

The more organized you and your classroom are, the easier classroom management will be. You need to find a system that works for you, your classroom, and your students. Here are a few tips:

- Your classroom layout should have a nice flow, allowing for easy navigation.
- Use learning stations! Designate sections of the classroom for computers, group work, independent work, testing, etc.
- The room should be arranged to foster student communication and interaction.
- The room should allow for fluid monitoring of student engagement and behavior.
- Make sure there are no blind spots!
- Reduce distractions.
- Ensure materials and resources are easily accessible and organized.

#### Step 2: Communicate

One of the most basic things you can do to manage your classroom is to communicate positively with your students. Effective communication between students and the teacher creates a learning environment where everyone understands expectations and outcomes.

- Create and enforce classroom rules. No more than five rules are needed, but they need to be reviewed with every student and posted in the classroom for easy reference.
- If you have a cohort of students, creating class rules together helps generate buy-in and a sense of class culture.
- Post lesson objectives. Posting lesson objectives and reviewing them with your students will help students understand what is expected of them and gives them a sense of control over whether or not they achieve the objectives.
- Provide feedback. Students won't know they are achieving objectives, learning, or behaving appropriately unless it is communicated to them. Consistent and frequent feedback is important in classroom management.

### **Step 3: Keep it Active**

Nothing does more for classroom management than an active classroom. Students who are actively engaged in learning will contribute positively to the classroom environment.

- Get students active immediately. A warm-up or activity they must complete upon entry into class keeps students working while others filter in.
- Work “bell to bell.” Plan learning activities for the entire class period. Then plan extra ones.
- Post an activity in the room that students can do if they complete work early. If you plan these out in advance, you won't be scrambling for things to keep students busy. You also ensure that the activity will be beneficial to the student and not just “busy work.”
- Plan “active” learning activities. Passive learning activities lead to bored, distracted, and disruptive students.
- Don't talk too much. Idle students become disruptive students. The more you talk or present lecture-style, the higher your chances are of experiencing classroom management issues.

### **Step 4: Be a Role Model**

It is crucial to model the type of behavior you want from your students. Setting the expectation for behavior in your classroom will show students that you practice what you preach.

- Do you follow the same rules as your students?
- Avoid “I” statements. Example: “I would like everyone to arrive on time for class.” Instead try: “One of the things essential to helping everyone reach their goals is to arrive on time to class. Everyone will benefit from trying to avoid lateness.”
- Explicitly demonstrate self-discipline and self-monitoring skills.
- Praise often and verbally.

### **Step 5: Discipline Privately**

Treating our students like adults is fundamental to creating a classroom based on mutual respect and understanding.

- Always have conversations with students regarding problems or discipline issues in private.
- Review test scores privately.
- Avoid confrontation in the classroom, it creates power struggles.
- Avoid name dropping as a form of discipline. Example: “John, you know we do not permit phone calls in the classroom.” Instead try giving John a nod toward the door, slipping him a note asking him to take the call outside, or make a blanket statement at the end of the class reminding everyone of the class rules.

### **Step 6: Ensure Success**

Students who are experiencing success are usually happy and happy students are less likely to be disruptive.

- Provide frequent and consistent feedback to every student.
- There should be multiple forms of informal or formal assessments in every class.
- Successes should be acknowledged.
- Progress charts in the classroom are great motivators.
- Allow students the opportunity to assess their own progress.
- You can review objectives at the end of the class or provide an exit ticket to help students verify that they have successfully learned during the class period.

By lesson planning and proactively thinking about classroom management, both you and your students will experience less frustration and will likely experience a more rewarding classroom experience. There are, however, a few things that will hurt our classroom management. These include:

- Raising your voice
- Insisting you have the last word
- Using sarcasm in the classroom
- Pleading or threatening
- Nagging
- Commanding or demanding
- Ignoring undesired behaviors
- Inconsistently reinforcing positive behaviors

Try to avoid exhibiting these behaviors in your classroom. They will make classroom management exceedingly harder, limit the amount of mutual respect in your classroom, and create a hostile learning environment for students.

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## Regaining Control

Despite our best efforts, we sometimes lose control over a class. When this happens it is important to take a step back and reflect on the situation. The following tips can help you regroup after an unexpected moment of chaos:

- Take a break.
- Switch things up. Either switch to some independent work or switch to work that is more hands-on and engaging.
- Reflect on how the class got out of control. Identify the root cause and take note to avoid that situation in the future.
- If necessary as a last resort, involve another staff person to regain order.

## Additional Resources for Classroom Management

Clues to Classroom Management in ABE:

<http://www.sabes.org/resources/publications/fieldnotes/vol15/f152balliro.htm>

Links to classroom management resources:

[http://www.educationworld.com/a\\_curr/archives/classroom\\_management.shtml](http://www.educationworld.com/a_curr/archives/classroom_management.shtml)

The Adult Learner in the Classroom:

<http://www.emsvillage.com/articles/article.cfm?id=192>

Classroom Arrangement for Adult Learners:

<http://r4d.dfid.gov.uk/PDF/Outputs/SeaCap/Seacap11-T4-classarrangement-eng.pdf>

## Teaching in a Multi-Level Classroom

Multi-level classrooms are those that contain students of mixed proficiency. Smaller programs or those with limited instructional capacity may find it necessary to group students with varying levels of educational skill into the same classroom. Any adult education program can use multi-level classrooms, but they are especially common in ESL classes where students may not only vary in their levels of English proficiency, but in their native languages as well.

Teaching in a multi-level classroom requires the ability to simultaneously address individuals' different learning levels and needs. This may seem daunting for adult educators because it can compound the difficulty of everything from lesson planning to administering assessments. Making level-appropriate adjustments to every lesson and activity can make it feel like a teacher's work is being multiplied. Multi-level classes don't have to represent extra work and frustration though. There are distinct advantages to multi-level classes.

### Advantages of a Multi-Level Classroom

- Promotes self-direction and develops students' abilities to work independently through individualized differentiated learning
- Encourages cooperative learning and teamwork through group learning
- Enhances students' interpersonal abilities by allowing them to work closely with a diverse group of peers
- Increases students' self-confidence and motivation
- Helps students develop organizational skills and manage their learning
- Allows students to work at a comfortable pace when grouped with students of the same ability level
- Promotes leadership abilities through peer tutoring
- Offers the opportunity for effective technology integration and flipped instruction

Although teaching a multi-level classroom can be challenging, it's not impossible and strategies for success exist that can make multi-level classes more manageable.

### Strategy #1 – Establish a Class Dynamic

Even though students in a multi-level class will likely be a diverse group working toward different objectives and operating on different skill levels, it is important to establish a class dynamic and group identity. This can be done on the first day of class by having the class complete a task collectively. This could include asking the class to agree on class rules and norms or allowing the class to decide how to set up the room. This group activity can make each student feel like part of a larger class, even if that student is working toward an individual goal.

## Strategy #2 – Individual Differentiation

A great place to start when planning to teach a multi-level class is to become well versed in Webb’s Depth of Knowledge (DOK). This model of tasks grouped by level of cognitive expectation should help teachers to take lessons and build them to be both appropriate and challenging for learners on multiple levels. When creating tasks for the whole class that can be performed individually, it is necessary to make sure that the task is rigorous enough for higher leveled learners but also allows lower leveled learners to develop foundational skills. This can be done by allowing for different paths to task completion based on language levels, task complexity, the amount of instructional support provided or by offering level-appropriate follow-up work. The Webb’s DOK verb chart can be a useful tool to guide in crafting these lesson plans. For more information, please reference the Webb’s Depth of Knowledge chapter in this manual.

### **Example of Individual Differentiation Using Webb’s Depth of Knowledge: Mixed-Level ESL Listening/Vocabulary Lesson**

Play two songs about the same topic for the class. Ask the class to listen for and identify certain words or phrases in the songs.

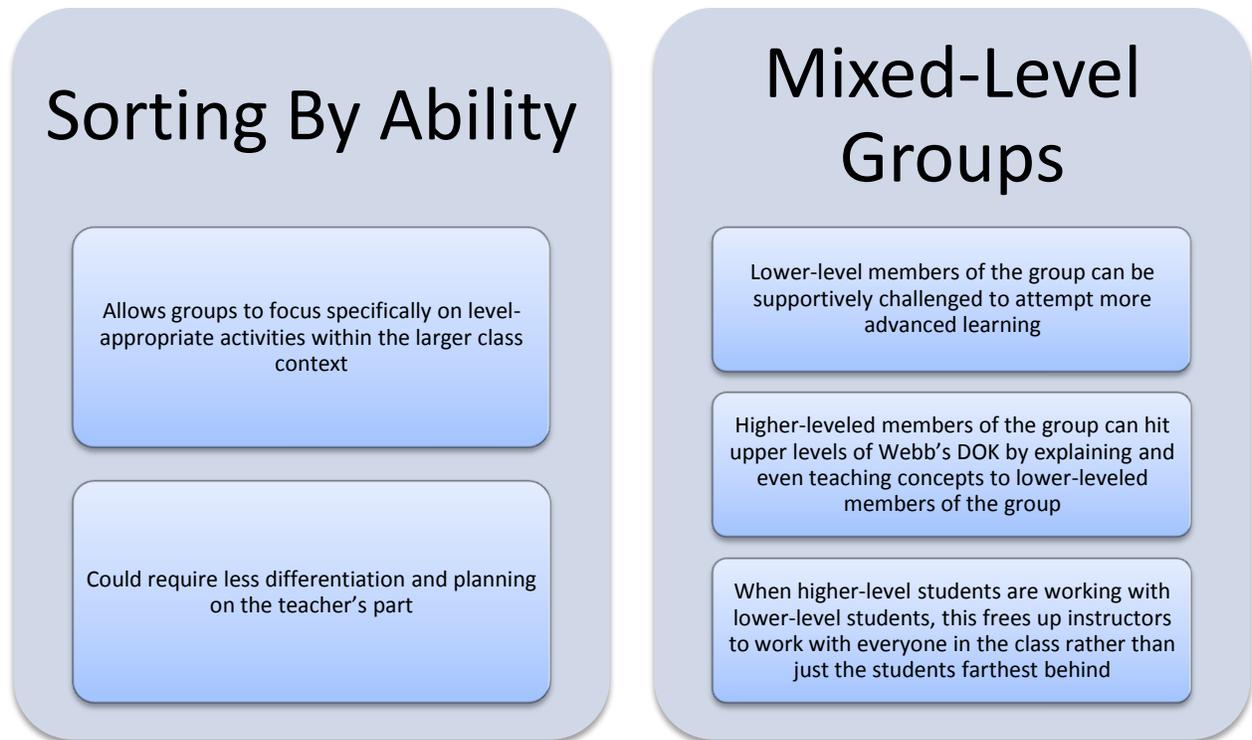
After the listening exercise, distribute copies of the songs’ lyrics. Ask lower level learners to define key vocabulary words from the songs and use them in their own sentences (Level 1 DOK – “Define” & “Use”). Instruct higher level students to interpret the songs’ meanings and draw comparisons between the two songs (Level 2 & 3 DOK – “Interpret” & “Compare”).

## Strategy #3 – Small Group Work

When working with students on different levels, breaking them up into small groups can be a very effective way to manage the class. Working in small groups can have many benefits, especially in a multi-level class. Not only is it easier to make lessons and activities relevant to smaller groups than entire classes in a mixed-level environment, but working with smaller groups promotes active learning by allowing more students to be involved. In a large class, only one student can speak at a time without things getting chaotic. Small groups are much more interactive, allow for the utilization of different learning styles, and are also more conducive to students working at the speed at which they feel comfortable.

Groups can be selected by the teacher based on ability, or can be self-selected based on existing personal connections in the class. In either situation, a teacher should be aware of the personalities of group members. In a group with a dominant personality, that student may take too much control and limit the learning opportunities of more passive group members. An effective strategy when selecting groups is to put the stronger personalities together and let them reach their own compromises. Group the quieter students together to encourage them to speak up and participate. Another good strategy is to change up the groups regularly. This will further enhance class cohesion.

Teachers are recommended to rotate between groups sorted by ability and mixed-level groups. Each can have advantages.



Although small group work is an effective way to spend the majority of class time in a mixed-level class, it's important to maintain overall class identity. To accomplish this, try to find icebreakers and activities that the entire class can participate in regardless of educational level. Activities that deal with universal topics including current events or the community can be good starting points.

#### **Strategy #4 – Peer Tutoring**

Peer tutoring can be a great way to multiply your instructional efforts while addressing the needs of learners on multiple levels. This strategy works in mixed-level small pairs or small groups. When higher level students tutor lower level learners, both can benefit. The higher level learners gain valuable leadership skills and the practice of teaching skills and explaining concepts which elevates their own understanding. Lower level learners get the advantage of more one-on-one attention than a teacher can always afford in a full class. Lower level learners may also feel more comfortable working with a peer to improve their basic skills.

Once again, it is important to consider personality when employing this strategy. Peer tutors need to be willing to work with other students while lower level learners need to be amenable to learning from a peer. Teachers are advised to mix up tutor pairs or groups occasionally and to try to give

everyone an opportunity to tutor. For example, a low literacy student might be able to tutor another lower level student in a speaking or listening activity.

### **Strategy #5 – Using Technology**

Use technology to provide individualized, level appropriate instruction and reinforcement. This saves class time for collaborative learning, focusing on critical thinking, analysis and evaluation. For more information on using technology and flipped instruction, please reference the Technology section in this manual.

Teaching in a multi-level class is a real challenge, even for experienced educators. By adopting some of the strategies in this section, teachers can take steps to turn multi-level classrooms into positive, successful learning environments.

*Adapted from: Teaching in the Multi-level ESL Classroom, Jill Bell*

## Lesson Planning

The key to successfully managing a classroom, promoting student learning, and meeting the goals of college and career readiness is planning creative and effective lessons.

*A lesson plan is a proactive plan that includes a clear strategy describing a logical progression of meaningful activities designed to help students achieve specific learning objectives.*

Teachers must make thoughtful decisions about lesson plans to ensure students successfully learn lesson content. Lesson plans provide teachers with direction and focus to make time spent in the classroom as effective and efficient as possible. Classroom instruction must be designed to efficiently get adult education students ready to both pass the high school equivalency assessment and succeed in post-secondary education or the world of work. A lesson plan is essentially a roadmap for teachers to prepare students with the skills and knowledge required to reach the goal of college and career readiness.

### Why Lesson Plan?

- Communicate to students what they will learn and how their goals will be assessed
- Help teachers organize content, materials, time, instructional strategies, and assistance in the classroom
- Scaffold instruction for learners and create smooth instructional flow
- Allow for thoughtful and planned instruction that raises the bar and enhances student learning

There are many different planning models that teachers like to rely upon when completing their lessons. Most seasoned teachers develop their own approach based on experience and personal preferences.

Whatever model you use, all quality lesson plans contain certain key components. These include:

- Lesson Title
- Lesson Objective
- Skill/Skill Level
- Required Materials/Resources
- Warm Up/Introduction
- Instructional Activities
- Assessment
- Technology Component/Distance Learning Option

## ESSENTIAL LESSON PLAN COMPONENTS

### Lesson Title:

**Each lesson must be assigned a descriptive easy-to-understand title**

- ✓ This is important for future reference and sharing with peers within communities of practice.  
**EXAMPLE-MATHEMATICS:** Measuring Volume  
**EXAMPLE-ELA:** Understanding an Argument

### Lesson Objective:

**Objectives detail expected learner outcomes**

- ✓ Write objectives as outcomes expected from all students. Objectives can begin with “Students should be able to…” or “I am…” for a student-friendly format.
- ✓ Objectives should correspond to multiple levels of Blooms Taxonomy or Webb’s Depth of Knowledge. These frameworks can be used to scaffold lesson content and provide focus in multi-level class environments. The focus should be to pull students through multiple, increasingly complex levels of understanding.
- ✓ Use “SMART” objectives. Effective objectives should be specific, measurable, achievable, realistic and time-based.  
**EXAMPLE-MATHEMATICS:** Students should be able to calculate the volume of a rectangular prism  
**EXAMPLE-ELA:** I can understand and evaluate an argument

### College and Career Readiness Standard and Skill Level

**Link lesson to appropriate College and Career Standard**

- ✓ Be sure that the lesson is linked explicitly to a College and Career Standard.  
<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>  
**EXAMPLE-MATHEMATICS:** Mathematics. CCR-Level B. Measurement and Data (*Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects*)  
**EXAMPLE:** ELA CCR Anchor 8 (*Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence*)  
 Level E

### Required Materials:

**Any materials needed throughout the lesson and activities should be noted**

- ✓ By listing required materials and resources needed, you can quickly gather and organize before the lesson, making set-up time minimal and maximizing instructional time.
- ✓ This will also be helpful for colleagues to know if they wish to replicate or adapt a lesson.  
**EXAMPLE-MATHEMATICS:** Unit cubes that can be packed into a rectangular prism with an open top, paper/cardstock, rulers, team worksheets  
**EXAMPLE-ELA:** Slips of paper with scenarios, whiteboard, overhead projector/smart board

### Introduction:

#### **Warm Up Activity serves to formally introduce the topic and content of lesson**

- ✓ The goal is to activate students' background knowledge while motivating them and increasing interest in the subject matter.
- ✓ This activity can be used to effectively connect previous lessons to the new lesson, increasing the cohesiveness of learning.
- ✓ Activities should connect new topics to existing knowledge or prior experiences which will help students learn and remember.

**EXAMPLE-MATHEMATICS :** Ask students to think about a time that they had to move from one house to another. Ask them what were some of the things they needed to do when they moved? Students may describe packing, changing their address, and renting or borrowing a truck. Expand of the topic of packing a moving truck. Draw a picture of a truck and label it with the following dimensions: L=14 feet, W= 8 feet, and H= 7 feet. Next draw a cube labeled 1 foot (a unit cube). Ask students to imagine they had 1 foot cube boxes. How would they know how many boxes can fit in the truck. Allow students to brainstorm and illustrate solutions to the problem. Students might suggest packing the container with as many boxes as possible and counting. Some might use a formula such as Volume= length x width x height or base x height, or reason through a similar situation without relating it to a formula. If a formula for area comes up from the previous unit, expand on that and ask students how that formula would need to be altered to work for volume. (25 mins.)

**EXAMPLE-ELA:** Tell this story: *A student approached a teacher about an assignment that was marked down because it was submitted late. The student said that she took the time to do the paper right and met all the criteria, giving specific examples from the assignment. She also said she had a sick child, so she couldn't turn the assignment in on time with the time and care it deserved. As, 'What is the student trying to do here?'* Students will likely answer that the student is trying to persuade or convince the teacher to change the grade. Ask how the student is doing that? A possible answer would be sympathy, because the sick child. Another is logic, since the student argues that she did the paper well. Discuss how good the student's arguments are and why. Ask students to relate this to experiences from their own lives. (15-20 mins)

### Instructional Activities:

#### **Detailed description of content and learning activities**

##### **Instructional Activities**

- ✓ All activities should relate directly to the objectives and involve hands-on activities and active participation.
- ✓ It may be necessary to “chunk” information and present short, easily understandable parts of a larger concept to avoid memory overload.
- ✓ Activities must be properly scaffolded to promote critical thinking and help students apply foundational skills to solve real world problems.
- ✓ Instruction should always include application and independent practice designed to allow students to use the skills they are learning thus successfully fulfilling the objective. This will allow learner to practice newly acquired skills and apply knowledge to effectively deepen understanding.
- ✓ Whenever possible, students should be provided with the opportunity to reflect on what they have learned and apply the learning to real life scenarios.

**EXAMPLE-MATHEMATICS:** Divide the class into small teams. Give each team a real world moving problem to work on, along with paper/cardstock, rulers, and manipulatives. Have each team find at least two ways to solve the problem. Ask each team to decide which method is more accurate or logistically appropriate for the situation. Have each group justify their conclusion by giving a class presentation using 2-D and 3-D models or illustrations. After presentations, ask teams to answer: How does volume relate to area? What is a definition of volume as it relates to area? Why does volume=base X height work as a formula? Could it be considered a short-cut?"

**EXAMPLE-ELA:** "Group students into pairs and hand each pair a slip of paper with a scenario on it, such as getting your boss to give you a day off, getting a seller to lower the price of a car, or getting a refund from the manager at a restaurant. Have each pair plan an argument, answering the following questions: What is the argument? Who is the audience? What are you trying to convince the person of? What other strategy will you use? Then the pair should act out their scenario, with one person trying to persuade the other, and plan out how they will try to convince the other person of something together. Have each pair write an analysis of the argument and why it was or was not effective. As classes discuss elements that made the arguments most effective."

#### Assessment:

##### **Ensures students fully understand the concepts and can adequately perform skills**

- ✓ This can include both formative and summative assessments. It is important to provide feedback to students frequently.
  - ✓ In order to reach the high levels of Webb's Depth of Knowledge, it may be important to use longer term tasks or written assignments that require research and other specialized projects
- EXAMPLE-MATHEMATICS:** Assess students' independent practice. Have students take a short quiz in which they must explain in writing how they reached their answer.
- EXAMPLE-ELA:** Evaluate students' independent work. Asks students to independently write an evaluation of an argument that they find on the internet about a local topic, identifying the argument components and explaining what side of the argument they find most compelling.

#### Distance Learning and/or Technology Component:

##### **All lessons should have a pre- or post- distance learning component and/or an integrated technology component.**

- ✓ Using a hybrid distance-based and/or technology component will strengthen the lesson by employing concepts of recency and frequency.
- ✓ All distance based activities should add value to the skills of the specific lesson and address the topic knowledge and lesson objective.
- ✓ Distance learning assignments may involve a technology based assignment or online research. They can also involve watching specific videos or working with software based learning
- ✓ It may be particularly effective to include activities that focus on the lower levels of learning including basic recall and memorization. This will allow you to focus on activities to apply that foundational knowledge and deepen understanding in the classroom.

**EXAMPLE-MATHEMATICS:** Students can use a 3-D computer program to solve problems in class. Students can be assigned videos to watch online to enhance learning taking place in class.

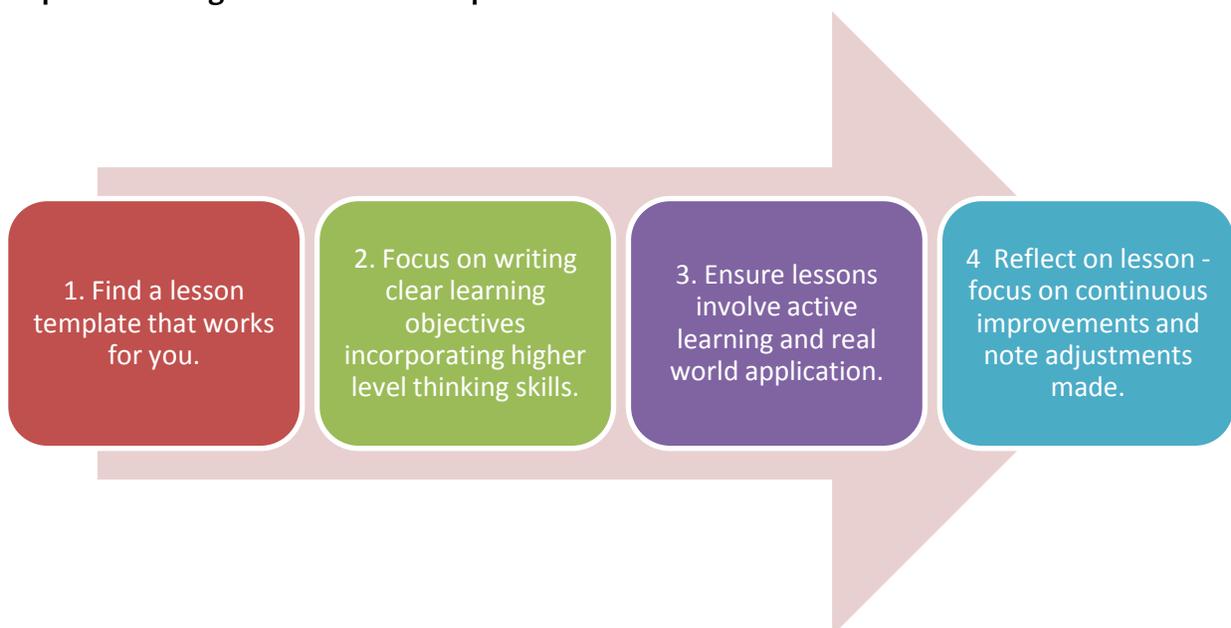
**EXAMPLE-ELA:** Ask students to choose a science or social studies topic and research different points of view on the internet. Students should highlight the different argument components discussed in class (claim, grounds, warrant) with different colored highlighters and bring them to the next class. Students could be asked to watch online videos explaining the foundational concepts about forming an argument before participating in the lesson.

*\*lesson plan examples from 2014 GED Test Curriculum Blueprint from GED Academy- An Educator's Guide to Being GED Test Ready. Corvallis: Essential Education, OR. Print*

It is very important that lesson plans focus on engagement and active learning including activities that are hands-on and designed to strengthen adult students' learning. Good lesson plans have the following characteristics:

- Engaging
- Fun
- Visual examples
- Accommodating for different learning styles
- Clear and concise
- Flexible within structure
- Allow for student ownership
- Include modifications and adaptations
- Evokes passion
- Has understanding of audience
- Builds on previous knowledge

### Steps for creating an effective lesson plan



**1. Find a lesson template that works for you. The template should fit your classroom and teaching style while addressing essential information.**

The first step to effective lesson planning is to find a template that suits your style and needs. There are many templates to choose from and all templates can be amended to include all essential information while fitting an individual teacher's unique requirements. If you are new to lesson planning and looking for a formal model to help you get started, here are a few to consider:

- Madeline Cheek Hunter
  - Direct Instruction Model
  - WIPPEA (Backwards Instruction Model)
- Gagnes' 9 Events of Instruction
- 5 E's

There is also a generic template included at the end of this chapter.

**2. Focus on writing clear learning objectives to deepen students' learning and strengthen critical thinking skills**

It will be critical to write clear objectives that identify the content area and targeted skill or knowledge that the lesson is addressing. When writing objectives, it may be helpful to consider the specific learner outcomes that are desired. Clear objectives are essential to ensuring the lesson is focused and activities are properly structured to make the most of instructional time. By incorporating the framework of Bloom's Taxonomy and Webb's Depth of Knowledge while planning lessons, you will ensure that the lesson activities are properly scaffolded to increase cognitive complexity while pulling students through to develop higher level thinking skills. Lessons should focus on building higher order reasoning and encourage students to develop essential problem solving capabilities. All lesson plans should focus on moving students past just procedural understanding to develop the higher order reasoning necessary to be college and career ready.

Teachers should also be sure to post and discuss learning objectives for students. Conveying objectives to students will allow students to frame information and understand how they will be able to use the knowledge.

**3. Ensure lessons involve active learning and real world application.**

All lessons should involve hands-on activity based learning. Students are encouraged to think critically when they are engaged in actively grappling with material, working with classmates and discussing how they come to correct answers. Lessons that infuse content with real world career application will further add relevancy to the topic and deepen students' understanding.

**4. Reflect on lesson - focus on continuous improvements**

It is important for teachers to take 5- 10 minutes after each lesson to reflect on the lesson effectiveness. Note how well the lesson was received, what aspects went particularly well, what aspects require improvements and any specific observations that may be helpful to remember in

the future. It may be helpful to use a lesson plan checklist like the one included at the end of this chapter. Reflecting on each lesson plan will allow you to continually make necessary improvements, thus becoming more effective. It may be helpful to save and file lesson plans so you can reuse them in the future or share them with colleagues.

**Resources:**

2014 GED Test Curriculum Blueprint from GED Academy- *An Educator's Guide to Being GED Test Ready*. Corvallis: Essential Education, OR. Print

"Lesson Plans For Adults." *About.com Continuing Education*. N.p., n.d. Web. 15 May 2013.  
<http://adulthood.about.com/od/teachers/a/coursedesign.htm>

College and Career Readiness Standards  
<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

Gonnen, Bonnie, and Susan Pittman-Shetler. "National Adult Education College and Career Readiness Training Design Initiative- Integrating Reading and Writing." "Mathematical Reasoning" College Ready Career Ready Conference. Louisville, KY. 29 Apr. 2013. Lecture.

AmplifyAE- Indiana's Adult Education Professional Development Site- <http://amplifyae.org/resources>

## Technology-Rich Instruction

Continuous change in the world of technology demands creativity and flexibility from Adult Education instructors. Innovative educational practices to address the demands of this ever-changing reality require refinement not only of the content of what is learned but also of the method in which instruction is delivered in classrooms.

New technologies can, at times, be intimidating and frustrating for both teachers and students. However, digital technologies can open new doors in the educational experience of adult learners.

Benefits for Students and Instructors	
<ul style="list-style-type: none"> <li>• Ability to Differentiate Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Directed Learning</li> </ul>
<ul style="list-style-type: none"> <li>• Optimized Student Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Improved Technical Skills</li> </ul>
<ul style="list-style-type: none"> <li>• Deeper Levels of Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Increased Communication and Feedback</li> </ul>
<ul style="list-style-type: none"> <li>• Faster Goal Attainment</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded Distance Education</li> </ul>

Not only can digital literacy improve the quality of adult learners’ educational experiences, these skills are also crucial to being successful in the 21<sup>st</sup> century. Digital literacy provides students with opportunities to access information essential in their daily lives, transition into post-secondary education, obtain better jobs, and help their children succeed in school.

Technology integration in adult education instruction should not be restricted to only those students at the highest educational functioning levels. It is vital in preparing all adult learners for college and career readiness. One helpful set of guidelines for preparing students with digital-age skills come from the International Society for Technology in Education (ISTE).

The [ISTE NETS for Students](#) (NET.S) offers six standards with associated benchmarks for evaluating the skills and knowledge students need to learn effectively and live productively in the digital world:

ISTE.NET.S
<p><b>Creativity and Innovation:</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p>
<p><b>Communication and Collaboration:</b> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>

<p><b>Research and Information Fluency:</b> Students apply digital tools to gather, evaluate, and use information.</p>
<p><b>Critical Thinking, Problem Solving, and Decision Making:</b> Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>
<p><b>Digital Citizenship:</b> Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>
<p><b>Technology Operations and Concepts:</b> Students demonstrate a sound understanding of technology concepts, systems, and operations.</p>

Technology-rich instructional approaches encourage teachers and students to become partners in the learning process, working together to make incremental technology changes to classroom lessons and activities. An important first step in crafting technology-rich lessons and activities is assessment. Informal opportunities for assessing student technology skills and comfort level exist in the adult education classroom, but for more formal, systematic assessments, the internet is a great tool. Two online assessments to consider exploring are:

- The Northstar Digital Literacy Assessment from the Minnesota Literacy Council found at: <http://www.digitalliteracyassessment.org/index.php>
- Adult Ed Online’s Teacher and Student Self-Assessments found at: <http://www.adultedonline.org/index.cfm>

Much of how technology is used in a classroom depends upon class structure, student demographics, budgets, time, and teacher capacity. Regardless of external factors or teaching style preferences, technology integration must be S.A.F.E. for adult learners.

S.A.F.E. is a phrase coined by Elizabeth Dillon-Marable and Thomas Valentine in their [2006 study](#) investigating computer technology integration in adult basic skills education. S.A.F.E. stands for Seamless, Appropriate, Facilitated, and Empowering, and it is a quick and easy reminder for effective technology integration in the adult education classroom:

### Seamless

There is seamless movement between technology-based instruction and other forms of instruction.

- Learners access “new” technologies as easily as they access more traditional learning tools, such as paper and books.
- Technology use is routinely augmented by class discussions.
- Technologies are used in combination with other learning formats, such as lectures and books.
- Technologies are used to enhance other learning activities.

### Appropriate

Learners are able to use the technology in the classroom.

- The level of technology-accessed content matches learners' literacy skills.
- Accommodations are made for learners with different languages, cultures, and socioeconomic backgrounds.
- Accommodations are made for learners with special learning needs.
- The levels of technology match learners' technology skills (fluid).

### Facilitated

Instructors facilitate learners' effective use of computer technology in the classroom.

- Instructors actively assist learners in using technology to achieve individual learning goals.
- Instructors provide feedback to students on their technology-based learning.

### Empowering

Learners are proactive in using computer technology for learning.

- Technology use enhances learners' abilities to work independently.
- Computer use enhances learners' abilities to work collaboratively.
- Learners choose from a range of learning activities which incorporate technology.
- Learners reflect on choices made about learning activities which incorporate technology.
- Learners use technology to access materials that address their roles as family members, workers, or citizens.

## Technology & Distance Learning

One significant trend impacting Adult Education (AE) students and instructors is the move from face-to-face, paper-pencil instruction and assessment to computer and web-based distance delivery of instruction and assessment. The Department of Workforce Development (DWD) supports distance learning as an essential component in increasing participation in and access to AE services. The United States Department of Education, Office for Vocational and Adult Education (OVAE) defines distance education as:

*Formal learning activity where students and instructors are separate 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.*

Among the various models of distance education delivery, DWD encourages a hybrid, or blended, learning approach that combines distance learning with in-person interaction.

Blended digital learning can result in an integrated learning experience for adult learners due to the advantages of relevant and real-time information and communication. Approved distance education curricula include ITTS, Plato, WIN, NovaNET, GEDonline, SkillsTutor, and A+dvancer. Any other tools must be submitted to DWD for approval before use.

While the combination of distance and face-to-face instruction using digital technologies can occur in varying degrees in AE instruction, it is important to understand that all students must complete twelve (12) direct contact hours for official enrollment in an AE program. Additionally, all pre- and post- testing, even for distance education learners, must be conducted on site.

More information and guidance on distance education and hybrid learning can be found in the [DWD Distance Education policy](#) on the Adult Education administration website.

“The integration of technology in distance education supports student development of fundamental computer and technology skills needed to thrive in a complex and rapidly changing technological society.”

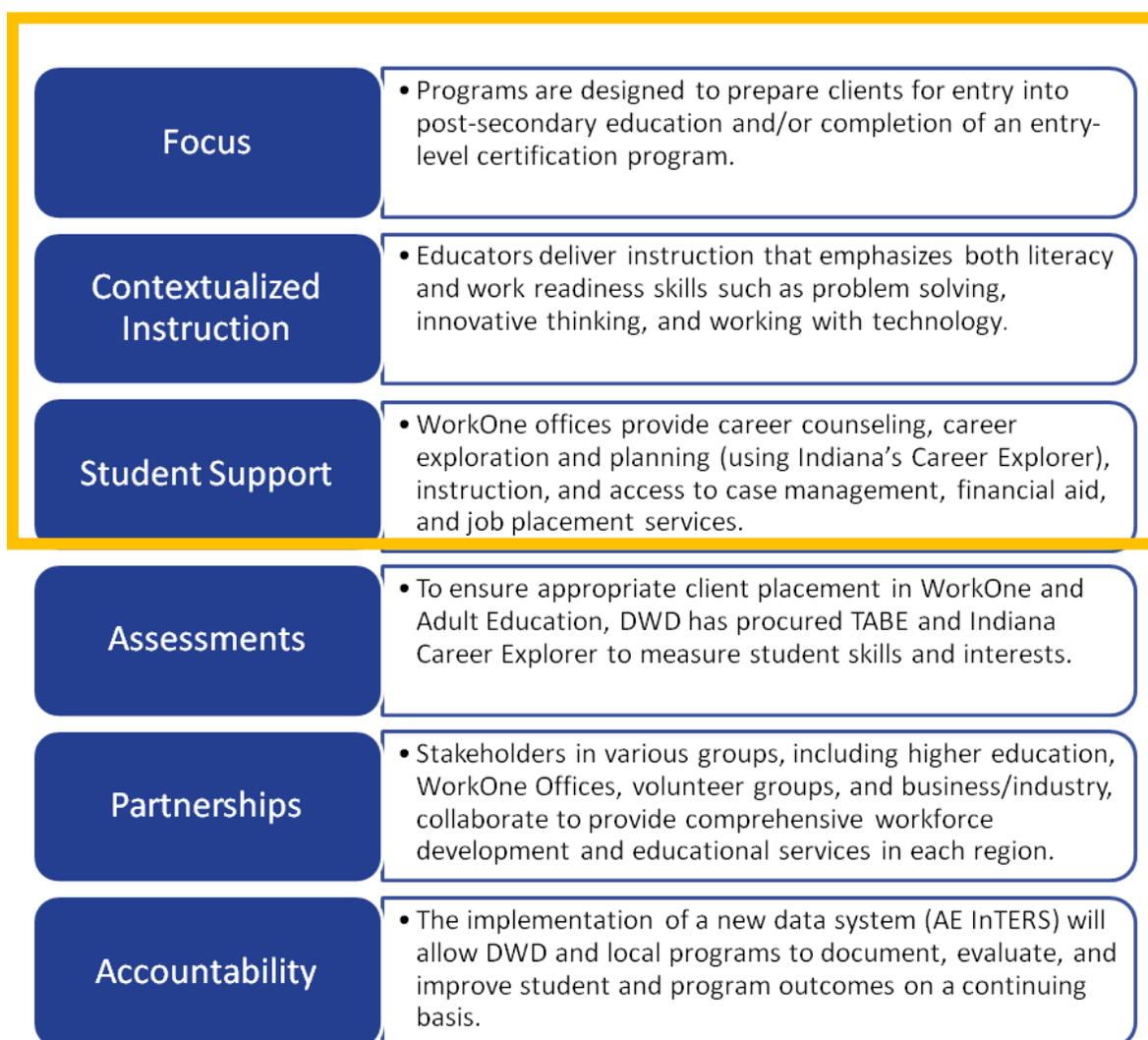
DWD Policy 2011-12  
Distance Education

## Transition to Postsecondary Education

Adult educators play a critical role in exposing students to the possibilities associated with higher education and careers. Indiana’s workforce is strengthened when this exposure is paired with quality instruction focused on helping adult learners achieve the skills necessary to enter certification and/or postsecondary education and employment.

The role of Adult Educators in preparing students for transitions into postsecondary education is exemplified in the first three elements of Indiana’s Framework for Adult Education: Focus, Contextualized Instruction, and Student Support.

### Framework for Indiana Adult Education

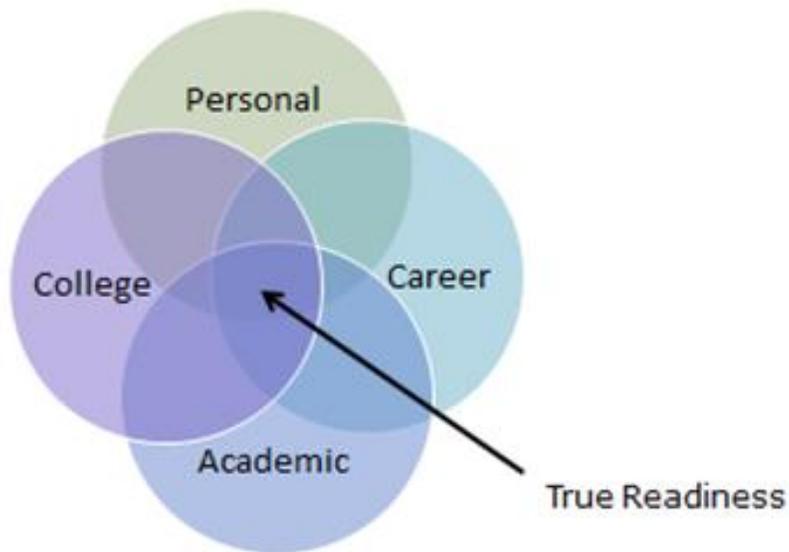


The skills needed for success in the new global economy extend beyond mastery of core subjects. To be competitive, individuals must have higher level skills (critical thinking, problem solving, communication, and collaboration) typically associated with post-secondary education and/or training. It is crucial, then, that adult education programs provide students opportunities to acquire these skills to pursue their long-term career aspirations and goals.

In April of 2013 the Office for Vocational and Adult Education (OVAE) released a set of essential standards for adult learners selected from among the Common Core State Standards (CCSS). These College and Career Ready Standards for Adult Basic Education (CCR) aim to promote stronger links among adult education, postsecondary education, and the world of work, and provide a sound starting point for raising awareness and understanding of 21<sup>st</sup> century skills and knowledge.

Though ambitious, OVAE’s CCR standards provide a basis for clearer communication of expectations to students, systematic improvements to curriculum and instruction, and targeted professional development to help staff develop the skills necessary to increase instructional rigor.

Academic competencies are just one set of skills required in preparing students for higher education and careers, and Adult Education instructors are in a unique position to direct students to resources which address other skill sets underlying college and career readiness. The National College Transitions Network (NCTN) has established four areas of focus that help clarify what students need to be successful in and beyond the world of Adult Education. These include:



## NCTN Aspirations Toolkit - Four Areas of College and Career Readiness

**Personal Readiness** – the ability to anticipate challenges and secure supports proactively, and juggle multiple commitments while managing stress and time;

**Career Readiness** – the ability to articulate a realistic goal that is aligned with labor market data and identify the steps along one’s education and career pathway;

**Academic Readiness** – content knowledge, study skills, technology skills, and strategies for college level reading, writing, and algebra; and

**College Knowledge Readiness** – the ability to navigate college culture and admissions and financial aid processes.

For more information on these four areas of College and Career Readiness, please visit the [College Transitions Aspirations Toolkit](#). Another excellent resource for infusing college and career readiness into all levels of Adult Education is the [College to Completion Toolkit](#).

Finally, [Indiana Career Explorer](#) is a free resource to all Hoosiers that can help students explore the world of college and careers through self-assessment, research, and reflection. All of these resources can help Adult Education Professionals strategically prepare students for college and career success.

## WorkINDiana

The WorkINDiana program offers short-term occupational training resulting in industry-recognized certifications to adult education students. Organized into six high-growth industry sectors, WorkINDiana training programs prepare individuals for entry level jobs in a variety of career pathways.

The WorkINDiana program was conceived of and implemented as an innovative response to the almost third of Indiana’s workforce lacking the skills necessary to succeed in the modern workplace. In efforts to raise the skill level of the adult population and to meet workforce demands for middle skills attainment in a more effective way, the Indiana Department of Workforce Development (DWD) created a framework of WorkINDiana certifications (see table).

A successful WorkINDiana program requires collaboration among adult education centers, career and technical education centers, WorkOnes, local community colleges, and local economic development representatives. The partners should work together to implement WorkINDiana programs, recruit student participants, and provide placement services after completion.

Student eligibility requirements for WorkINDiana participation are unique to this program. Instructors can promote the WorkINDiana program by referring eligible students to a WorkOne, by helping students to understand program requirements, and by educating students in the certifications available in the WorkINDiana framework.

Industry Sectors	WorkINDiana Career Certifications
<b>Health Care</b>	Certified Nurse Aide (C.N.A.)
	Emergency Medical Technician (E.M.T.)
	Expanded Duties Dental Assistant (L.R.C.)
	Medical Assistant (C.C.M.A.†)
	Medical Coder (C.P.C.)
	Patient Access (C.H.A.A.)
	Pharmacy Technician (C.Ph.T.)
	Phlebotomy Technician (C.P.T.† and/or P.B.T./A.S.C.P.†)
<b>Information Technology</b>	Computer Support Specialist (CompTIA A+ or CCNA† or CompTIA A+, Security+, & Network+†)
	Electronics Installer/Repairers (ESPA/EST)
<b>Business Administration &amp; Support</b>	Admin Assistant (IC3 or Microsoft Office)
	Bookkeeper (QuickBooks†)
	Customer Service Professional (TSIA CSP-†)
<b>Advanced Manufacturing</b>	CNC Operator (NIMS Level 1)
	Electronic Repairer (ACE/CETa†)
	Entry Welder (A.W.S.)
	Heating and Cooling Technician (HVAC)
	Production Worker (MSSC C.P.T.)
<b>Transportation and Logistics</b>	Underground Coal Mining (MSHA 502)
	Automotive Service Technician (A.S.E.)
	Laborers and Material Movers (MSSC C.L.A.)
	Laborers and Material Movers + Forklift Driving (MSSC C.L.A.+)
	Truck Driver, Heavy and Tractor Trailer (CDL-A)
<b>Hospitality</b>	Truck Driver, Light and Tractor Trailer (CDL-B)
	Hospitality Staff (START)

† Conditional pending results of pilot.

## WorkINDiana Student Eligibility Requirements

Students must meet any one of the following requirements:

- A. Be currently enrolled in a WIA Title II Adult Education program;
- B. Have earned their high school diploma or equivalent from a WIA Title II Adult Education program; or
- C. Have enrolled in a WIA Title II Adult Education program for purposes of remediation and have a high school diploma or its equivalency.

Students are eligible for WorkINDiana training during their current program year of enrollment in WIA Title II Adult Education program and the full program year after exiting their Adult Education program. Students must be enrolled in Adult Education, have a record in InTERS and must also be co-enrolled in WIA Title I Adult, Dislocated and/or Youth program.

### WorkINDiana by the Numbers

**2011** –WorkINDiana program begins  
**200+** training programs available across the state  
**1,066** students served  
**715** students have completed training to date  
**523** students have earned a certification  
**275** students have found new or better employment  
**191** students are currently active in training programs



A current listing of WorkINDiana programs available in each county across the state can be found on Indiana’s WIA eligible training provider list, [INTraining](#). WorkINDiana programs are denoted with an asterisk (\*) at the end of the program title.

For more information about the WorkINDiana program, or to find program policies and guidelines, please visit the Indiana Adult Education Administration website:

<http://www.in.gov/dwd/adultedadmin/workin.htm>.

## WorkOne™ Connections

Cooperating with your local WorkOne™ Center has several benefits for both your program and students. WorkOnes™ serve as Indiana's one-stop career centers, providing a plethora of services to jobseekers and employers. From providing local labor market information to offering career counseling and training services, the WorkOnes™ can help your students secure and maintain employment. It is important to understand that although each WorkOne may differ in some ways, they all offer the same benefits.

### Case Management

The goal of case management is to help Hoosiers develop the skills (e.g., soft-skills) and overcome the barriers necessary to enter and remain in the workforce. Your local WorkOne™ most likely offers two different case management pathways depending on the goals of their customers: job-to-job (reemployment) and job-to-training (education). Case Managers work primarily with customers on the job-to-job track. They offer one-on-one career counseling, academic and career plans, and career interest assessments. Customers interested in continuing their education would likely be assigned to an Academic and Career Counselor. In addition to the services Case Managers offer, Academic and Career Counselors can provide academic counseling and more in-depth professional planning assistance. Take advantage of these services for your students by contacting your local WorkOne™.

#### Reemployment

- Job-to-Job pathway
- Work with a Case Manager

#### Education

- Job-to-Training pathway
- Work with an Academic and Career Counselor

### Training Services

WorkOnes also offer training services to assist individuals looking to enter employment in a regionally in-demand occupation. Funded through WIA Title I (PL 105-220), these training services include access to or assistance with enrolling in certification programs, associate degrees, and on-the-job trainings (OJTs). This access goes through a program called InTraining, which is an online database of pre-screened training providers who meet certain qualifications. Individuals looking for financial assistance through a WorkOne to attend training may only chose from training providers listed on InTraining. Each WorkOne office has different enrollment processes and eligibility requirements.

### Workshops

Most WorkOnes™ host a variety of workshops to help people develop the skills needed to enter the workforce. These workshops can include effective job searching, resume development, work readiness, basic computer skills, WorkKeys®, keyboarding and more. These workshops are available to everyone at the WorkOne™ Center and can be useful supplements to adult learners' continuing education.



To learn more about these and other WorkOne™ services, contact your local WorkOne™ office by visiting [WorkOneWorks.com](http://WorkOneWorks.com).

## **Appendix**

DWD Policy 2010-13, Change 1

## IndianaCareerConnect.com

IndianaCareerConnect.com (ICC) is an excellent free resource for job seekers. ICC provides a list of over 6,000 open positions in Indiana and allows users to easily apply online. ICC also allows users to create and post resumes and cover letters online for employers to view, search for jobs, and identify job skills and career interests. Since all of these services are housed in a single location, ICC makes job searching easier and less time consuming for students.

Before students can access these services, they need to create a username and password (Figure 1.1). Once created, ICC provides easy-to-follow instructions to complete the account, develop resumes (Figure 1.2) and cover letters and set-up a virtual recruiter. The virtual recruiter will send daily text or email notifications of jobs that match the search criteria that users set (location, keywords, occupation group, minimum acceptable salary, education level, source, etc...) (Figure 1.3).

ICC's most useful feature is its quick and advanced job search. Using ICC, students can search for jobs by location, employer, industry sector, education level, skills, and job posting number (Figure 1.4). This customization allows students to search for employment opportunities that might not have been found by a simple search. Although the advanced job search can appear overwhelming at first, the versatility this function offers (seven different criteria and the ability to expand or narrow searches) make it an invaluable job search resource.

ICC also offers education, financial, community, and labor market information, as well as other services (Figure 1.5).

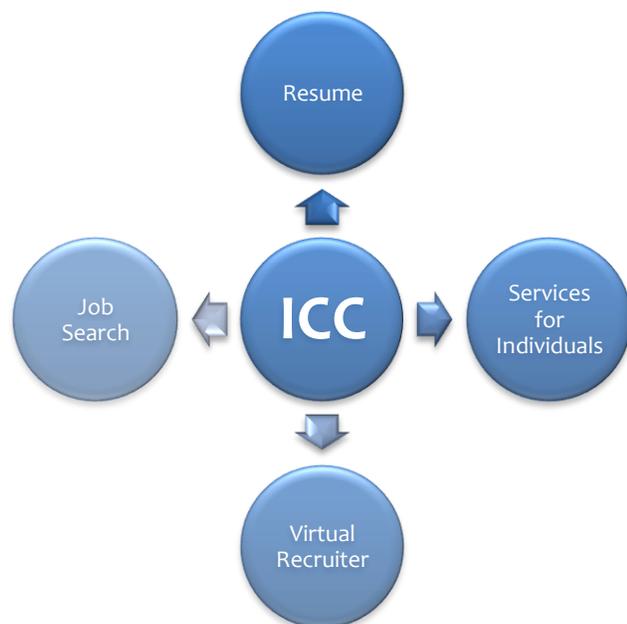


Figure 1.1

Home Register or Sign in Services for Individuals Services for Employers

**IndianaCAREERconnect.com**

Please enter your User Name and Password below before you continue. If you have not previously registered on this system, follow the instructions in the Create a User Account section to create a new account that allows you to access additional system features.

Note: To access this feature of the system, you must be a registered Individual. If you have registered in the past, please provide your User Name and Password below. If you are new to the system and would like to register as an Individual, please follow the Create a User Name instructions below.

For help click the question mark icon next to each section.

**Option 1 - Already Registered**

User Name:  Password:  **Sign In**

If you have forgotten your user name and/or password, please click [Retrieve User Name or Password](#).

**Option 2 - Create a User Account**

If you would like to become a fully registered user with Indiana Career Connect and have access to all of our online services, select one of the following account types. If you are not sure if you need to register on the system, learn more about the benefits of registering on the [Why Register?](#) page.

**Individual** - Register as this account type if you are an individual and wish to search for the latest job openings, post a resumé online, find career guidance, search for training and education programs, find information on local employers, etc.

**Employer** - Register as this account type if you represent an employer and wish to post job openings online, search for candidates for your jobs, view local industry or labor market information, etc.

**Other Services**

Assistance Center

Figure 1.2



Step 1 of 17. Enter your information below. When you are finished click the *Next>>* button.

For help click the question mark icon.

**Resumé Information**

**Accessibility:**

- Select if you **do not want** your resumé available to employers online
- Select if you **want** your resumé available to employers online

**Resumé Creation Method:**

- Manual Format - Build your resumé using a step-by-step process.
- Automated Entry - Enter a resumé using information from your existing resumé file e.g. Microsoft Word document (quicker)
- Copy-and-Paste Format - transfer resumé's text from an existing copy (quick - but not as useful to potential employers)
- Copy Existing Resumé - Build your resumé from a previously entered resumé (quickest).

**\* Resumé Title:**

Note: You may want to include words that highlight your skills, experience or specialty. Also, please be advised that this is a searchable field by Employers if you choose to have this resumé accessible online. Therefore you may wish to omit identifying information.

Cancel

Next >>

Quick Menu

- Job Search
- Resumé Builder
- My Resources ▶
- My Portfolio ▶

Services for Individuals

- Career Services ▶
- Job Seeker Services ▶
- Education Services ▶
- Labor Market Services ▶
- Community Services ▶
- Financial Services ▶
- Veteran Services
- Youth Services
- Senior Services

Figure 1.3

**Services for Individuals**

- Career Services
- Job Seeker Services
- Education Services
- Labor Market Services
- Community Services
- Financial Services
- Veteran Services
- Youth Services
- Senior Services
- Staff Provided Services

**Other Services**

- Communication Center
- Appointment Center
- Assistance Center
- Learning Center

### Search Criteria

Area (click to change): [Indiana](#)

Keywords (e.g. Accountant):

[+ Show Keyword Search Options](#)

[Hide Additional Quick Search Options](#)

Occupation Group:  [\[ Select Specific Occupation \]](#)

Minimum Acceptable Salary:

Education Level:

Source:

Jobs Posted Within:

[\[ Advanced Job Search \]](#) [\[ Reset Criteria \]](#)

To create a new Virtual Recruiter job alert please enter your job search criteria above and click the **Search** button below. You will then be presented with a list of jobs. Click on the **Save search** button at the bottom of this screen to set up your new job alert and enter key parameters such as the alert name and how often it will run.

[Click here if you are a veteran and wish to enter your military occupation.](#)

[Other Job Sites](#)

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Figure 1.4

Home Register or Sign in Services for Individuals Services for Employers

IndianaCAREERconnect.com

Please choose one of the methods below to view available job openings in the area you selected.

For help click the question mark icon.

Quick Job Search **Advanced Job Search** Job Search by Employer Job Search by Education Job Search by Skills Job Search by Resumé Criteria Job Number Search

You may enter any combination of search criteria below. When you have completed entering your search criteria information, click the Search button/link.

[ Search ]

**Search Criteria**

Area (click to change): Indiana

Keywords (e.g. Accountant):

+ Show Keyword Search Options

+ Show Additional Quick Search Options

**Search**

[Click here if you are a veteran and wish to enter your military occupation.](#)

[Other Job Sites](#)

**Select another Job Seeker Service**

**Quick Menu**

- Job Search
- Resumé Builder

**Services for Individuals**

- Career Services
- Job Seeker Services
- Education Services
- Labor Market Services
- Community Services
- Financial Services
- Veteran Services
- Youth Services
- Senior Services
- Staff Provided Services

**Other Services**

- Assistance Center
- Learning Center

Figure 1.5

The screenshot shows the Indiana Career Connect website interface. At the top, there are navigation links for Home, Sign Out, Services for Individuals, and Services for Employers. A central banner prompts users to select from the Services for Individuals options. On the left, a 'Quick Menu' and 'Services for Individuals' sidebar lists various services. The main content area displays detailed descriptions for each service category.

Service Category	Description
<b>Career Services</b>	Research specific occupations, choose a new career, or analyze your skills to find an occupation that best suits you.
<b>Job Seeker Services</b>	Find assistance in looking for or getting placed in a new job and learn how to develop effective resumés and cover letters.
<b>Education Services</b>	Find a suitable training or educational program, as well as information on training providers and schools.
<b>Labor Market Services</b>	Access information about labor market trends, statistics, and economic and demographic data.
<b>Community Services</b>	Find community services for which you are eligible, such as health, welfare, nutrition and financial assistance programs.
<b>Financial Services</b>	Prepare a basic budget analysis and create financial plans to help make your training and education goals a reality.
<b>Veteran Services</b>	Find out what health, pension, education and vocational rehabilitation benefits are available for veterans and their dependents.
<b>Youth Services</b>	Find information about finding a job, exploring different careers, and alternative post-high school paths for youth.
<b>Senior Services</b>	Learn about topics of interest to seniors, including health care, employment, and federal benefit programs.
<b>Staff Provided Services</b>	Learn about what services are available to you when you make a visit to your local One Stop Career Center.

## English as a Second Language

English as a Second Language (ESL) is the study of English by non-native English speakers. ESL classes teach different language skills (speaking, reading, listening, and writing) depending on the students' needs, abilities, and interests. ESL classes may also incorporate social and cultural skills.

### Understanding the ESL Learner

The first step in becoming an effective ESL instructor is understanding the population you are working with. Though ESL students are likely to vary greatly in a number of aspects, here are a few common characteristics to keep in mind:

ESL learners may:

- Represent a wide range of educational backgrounds. They may have from little or no formal education in their native languages, to completion of university and advanced degrees in their native languages. In addition, they may or may not have some previous education in English and/or in the United States.
- Be goal-oriented and highly motivated. Students have come to you for a specific reason. Their goal(s) may be long or short term. They should be involved in sharing and setting their learning goals.
- Bring different skills, interests, backgrounds, and life experiences to the learning situation. They have rich life experiences, and the instructor should capitalize on this diversity in the learning environment.
- Want or need immediate application. Adult learners need to apply what they are learning. The learning tasks must be practical, have a clear purpose, and directly relate to their everyday lives.
- Have different learning styles. Adult learners often relate to their previous educational experiences. Some may learn by doing, others by listening, speaking, reading, or writing. Many students learn better when there are visuals (pictures) or realia (real things, such as articles of clothing) to use.
- Be very busy. They may work more than one job in addition to going to school and taking care of their families. They may be tired during class and have difficulty staying on task for long periods of time.
- Have different levels of proficiency. Student levels may differ in listening, speaking, reading, and writing in both their first and second languages.
- Have a poor self-concept. Many people do not see themselves as learners. Some do not think they can learn or that they know how to learn.

*Excerpted from the ESOL Starter Kit, Virginia Adult Learning Resource Center. October 2002, p. C-2*

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## Understanding the TABE Clas-E

The TABE Clas-E is a standardized assessment developed by McGraw Hill for adult English as a Second Language students. The assessment measures the proficiencies of students in the areas of reading, listening, writing, and speaking. ESL classes in Indiana are required to assess at least one subject area, in addition to reading, listening and writing. The speaking assessment can be given, but will not count as a gain. Most programs give either the reading or listening assessment.

The TABE Clas-E consists of four test levels (1, 2, 3, and 4), and two test forms (A and B), and a Locator Test. For more information on TABE Clas-E please reference the TABE CLAS-E chapter of this manual or visit the following resources:

<http://www.sabes.org/assessment/tabe-clase.htm>

<http://www.ctb.com/ctb.com/control/ctbProductViewAction?p=products&productId=865>

## Best Practices in ESL Instruction

The following best practices can help ensure that classroom instruction for ESL students is efficient and effective:

- Recognize an adult learner as a whole person with all the other roles they bring to the classroom (parent, spouse, employee, community member, etc.)
- View the learner as an adult with responsibilities, relationships, histories, accomplishments, failures, dreams, fears, etc.
- Integrate all language skills (speaking, listening, reading, writing) in class.
- Incorporate the learners' knowledge, experience, talents and skills in class activities.
- Encourage learners to share their cultures, social responsibilities and roles in class discussions and activities.
- Ensure there is mutual respect.
- Have class activities that are appropriate and meaningful to adult learners.

## Strategies for Managing Multi-Level ESL Classrooms

ESL classrooms are essentially multi-level classrooms. The learners vary in age, native language, and education. Below are some strategies to assist in managing multi-level ESL classrooms.

- Determine the needs and wants of the students in your classroom. This will provide you with the information to help determine the content of the lessons.
- Have lessons that can be completed in one class session.

- Try using various grouping methods (individual, pair, small group, whole group, heterogeneous group, mixed group, etc.) Students can also be grouped by preferred learning styles.
- Plan for all groups to work on the same topic, however, each group may have a different objective.
- Use project-based learning. Students work cooperatively to solve a problem or create a product (ie: cookbook, community services directory, class yearbook.)
- Use thematic instruction that encourages students to work together in an area of student interest (ie: ordering in a restaurant, parent-teacher conferences, job interview dos and don'ts, etc.)
- Develop Learning Centers in the classroom so students can work individually (either solo or with a partner.) Try to have activities that incorporate the different skill areas and allow the student to work independently without teacher assistance.

## Resources for ESL Instructors

ESL instructors are encouraged to seek additional professional development opportunities and resources to supplement the information provided in this section. Teaching ESL classes can be extremely rewarding and moving our student through ESL and into ABE should be a primary goal. For more information on ESL instruction please visit some of the following resources:

<http://www.eslsite.com/> - ideas, strategies, methods and activities from ESL teachers

<http://www.manythings.org/> - games, quizzes, puzzles, mp3 files, listening, pronunciation, etc.

<http://stickyball.net/> - worksheets, games, ideas

<http://tigertesl.blogspot.com/> - conversation topics, discussion, debates and questions

<http://www.esl-lab.com/> - listening clips with quizzes in three levels

<http://www.breakingnewsenglish.com/> - ideas and activities for incorporating current events

<http://www.dailyesl.com/> - conversation starters using listening clips with transcripts, and discussion questions

<http://www.eslcafe.com/> - online meeting place for instructors and students

<http://busyteacher.org/> - printable worksheets for ESL teachers

<http://www.usalearns.org/> - free interactive site for adults to improve basic real life skills

## WIA Youth Services

The purpose of Workforce Investment Act (WIA) youth services is to assist low-income young people, ages 14-21, who face significant barriers to education and/or employment in transitioning to self-sufficient adulthood (WIA Regulations, 20 CFR part 664). Services are organized and coordinated around ten Youth Program Elements, which must be made available to every participant:

<p><b>Improving Educational Achievement</b></p>	<ul style="list-style-type: none"> <li>• Tutoring, Study Skills, and Dropout Prevention Strategies</li> <li>• Alternative Secondary School Services</li> </ul>
<p><b>Services Intended to Develop the Potential of Youth as Citizens and Leaders</b></p>	<ul style="list-style-type: none"> <li>• Leadership Development</li> </ul>
<p><b>Preparing for and Succeeding in Employment</b></p>	<ul style="list-style-type: none"> <li>• Summer Employment Opportunities</li> <li>• Paid and Unpaid Work Experience</li> <li>• Occupational Skills Training</li> </ul>
<p><b>Supporting Youth</b></p>	<ul style="list-style-type: none"> <li>• Adult Mentoring</li> <li>• Comprehensive Guidance and Counseling</li> <li>• Supportive Services</li> <li>• Follow-up Services</li> </ul>

Across the state, local youth councils work in collaboration with local Workforce Investment Boards to develop strategies and programs which:

- Focus on the most vulnerable youth;
- Provide connections and access to the WorkOne System;
- Collaborate and leverage resources at the state and local level;
- Coordinate activities with state and local agencies and community partners;
- Focus on performance accountability and commitment to improving the quality of services provided to youth; and
- Meet the demands of business, especially in high growth industries.

Youth programs, activities, and services are tailored to meet the unique needs of each youth in order to successfully provide resources and support to overcome the unique barriers they face. More information about WIA youth services can be found on DWD’s Youth Services website:

<http://www.in.gov/dwd/youthservices/index.htm>.

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## Youth and TABE

As Indiana Adult Education's primary assessment tool to gauge student educational functioning level, the Test of Adult Basic Education (TABE) is one of the many tools used to assess the needs of youth. When administered to youth, there are specific requirements regarding TABE testing.

Currently, DWD requires that out-of-school and post-secondary youth take TABE 9&10 Complete Battery in three subjects:

- Total Math (Math Computation and Applied Math)
- Reading
- Language

*\*TABE is also required for the Jobs for America's Graduates (JAG) program.*

Effective July 1, 2012, the TABE Survey is the required assessment for eligible youth. However, if a more in depth assessment is desired or needed, the TABE Complete Battery may be administered. Staff must administer the TABE Locator prior to either the TABE Survey or TABE Complete Battery assessments to determine the appropriate level of TABE at which youth students should be assessed.

All out-of-school and post-secondary youth must have documentation of their educational functioning level recorded for the purpose of calculating the Literacy and Numeracy Gains performance measure. Any out-of-school or post-secondary participant testing at or below grade 8.9 in either the Literacy or Numeracy section of TABE will be determined to be basic skills deficient.

More information about youth and the TABE assessment can be found in Section 5 of the WIA Youth Manual ([http://www.in.gov/dwd/youthservices/files/WIA\\_YouthManual.pdf](http://www.in.gov/dwd/youthservices/files/WIA_YouthManual.pdf)).

### **Out-of-School and Post-Secondary Youth in Adult Education**

Adult Education (AE) is an appropriate step for youth who have dropped out of high school prior to obtaining a high school diploma or its equivalent. AE is also a good option for youth who have achieved a high school diploma but need to brush up on academic skills before transitioning into post-secondary education.

Out-of-school youth is defined as:

*An eligible youth who is a school dropout, or who has received a secondary school diploma or its equivalent but, is basic skills deficient, unemployed, or underemployed. For reporting purposes, this term includes all youth except: (i) those who are attending any school and have not received a secondary school diploma or its recognized equivalent, or (ii) those who are attending post-secondary school and are not basic skills deficient.*

[http://www.in.gov/dwd/youthservices/files/WIA\\_YouthManual.pdf](http://www.in.gov/dwd/youthservices/files/WIA_YouthManual.pdf)

In order to participate in AE programming, all youth, including both out-of-school and post-secondary youth, must meet student eligibility requirements as defined in the Indiana Adult Education Program standards policy:

Individuals must meet the following requirements to received AE services:

- Be at least eighteen (18) years of age; or
- Between sixteen (16) and eighteen (18) years of age, if a principal signs the student’s exit form.\*

Additionally, the individual must need either skill development or remediation, or both in one or more of the following: English, Mathematics or Reading as determined by an initial assessment.

\*Individuals who are between sixteen (16) and eighteen (18) years of age must have the signature of any public school superintendent in order to take the high school equivalency assessment in accordance with IC 22-4.1-18.

**Jobs for America’s Graduates (JAG)**

Jobs for America’s Graduates (JAG) is a state-based national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. JAG Indiana is an affiliate of this National organization along with 32 other states committed to delivering high-quality services which help youth stay in school through graduation, pursue postsecondary education and secure quality entry-level jobs leading to career advancement opportunities.

***JAG Indiana by the Numbers***

- 9,000 students** served since creation in 2006
- 3,000 students** served annually
- 74,000 hours** of Community Service to date
- 59** In-School Programs
- 23** Out-of-School Programs
- 88%** Graduation Rate
- 44%** of JAG Indiana seniors went on to college or advanced training immediately after graduation





JAG services for high school students include the Senior-to-Career program and the Multi-year Dropout Prevention Program. JAG out-of-school programming is designed for youth who have left the traditional school system and are interested in completing requirements for a high school diploma, or equivalent, and then transitioning into either a job, postsecondary education or the military.

Because this population experiences significant barriers, the JAG out-of-school program provides a wide array of counseling, employability and technical skills development, professional association, job development, and job placement services. A key component of the JAG out-of-school youth program is the provision for follow-up services for up to one year after students complete. During this year, JAG youth specialists actively check in with students to track their progress and provide any necessary support or services to assist students in making transitions into further education or employment.

More information about the JAG program can be found on DWD's Youth Services website: <http://www.in.gov/dwd/youthservices/index.htm>.