



CONTEXTUALIZING ADULT EDUCATION INSTRUCTION TO CAREER PATHWAYS

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CAREER LADDERS PROJECT
FOSTERING EDUCATIONAL AND CAREER ADVANCEMENT FOR CALIFORNIANS

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UNIT 0

INTRODUCTION TO CONTEXTUALIZED TEACHING AND LEARNING (CTL)

UNIT GOAL

In Unit 0, program leaders and instructors will learn more about contextualized teaching and learning and the contents of this manual.

LEARNING OBJECTIVES

- > You will understand the definition of contextualized teaching and learning.
- > You will identify the benefits of CTL courses or programs to student success.
- > You will explore the importance of collaboration in CTL.
- > You will review how to use this manual.

0.1 BASIC SKILLS + OCCUPATIONAL OR CAREER CONTENT=CONTEXTUALIZED TEACHING AND LEARNING

Contextualized teaching and learning (CTL) is a group of instructional strategies designed to link the learning of basic skills with academic or occupational content by focusing teaching and learning directly on concrete applications in a specific career context that is of interest to students.

While there are many forms of contextualization (to life skills, financial literacy, health literacy, academic subjects, career exploration, etc.), what distinguishes CTL in our case is the emphasis on career preparation leading to higher-level training and credential attainment, and to family-supporting careers. Through CTL, adult education programs become a much more explicit component of particular career pathways along which adult learners might advance.

0.1.1 TRADITIONAL VERSUS CONTEXTUALIZED APPROACHES

A quick examination of a traditional basic skills classroom will help illuminate and contrast CTL with other pedagogical approaches. In the traditional classroom, there are times when students struggle to understand the rationale of the assignments, or the connection of assignments to their academic or career goals. A math class may teach how to calculate the circumference of a circle, but not why and when you might do this, or the context in which it is applied. An ESL grammar class might teach a certain verb tense, but when and in what context would the student use the future perfect tense? English classes typically have students write expository essays, but does the student's target job require essays? Not always. The result of assignments or classes that don't connect with a student's academic or career goal is often attrition, lack of persistence, and a demoralizing lack of course success.

These challenges are also typical to traditional career and technical education (CTE) classes. Consider the automotive teacher whose non-native students struggle to comprehend the required manuals to repair brakes.

Consider the science teacher whose students never learned ratio and proportion properly enough to mix the necessary solutions for an experiment. Think about the Certified Nursing Assistant teacher who complains that her students never learned how to study. Finally, consider the plumbing instructor whose students didn't successfully grasp the basic arithmetic needed to estimate how to measure and figure out how much pipe is required.

In short, it is common for vocational and CTE instructors to complain that their students don't have the required basic skills to perform adequately in these classes. However, there are solutions, one of which is contextualized teaching and learning. And the solution is applicable at many different levels. Whether you are a working in single contextualized Adult Basic Education (ABE) course or an integrated pathway program in partnership with a community college, your students can benefit from this CTL approach.

CTL solves many of the issues above by creating a much more engaging and authentic experience for students. A teacher using this approach is not simply teaching the required content of the course. He or she is asking the question of how, or in what context, will my students apply my course content, AND designing authentic activities that mimic an occupational or academic application. More specifically, CTL is identified by:

1. Problem solving within realistic situations
2. Learning in multiple career and academic contexts (math and science, English and automotive, ESL and carpentry)
3. Content derived from diverse work and life situations
4. Authentic assessment

0.1.2 THE PROBLEM WITH A “BASIC SKILLS THEN . . .” APPROACH

CTL resolves a major hurdle common to many students—the barrier of the often long path to higher skills for adult education students, and the frequent attrition typically associated with it. It is often assumed that the development of basic skills must happen BEFORE students do higher-level work. It is also assumed that students with low basic skills are unable to do higher-level work without having higher-level basic skills. While this is sometimes true, CTL offer some additional options for students beyond the traditional model that requires passage of often two or three basic skills classes, THEN academic or career goal accomplishment.

0.1.3 THE BENEFIT OF A “BASIC SKILLS AND . . .” APPROACH

The majority of people come to ABE for economic reasons. They want better pay and better jobs. Contextualizing ABE to workforce development can lead to better jobs by accelerating students through a career pathway with embedded basic skills instruction and academic support. For this reason, many CTL programs infuse academic and career content concurrently in a **basic skills AND occupational approach**. A large and growing body of data proves that this approach increases retention, persistence, and success at the course, certificate, and degree levels.

Here are some reasons to support development of contextualized curriculum within ABE/ESL/GED programs:

- > CTL programs increase academic skills, accelerate learning, and improve student, motivation, persistence and success. A growing body of program outcomes and research show that contextualizing basic skills and ESL leads to higher retention and program completion (see *Unit 0 | Tool 1*).
- > Federally-funded ABE programs in Texas (and elsewhere) are required to meet WIA Performance Measures regarding transition to postsecondary training. CTL can lead to better outcomes in this area.

- > For ABE programs located at community colleges, there is an opportunity to develop explicit pathways for students from noncredit ABE to credit CTE programs at the college. This can also foster an exchange and alignment of curriculum with community college counterparts (thus, breaking down existing silos).
- > Developing ties to employers ensures that curricula will be relevant to both students and those who may hire them. CTL can garner further recognition by the local Workforce Investment Boards that ABE programs are an important, viable step to employment.
- > Diversifying partnerships through development of a CTL program will bring a more diverse range of students into ABE programs—again tied closely to increased promise of economic return (for students and community) on educational investment. Community-based and faith-based organizations will provide resources, referrals of students, and recognition of importance of ABE/ESL programs if adult education programs are seen as leading to better jobs and transition to community college training.
- > Integrating ABE with occupational training may open up additional funding opportunities for adult education programs (e.g., WIB Title I funds, competitive state and federal dollars, grants).

0.2 WHY COLLABORATION TO CREATE CTL PROGRAMS IS SO ESSENTIAL

Contextualized teaching and learning requires the input of many sources and perspectives to be successful. As teachers, you know your subject matter, but not always how it fits into the bigger context. And you don't always know how the skills you teach will be applied, or what skills the student's target job requires. Fortunately employers, workforce boards, and CTE and ABE faculty in community colleges or other training organizations, can all offer useful advice and input into and resources to support your CTL courses or programs (see *Unit 1.6 for more information about how these partners can contribute to your CTL program*).

0.3 HOW TO USE THIS MANUAL

This toolkit is designed to help adult education programs serving lower-skilled adults integrate career-focused content into their basic skills courses and programs. Whether the focus is on Adult Basic Education, ESL, or GED preparation, contextualization can accelerate the engagement of adult learners in their selected career pathway.

This manual on Contextualizing Adult Education Instruction to Career Pathways is loosely organized around an instructional design approach called ADDIE: Analysis, Design, Development, Implementation, and Evaluation (see *Unit 0 | Tool 2 for more information on this approach*).

Units 1 and 6 correspond to the **Analysis** phase, in which you will identify answers to key questions about your program and student needs that can aid in the design of your program. *Unit 1: Identifying the Framework of the Contextualized Teaching and Learning Program*, helps you determine the goals, target population, and potential partners for your program. *Unit 6: Addressing Other Operational Issues to Support Contextualized Teaching and Learning*, outlines some critical programmatic issues to be discussed in order to better support both faculty and students in CTL programs. A key focus of Unit 6 is on what adult education program administrators can do to facilitate the development of contextualized teaching and learning programs.

Unit 2: Identifying the Contextualized Teaching and Learning Program Model aligns with the **Design** phase and assists you in selecting a program model that best serves the student needs you have determined, including those of English language learners.

Unit 3: Integrating Career Pathways Content into Adult Education Curricula corresponds with the **Development** phase, in which you will identify the skills you are trying to address, how to obtain the career-focused content, and how to develop contextualized curricula.

Unit 4: Using Effective Instructional Strategies to Teach Contextualized Curricula is consistent with the **Implementation** phase, in which you will obtain strategies for how to effectively deliver contextualized content in the classroom and help your students persist.

Unit 5: Assessing Learning and Outcomes Data relates to the **Evaluation** phase, where you will learn how to use multiple assessments to demonstrate the effectiveness of your CTL program and support a continuous improvement process.

In *Unit 7: Delivering Professional Development for Contextualized Teaching and Learning*, trainers and other professional development staff will learn about how to provide professional development around contextualized teaching and learning and connect these activities back to changes in the classroom.

At the beginning of each unit is a set of learning objectives. At the end of each unit is a set of Action Planning questions.

Throughout each unit are boxes with tips and other important information to support your CTL efforts.

In addition, a simple illustration of Carpinteria Fina, an ESL program taking a CTL approach, is interwoven throughout each unit.

At the end of the manual, there are three appendices:

- > **Appendix A:** Resources—a list of useful websites and other items to support contextualized teaching and learning
- > **Appendix B:** Glossary—a definition of important terms
- > **Appendix C:** Bibliography—a list of articles, evaluations, and other resources used as sources for this manual.

ACTION PLANNING

1. Have you ever developed or used contextualized materials in your classroom? Y N

If yes, what was the context (life skills, health literacy, financial literacy, etc.)?

2. What did you learn from this prior experience about what works and what does not work in developing and using contextualized materials in your classroom?

3. Why are you interested in contextualizing curricular using career-focused content?

4. What do you anticipate to be the challenges in developing your program?

5. How can you use the information in Unit 0 | Tool 1 to help make the case for contextualized teaching and learning in your organization?

UNIT 0 | TOOL 1

CONTEXTUALIZED TEACHING AND LEARNING PROGRAMS AND STUDENT SUCCESS

Research has shown that contextualization is a promising practice for strengthening basic skills while simultaneously providing career content for lower-skilled adults. Contextualization enhances motivation, skills transfer, and career knowledge and readiness. Here are some examples of the evidence:

> Persistence

Jenkins et al. found in their 2009 study of Washington state's I-BEST program that **students given integrated contextualized instruction were more likely to persist in college level training, earn credits toward a certificate or degree, and show gains in overall basic skills.**

Wachen, J., D. Jenkins, & M. Van Noy. 2011. "Integrating Basic Skills and Career-Technical Instruction: Findings From a Field Study of Washington State's I-BEST Model." *Community College Review*. Vol. 39, No. 2, 136-159.

> Progression

W. Charles Wiseley found in a study of 2006 California Community Colleges that offered tailored developmental education courses targeted to specific occupational interests (business, construction) that **students in contextual developmental math courses progressed at much higher rates (86 percent vs. 59 percent) than students in traditional developmental education.**

Wiseley, W.C. 2009. *Effectiveness of contextual approaches to developmental math in California community colleges* (Doctoral dissertation, University of the Pacific).

> Motivation

Strawn & Martinson (2000) found that **contextualized instruction enhances student motivation and can reduce attrition rates in job training programs.**

Martinson, K. 2000. *The National Evaluation of Welfare-to Work Strategies*. New York, NY: MDC, Inc.

> Engagement

Research has shown that **"teaching academic applications in a career context is an effective way to engage hard-to-reach students and motivates them in the areas of math, written and oral communication, critical thinking skills, and problem solving."**

Carrigan, V.L. 2008. "Contextualizing Basic Skills and Career Technical Education (CTE) Curricula," referencing The Research and Planning Group for California Community Colleges. 2007. *Basic Skills as a Foundation for Student Success in California Community Colleges* (2nd ed.). Sacramento, CA: Author.

Paris, K. & L. Huske. 1998. Critical Issue: Developing an Applied and Integrated Curriculum.

Retrieved from <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw100.htm>

> Student Success

Chuck Wiseley, who compared non-CTL developmental math to CTL developmental math in California Community Colleges. His research involved over **17,000 student records from 10 colleges**. He found that students in the CTL course were:

- » 3 times more likely to pass
- » 4 times more likely to pass degree applicable coursework in same semester
- » 4 times more likely to pass transfer level work in same semester
- » 1.7 times more likely to pass degree applicable coursework in subsequent semester

UNIT 0 | TOOL 2

THE ADDIE MODEL



Analyze (analysis phase)

The instructional problem is defined, usually through a needs assessment



Design (design phase)

Draws from the information gathered in the needs analysis



Develop (development phase)

Analysis and planning is transformed into instructional and training materials



Implement (implementation phase)

Training is delivered



Evaluate (evaluation phase)

Formative and summative evaluations measure areas of program effectiveness

ADDIE

The acronym ADDIE is used to illustrate a common instructional design process: Analyze, Design, Develop, Implement, and Evaluate. This framework is helpful in laying out the steps needed to assist ABE instructors in creating contextualized curricula. The ADDIE model is represented here as a circle (or cycle) to reinforce its iterative nature. Once instruction has been delivered and evaluated, the data provided become a valuable continuous improvement instrument.

The following is a brief overview of the ADDIE process and its components.



ANALYSIS PHASE

In the analysis phase, the instructional problem is defined, usually through a needs assessment. This needs assessment can be either formal or informal, but it is important to proceed from this point very intentionally. In this needs analysis, learner characteristics are identified, prior skills are determined, the learning environment is explored, and instructional goals and objectives are created.

The needs assessment/analysis should answer questions about the learners, the conditions in which they will learn, and what/how they will learn. For contextualized curricula creation, this phase will assess the needs of the learners, assess the needs of industry or business, and analyze the environment where training will occur.

The following are some questions for consideration in this phase:

- > What is the instructional problem? What do learners need to do that they are not doing currently? How will instruction remedy this problem?
- > Who are the learners? What are their skills, knowledge, and attitudes toward the instructional problem? These questions should be answered generally (e.g., age ranges, educational backgrounds/profiles), as well as specifically (e.g., skill levels, language needs and skills, educational goals, prior content knowledge).
- > What is the desired outcome of the instruction? In other words, what specifically should learners be able to do when the instruction is complete? How will this new learning be demonstrated? In what context? What is your instructional goal?
- > What are the learning conditions? What is the environment in which this instruction will take place? These considerations are both literal (What is the physical environment for training? What training resources are available? Is there classroom or virtual space?), and figurative (What is the policy environment? Is this training elective, or directed from above? What are the constraints in terms of resources, personnel, and timing?)
- > What are the delivery methods? How will this training be rolled out? Is there a pilot, or is training ready to use once it is developed? Is there some component delivered online, or using mobile learning or distance methods? How does the delivery mode influence the instruction?
- > What are the pedagogical and learning theory considerations?
 - » Is there a theoretical framework inherent in the instruction? If so, how does this influence the instructional architecture? What is the type of knowledge that this instruction will create? (e.g., conceptual, procedural, factual, social) What instructional strategies should be employed? What is the learning content type? (e.g., verbal knowledge, behavior, skill, ability)
- > What are the Adult Learning Theory considerations?
 - » Does this factor into your instruction? How will you address adult learner anxiety? Andragogy?



DESIGN PHASE

The design phase draws from the information gathered in the needs analysis. This information provides guidance on defining learning objectives and creating task analyses, assessment instruments, and lesson planning.

Learning objectives, sometimes referred to as performance objectives or competencies, should be clear, measurable statements about what learners should be able to do as a result of instruction. The learning objectives support the instructional goal and provide a clear road map for designing instructional materials.

Guiding questions for the design phase can include:

- > What content will be covered? What is the meat of the instruction? What sources is it drawn from? Outline the scope of your instruction.
- > What skills and sub-skills do learners need to accomplish for the learning objectives? (task and skill analysis) Outline the underlying competencies needed to support completion of each learning objective.
- > What instructional strategies are best for encouraging learning in specific types (skills, attitudes, psychomotor, cognitive)? Outline how instruction will incorporate learning at different levels and with different modalities.

- > What is the character of instructional delivery? Will there be projects, presentations, or collaborative work? Lecture, drills? What does the work look like? Outline multiple strands of instruction that allow for increased learner responsibility (activation, demonstration, application, integration).
- > What assessment instruments should be developed? What form will they take? Will instruction involve standardized tests or credentialing? If so, how can you integrate this with other authentic assessments? Outline assessment instruments, evaluation rubric(s).



DEVELOPMENT PHASE

The development phase is where all of the analysis and planning of the previous phases is transformed into instructional and training materials. If the training will have e-learning components, multimedia and technology platforms are developed and tested. For more classroom-based face-to-face training, the development phase is centered on the creation of print materials, manuals, lesson plans and project proposals.

For the creation of contextualized curricula, this phase represents the time when industry- and career-specific content is directly integrated into basic skills lessons. This phase will be heavy on writing, developing tools and projects, and selecting and testing appropriate complementary technology. Please see associated tools in the units.



IMPLEMENTATION PHASE

The implementation phase is where the training is finally delivered. This phase can be implemented as a pilot (testing out the full training package before it is rolled out to folks en masse) or in its entirety as a final product.

When implementing your training, you will want to link the assessment phase directly to your instruction. As the ADDIE model (or any design of instruction model) is designed as an iterative process, this implementation phase should be closely monitored for bugs or gaps. See associated formative assessment tools in the units.



EVALUATION PHASE

The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process and is a more common form of checking in.

Summative evaluation is carried out at the end of a program and consists of tests designed for specific criterion-related referenced items and providing opportunities for feedback from the users.

In evaluating your program, it is important to select specific areas on which to concentrate. Kirkpatrick's four-level model is common and particularly simple to implement, and it allows programs to measure four areas of program effectiveness: reaction, learning, behavior/performance, and results/outcomes. In collecting data in these levels, instructors and program administrators can glean a fuller picture of program effectiveness, and this information should inform the design and revision of instructional content going forward.

ADDIE was created in 1975 by the Center for Educational Technology at Florida State University for the U.S. Army.¹

UNIT 1

IDENTIFYING THE FRAMEWORK OF THE CONTEXTUALIZED TEACHING AND LEARNING PROGRAM

UNIT GOAL

In Unit 1, program leaders and instructors will address key questions influencing the design of their contextualized teaching and learning program.

LEARNING OBJECTIVES

- > You will learn how to determine the employment demand in your region.
- > You will identify the goals and objectives of your CTL program.
- > You will determine the goals and needs of your students.
- > You will identify some potential partners to be engaged in the development and implementation of your CTL program.
- > You will identify the specific career pathway or occupational program to which you are contextualizing your ABE/ESL/GED curricula.
- > You will identify what skills, including academic competencies, you should seek to address in your contextualized course or program.
- > You will determine the target population for your program.

Framing your CTL program requires understanding where regional employment demand is in your region, your own program goals around contextualized teaching and learning, the needs and goals of your students, and the needs and resources of your partners (or potential partners). This information can then help you make decisions about the particular career pathways you will use to contextualize your curricula, the skills necessary to be successful in this pathway (and your course/program), and who your target population will be.

FRAMING YOUR CTL PROGRAM



1.1 UNDERSTANDING EMPLOYMENT DEMAND

Because an important goal of all career-focused education and training programs is to facilitate access to employment and advancement opportunities, understanding the employment demand in your region is a key issue. One way to get this information is from your local Workforce Investment Board, which often disseminates employment projections by key industry sectors and occupations. Workforce Investment Boards can also provide more real-time employment information, drawing from employer job postings, which can help you to understand current demand. Other employer associations (e.g., Chambers of Commerce) can also provide useful information about employment needs. The best strategy is to look at multiple sources of labor market information to inform your thinking about which set of industry or occupational options you might focus on in your CTL program.

Another approach is to build on the work that your program may have completed as part of Counseling to Careers. This project helps adult education programs use labor market information and direct engagement with employers and training organizations to identify the “best bet” occupations for family-supporting careers in your region.¹

1.2 DEFINING THE GOALS OF YOUR CTL PROGRAM

An important consideration in determining the framework is defining what you are trying to achieve in your contextualized teaching and learning program. A common goal of CTL programs is to provide a bridge or pipeline to help lower-skilled individuals enter training necessary to obtain living-wage employment or enter a career. Another goal might be to accelerate basic skills or developmental learning by contextualizing courses for students who are already enrolled in an educational program or already employed.

Though not mutually exclusive, CTL programs can help to achieve a range of programmatic goals that:

- > Provide pathways that lead to specific careers or jobs
- > Emphasize skills that are important for both academic and career success
- > Facilitate the smooth transition from basic skills to postsecondary education or higher-level training or careers
- > Accelerate skills development related to higher education and work, including work readiness or soft skills needed to be productive in the workplace
- > Increasing student retention and program completion
- > Promote collaboration among adult education programs, employers, and/or community college faculty

It is important to determine which of these (or other) goals are your priorities to ensure that the CTL program helps you to address them.

1.3 IDENTIFYING THE GOALS OF YOUR STUDENTS

Another crucial consideration is identifying the goals and needs of your students and how incorporating contextualized teaching and learning can help support these goals and needs.

Some examples of student-specific goals are:

- > Obtain a GED
- > Accelerate basic skills development
- > Enhance English language skills
- > Explore a career²
- > Transition to a postsecondary career and technical education program
- > Access job opportunities
- > Obtain a better job

These goals are not mutually exclusive, and students might wish to pursue multiple goals through their participation in your CTL program.

1.3.1 OBTAIN A GED

If the primary (or at least stated) goal for your students is to obtain a GED, you can help students learn the content necessary for passing this exam, while also preparing for the “next step” program by integrating career-focused content into the GED preparation curriculum. Whether the GED program is standalone or aligned concurrently with career training in an integrated pathway, your program will need to integrate content from the specific career or career field to which you are contextualizing.

An example might be a Certified Nursing Assistant program integrated with contextualized GED preparation. Students can enroll concurrently in CNA classes while also receiving their GED preparation in the context of this career. GED lessons would contain examples based on the work students would expect to do once they are licensed CNAs (for example, using fractions to calculate medicine dosages). Curriculum and lessons would be developed in collaboration with instructors from the CNA program.

1.3.2 ACCELERATE BASIC SKILLS OR LANGUAGE DEVELOPMENT

Increasingly, adult education is being viewed as an important part of career pathways. Even lower-level learners can benefit from a stronger focus on work and training as they strengthen their basic skills. As noted in the introduction, data and program experience demonstrate that students enrolled in contextualized courses are much more likely to persist and complete them. Utilizing career-focused vocabulary, reading and other materials focused on these careers, students can increase their basic and language skills more quickly, while learning about potential careers of interest.

1.3.3 POSTSECONDARY CAREER TRAINING AND ACCESSING JOB OPPORTUNITIES

If the goal for your students is employment, you may need to increase basic skills (prior to, or concurrent with, career training) to help students be successful in the training they need to get good jobs. Often, these programs go beyond reading, math, and English classes taught in the context of a particular career, or career field, such as health care. Typical components also include computer skills and workplace-readiness skills. These programs can also be useful for lower-skilled individuals seeking entry-level employment in a particular career.

1.3.4 DETERMINING THE NEEDS OF YOUR STUDENTS

Beyond the programmatic innovations developed through contextualized teaching and learning, lower-skilled adult learners often have multiple barriers to academic progress and success. Identifying these potential areas of need can help students benefit from your program. You can interview existing students about their academic and non-academic needs and about what is working and not working in your existing programs. This will also identify service gaps that might need to be addressed (see *Unit 6 | Tool 2 for a helpful resource in identifying student needs*).

1.4 IDENTIFYING POTENTIAL PARTNERS

Adult education instructors can work together to support each other's contextualized teaching and learning efforts. Especially if instructors are developing a contextualized program (a series of courses), collaboration between instructors teaching different subjects can be very helpful. Other instructors who may already be doing CTL may be able to mentor their peers and guide the development of their classes.

However, engaging partners external to your adult education program can inform and support the development and implementation of your CTL program. When creating partnerships, it is essential to include those who are committed to and invested in the successful outcomes of the CTL program and your target population. In addition, you must have a high degree of confidence that partners have the capacity to bring resources or supports to the program and that they will fulfill the commitments they make. Many adult education programs find it helpful to develop Memoranda of Understanding with various partners to ensure a clear set of expectations around each partner's role in meeting the program's goals.

Below are examples of organizations and groups to consider in establishing partnerships for your program:

- > Community colleges
- > Community-based organizations (CBOs)
- > Employers
- > Workforce Investment Boards (WIBs)
- > Local, state, and federal government
- > Advisory boards

Community colleges can play a strong role in assisting students who are seeking to transition to postsecondary education and helping them access supports provided by the college. Career and technical education faculty can give valuable insight into the academic skill gaps that adult education programs can address better. They can help basic skills instructors to develop lessons that use CTE content to teach basic skills, infusing real career content and skills standards. CTE instructors can also help basic skills students transition into CTE by connecting next step programs with each other and aligning skills to be taught that promote a smooth transition.

Community-based organizations often provide a range of academic and non-academic supports to help students progress in their career pathways.

Employers can become committed partners who are invested in the outcomes of your CTL program if they are engaged early in the process.³ They can help shape the design based on their knowledge of the labor market and career competencies. Some of the key contributions employers can make include:

- > Assisting instructors in understanding career-related skills and competencies
- > Being active members of the advisory team

- > Coming into the classroom to discuss workplace realities
- > Offering students hands-on learning experiences through internships
- > Sharing feedback regarding exiting students' competencies
- > Providing employment opportunities for students

Workforce Investment Boards can offer advice and help promote regional engagement of employers and focus on high-demand occupations.

Local, state, and federal government often have information about skills standards and certification requirements that might be useful content information as you design your CTL program.

Adult education programs often establish partnerships based on existing relationships with organizations due to past successful work together. However, it may be necessary to develop new relationships with potential partners based on the needs of your new CTL course or program. A key strategy is to meet with potential partners and make the case about how a partnership can lead to mutually beneficial outcomes, creating a win-win for all partners.

Whether you need one program partner or several depends on the complexity of the program you are implementing and the range of resources needed. To strengthen collaboration, many adult education programs find it useful to convene all the partners in an advisory board. This group can then serve as the glue that holds all the collaborators together and aligns them toward implementation of the program's goals.

Now that you have looked at relevant labor market information, your program goals, the goals and needs of your students, and the interests and resources of your partners, you are ready to make some key decisions about the career pathways you will select to contextualize your curricula, the skills you are seeking to develop, and the target student population.

1.5 DETERMINING THE CAREER PATHWAY

To identify the career pathway that will provide the career-focused content for your CTL course, you may need to combine information from multiple sources.

1. Review the list of industry sectors and occupations with strong labor market demand that was collected from your Workforce Investment Board or from your Counseling to Careers best bet occupations.
2. Add the career interests identified by your students. You can identify these interests by interviewing your students or asking them to complete a survey. If you have been implementing the Integrating Career Awareness curriculum, you can draw your students' career interests from this work. You may need to aggregate the student selections to see which career pathway has the greatest amount of student interest. Or, you may choose to focus on multiple pathways.
3. Consider the interests of your partners, some of whom may have their own preferences about which career pathway they would like address. You can overlay these interests with the labor market information and student choices, to identify any pathways that are in common. In some instances, if you are working on a contextualized teaching and learning project with a specific partner (e.g., employer or community college), the occupational pathway may have already been selected. In this case, you may still want to ensure that there is strong employment demand and that at least some of your students are interested in this pathway. However you decide to choose your career pathway, your selection will help you to answer other questions necessary to address in the design process.

1.6 IDENTIFYING SKILLS TO ADDRESS IN YOUR CONTEXTUALIZED COURSE OR PROGRAM

Clarity about the skills and competencies that students will learn in the career context is essential. Students bring a variety of skill needs to be addressed to help them prepare for higher-level training and careers. While the specific skills to include will depend on the goals you are seeking to attain in the selected program model, some examples of the different types of skills that, though not mutually exclusive, might be incorporated into contextualized curricula include:

- > Academic skills (including particular skill levels required)
 - » Reading technical material
 - » Writing clear informational documents
 - » Applied math skills
 - » Speaking and listening skills (including English language proficiency)
 - » Digital literacy
- > Technical skills (skills required to perform the selected occupation)
- > Work-readiness skills (draw from SCANS skills)
 - » Strong work ethic
 - » Positive attitude
 - » Working independently
 - » Working with teams
 - » Taking the initiative
 - » Building self-confidence
- > Jobseeking skills
 - » Interviewing for a job
 - » Resume writing
 - » Work-related behavior and social communication
 - » Strategies for obtaining promotions
- > Other career and student success skills
 - » How to study
 - » Reasoning/critical thinking
 - » Time management
 - » Problem solving
 - » Decision making
 - » Conducting research
 - » Identifying resources when you need help

1.7 SELECTING THE TARGET POPULATION FOR YOUR PROGRAM

Careful consideration must be given to the relationship between the student characteristics and the skill level required to be successful in the program. Targeting underserved and low-skilled populations usually guarantees a wide range of skill sets and competencies. Your target student population may include:

- > Students in adult education courses/programs, including ABE and GED level students and English language learners
- > Lower-skilled workers
- > Displaced workers
- > Recent ex-parolees
- > Undecided students unsure of career goals

Many of these students may have had negative school experiences, or may have work or family responsibilities that make engaging in education and training difficult. It is helpful to create a profile of the desired student for your CTL program, based on the skill level requirements of the selected career pathways, the needs of partners, and the time commitment involved. This can help you to better recruit the right students, while also giving any external partners the information they need to refer the right students to your course or program. In some instances, you may be working with an existing class, in which case you will need to focus the design of the program to meet the needs of these students.

Illustrating CTL: Carpineria Fina⁴

In 2008, Sonja Franeta, an ESL instructor in a program housed at Laney College, was looking for solutions. Her program in Oakland, CA, had a number of English language learners, especially immigrants from Mexico and other Spanish-speaking countries. While the goal of the program was certainly to teach English language skills, it was clear that her students needed more assistance, specifically around getting jobs to help support their families.

Ms. Franeta observed that many of her students had skills in building/construction, which they had gained in their home countries. However, they did not have any credentials to help them market these skills and get good jobs. Given a long-standing Wood Technology program at Laney College, Ms. Franeta decided to talk with some instructors in this program to see if they could help.

She started with the department chair of the Wood Technology program, Myron Franklin, who confirmed that there were good jobs in this career field, with strong employment demand throughout the region. He gave her some labor market information that showed the jobs available for different woodworking occupations, and noted that the program has strong relationships with employers, many of whom often recruited workers from the Laney College program. Mr. Franklin agreed to partner with Ms. Franeta to help English language learners access jobs in fine woodworking. Program de Carpinteria Fina was born!

Mr. Franklin identified two Wood Technology faculty to partner with Ms. Franeta to develop the program: John P. McCormack, Wood Technology instructor, and Rosendo Del Toro, cabinet maker and assistant instructor, bilingual. These faculty met with Ms. Franeta to discuss the skill levels required for success in the Carpinteria Fina program and identified the following:

- > **Academic skills:** ESL and workplace English; specialized English terminology for the woodworking trade; basic shop math, including geometry and basic algebra, and understanding the English inch-foot measurement system; reading comprehension and writing
- > **Technical skills:** drawing reading, project planning, materials selection, advanced cabinet and furniture making skills, working with hand tools, Computer Aided Design, Computer Numerically Controlled machining, safety
- > **Work-readiness skills:** spatial skills and reasoning, customer service skills, timeliness
- > **Jobseeking skills:** interviewing, understanding requirements of work
- > **Other career and student success skills:** attention to detail, working in teams

They also identified the following target population for the program:

- > Low to intermediate-level ESL students
- > Students deficient in basic skills
- > Students in need of job skills

Learn more about how the Programa de Carpinteria Fina is implementing contextualized teaching and learning in the next unit.

ACTION PLANNING

FRAMING YOUR CONTEXTUALIZED TEACHING AND LEARNING COURSE OR PROGRAM

Circle the response that reflects the status of your work: 1-Planning (In the process of putting plans into place; 2-Executing (In the process of implementing the task); 3-Completed (Task Achieved)

1.1 Have you determined the employment demand in your region? (utilizing labor market information or other resources from Counseling to Careers)	Planning	Executing	Completed
1.2 Have you determined your goal(s) in developing a contextualized teaching and learning course or program? <i>If so, please state goal(s) here.</i>	Planning	Executing	Completed
1.3 Have you determined your goal(s) and needs of students in your CTL course or program? Examples of Goals: > Obtain a GED > Enhance ESL Skills > Explore a career > Access job opportunities > Obtain a better job > Complete a development course sequence > Transition to a postsecondary career and technical education program <i>If so, please state goal(s) here.</i>	Planning	Executing	Completed

<p>1.4 Have you identified any partners in developing your CTL course or program?</p> <p>Examples of Potential Partners:</p> <ul style="list-style-type: none"> > Community colleges > Workforce Investment Boards > Community-based organizations > Employers > Local, state, and federal Government <p><i>If so, please state partners (or proposed partners) here, and what they might bring to your CTL course or program.</i></p>	Planning	Executing	Completed
<p>1.5 Have you selected the career pathway(s) to which you will contextualize your curricula?</p> <p><i>If so, please state the career pathway(s) here.</i></p>			
<p>1.6 Have you determined the skill level requirements for your CTL course or program?</p> <p><i>If so, please indicate in Unit 1 Tool 1</i></p>	Planning	Executing	Completed
<p>1.7 Have you determined the target population for your CTL program?</p> <p><i>If so, please state target population (including skill levels) here.</i></p>	Planning	Executing	Completed
<p>1.8 What issues or challenges have you encountered or do you anticipate in this area?</p>	Planning	Executing	Completed
<p>1.9 What are your next steps?</p>	Planning	Executing	Completed

UNIT 1 | TOOL 1

IDENTIFYING REQUIRED SKILLS FOR CONTEXTUALIZED TEACHING AND LEARNING PROGRAM

Career Pathway Selected	
Academic skills (including particular skill levels required) Examples: <ul style="list-style-type: none"> > Reading technical material > Writing clear informational documents > Applied math skills > Speaking and listening skills (including English language proficiency) > Digital literacy 	
Technical skills (skills required to perform the selected occupation) Examples	
Work-readiness skills (draw from SCANS skills) Examples: <ul style="list-style-type: none"> > Strong work ethic > Positive attitude > Working independently > Working with teams > Taking the initiative > Building self-confidence 	
Jobseeking skills <ul style="list-style-type: none"> > Interviewing for a job > Resume writing > Work-related behavior and social communication > Strategies for obtaining promotions 	
Other career and student success skills <ul style="list-style-type: none"> > How to study > Reasoning/critical thinking > Time management > Problem solving > Decision making > Conducting research > Identifying resources when you need help 	
Other Skills (Please list)	

UNIT 2

IDENTIFYING THE CONTEXTUALIZED TEACHING AND LEARNING PROGRAM YOU WANT TO IMPLEMENT

UNIT GOAL

Instructors will be able to choose the contextualized teaching and learning program model that best meets the goals and needs they have identified.

LEARNING OBJECTIVES

- > You will understand the continuum of contextualized teaching and learning that you can implement.
- > You will identify a program model that you can use as a reference when developing your own program.

As you continue to design your CTL program, you will need to consider: 1) the extent to which you want to (or have the capacity to) implement CTL at this time; and 2) the type of program model you want to implement in response to your goals and student needs.

2.1 THE CTL CONTINUUM

While prior units have referred to the development of a CTL program, encompassing several related courses (reading, writing, math) that all integrate occupational content, there is actually a continuum of CTL that might be embraced by adult education programs. This continuum ranges from the lowest end of curriculum development effort (a few contextualized lessons) to a much higher degree of effort in creating multiple contextualized programs in several occupational pathways.

CTL CONTINUUM



Where you decide to place your program along this continuum will depend on a number of factors, including staff capacity, time to develop curricula, partners, and resources available. The program model you choose to implement will also be closely related to this level of effort, as some program models may require greater engagement of adult education instructors, and their partners, than others.

2.2 CONTEXTUALIZED PROGRAM MODELS

In Unit 1, you identified your program and student goals, skill requirements, target population and potential partners. Think about this information as you read through the different models of contextualized teaching and learning programs that have been successful in reaching, retaining, educating, and training students. Use the examples provided here as a foundational framework from which to develop and design your own program. As you are reading through the programs, take note of those that address needs that your population has, utilize local resources that you may also be able to leverage, and create partnerships that seem reasonably accessible to your region, program, and focus.

We discuss three different program approaches in this section:

1. Contextualized lessons
2. Contextualized bridge programs
3. Integrated pathways

Each of these approaches is described below. Despite the variation in these programs, they also share some similarities, which are worth noting:

- > Programs have similar purposes in preparing underskilled adults for training and careers.
- > The target populations to be engaged are similar in each of the program models. These include adult learners who have one or more of the following:
 - » Deficiencies in basic reading, writing, math, and career skills
 - » Limited English language skills
 - » Lack of high school diploma or GED
 - » Little to no job skills and difficulty finding employment
 - » Need for retraining after an extensive unemployment
 - » Need for a clear, quick path to a better paying job.
- > These program models can be housed at or implemented by a variety of adult education programs, including those in independent school districts, community colleges, community-based organizations, or other entities.
- > All program models can engage English language learners, though skill level requirements may make participation by this population in some program models more likely than in others.
- > The core components of contextualized programs models often include:
 - » Contextualized academic instruction (ABE, ESL, GED)
 - » Cohort learning model
 - » Faculty collaboration
 - » Connection to industry
 - » Wraparound support services
- > The process for developing contextualized programs is similar, regardless of the model. Industry or college partners provide important information about the skills requirements and vocabulary for specific occupational training and access to authentic career pathways content materials that can be integrated into

the curricula. Ongoing discussions between program directors, adult education instructors, and industry partners support the development of the curricula and the implementation of these contextualized programs.

In addition, a needs assessment of students (*as noted in Unit 1*) supports program development by identifying the student career interests and obstacles to academic success that the program might address.

2.2.1 CONTEXTUALIZED LESSONS

Contextualized lessons are the essential building blocks of a contextualized course or program. In this approach, adult education instructors work with existing (ABE, ESL, or GED) classes and integrate occupational content from one or more career pathways to support the learning of particular concepts in these classes. For example, to illustrate the application of fractions, lessons might be developed around determining dosages for medications, or identifying the exact amount of materials needed to build a room.

The length of these lessons and in which classes (reading, writing, math) they are integrated are determined by the adult education instructor. When students complete their lessons, they continue the regular curricula in the classes until the courses or program is complete. The goal of contextualized lessons is to provide basic skills instruction using career-focused content material that gives students a sampling of how the skills they are learning apply to real-world occupations. Students increase their academic skills, their occupational content knowledge, and their motivation and confidence that what they are learning will be useful in their subsequent careers. One value of this approach is that, through different lessons, engagement with several occupational pathways can occur within the same classroom.

2.2.2 CONTEXTUALIZED BRIDGE PROGRAMS

Contextualized bridge program models, also known as on-ramp programs, focus on increasing academic skills to help students transition to work or higher-level training. As they excel in the classes, bridge programs help students develop confidence as students, while gaining basic skills and knowledge in their chosen career pathway.

Students move as a cohort through contextualized reading, writing and/or math classes. Programs may vary in the exact courses offered, which may include a career and technical course or a college success course. Program length may also vary, from through 5 weeks to 14 weeks or longer. When students complete the contextualized bridge program, some of them move on to further career training at a community college or other provider, while others move straight into the workforce.

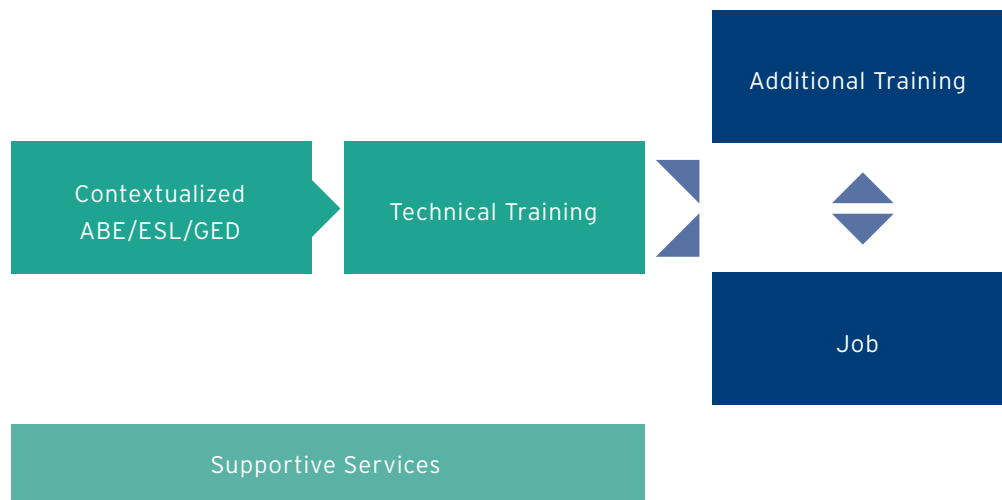
Bridge programs can be developed for adult education students at different skill levels: ABE, ESL, GED. Contextualized ESL programs, sometimes called vocational ESL, focus on offering ESL classes contextualized to a specific career focus. Shorter-term contextualized ESL programs focus on very specific skills that students can immediately apply to their work or field. Longer contextualized ESL classes are more comprehensive in both language and career-focused content. Similarly, contextualized GED programs are focused on providing a clear and accelerated pathway to completion of the GED exam, while providing career-specific content information within the GED preparation framework.



TIPS FOR INSTRUCTORS:

The success of contextualized bridge programs is found in the contextualization of the curriculum, faculty collaboration, support services, and peer network built through the learning cohort model.

CONTEXTUALIZED BRIDGE PROGRAM

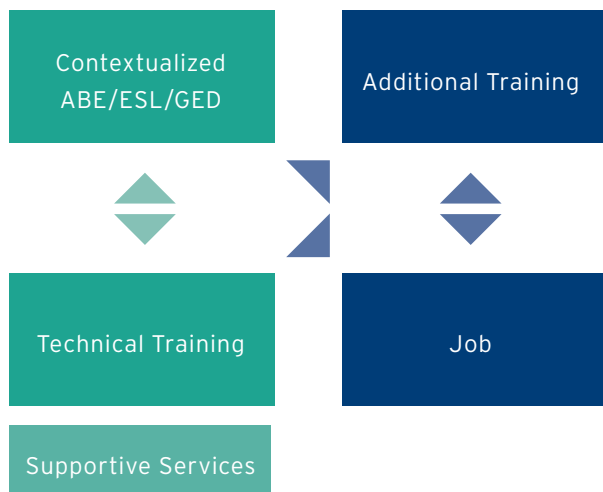


2.2.3 INTEGRATED BASIC SKILLS AND TRAINING PATHWAYS

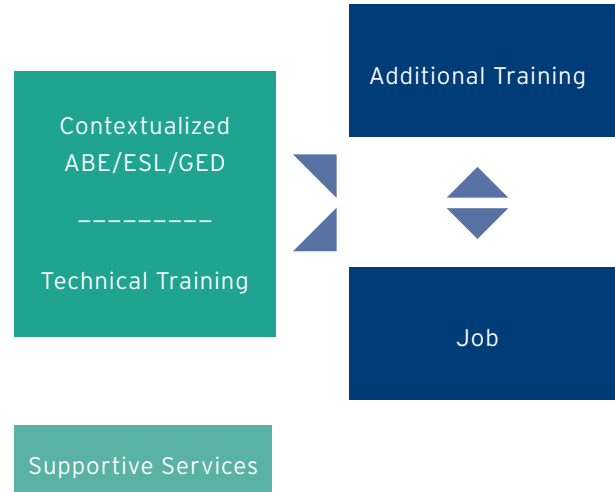
Integrated basic skills and training programs, often known as integrated pathways, align contextualized basic skills instruction (ABE, ESL, GED) with occupational training at the same time. Both the basic skills instructor and the career and technical education instructor work together to develop the contextualized curricula and ensure that it is aligned with the career and technical training course. Regular meetings between the basic skills instructor and training faculty are held throughout the duration of training program to discuss upcoming lessons and challenges that students face. Both instructors take responsibility for student success.

There are two approaches to integrated pathways. The concurrent approach includes aligned contextualized basic skills instruction that occurs at the same time, but in a separate course. The team teaching approach includes two instructors in the same classroom at the same time (as in the Washington state I-BEST initiative). Given the two instructors, students receive more individual and small group attention than in the typical classroom.

CONTEXTUALIZED CONCURRENT INTEGRATED PATHWAY



CONTEXTUALIZED TEAM TEACHING INTEGRATED PATHWAY



Contextualized Lessons: Massachusetts Community Colleges and Workforce Development Transformation Agenda

MCCWDTA'S CONTEXTUALIZED ABE AND DEVELOPMENTAL EDUCATION

Program scope: The Massachusetts Community College and Workforce Development Transformation Agenda is a U.S. Department of Labor-funded project that redesigns programs and services to accelerate attainment of certificates and degrees for lower-skilled adults leading to high-demand jobs. The collaboration includes all 15 community colleges in the state, along with Workforce Investment Board partners and adult education partners.

One important component of the work is focused on contextualization, including conducting research on contextualized models, engaging community college and industry partners, developing contextualized modules, providing faculty professional development, and developing a fully online version of the modules for students. Students participate in the modules as part of their regular classes.

Who is the target population?

- > Adult education students
- > Developmental education students
- > Lower-skilled unemployed and underemployed residents
- > How does the program reach out to the target population and conduct initial assessment?
- > Students are engaged through regular adult education and developmental education courses, and through engagement of community partners, including Workforce Investment Boards.

How does the program link basic skills to the occupation or career focus?

The 24 contextualized modules (or lessons) are focused on three high-demand industry sectors: health care, advanced manufacturing, and information technology. Each of the modules provides an overview of the industry and how the specific skill to be learned is used in the workplace. In addition, a workplace-based scenario is used as the focus of learning activities, test items, and student projects.

How does the program contextualize basic skills to an occupation or career focus?

- > Contextualized modules were developed by the Education Development Center, in consultation with design teams including adult education instructors, community college faculty, and industry representatives.

What opportunities are presented for the students to further their occupational training?

- > Students who complete the contextualized modules in adult education or developmental education can continue their occupational training in the selected career pathways at one of 15 community colleges involved in the initiative.
- > Workforce Investment Boards work with colleges to help students access employment opportunities once they have completed their postsecondary credentials.

Contextualized Bridge Program: City College of San Francisco

CCSF'S BRIDGE TO BIOSCIENCES

Program scope: Bridge to Biosciences at City College of San Francisco is a bridge program to several other bioscience and biotechnology certificate programs on campus. Research revealed that adult learners with low basic skills at CCSF who had not recently graduated from high school or been enrolled in college were failing certificate courses at higher rates. Students now have one semester taking contextualized math and English with a foundational bioscience class. Students then have the option to participate in a second semester internship with one of the programs industry partners.

Who is the target population?

- > Intermediate to high-level ESL students
- > Students who have been unsuccessful in biotechnology courses due to language barriers
- > Students in need of job training

How does the program reach out to the target population and conduct initial assessment?

- > Bridge to Biosciences serves primarily intermediate to high-level ESL students and basic skills students.
- > Many students are referred by instructors in other biotechnology classes when they are struggling in the higher levels.
- > Other students are recommended through the new student advising/counseling process.
- > The unemployment office also refers students.

How does the program link basic skills to the occupation or career focus?

Bridge to Biosciences offers three linked classes: a contextualized math and English course, and an introductory bioscience course. The students move through the classes as a cohort, so that they are all taking all three classes. All of the curricula in all three classes are aligned so that students are working with the same topic in all of their classes.

How does the program contextualize basic skills to an occupation or career focus?

- > **Planning Stage:** In the development semester, faculty teaching in the Bridge to Biosciences program spent one semester learning the bioscience material and meeting to develop curriculum. The faculty conducted

research in the field of bioscience, evaluating the industry focus and need. These faculty also surveyed model assignments and activities in higher-level certificate classes to help them create assignments that were teaching skills needed in higher-level courses as well as the bridge courses. Faculty met two hours every week to survey the materials, develop curriculum, and collaborate on assignments.

- > **Future semesters:** The curriculum that came out of this developmental semester was completely aligned, so that every class was scheduled to work on the same topic the same week. Instructors meet regularly to discuss the curriculum and students' progress and struggles with the curriculum. This continuation of faculty collaboration across the disciplines creates the cohesion in the program.

- > **Additional contextualization:** In addition to contextualizing the math and English curriculum to the bioscience classes, the English class also spends 25 percent of class time on job search and interview skills. Students prepare resumés and cover letters, using real job postings. They participate in mock interviews in class as well as with representatives from industry.

What opportunities are presented for the students to further their occupational training?

- > Industry networking
- > Internship
- > Continued training in biotech leading to stackable certificates in specific skill areas that lead to a more advanced job and/or an Associate's degree



TIPS FOR PROGRAM DIRECTORS:

Bridge to Biosciences has a networking event at the end of every semester where industry representatives give students feedback on their resumés and cover letters, hear student presentations, and make connections for internships.

Contextualized Bridge Program: Career Advancement Academies

CALIFORNIA COMMUNITY COLLEGE CAREER ADVANCEMENT ACADEMIES

Program scope: The career advancement academies (CAAs) are community college programs that provide career pathways for low-income, underserved, and underemployed adults ages 16-34. Focusing on the industry needs of their region, each college creates a program built on the foundational relationship between the career/technical programs and the basic reading, writing, and math skills needed for the specific career focus. The program scope is developed through a collaborative effort between the career/technical advisory committees— which consist of industry representatives, community college faculty and administrators, Workforce Investment Boards, Regional Occupation Centers and Programs, Adult Basic Education programs, and labor organizations. CAAs are funded by regional grants from the California Community College Chancellor's office. CAAs are being implemented in several major regions in California: the greater Los Angeles region, the East Bay, San Francisco Bay Peninsula and South Bay, and the Central Valley.

Who is the target population?

- > Basic skills students who need job skills
- > Students who were recently incarcerated
- > Students who are unemployed

How does the program reach out to the target population and conduct initial assessment?

- > The program targets underserved and underemployed adults ages 18-30, but all adult learners are welcome.
- > Students must be able to commit to the program for the nine-month term.
- > Students find the programs through internal referrals and publicity, along with referrals from local CBOs.
- > When students enroll in the program, they are assessed as part of the college matriculation process, but the assessments are solely used as a guide for program instructors and administrators.

How does the program link basic skills to the occupation or career focus?

Laney College is an example of how basic skills are aligned with an occupational focus in the Career Advancement Academies. The college offers a nine-month training in industrial maintenance where students enter the program with a cohort and take a full schedule of linked courses with the cohort. Laney College has developed basic

math, ESL, and English courses for career and technical education students that are contextualized around industrial maintenance. Students who complete the program leave with the foundational skills necessary to begin a career in industrial maintenance.

How does the program contextualize basic skills to an occupation or career focus?

- > Faculty collaborate across six disciplines: machine technology, welding, electricity/electronics, math, English/ESL, and counseling.
- > Faculty meet to create curriculum, and they sit in on one another's classes as the semester progresses.
- > Faculty consistently meet throughout the semester to continue the direct curricular link between the basic skills and career technical classes.

What opportunities are presented for the students to further their occupational training?

Students who complete the program have two pathways to choose from: the first is to move into an entry-level industrial maintenance technician position, the second is to continue in their training at Laney pursuing one of several of several occupational certificates or Associate's degrees (Machine Technology, Welding, or Environmental Control Technology).



TIPS FOR BASIC SKILLS INSTRUCTORS:

Sitting in on the career-focused class will help you build technical vocabulary as the students do.

The students also love seeing their instructor in class with them!



TIPS FOR PROGRAM DIRECTORS:

Organizing meetings and professional development activities before and during the semester allow faculty to get comfortable with one another, building relationships that help the program run more smoothly.

Contextualized GED Bridge Program: Durham Technical Community College

ACHIEVEMENT ACADEMY OF DURHAM, NORTH CAROLINA

Program scope: The Achievement Academy of Durham (AAD) is a GED preparation program that helps students move from their GED to Durham Technical Community College. The students in AAD have dropped out of high school and are looking for a doorway into higher-paying jobs. While students are working on skills that will help them succeed on the GED exam, they are building college-readiness skills and personal leadership skills to help them become conscientious, productive members of society.

How does the program reach out to the target population and conduct an initial assessment?

AAD reaches out to students who dropped out or did not have enough credits to graduate from high school. The students are assessed upon entering the program. Most come in to the program at a fourth- to seventh-grade reading level. Case managers work closely with students to develop a program that meets them where they come in and supports them through the program.

How does the program link basic skills to the occupation or career focus?

Since the goal of AAD is to develop the skills, academic identity, and confidence of students, the context of the program is integrity and success. AAD infuses this context into every aspect of the program from academic to support services. The students are given wraparound case management support and financial sponsorship as long as they continue to meet the requirements and fulfill the contract of the program.

How does the program contextualize basic skills to an occupation or career focus?

Because the context is success, specifically, academic success, the program embeds college success strategies throughout the curriculum through direct instruction and counseling services.

What opportunities are presented for the students to further their occupational training?

All students who successfully complete their personalized GED preparation program and successfully complete the GED exam, are supported in postsecondary education.

Integrated Basic Skills and Training Pathway: Alamo Community Colleges

ALAMO I-BEST INITIATIVE IN SAN ANTONIO, TEXAS

Program scope: The Alamo I-BEST Initiative is based at the Westside Education and Training Center and several campuses of Alamo Community Colleges. The I-BEST model came out of studies that revealed a growing workforce of young Hispanic Americans without a high school diploma, college certificate or degree, or job training. The program pairs adult education and career and technical instructors in the classroom to accelerate learning in both areas. It serves students with diverse job and life experience, all of whom need communication and job skills training to be successful in the workplace. Students enter the program into a short-term Career Exploratory and Skill Enhancement bridge course designed to more rapidly launch students into and through certificate and degree programs.

Who is the target population?

- > Students without a high school diploma
- > English language learners
- > Students in lower-level developmental education courses
- > Students who need job training

How does the program reach out to the target population and conduct an initial assessment?

The initiative relies heavily on local community-based organizations and partnerships to recruit students who often face challenges accessing higher education including veterans, high school dropouts, and students with limited English language abilities. Before the students enter the program, they are assessed holistically on both their knowledge and abilities, but also their career goals and support needs. By the time students start the program, the counselors have worked with them to develop a plan for their courses and career pathway, using a comprehensive assessment process called the RAPID assessment.

How does the program link basic skills to the occupation or career focus?

Students explore careers as part of Career EASE, while receiving initial support around English and basic skills instruction. The instructors combine workplace knowledge building with vocabulary and communication skills necessary for students to be successful in the workplace. Students then enter integrated pathways (with concurrent and team teaching approaches) to build their basic skills and obtain postsecondary credentials in several occupational pathways (e.g., Medical Assisting, Dental Assisting, IT, Pharmacy Tech, Industrial Automation, CNA)

How does the program contextualize basic skills to an occupation or career focus?

The basic skills instructors and career and technical faculty work together to co-develop the curricula and implement the integrated pathway programs. Contextualization occurs throughout the program. For example, even when students are learning ways to navigate workplace training options, they are also working on the language and knowledge needed to ask the right questions and get the information they need about employment opportunities.

What opportunities are presented for the students to further their occupational training?

The goal of Alamo I-BEST is to help students persist through a job training, certificate, or degree program. The program works closely with the students, local One-Stop Career Centers, and business consortia to identify high-demand occupations and develop an educational plan that allows students to enter these career fields.



TIPS FOR PROGRAM DIRECTORS:

Before developing your program, conduct a thorough needs assessment, as Alamo College did, of your community to help you design a program that directly meets the needs of your target population.

Integrated Basic Skills and Training Pathway: Houston Community College

HCC'S ADULT EDUCATION CONTEXTUALIZED BRIDGE PROGRAM

Program scope: Houston Community College is currently the lead and fiscal agent for an Adult Education (AE) Program Consortium, including several community-based organizations, which jointly served over 10,000 students last fiscal year. These students are prime candidates for HCC's level-one certification programs, continuing education programs, and academic programs. Currently, HCC's AE Transition program provides admissions, counseling, and financial aid advisors to potential students. The results from the concurrent enrollment integrated pathway model demonstrate the success of incorporating both educational and support services to maximize the number of adult education students entering and completing postsecondary education.

Who is the target population?

- > All levels of ESL
- > Adult Basic Education students
- > Students in need of job training

How does the program reach out to the target population and conduct an initial assessment?

Students are recruited from the HCC adult education student population. Serving more than 10,000 adult education students annually, this population generates sufficient recruits. Recruitment activities take place in the form of information sessions, individual interviews, and presentations to adult education classes.

Student suitability is determined by matching student interest, aptitude, and fit to the requirements of the proposed training programs. HCC uses the Tests of Adult Basic Education (TABE), Basic English Skills Test (BEST) and COMPASS Test to determine academic and language proficiencies. Additional assessment includes using career interest tools available in the HCC Student Success Centers for information to guide training choice by the students.

Following selection, students are enrolled in their program of study using standard HCC procedures. Local scholarship funds set aside especially for this population, as well as a reduced tuition rate, supports program expenses for skill training; adult education training expenses are borne by the HCC Adult Education and Family Literacy Act grant.

How does the program link basic skills to the occupation or career focus?

While concurrently enrolled in technical training classes, students lacking sufficient English proficiency receive language support through a Contextualized-Vocational English as a Second Language (VESL) class that uses curricula based on the respective content of their technical classes (within health information specialist, HVAC, welding, or IT career pathways). Likewise, adult education students who are native English speakers will receive support through a Contextualized-Vocational Adult Basic Education (VABE) class.

By creating the opportunity for adult education students to accelerate their completion of relevant technical and basic skills training, the HCC ABE transition program effectively address the needs faced by adult education students who desire to enter and complete postsecondary certificate training successfully.

How does the program contextualize basic skills to an occupation or career focus?

HCC's contextualized curricula were developed from the various collections of acquired instructional resources from specific career sector community partners. A coherent alignment between basic skills and a specific career sector are created using these authentic materials from a sector. The required technical skill set for that sector is the vehicle for moving forward in learning the basic skills. Additionally, the lesson plans created from the contextualized curricula use the contextual teaching strategies: relating, experiencing, applying, cooperating, and transferring (REACT). These strategies focus on teaching and learning in context.

What opportunities are presented for the students to further their occupational training?

The AE Transition program has established relationships with local employers to provide paid externships for students that complete an initial sequence of classes in their technical skill training program. Each of the occupations selected for training are on the High-Demand, High-Growth list of the Gulf Coast Workforce Development Board. Additionally, several job fairs and summits are held throughout the year to provide students with networking opportunities in woodworking and/or carpentry, or they have the option to pursue one of the program's industry connections.

2.3 CHOOSING A PROGRAM MODEL TO DEVELOP

Now that you know more about different contextualized program models, you can identify a model you that might best apply to your specific circumstances and needs. Keep this program model in mind as you are developing your own program. Consider your goals, resources, target population, and partners to help you create a program that meets the needs of your students.

Illustrating CTL: Carpinteria Fina

After identifying the goals, skills requirements, and target population for their contextualized teaching and learning program, the ESL instructor (Sonja Franeta) and Wood Technology faculty (John P. McCormack and Rosendo Del Toro) launched Program de Carpinteria Fina. This fine woodworking program trains primarily Spanish-speaking students in woodworking skills needed to build and refurbish cabinets, doors, and furniture.

The instructors had to determine how much they wanted to contextualize their curriculum and which program model they wanted to implement. Since their students needed assistance in reading, writing, math, and English language skills, they decided to contextualize all of these courses as part of one comprehensive contextualized program. They also decided to utilize a team teaching integrated pathway approach, with the basic skills instructor and career and technical education faculty in the classroom at once. While the career technical instructor is teaching wood working skills, the ESL instructor is helping the students learn the language needed to complete the task and communicate with others about the task. The ESL instructor follows the lead of the career technical instructor in deciding on the content of the class and aligns the basic skills instruction to support this focus. All of the English language instruction is relevant to the work students are doing in the class or will be doing in the general workplace.

Carpinteria Fina reaches their target population through Spanish-speaking radio stations, local community centers, and local churches. Former Carpinteria Fina students have also provided many word-of-mouth references. The program has a direct link to local businesses and unions. Once students complete the program, they have the opportunity to continue their training in woodworking and/or carpentry, or to pursue employment through one of the program's industry connections.

Learn more about how the Programa de Carpinteria Fina is implementing contextualized teaching and learning in the next unit.

ACTION PLANNING

IDENTIFYING YOUR CONTEXTUALIZED TEACHING AND LEARNING PROGRAM MODEL

Circle the response that reflects the status of your work: 1-Planning (In the process of putting plans into place; 2-Executing (In the process of implementing the task); 3-Completed (Task Achieved)

2.1 Have you determined to what extent you are ready to integrate CTL into your course or program?	Planning	Executing	Completed
<i>If so, please describe where you want to place your course or program on this continuum.</i>			
2.2 Have you determined the CTL program model you will implement?	Planning	Executing	Completed
<i>If so, please state program model here.</i>			
2.3 What issues or challenges have you encountered or do you anticipate in this area?			
2.4 What are your next steps?			

UNIT 3

INFUSING CAREER PATHWAYS CONTENT INTO ADULT EDUCATION CURRICULA

UNIT GOAL

In Unit 3, you will learn how to create curricula and instructional materials that build pathways from adult education classes into careers.

LEARNING OBJECTIVES

- > You will learn how to begin your curriculum development with the end goal in mind.
- > You will know how to obtain career-focused content for the contextualization process.
- > You will determine what career-focused content is essential to incorporate, even if you are unfamiliar with the career subject matter.
- > You will learn how to develop contextualized curricula.
- > You will explore strategies for integrating the Texas College and Career Readiness Standards into your contextualized curricula.

3.1 STARTING WITH THE END IN MIND IN CURRICULUM DEVELOPMENT

Before beginning the process of integrating occupational content into adult education curricula, it is helpful to remember two things:

1. The characteristics of adult education students, which is where the CTL program is starting; and
2. The skills the CTL program is trying to develop, which are the end goals you are seeking to accomplish.

Keeping these two items in mind can help ensure that the courses that are developed are responsive to the needs of your students and your partners.

3.1.1 GENERAL CHARACTERISTICS OF ADULT LEARNERS

No matter what contextualized program model is used, the following general characteristics of adult learners apply. Ensuring that the curricula developed and instruction offered are consistent with these characteristics will increase the likelihood of the program's success.

3.1.2 BEGIN WITH THE END IN MIND

In addition to knowing where students in your program are starting, it is crucial to utilize your understanding of what they need to know and do in order to be successful in the contextualized program. The list of skills that were developed in Unit 1 can be helpful a resource in this regard. You can translate these general skills

General Characteristics of Adult Learners

- > **Adults learn throughout their lives** with transitional periods often being the cause and motivation for learning.
- > **Adults do not use skills in isolation**, but rather integrated into each other and embedded in a context.
- > **Adults have diverse learning styles** (methods to encode and process information, cognition, and mental models) and learn in different ways, at different times and for different purposes.
- > **Adult experiences are a rich resource for learning** and teaching others. Adults learn more effectively through experiential techniques such as discussion or problem solving.
- > **In general, adults prefer learning to be problem-centered** or solution-oriented and related to their perceived needs.
- > **Adults want learning outcomes** to have immediate application.
- > **Adults rely heavily on self-directed learning**, building on prior experience in terms of what strategies have worked and what have not.
- > **Adults regularly seek to assess how they are doing** and secure feedback from trusted persons on how to do better.
- > **How effectively adults learn** is partially linked to their self-concept as learners.
- > **Literacy and numeracy skills are more readily acquired** when they have regular application to the adult learner's life. This synthesis of life, work and learning skills offers meaning to the adult learner.

categories (such as, applied math skills) into more specific learning objectives (such as, students will learn how to apply mathematical skills in the calculation of materials needed to construct furniture). Then, you can use the three stages of “backward design” to develop your contextualized curricula and help your students develop the skills needed to achieve the content goals of the training program or job. These stages are:

1. Identifying the desired result or learning goal
2. Determine the acceptable evidence (through formal and informal assessments built throughout the course)
3. Plan learning experiences and instruction.¹

3.2 OBTAINING THE CAREER FOCUSED CONTENT FOR CONTEXTUALIZATION

Before development of contextualized curricula can begin, you will need to gather authentic materials from which you can draw the career-focused content that you want to integrate into your basic skills curricula. Strategies to find the core career content that your students need to succeed include:

- > Career pathway textbooks or other authentic occupational training materials.
 - » Use the specialized textbook of the career and technical class. Look for specialized vocabulary and concepts to be discussed with students.
 - » Examine books that may be used in other institutions or courses.

- > Faculty
- > Gather information from career and technical faculty, perhaps through an interview (see *Unit 3 | Tool 2*).
 - » Collect authentic materials from career and technical instructors, including relevant films, visuals, tools, equipment and other materials you could use in the class.
- > Employers and other industry partners can offer typical manuals or other job-related materials from the workplace or profession, as well as tips about needs for their own specific workplaces. Discuss these important content needs with employers informally (see *Unit 3 | Tool 3*).
- > Web-based materials and other resources: Collect procedures, diagrams, and other material relevant to preparation for particular careers from Internet sites. Consider ehow or DIY sites on the internet. Visit campus bookstores and teacher supply stores that sell high school vocational texts, which are often more accessible for students with lower-skill levels.

3.2.1 DETERMINING WHAT CAREER CONTENT IS ESSENTIAL, EVEN IF YOU ARE UNFAMILIAR WITH THE CAREER SUBJECT MATTER

Adult education instructors do not have to become career and technical subject matter experts to develop contextualized curricula, though often knowledge of the career content increases as you become more engaged in this work. There are several ways to determine where to start in terms of career-focused content.

- > Ask CTE instructor what the **most important** or **core skills** are for this course. Do the students need to apply what they learn, present their understanding, or solve problems? What skills do the students need to perform the selected occupation in their career area well? (See *Unit 3 | Tool 1 for a guide on conducting a faculty interview.*)
- > Compare material to the course outline or syllabus and discuss your plans with the career and technical course instructor. Select a few sample sets of texts (paragraphs in textbooks, charts and tables, instructions, illustrations, articles in magazines) that are fairly general and seem typical of the field and written at a level accessible to your students (i.e., slightly above their current proficiency level).
- > Attend an occupational training class to see what the CTE faculty does and the skills and vocabulary that are important. Note what students need to do in the class (listen to lecture, take notes, work in pairs, fill out forms, read textbook chapters, and answer questions.) Review textbooks and other study materials and note the types of underlying academic skills needed for different parts of these texts. Ask about the kind of technology students need to be familiar with and outline the digital literacy skills associated with these tasks.
- > Examine tests, project assignments, and other assessments in the career and technical course.

Other strategies to help you prioritize the CTE content and the academic skills necessary to be successful include:

- > Ask a key employer in the career and technical field to prioritize skills needed and authentic materials to be used in curriculum development. Contact a workplace (a company, factory, or shop) and ask to observe and ask questions. Collect document samples, but also pay attention to the kind of listening that workers need to do (listening to instructions or detailed explanations). Ask what tasks workers have to complete and note the basic skills involved (writing an incident report, calling a supplier, explaining a process to others, leaving a note for the next person on a shift; finding a item on a supply list. If you work with ESL students, also note the social interaction skills that are part of this work. Pay attention to skills that are part of workplace communication and note the kind of tasks carried out over the phone. Capture key vocabulary and common phrases. Ask about computer use at work and in the job application process, and note the skills needed for these processes.

- > Ask former students about the skills they have found most useful now that they have advanced to higher-level training or work.
- > Ask individual students to identify workplace problems they are experiencing or have observed, and build these into the skills development process.

3.3 DEVELOPING THE CONTEXTUALIZED CURRICULA

Each curriculum is made up of a set of modules (related to a particular theme or topic). These modules, in turn, comprise a set of lessons. Instructors can develop a continuum of contextualized instructional materials, from lessons to modules (a set of lessons), to a full curriculum (a set of modules). Smaller segments build into larger segments and where you begin, as an instructor, will be determined by the program model you are seeking to implement.

3.3.1 DEVELOPING LESSON PLANS

Start with the existing curriculum or syllabi for the career and technical education course, as well as any authentic materials you have collected, and the list of priority skills you have developed. Determine the topics from the CTE modules around which you will build contextualized lessons.

Before the class begins, make a detailed outline of what will be covered in class, including your learning objectives. This can be adjusted but it is best to have a plan in mind at the start of the class. With the guiding principles of learning outcomes and backwards design, plan out a schedule of what basic skills the students need to learn and in what order.

After identifying the skills needed, build assignments and lessons to teach those skills. Get feedback from the career and technical content partner (instructor or employer) on the lessons. The lesson plan template (Unit 3 | Tool 1) can help with this. Think of lesson planning not as a finite product but as “a spiral in the continuum of learning,” and allow for flexibility. Frame lessons to build on each other to give the students what they need to work independently.

Here is a simple Contextualized Curriculum Development Checklist:

- ☐ Identify the career pathways or occupations in which curriculum will be developed
- ☐ Identify faculty who can help to develop the curriculum
- ☐ Determine the career-focused content to be infused into the ABE/ESOL curricula. This includes identifying a career content partner (CTE faculty, employer, WIB), who can provide needed information about the occupational area
- ☐ Identify faculty/staff who are interested in developing curriculum
- ☐ Identify resources needed to aid in curriculum development (text book, authentic work materials)
- ☐ Conduct readability level for textbooks and other materials
- ☐ Determine the number of units to be developed in each subject (reading, writing, math)
- ☐ Develop lesson plan for each unit
- ☐ Create or identify instructional materials for each unit

Create a lesson that builds the language, literacy, and math tasks that reflect the career pathway context you have chosen.

- > Start with general topics that are familiar to students and reflect tasks in their everyday lives to help focus on new skills (such as notetaking or reading a chart).
- > Include assessments that allow you to capture what students are learning and where they are struggling.
- > Find ways to challenge students who appear to be cruising or seem bored.



TIPS FOR SUCCESS:

Focus on principles (rather than on career and technical concepts), language structures common to the trades or professions (lots of passives), and vocabulary clusters (words associated with engines, for example).

3.3.2 FACULTY COLLABORATION

Faculty collaboration is key to infusing CTE content into the basic skills courses. The basic skills instructor may feel like he or she must learn the career subject, which may seem like a daunting task. However, this is not necessary, and with assistance from the CTE instructor or employer, basic skills integrated with CTE content can be taught with confidence. Working with the CTE instructor in a team in curriculum development can be helpful, and can afford both instructors insights about the career content and academic skills to be addressed. Even the CTE faculty can pick up some tips about addressing basic skills in his or her class. Collaboration is key to helping students succeed.

3.3.3 INTEGRATE THE TEXAS COLLEGE AND CAREER READINESS STANDARDS

As the basic skills requirement for good jobs and academics increases (including the new GED), students are confronted with having to develop 21st Century skills that go beyond basic language, literacy, and math skills. While some states are adopting the national Common Core standards, Texas will use the Texas College and Career Readiness Standards (TCCRS) to guide instruction, including instruction in ABE/ESL programs.

The TCCRS demands more sophisticated skills than those taught through life skills textbooks, including higher order thinking and problem solving skills, and skills related to scientific math and reasoning. Many of the skills inherent in these standards mesh nicely with the kind of work that students are expected to do in Transition and GED classes and the kind of reading and writing expected in the career and technical training classes.

The cross-disciplinary standards seem particularly applicable: teachers are encouraged to develop the intellectual curiosity of students, strengthen their academic reasoning skills (analyze information and support conclusions with evidence; question claims), construct well-reasoned arguments, and engage in problem solving activities that call for the use of multiple strategies in examining a problem and suggesting solutions. The standards also address Academic Behaviors, Work Habits, and Academic Integrity. The Foundation Skills rely heavily on reading in different content areas. Students are encouraged to use a variety of reading strategies and see the connections to current and historical events and their personal interests. Writing across the curriculum and preparing students to conduct investigation and research are included as well. Any extended unit that deals with a big idea or overarching concept will give you a chance to build the skills that allow your students to meet these standards.

Suggested Activity

- > Create a unit that deals with Technology at Work and in Every Day Life and break it down into smaller chunks. Select a set of resources as core materials including informational texts, newspaper and magazine articles, online videos, and narratives of key people in the field (e.g., Steve Jobs).²

- > Create several essential questions to build your lessons around, such as:

- » Do computers make us smarter?
- » How will our working lives change with increased automation?

In beginning level classes, you might explore questions such as:

- » What appliances do you have at home?
- » What machines do you—or a relative or friend—use at work?
- » Do these machines use computer technology?
- » What does this technology do?
- » What will the kitchen/car/workplace of the future look like?

- > Engage students in thinking and writing creatively, ask them to think about the daily chores that a robot might take over and sketch what such a robot might look like. For students considering a future in electronics, invite them to further describe the parts that such a robot might contain or how it might operate.
- > To extend the robotics theme, work with a teaching partner or a coach to develop a unit on Robots in Everyday Life and at Work. Invite students to consider questions such as, are robots and automation a gift or a curse?
- > In intermediate to advanced classes, work with students to prepare for a debate on Robots: A Danger or a Panacea? As students generate ideas for and against a point of view, encourage them to offer evidence for their opinion and provide justification for their point of view. Providing evidence and justification for an opinion requires the kind of high level cognitive skills outlined in the TCCRS.
- > Consult the Texas College and Career Readiness Standards as you design your lessons (pay special attention to the cross-disciplinary skills) and make a note of the ones you are addressing with your students.
- > At the end of the unit, share the standards and skills with your class. Show them that what they have learned through doing this work is helping them to prepare for better jobs, technical training, or an academic college career.³
- > Include a class project: If your students are considering a career pathway in construction or welding, collaborate with the career and technical faculty to design possible group projects that involve building a robot out of basic materials. Projects of this sort allow you to highlight vocabulary and engage students in writing about processes and materials. Through collaborative projects of this kind, students can develop some of the soft skills for work and training: planning and designing a project as a team, meeting deadlines for “production,” documenting the process, and presenting results to others.

Illustrating CTL: Carpinteria Fina

Building on the skills identified by the CTE faculty, Ms. Franeta, the ESL Instructor, developed some learning objectives for the basic skills instruction as part of the Programa de Carpinteria Fina, a fine woodworking program at Laney College. For example, in the contextualized reading class, some of the learning goals developed include:

- > Apply previewing methods to reading technical texts.
- > Practice inferring and critical thinking skills in reading and writing technical material.
- > Recognize and use correctly vocabulary of the trades.
- > Analyze and practice English word building.
- > Describe and report work situations or conditions in technical language.

During the program development stage, Ms. Franeta, sought authentic materials to use in contextualizing her English course and the other academic courses. The career and technical instructors helped her to identify several resources: articles in Fine Woodworking magazine, textbooks, and even specialized websites such as the Architectural Woodwork Institute (<http://awinet.org/>). These instructors also explained what they do in class and offered advice on how the basic skills instructors could support the technical classes.

Several employers and industry specialists also volunteered advice about the priority skills that it would be helpful for students to learn in addition to the woodworking skills. They provided input on job expectations and related skills (e.g., calculating skills and strong customer service).

Working with the CTE faculty, Ms. Franeta identified eight units around some common skills themes (e.g., organizing details in the reading). She then worked collaboratively with the CTE faculty to develop lesson plans for these units that incorporated the career-focused content. Once each of the lesson plan units was complete, she also developed a syllabus for, in this case, the reading course. A similar process was followed for the other courses.

(Learn more about how the Programa de Carpinteria Fina is implementing contextualized teaching and learning in the next unit.)

ACTION PLANNING

INTEGRATING CAREER PATHWAYS CONTENT INTO ADULT EDUCATION CURRICULA

Circle the response that reflects the status of your work: 1-Planning (In the process of putting plans into place; 2-Executing (In the process of implementing the task); 3-Completed (Task Achieved)

<p>3.1 Have you determined the overall learning objectives you are seeking to address in your CTL course?</p> <p><i>If so, please state learning objectives here.</i></p>	Planning	Executing	Completed
<p>3.2 Have you determined the career and technical education content to be integrated into the ABE/ESL curricula?</p> <p><i>Note: Content can be gathered from CTE faculty, employers, or WIBs that might have this information. Content can also be gathered from textbooks or authentic work materials, as well as observations of classrooms or workplaces.</i></p> <p><i>If so, please note sources of career and technical content here.</i></p>	Planning	Executing	Completed
<p>3.3 Have you identified instructor(s) or staff who can help to develop the contextualized curricula?</p> <p><i>If so, please list the names of the instructor(s) or staff here.</i></p>	Planning	Executing	Completed
<p>3.3.1 Has a collaborative process for developing contextualized curricula (engaging teaching or faculty in different subjects and/or employers) been created?</p>	Planning	Executing	Completed
<p>3.3.2 Have you determined the number of units you will develop?</p> <p><i>Note: Reviewing the topics/themes and skills to be addressed in the career and technical course or workplace can help with this.</i></p>	Planning	Executing	Completed

3.3.3 Have you developed a lesson plan for each unit?	Planning	Executing	Completed
3.3.4 Have you explored how you can integrate the Texas College and Career Readiness Standards into your lessons?	Planning	Executing	Completed
3.3.5 Have you identified any additional instructional materials you need for each unit? <i>If so, please note additional instructional materials here.</i>	Planning	Executing	Completed
3.4 What issues or challenges have you encountered or do you anticipate in this area?			
3.5 What are your next steps?			

UNIT 3 | TOOL 1

LESSON PLAN TEMPLATE

Lesson Title: _____

Subject: _____ **Prepared by:** _____

Overview & Purpose	Competencies addressed:
--------------------	-------------------------

	TEACHER PLAN	STUDENT PLAN	
Objectives <i>(Specific skills that will be learned)</i>			Materials Needed > > >
Information <i>(Give or demonstrate necessary information)</i>			Other resources <i>(e.g., websites, books, wikis, games)</i>
Verification <i>(Steps to check student understanding)</i>			
Activity <i>(Describe the activity to reinforce skills in this lesson)</i>			
Assessment of student mastery			Date:

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UNIT 3 | TOOL 2

CONTEXTUALIZED CURRICULUM FACULTY INTERVIEW GUIDE

1. What reading requirements are needed for this course?
2. What math concepts do students need in this course and in this career pathway? Can you give an example of a math calculation the students might be required to do in this course or job in his career pathway?
3. What are the writing requirements for this course? Is a research paper required?
4. Does the course require any oral presentations? If so, what type of presentation?
5. Does the course require the use of blackboard or moodle?
6. Is there any other information you can share that would help students be successful in this class/career pathway?

UNIT 3 | TOOL 3

ENGAGING WITH EMPLOYERS

Even in a tough economy, employers still have the need for a skilled workforce. While jobs for new entry-level workers may have diminished, many employers have vacancies in middle-skilled positions, especially in light of an aging workforce and increasing skills requirements.

An initial meeting is often a first step in engaging employers in the development and implementation of workforce or workplace literacy programs. Below are a set of topics and questions that might be discussed in this meeting.⁴ The discussion can be customized based on existing knowledge of the company and any previous relationships, as well as the type of literacy program being developed. Given that time for employers is limited, however, literacy providers should seek to answer as many questions as possible using other means before the meeting.⁵

1. Provide a brief overview of the purpose of the meeting.

While it is helpful to send this information to the employer ahead of the meeting, to focus the conversation, it is still useful to:

- » Briefly describe your organization and any prior engagement with the employer.
- » Explain why you chose to meet with the employer now.
- » Present a brief overview of the program you are hoping to develop in partnership with the employer including target occupations, expected participants (jobseekers or incumbent workers), timeline and expected outcomes.

2. Make a business case about the value of the program to the employer.

As much as possible, anticipate what the benefits to the employer might be. These can be refined as you learn more about the employer's needs.

- » Describe how the program will help the employer develop a qualified workforce.
- » Assure the employer that the curriculum will be developed in partnership so that it reflects the employer's needs.
- » Describe how the program will raise the visibility of the employer with a new population of potential workers.
- » Note how the program will increase the skills of the employer's entry-level workers or incumbent workers.
- » Review the outcomes that the program will achieve, including lower costs of recruitment, reduced turnover, and a more qualified workforce.

3. Collect information from the employer to aid in program design.

After confirming that the employer wants to work with an external provider like your literacy organization:

- » Establish a baseline by identifying the current number of employees, types of positions available, number of company locations, etc.
- » Identify the employer's goals over the next one-three years, and the challenges the company faces in meeting these goals (see *questions on next page*).

Exploring the Pain Points: Understanding Employer Workforce Challenges

- > Does the employer have the skilled workforce it needs to meet its company's goals? What gaps exist? Are there plans to address those gaps?
- > What goals is the employer seeking to accomplish in the literacy program (gaining new employees, educating the current workforce, increasing employee motivation, improving public relations, etc.)?
- > What strengths does the employer have that can be enhanced or leveraged through this program?
- > What are the problems with finding and training entry-level workers or advancing incumbent workers?
- > Has the company identified career pathways for its workers? (If not, this might be a useful exercise to engage in with the employer.)
- > Is the employer willing to provide release time or on-the-clock time for participation of incumbent workers and new hires?
- > Does the employer have a labor union and what roles might it play?

4. Determine employer roles in the program.

Identify the specific roles that the employer wants to play in the design and implementation of the workforce or workplace literacy program, including:

- > In program development:
 - » Identifying the required skills and educational levels, advancement opportunities, and salary levels for entry-level positions.
 - » Input and feedback in curriculum development.
 - » Eligibility of incumbent employees for the program.
 - » Identification of metrics to measure the outcomes of the program.
 - » Engagement of other employer partners. (Note that the employer may be sensitive about having partners who are direct competitors.)

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UNIT 4

USING EFFECTIVE INSTRUCTIONAL STRATEGIES TO TEACH CONTEXTUALIZED CURRICULA

UNIT GOAL

In Unit 4, you will learn how to support students in their contextualized learning through more effective instruction.

LEARNING OBJECTIVES

- > You will understand the difference between teaching in a conventional ABE/ESL class and a class contextualized toward career pathways.
- > You will implement a set of strategies associated with contextualized instruction.
- > You will integrate effective ways to retain students and help them persist.
- > You will explore strategies for engaging English language learners and using technology in your contextualized courses.

4.1 TEACHING CONTEXTUALIZED ADULT EDUCATION COURSES

While research in contextualized instruction is strong, the research base on how to transition lower skilled adults to work, training, and higher education is fairly weak. As a result, educators and staff developers tend to draw on studies of effective strategies from K-12 and from higher education. Combined, these studies do suggest that some instructional strategies, such as those related to reciprocal teaching, are more likely to help students succeed than others.

A strong research base is emerging in areas related to student motivation and persistence (and its corollary, student retention) and in technology integration, all critical for helping lower skilled students thrive and transition successfully. In its report, *Improving Adult Literacy*, the National Academy of Sciences summarized this research. Taken together with promising practices in the field implemented by practitioners, these ideas and strategies can serve to guide teachers in Texas and elsewhere as they decide on an instructional approach and select teaching strategies designed to build skills and knowledge in ways that engage students in career pathway programs.

4.1.1 TEACHING CONTEXTUALIZED ABE/ESL CLASSES: WHAT'S DIFFERENT?

If you have been working in an ABE/ESL environment, you have been teaching contextualized lessons for a long time. You may teach reading skills in the context of a science passage as part of GED preparation, use every day materials to teach life skills to your ESL students, or focus on math as part of a unit on financial literacy. So

what's so new about the current efforts to contextualize ABE and ESL as part of career pathways? Here are a few of the key differences:

CONVENTIONAL	CONTEXTUALIZED TO CAREER PATHWAYS
1. Skills are contextualized as part of Life Skills or GED	Skills are contextualized as part of career pathways such as health care, transportation, machining, or construction
2. Readings use mostly connected texts (essays or stories)	Readings focus on informational literacy, including documents, charts and graphs, processes
3. Expectations for homework are low	Students are expected to learn in class and outside of class
4. Learning how to learn strategies are assumed	The teacher explicitly teaches "learning how to learn in academic contexts"
5. Vocabulary is focused on everyday language or academic language common in GED passages	Vocabulary is focused on "sub-technical" terms associated with the trades or professions (ventilation, radiation, permits) and students may learn root words and affixes (con-den-sa-tion)
6. The class is highly interactive and teacher talk is minimized	The teacher includes a mini-presentation to build listening comprehension skills
7. Lessons are created by the ABE/ESL teacher (or based on an ABE/ESL textbook)	Lessons are created through collaboration with people who have technical knowledge
8. ESL classes focus on teaching Basic Interactive Communication Skills (BICS)*	ABE and ESL classes include Cognitive Academic Language Skills*
9. Students take a standardized test	Multiple assessments are used to capture learning
10. Students don't have exams that measure career content knowledge	Test taking strategies are explicitly taught
<p>* BICS AND CALP</p> <p>BICS (Basic Interpersonal Communication Skills) refer to students' ability to carry on a conversation and communicate in everyday situations. This may be face-to-face or over the phone, but may also include reading and writing informal messages such as emails, letters, or texting.</p> <p>CALP (Cognitive Academic Language Proficiency Language) refers to students being able to interpret and use academic texts. Academic proficiency makes it possible for students to hold their own in situations that require managing more conceptual and abstract language—language that may include analysis and synthesis of a wide variety of texts.</p>	

Five things to keep in mind:

1. Contextualized Instruction for Career Pathways is not designed to track students into narrow vocational fields. Rather, the purpose is to help motivate and accelerate student progress and success in job training, college level credential attainment, and family sustaining work.
2. Contextualized instruction can be implemented at any level and does not require GED level skills or advanced English. Even beginning level students can be engaged in cognitively challenging tasks that use every day experiences (such as home repair or personal health as a starting point) and then connects this with a career pathway.
3. Many ABE/ESL students don't see themselves as "college material." Building academic foundation skills and engaging students in classroom projects that reflect the demands of life and work can help dispel these perceptions.

4. Good teaching is good teaching. Building on existing instructional strategies, contextualized teaching supports an approach that engages students by building on their experience, involving them in meaningful tasks, and helping them to persist as the work becomes more challenging.
5. Learning happens when the brain engages a topic that makes sense and is relevant and what is to be learned is connected to what students already know. Learning skills and strategies also requires that students have sufficient practice to get confident and competent in using the skill.

4.2 INSTRUCTIONAL STRATEGIES TO PROMOTE STUDENT MOTIVATION, PERSISTENCE, AND RETENTION

To develop the basic skills necessary to obtain and thrive in good jobs or to succeed in a technical training program can take some time, especially for students with lower-skill levels. Immigrant students especially, who are not yet proficient in English, in particular, face a triple challenge: increasing their English communication skills (listening and speaking in person and on the phone), developing their academic literacy skills, and gaining knowledge of how things are done (in the U.S. workplace and in academic settings).

If ABE/ESL students are to improve their basic skills and gain the technical knowledge necessary to obtain certificates and enter a career pathway, they may have to invest a significant number of hours at each step along the way. While some may have life circumstances and the intrinsic motivation that allow them to continue to build their skills and participate in training, others may need help in building a sense of efficacy and the resilience necessary to stay the course. Both research and promising practices in the field provide some insights into how instructors and counselors can build motivation to persist, while providing students with the skills they need to succeed. This research and practice from the field suggest steps that programs can take to create a dynamic learning environment for students, increase retention, and help them transition from adult education to the next step.¹ A summary of these instructional and programmatic strategies is presented below:

4.2.1 Build on Students' Interests and Experiences
4.2.2 Build on Interest in Technical Training and Good Jobs
4.2.3 Help Students Navigate Textbooks
4.2.4 Build Information Literacy: Working with Tables, Charts and Graphs
4.2.5 Scaffold Challenging Materials for Students in Contextualization Classes
4.2.6 Use Peer-to-Peer Teaching to Build Strong Comprehension Skills
4.2.7 Offer a Short-Term Program Orientation Course
4.2.8 Establish a Welcoming Environment and Build Community
4.2.9 Pay Attention to Early Warning Signals in the Classroom
4.2.10 Foster Self-efficacy and Focus on Improvement, Growth and Incremental Change
4.2.11 Make the Learning Process Explicit
4.2.12 Offer Materials and Tasks that Students Find Meaningful, Useful, and Worth Time and Effort
4.2.13 Let Your Students Know That They are Part of a Special Project
4.2.14 Expect the Best

4.2.1 BUILD ON STUDENTS' INTERESTS AND EXPERIENCE

We use the term “contextualized instruction” to indicate that students are learning basic skills in the context of work and training and in preparation for the next step program. That means examples are drawn from trades and professions and are connected to students’ current lives. Of course, the basic principle that adults learn best when instruction draws from what they know holds true for any class, so starting with every day examples and extending them to work situations makes sense.

Build opportunities in your curriculum to help students learn by doing. Through hands-on learning, students can often make connections that cannot occur in lectures or by reading. Project-based learning and mapping, learning Google Sketchup and other computer programs, and web tools can be useful. Use scenarios to provide opportunities to develop and use skills in real world situations. Bring in authentic materials, tools, films of operations; ask students to draw and present work situations. Students come to career programs with a variety of experience, but not always the academic, book-learning kind. Build on these student knowledge and experiences. Validate their knowledge and experiences to inspire them with a desire to learn. Help students find ways of transferring skills they have previously learned in their acquisition of contextualized content.

★ SUGGESTED ACTIVITY

- > Ask students to bring their favorite tool from home. This might be a tortilla press, a flashlight, or a multi-purpose electric drill.
- > Invite students to discuss questions like: What does it do? Why do you like it? What happens when you use it wrong?
- > Extend the activity to explore tools that are used in the careers students are interested in (IT, health care, transportation, manufacturing, HVAC and other trades).

4.2.2 BUILD ON INTEREST IN TECHNICAL TRAINING AND GOOD JOBS

Quite often students have little knowledge of the occupations targeted in their area for which training is available. Helping students get a better sense of what it takes to get a good job, what good jobs are, and the training required to obtain these jobs may be a good starting point.² Contextualizing instruction to career pathways can build on this student interest and help to further guide it toward career preparation.

★ SUGGESTED ACTIVITY

- > Get students started by asking them to share about their first job and the responsibilities associated with this job. Ask students to decide if their jobs were good or not so good and request that they provide justification for their opinions. Discuss the characteristics of “good jobs” and brainstorm other jobs that might fit this category. Discuss that many bad jobs don’t pay well, are dead end, and require no training, while many of the good jobs have certificates associated with them, certificates that can be attained only by attending local training institutions.
- > Work with the class to identify specific occupational areas that your class finds exciting, and create activities based on the Department of Labor site O*NET (www.ONETonline.org). Using O*NET, you might choose ambulance driving as an example and type *emergency medical technician* into the Key Word search field. Ask students to predict the tasks and skills necessary for the job and then click to see how well they predicted (skip *Knowledge* for the time being to keep from getting bogged down). For lower level students, copy and print out just part of the page focusing on sentences that are easy enough to understand and build vocabulary development around key verbs and phrases. As a next step, look at the salary range available for the job cluster you are exploring and introduce the notion of career pathways along with the education and training required for each step (*Counseling to Careers and Integrating Career Awareness into the ABE/*

ESL Classroom will have many additional ideas). To help your students take a long range view and see the advantage of investing time and money into training, introduce the Texas Reality Check <http://www.texasrealitycheck.com/> which offers a set of highly engaging on-line activities. The game asks students to identify the *stuff* they would like to own and then leads them to an understanding of the kind of education and training that will help them gain the lifestyle they want.

4.2.3 HELP STUDENTS NAVIGATE TEXTBOOKS

Students who are used to working their way through a Life Skills textbook with lots of pictures and activities, often get overwhelmed when confronted by the demands of a technical manual or an academic textbook. They often try to read page by page and get mired in the new vocabulary and overwhelmed by the amount of information presented.

ESL students in particular often spend hours making their way through a text, looking up every new word, and creating long vocabulary lists, falling behind in the process and getting discouraged. Basic skills students who grew up speaking English may get intimidated as well by the denseness of the passages in a textbook and by the large number of words they don't know. Both groups, native born ABE students and ESL learners, can benefit from strategies for approaching longer texts (e.g., a manual, a textbook, or a college catalogue) and using text aides, such as diagrams, tables, or illustrations designed to illustrate a point made in text. Chapter headings, bold print, and colors are used to provide organizational clues and point students toward important information). Your students may need help in approaching a textbook or manual so they can understand the layout and organization of these materials. They may also need a great deal of guidance in separating important information from details that are interesting but not essential to understanding a concept.

★ SUGGESTED ACTIVITY

- > Bring in a technical manual, a textbook, or a college catalogue to class and introduce students to the idea of navigating a complex text. A trade magazine or a popular magazine like Health or Popular Science might work also.
- > Create a series of questions (think academic treasure hunt) that draw students' attention to layout and format. Ask questions such as, "You need to find a section on Depression and the Elderly quickly. What do you do?" or "Where are the steps to tell you how to change an air filter?"
- > Invite students to work together to explore the text, provide explanations to each other, and justify their answer.
- > Keep asking questions that draw students' attention to text aides (such a headers, bold faced vocabulary, accompanying pictures, stories, and charts) and explain how to use those (e.g., look at the graphs—what's the story here?).
- > Ask students to look at headings and generate words and ideas that they might find in a passage.
- > Have students read the first and last paragraph in a section to get an overview of the topic. Emphasize that this strategy will help them understand and remember the details in the middle.
- > Invite students to work in groups and generate questions for other students to answer. (The questions should draw students' attention to the organization of a text and to text aides, not content per se).
- > Review strategies for navigating texts with your class and assess what they remember by asking them to write five strategies on "exit cards" as they leave the class.

4.2.4 BUILD INFORMATION LITERACY: WORKING WITH TABLES, CHARTS AND GRAPHS

Contextualized classes rely largely on document literacy and informational texts rather than on prose narratives. Many of the reading comprehension strategies you have taught apply across text types but may have to be adapted to help students focus on the skills required to attain “document literacy.” In contextualized classes, students may need to read charts and graphs, find information from tables, or outline processes for specific work tasks. And they will need help in transferring strategies they have learned to use in one context (reading passages) to another (reading documents made up largely of “discontinuous” text).

★ SUGGESTED ACTIVITY

- > Work with your class to collect an array of documents that students might recognize. For lower level students, this might include various flyers and other junk mail they receive, job applications, or permission slips from a child’s school. For higher levels, your collection might include college catalogues, work schedules, and various charts and graphs illustrating a phenomenon that students are familiar with (relationship between level of education and earnings, for example).
- > Present a mini-lecture to highlight that our lives are filled with all kinds of different material, all referred to as texts (books, articles, emails, tweets, and phone texts). Make the connection to the documents the class has collected and briefly mention different types of documents (forms, schedules, ads, applications, catalogues).
- > Put students into groups and make sufficient copies so each group has a set. Ask students to sort these documents by type and label the categories. Ask them to justify their choices.
- > Introduce a series of infographics that represent information that your students are familiar with (you want them to focus on the type of text and the strategy to start, not on the information in the text). For example, you might present a table that shows the temperatures around the world and ask students, “What are we looking at? What does this table represent? What information is contained in the table? How do you read it?” Help students see that tables generally have columns and rows and explain how each is organized.
- > Introduce a data table. Ask students to work in pairs to answer questions about the information in the table, moving their fingers down a column and across a row (see *the Question Generating/Question Answering Strategy in Unit 4 | Tool 6*).
- > Introduce several other tables and draw students’ attention to the title and the header row. Discuss with the class what each table is all about, focusing on the main idea, rather than on details.
- > Extend the lesson to introduce charts and graphs. With each example, start by focusing your students’ attention on the story the table or graph represents before delving into specifics.
- > If you have beginning level students, ask them to conduct One Question Surveys. Students can interview each other and other students or staff in the program, asking questions about a defined topic, such as “What was the thing you liked most about your favorite job?” They can then put the information into a table and write sentences summarizing what they found.

4.2.5 SCAFFOLD CHALLENGING MATERIALS FOR STUDENTS IN CONTEXTUALIZATION CLASSES

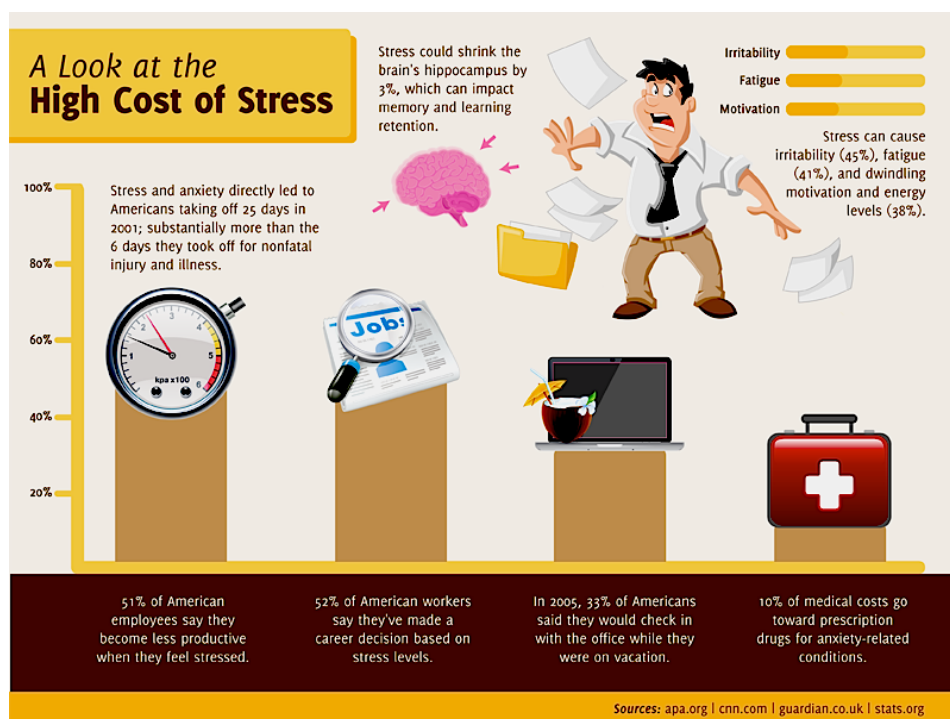
ABE and ESL students preparing to succeed in occupational training often face an uphill battle. Not only must they continue to develop their basic skills (reading, writing, math and English language skills), they have to acquire new vocabulary and concept knowledge and learn to make sense out of texts that on the surface

appear too difficult to comprehend. These texts might be chapters in a textbook, technical articles, or technical diagrams and graphs.

Given the time it takes to develop academic literacy skills, to increase one's sub-technical vocabulary and to learn to analyze texts critically, we cannot wait until students are proficient in these skills before we engage them in working with challenging materials. What then can ABE/ESL instructors in contextualization classes do to build students competence and confidence in taking on challenging tasks and texts?

Use scaffolding to ease the transition to higher-level coursework. Scaffolding means matching the support of the teacher with the level of the student until he or she reaches mastery. Scaffolding includes learning about the students' previous knowledge and experience and helping them build on that (transfer skills). Use a range of materials at increasingly challenging skills levels until students achieve mastery (see *Unit 4 | Tool 7 about Scaffolding*).

Let's assume your students are to interpret, discuss, and summarize an infographic on stress as part of a contextualized class focused on office skills or health care careers.



You may notice right away that the graphic is laid out across an x and y axis and includes both text and visuals, icons, statistical data, and high-level vocabulary. But students may see all this information as a jumble that's difficult to penetrate. They may not know how to determine the overall purpose of the graph, deconstruct its components, and relate them to the whole. They may also have trouble understanding the implications of the data presented.

Using information processing strategies and a step-by-step approach to reading comprehension can help make these kinds of sophisticated texts accessible to students.

Consider the following set of strategies:

1. **Activate students' background knowledge.** Write STRESS AT WORK on the board and invite students to talk about the words that they associate with the concept and the ideas that come to mind. Here are some possible activities:

- a. Work with students to create a semantic map that outlines related ideas (e.g., bad mood, irritation, overwhelmed, too much to do, demanding supervisors, difficult co-workers)
 - b. Ask students to fill out a Knowledge Wonder Learn (KWL) chart related to the topic. Invite them to list what they know about stress at work and what they wonder about or want to know. At the end of the class they will enter what they have learned into the KWL table.
 - c. Invite students to spend 5 minutes on a Think Pair Share activity. Students take 1 minute to write down their ideas about the damage that stress can cause in the workplace, discuss what they have written with a partner, and then share their ideas with the class as a whole
- 2. Present the key information in the form of a mini-lecture.**
- a. Introduce the topic and set the stage. (Stress costs business millions of dollars in lost productivity a year. It is important to know both the causes and the results of stress because as an employee, a supervisor, or care giver you may have to deal with both your own stress and respond positively to others who are experiencing mental stress).
 - b. Highlight a couple of points made in the text as you talk and include statistical data. Ask students to take notes.
- 3. Check students' understanding of the key concepts you presented in your lecture.**
- a. For a quick check with the entire class, create statements and ask students if a sentence is True or False based on the information you provided. (Students can hold up green (True) or red (False) paper strips or use mini white boards. Consider both statements that can be answered by facts and statements that ask for inferences (e.g., If a company reduces stress in the workplace, chances are employees will be more productive.)
 - b. Have individual students work in pairs or in small groups and write factual sentences based on their notes.
- 4. Introduce the infographic to the class and set up a peer-to-peer activity.**
- a. Draw students' attention to the various components of the chart (possibly using a Think-Aloud) and explain that with any difficult text, there are a number of strategies that can be used to make it more accessible.
 - b. Explain the task: You will now work in small groups and take turns being the teacher. The teacher will ask the other members of the group to generate the right answer. If students can't find the right answer, the teacher in the group will offer hints.
 - c. Model possible questions and show how to lead someone to the right answer (look in the text under the Red Cross, find the number.) Ask all students to write down three questions they might ask when it's their turn to be the teacher.
 - d. Put students into their groups. To get them started, ask for a volunteer to be teacher, assign a stronger student to the role, or have the students select someone.

After 5-10 minutes, debrief the activity. Ask a couple of the "teachers" to present their questions to the entire class and explain the hints they might give.

- 5. Highlight for students the importance of using information processing strategies.** Explain how graphics of this sort take similar forms and can be deconstructed in similar ways. List the strategies for students to remember
- a. Get the overall picture by looking at the title and thinking about the topic for a minute.

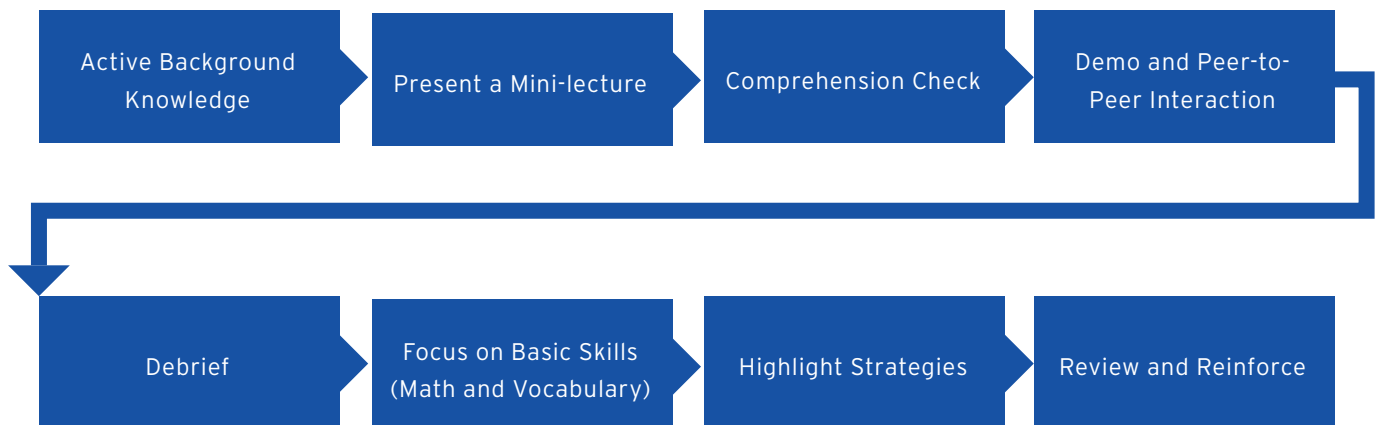
- b. Run your eyes over the different components of a text before reading each detail
- c. Look at each sub-graphic and read the text underneath. Visualize the information in your mind.
- d. Mark the words and information that are not clear and reread. Ask for help.
- e. To prepare for a test, work with a partner and keep asking each other questions. If you study by yourself, write down your own questions to see if you can answer them.

6. **Throughout your contextualization course, select other texts that contain graphics** (fact sheets, online articles, parts of chapters) and repeat a similar process. Review and reinforce the comprehension strategies

Graphs of this sort can also be used as jumping off points for basic skills development. For example, the statistics here lend themselves to a math review and the terms found in the text can be used to reinforce vocabulary in context—stress in this case.

For students preparing for the GED, the vocabulary can lead to a review of parts of speech, such as noun/ adjective/verb alternations (fatigue/fatigued/to become fatigued; anxiety/anxious/to make anxious; irritability/ irritable/to irritate). In the end, students should come away with strategies for approaching a difficult text and deconstructing it in a strategic way. They should know that it is a good idea to get help from others and provide such help to their fellow students because it allows them to understand ideas more deeply and remember more.

SCAFFOLDING DIFFICULT TEXTS



4.2.6 USE PEER-TO-PEER TEACHING TO BUILD STRONG COMPREHENSION SKILLS

Although many training programs still use a lecture format, more and more instructors recognize the power of pair and small group work. Engaging students in structured activities designed to activate background knowledge, reduce potential confusion, deepen understanding, and draw attention to key points are powerful strategies for learning. Research has shown that a set of strategies called reciprocal teaching or peer-to-peer teaching increases comprehension significantly as long as the strategies are applied in tandem and consistently.

Provide opportunities for students to teach. Peer learning is invaluable. It enhances confidence and reinforces background knowledge. Some students also learn more easily from peers (see *Unit 4 / Tools 2-6 about peer-to-peer teaching*). Ask students to do peer and group work and distribute the students with higher skills throughout

the groups. This helps students learn about the importance of networking and builds self-confidence. Rely on student explanations of content material in the skills class. Let them explain, which helps to build confidence.

PEER-TO-PEER TEACHING STRATEGIES

Unit 4 Tool 1	Student-to-Student Job Interview
Unit 4 Tool 2	Reciprocal Teaching
Unit 4 Tool 3	Predicting
Unit 4 Tool 4	Summarizing
Unit 4 Tool 5	Clarifying
Unit 4 Tool 6	Question Generating and Question Answering

4.2.7 OFFER A SHORT-TERM PROGRAM ORIENTATION COURSE

Building on the Integrating Career Awareness curriculum, consider a course that includes not only an overview of career pathways for ABE/ESL students, but allows for discussion among students. Include goal setting activities (short-term and long-term) and interest inventories. Introduce materials to be used for language and literacy development as well as for the technical course and provide group activities that allow students to show what they can do and get a sense of what they will be up against (in terms of investment of time and effort). Use visuals to present career pathways and, if possible, allow students to do a bit of research on the computer to explore a field that interests them. O*NET, the Department of Labor site that contains myriad information on jobs, career pathways, certificates, and required training (along with data on local wages), also includes videos that show adults doing specific job tasks. Discuss prerequisites (e.g., GED). Let students know what other options are available to them if they are not eligible for or interested in your program.

Include a visit to workplaces and training institutions and invite an expert from a Financial Aid Office to talk with your students and discuss options for financing their education. If your program has prerequisites, include assessment as part of the orientation and talk to students about the non-academic challenges they might have (sometimes called turbulence factors) (see *Unit 6 | Tool 2*).

If you are recruiting learners who are not yet fully proficient in English, offer bilingual support. (It is difficult to fully understand options, make informed choices, and ask good questions in a language you are still learning.) Consider ongoing counseling and other supports in the language that students feel most comfortable in.

Remember: If there is not a good match between the students' interests and goals and the technical area they expect to train in, the students are not likely to persist. Extrinsic motivation, such as a free class or a stipend to offset lost wages may not be sufficient motivation to overcome barriers.

4.2.8 ESTABLISH A WELCOMING ENVIRONMENT AND BUILD COMMUNITY

Students tend to stay longer in programs if they feel connected to others. Emphasize the social aspects of learning. Students linked through community, language, and culture can find invaluable support for their learning and development. Create a sense of family by having students work with a study buddy and establishing an atmosphere of collaboration through projects and other group work. Help students see that each person is responsible for the success of the entire class (motto: all for one and one for all). Researchers Lave and Wenger have found that because "our lives are social, so are our experiences and the processes by which we come to understand them."³

4.2.9 PAY ATTENTION TO EARLY WARNING SIGNALS IN THE CLASSROOM

Research has identified red flags that indicate students who might withdraw emotionally and intellectually. Pay attention to students who don't seem to connect with others or appear withdrawn and disconnected. Get to know these students and invite them to tell you about their sense of the class as a good place to be. Listen to their worries about the class and explain how the class will be set up to help each student increase his/her knowledge and skills. But also stress that success is only possible if a student comes to class every day and engages with the work. Connect the student with an advisor if possible.

4.2.10 FOSTER SELF-EFFICACY AND FOCUS ON IMPROVEMENT, GROWTH, AND INCREMENTAL CHANGE

Resilience (bouncing back from hardship and failure) and self-efficacy (recognizing that one has control over one's behavior and exercising this control) are hallmarks of successful basic skills students. Your students may not be there yet. Research has shown that helping students focus on the progress they are making week by week has a more positive effect on self-efficacy than focusing on passing or failing scores on tests, or giving grades and comparing students to each other. Include frequent assessments and help students track their own progress and see for themselves the relationship between effort and result. (For example, the more vocabulary you study the right way, the better you will do on a vocabulary test). Check-in with students regularly by asking them to reflect on what they learned or asking them about what works well in their classes and what they need to reach their goals. Provide enough practice in any given task-based skill in the class (time on task) to let students experience progress. Use competency-based self-assessments (such as Can-Do lists in Unit 4 | Tool 7) to allow students to track their own progress and review it with them. Celebrate even the smallest change with the student and highlight class achievements on a regular basis.

4.2.11 MAKE THE LEARNING PROCESS EXPLICIT

Discuss with students how the brain works to make sense of information and how the brain shuts down when we feel anxious or scared. Invite students to discuss how they felt about their own learning when they were in elementary and high school and what helped them (or what they wish someone had done to help them). Explore with students ways in which they have taught others (their children for example) and have them share examples of things they have learned to do and what helped them learn them. Draw underlying strategies and principles from students' experiences and help them see that they can re-pattern their brains to help them be successful. Integrate a unit on Multiple Intelligences to help students see that everyone learns differently and invite them to discuss "what kind of smart" they are. Stress that everyone can learn different ways of being smart (although they may have certain learning preferences). De-emphasize learning styles (there is no evidence that the brain learns differently based on a certain learning style) so that students don't come away thinking that they are locked into a particular way of learning. Stress that everyone learns best using multiple strategies for learning.

4.2.12 OFFER MATERIALS AND TASKS THAT STUDENTS FIND MEANINGFUL, USEFUL, AND WORTH TIME AND EFFORT

Be explicit in why you teach the way you do and help students see connections between the way the brain works and the work you ask them to do in class. Let them see that they brain gets bored when tasks are too easy and gets frustrated and shuts down when things are too hard or confusing. Present students with difficult tasks that they can accomplish by working hard step by step under your guidance as you scaffold the task. We know that if students are successful at challenging tasks, they are motivated to do more and look forward to more challenges; but if they get bored doing tasks that don't engage them, they lose motivation.

4.2.13 FOSTER ENGAGEMENT THROUGH MULTIMEDIA AND OFFER CHOICES FOR LEARNING

We know that learner autonomy increases when students can approach learning in multiple ways. Activating multiple channels in the brain deepens learning and hearing, viewing, discussing, and summarizing the same concepts helps the brain make strong connections and results in deeper learning (rather than shallow learning). Take advantage of video and audio to illustrate and broaden concepts that also appear in print.

4.2.14 LET YOUR STUDENTS KNOW THAT THEY ARE PART OF A SPECIAL PROJECT

Tell students you will work together to increase their background knowledge and build their language and literacy skills in specific areas. Explain that these skills and strategies will not only help them at work or in their careers, but will also make them more knowledgeable as consumers. Find out what students already know about a field or topic and build on their knowledge. Pay attention to where particular areas of interest lie and go a little deeper into the topic whenever you see enthusiasm.

4.2.15 EXPECT THE BEST

Expect high standards and promote critical thinking. Encourage students to problem solve and reach professional conclusions with the help of others. Give regular assessment tests in math and language skills to show improvements. Research shows students do better if the instructors have high standards and expect their students to succeed.

4.3 ENGAGING ENGLISH LANGUAGE LEARNERS

English Language Learners, students who are not yet fully proficient in English, comprise a significant portion of the adult population in Texas and make up the majority of students in the adult education system. Yet only about 3% of immigrants who have limited competence in English are being served by any sort of ESL program. As a result, there is a tremendous unmet need.

A high percentage of immigrants both foreign-born and U.S.-born do not have a high school diploma, although one-third have a Bachelor's Degree or higher. Most foreign-born immigrants with limited English proficiency are working, often in low-skill jobs.

Those who start an ESL class at the beginning levels of ESL often stay only for about 120 hours—not long enough to reach the level of English proficiency that would allow them to succeed in a training program on their own. Those who desire technical training so they can improve their job prospects are often poorly served by training institutions that admit students yet fail to provide them with the language, literacy, and basic skills education they need to complete a program and gain certification.

Contextualization classes that integrate English language development with career-focused content, fill gaps in background knowledge, and foster the acquisition of communication and literacy skills related to training, can be an important stepping stone for low-skilled immigrant adults. Since English language learners are overrepresented in lower-level basic skills classes but underrepresented in technical courses, there exists a great need to start contextualizing instruction at beginning levels of ESL to give students incentives to persist toward a clear occupational goal. For many students, early access to job-related communication skills provides

the motivation to stay with a program long enough to transition to a contextualized training class or be eligible for advancement at work.

Teaching adult ELLs requires some specialized knowledge and a set of instructional strategies specifically designed to support those students who still find English challenging.

Here are some considerations:

1. English language learners bring a wealth of knowledge to the learning process. They have linguistic resources that allow them to read materials in the native language to deepen their understanding and transfer that understanding to English. Many have long years of experience working. The background knowledge gained on the job can go a long way in helping them understand career-specific texts. Inviting students to talk about their first job, bring in the tools they used, and draw pictures of the work processes allows teachers to gain a good sense of what is already known and helps build community in the classroom.
2. ELLs in contextualized classes need much more than the conventional basic skills of reading, writing, and math. They need opportunities that focus on language development and help them improve their listening and speaking skills along with their English literacy skills. Mini-lectures presented by a teacher who paraphrases difficult terms or expressions as she goes along can provide what linguists call “meaningful input,” offering rich language that is slightly above the students’ current comprehension levels, but still scaffolded sufficiently so they can at least understand the gist of a lecture, if not all the details (at least not on the first listening). Videos can play a similar function. In both cases, repeated listening to the same or similar materials helps to cement both language and content in students’ brains.
3. Most language learners can understand much more than they can produce. So it’s important to pitch oral and written input at a slightly higher level and set expectations for oral production lower. In other words, students may be able to understand a lecture on worker safety in construction, but may have difficulty at first remembering the exact wording or reproduce it accurately in writing. Giving students the opportunity to demonstrate their understanding in various ways first (e.g., drawing graphics or role playing a series of dicey situations at work) can build the foundation for future written work such as summarizing.
4. Since the bilingual brain is always moving between two language systems and trying to translate when comprehension threatens to break down, it takes language learners a bit more time to process information. It helps them to understand if the teacher speaks in natural English but still pauses for a couple of seconds at the end of a sentence to let the bilingual brain catch up.
5. For learners, who are relatively new to English, hearing a full paragraph can easily be overwhelming, and they shut down. It’s important to give these students the opportunity to hear a passage spoken at various speeds so they get used to listening faster. Teachers can support their ELL students by varying the speed in which they deliver a mini-lecture or give directions. Speaking quite fast at first and a bit more slowly a second time and then fast again gives the students the confidence and the skills they need to keep up with the lectures they will hear in a college-level class.
6. Note taking is often difficult for all basic skills students, but presents particular challenges for non-native speakers of English. Those still learning another language can generally only fully concentrate on one skill—listening to catch all the language and ideas coming at them. If they are asked to write notes, they often lose what’s being said and miss key information. An intermediate approach may be to present students with partial outlines that only have key concepts missing but still provide a skeleton of a lecture or information from a video. Students are asked to fill in the missing terms or phrases and over the course of the class, more and more information is deleted from the outline the teacher presents.
7. One of the key factors that limits ELLs’ comprehension of both oral and written texts is their lack of vocabulary. This includes comprehension of everyday expressions used at work or in school (the whole nine

yards; over and out, I need this yesterday) and what's called sub-technical or semi-technical vocabulary that most native speakers are familiar with (cardiac arrest, sand and gravel, soldering, combustible materials, engine failure, reflux). If ELLs are to keep up in their technical classes, they will need to learn hundreds of words of a sub-technical nature common to a specific career cluster. Teachers should consult the textbooks commonly used in the career cluster the class focuses on and then teach key terms directly (setting time aside for Word Study). Key words should be introduced in context and used multiple times in the class and highlighted in the readings. It is helpful if students see these words connected to other words that are either related linguistically (doing cardio, seeing a cardiologist for heart trouble) or semantically (welding, seams, torches, melting materials). It helps students remember vocabulary if it is presented in chunks, words that commonly occur together (install systems, maintain equipment, consult codes, confined spaces, electrical hazards). Students should be expected to learn the sub-technical vocabulary common to their field and undergo frequent vocabulary quizzes. It's a good idea to have students keep track of the words they have learned in a week and demonstrate their understanding.

8. Longer texts (articles, textbook chapters) often seem overwhelming to ELLs who fear they will never get through several pages and understand the information fully. ELLs need strategies that allow them to get an overall sense of what a text might be all about before they delve into reading. Asking students to look at a title and read the first and last paragraph of a chapter or informational article can help them build a schema (or big picture view) to which they can then add details. Teaching students to read a paragraph once, marking difficult terms and then reading it again, will save them time because the meaning of some of the words often reveals itself in re-reading. ELLs often use two opposite strategies, both relatively ineffective. They look up every word they are not sure about (thus losing precious time and never making it through a full text) or they keep on reading without fully realizing that they are not capturing the meaning of a passage even though all the words may be familiar. Teaching students to use annotation strategies, having them mark sections that are not clear, and then comparing their notes with a partner and discussing possible meanings in a small group can help clarify concepts.
9. Understanding and internalizing the structure of written English is a particular challenge for ELLs. Setting time aside to explain "how English works" may be a necessary part of instruction for these learners. Using passages that students are familiar with, and zeroing in on particular structures that commonly occur in technical texts, helps students go deeper and pay special attention to the language. For example, a sentence such as "after the mixed cement is poured, the surface is brushed to create a pattern or smoothed for a clean surface" allows for a discussion of how passive voice is used in English. For ELLs who have not studied English in formal settings, rules and grammatical terminology tend to get in the way of understanding. They may learn more easily if they see patterns of language (concrete is mixed and smoothed; the surface is brushed). Only after the pattern is understood (through examples the students understand), should terminology like "past participle" and "passive voice" be introduced.
10. When ELLs read challenging texts, they often focus on key words (nouns and verbs), but miss critical connectors that explain the relationship between ideas. In order to gain a full understanding of longer sentences, students need experience analyzing sentences containing words such as "although," "nevertheless," or phrases such as "in spite of," or "in contrast to." Showing students how to use graphic organizers to map out rhetorical patterns such as cause and effect, sequencing, compare and contrast, and descriptions using main ideas and details, can build an understanding of the language that signals these patterns while at the same time highlighting the relationship between ideas.

Students with no education, primary school only, or interrupted schooling have gaps in background knowledge that have to be filled; basic ESL is not enough.

- > Non- or low-literate students are often well served in native language literacy classes combined with oral ESL. Consider one-to-one tutoring for this group.
- > Spanish speaking students with low levels of education and limited English skills are often well served by a combination of the Spanish GED and intensive English.
- > Students with a high school diploma from another country can greatly benefit from contextualized instruction that explicitly takes advantage of the skills they have developed.
- > Students with postsecondary education in the home country do not need the English GED. They are often better served by intensive English classes that focus on their academic and professional goals.
- > Immigrant students who come to the United States at an early age may need explicit instruction in writing in English. Consider accelerated writing courses especially designed for bilingual students. (Avoid the ESL label for students born in the U.S.)
- > Foreign-born professionals need support and advice in re-credentialing and/or selecting career pathways that take advantage of their skills and experience.

4.4 USING TECHNOLOGY IN TEACHING CONTEXTUALIZED ADULT EDUCATION CLASSES

Technology, used appropriately, can assist teachers to increase student engagement, significantly expand learning opportunities, and better integrate basic skills with technical training—all important assets in a contextualized career pathway learning model. Used inappropriately, technology can be a source of frustration for students, a diversion for teachers, and a waste of valuable time that could be spent more productively.

Today's language of instruction is populated by a set of descriptors that promise new and better ways of learning, often including the use of technology. These include Technology Integration, Blended Learning, Self-Accessed Learning, eLearning, Flipped Learning, Digital Literacy, Non Course-Based Instruction, etc. Each promises to accelerate learning, make higher education more accessible to low-skilled adults, better prepare students for the workforce of today and tomorrow, and, just maybe, reduce the ever rising cost of higher education.

But many teachers and administrators do not fully understand what is meant by these terms, how the strategies might best be implemented, and if, in fact, they really do offer a serious improvement to the strategies of the past and present. The following is intended to provide teachers and administrators with a practical orientation to key concepts and promising practices to consider in the use of technology in the development of contextualized career pathway models.

4.4.1 ALIGNING TECHNOLOGY USE WITH TYPES OF ADULT LEARNERS

It is important to remember that the technology and the overall instructional design must be appropriate to the basic characteristics of the targeted learners. As with all instruction, there is no one size fits all technology solution for adult learners.

- > At-risk workers with limited time, such as the working poor who can't take the time to go sit in a seat but who want to get ahead, also mothers with young children. These learners will typically have had limited, if any, experience with computers and the Internet. They will benefit, at least initially, from face-to-face instruction. Integrating computer literacy with ABE, ESL, or vocational onramps will increase engagement and may actually accelerate learning in content subjects.

COMMON TERMS AND CONCEPTS USED TO DESCRIBE TECHNOLOGY-ENHANCED INSTRUCTION

TERM	CONCEPT
Technology Integration	Using technology to enhance learning in a specific content area. This applies to teachers and students and is the most common use of technology in the classroom. It includes teachers using PowerPoints in lectures, students exploring websites or creating their own content. Technology is a tool, not the focus of instruction.
Self-Accessed Learning (informal eLearning)	Independent self-paced access to learning materials (generally technology-based) with little or no assistance. The emphasis is on self-directed learning often in facilities made available by the learning institution.
Digital Literacy	The ability to use a range of technologies to navigate and create digital media—a term applied for teachers and students. From completing the new GED, applying for a job, accessing learning materials, and keeping up with family, the ability to use computers, the internet, and, increasingly, mobile devices are prerequisites to navigating American society. Integrating instruction in computer literacy with ESL has been shown to increase student engagement and success. Today, it is expected that students and teachers must have requisite digital literacy skills to teach and learn.
Blended Learning	An education program (also known as hybrid learning) in which students learn partly in a face-to-face classroom and partly via computer-mediated activities. An upside to this model is that it allows students more flexible time to study using online resources. A downside is that many high need students lacking basic skills and discipline tend to benefit more from face-to-face instruction.
Flipped Learning	Blended learning where students typically watch lectures online and explore other materials outside of class and spend more class time on projects and activities where the instructor can assist. Teachers do not spend time lecturing; instead they are able to answer students' questions, and guide a broader range of learning activities.
Distance Learning	Instruction may be wholly or partially presented online. In many cases, as in the Blended Learning model, an instructor is involved in the online instruction using webinars, discussion groups, and online communications. Other forms of distance learning may use process-oriented tutors rather than content teachers to facilitate learning. In some examples, learning content is provided without teacher or tutor assistance. This is the self-access model.
Learning Communities	A group of people who share a common set of learning goals and typically use technology to facilitate collaboration, data sharing, and peer-to-peer support. Learning communities are often used to create a social environment to support distance learning options. New Web 2.0 technologies have made online learning communities more user-friendly and cost-effective.

- > Due to negative school experiences, there will be learners who hated school, and now they may or may not be unemployed. This group may include students with significant amounts of experience with technology, while some will have none. Giving those with more experience responsibility to help lower skilled peers can build engagement. Distance learning is of limited benefit to these students, who need to develop greater attachment to the educational institution and its community of learners.
- > Developmental education learners who are enrolled in technical training, but who have very serious literacy or English deficits. These are the students who benefit most from fully integrated learning models such as the I-BEST. Digital literacy skills must be developed and then flipped learning models can be utilized, where theory is taught off-site and practical application is emphasized in the classroom.
- > Long-term, low-skill immigrants who have been exposed to English a lot but have less than eight years of schooling and want to learn English to get a better job, help their children or participate in community life. These learners need an intensive ESL model that is taught in contexts that engage them (employment, family health, children's education, etc.) and includes digital literacy.
- > Recent well-educated immigrants who speak no English and know almost nothing about U.S. culture and legal system, but who do have good foundational learning skills. These students will likely need digital literacy skills, career-specific ESL, and assistance in finding learning opportunities to enhance their professional careers. Distance learning options may make sense once their English is brought to a sufficient level.
- > Young immigrants, desiring accelerated learning but are held back by their lack of English. They are bright and eager to learn in order to get better jobs or go to college. These students will learn quickly in a contextualized on-ramp class. They will likely have digital literacy skills and be self-directed in their learning. Access to technology, however, can be a problem. Providing computer access on campus during and after class hours will allow greater self-accessed learning. Making laptops and tablets available outside of class can greatly increase student learning.

4.4.2 STEPS FOR CONNECTING STUDENTS WITH RELEVANT WEB-BASED MATERIAL

Obviously, not all web-based material is relevant to a course, pathway or student. Here are some basic steps for guiding students to appropriate web material and making the most out of what they discover:

1. Select websites and videos that address some aspect of career pathways.
2. Start with showing videos since they are more accessible than print information. Use a Think Aloud Strategy to show students the step you use to:
 - a. open the browser.
 - b. search for a site by typing fairly specific key words into a search engine.
 - c. select the correct URL and use a single click to open.
 - d. show students how to check the sound level for a video.
 - e. demonstrate how to start and stop a video and how to replay it.
3. Select a set of "learning how to learn" and reading comprehension strategies and adapt them to viewing and listening (All four strategies that are part of Reciprocal Teaching work well for viewing a video as well).
4. Create activities to use before, during, and after viewing that engage students in using the strategies you selected.
5. Show students how to bookmark the video and watch it again after class (in a computer lab or at home).

6. Review steps for accessing videos using another website, such as eHow. Use similar strategies to increase comprehension, note taking, and vocabulary development.

The instructional strategies (and the technology resources noted in the Appendices) discussed above show innovation and promise. They demonstrate a range of options that address adult learner interests, needs, and learning characteristics. None use technology to simply access static material that could otherwise be found in texts and PowerPoint presentations. One way or another, through instructors, tutors, or a community of learners, students have multiple levels of support. This is perhaps the greatest innovation of contemporary technology-assisted instruction—social support, collaboration, and sharing—even if it isn't face-to-face.

4.4.3 A PROBLEM WITH ONLINE RESOURCES

The Internet is filled with resources that can expand the range of instructional material for teachers. But, given the widely varying quality, accuracy, and appropriateness of Web-based material for ABE/ESL learners, teachers should carefully review materials before referring students to them. A key problem with building course content around materials on the Internet is that websites and their content are not permanent. Content can, and often is, taken down without notification. To the extent possible, teachers should select sites and content from stable organizations with long track records on the Internet, although this is still no guarantee that today's hot videos will be around tomorrow.

Web videos are often frustrating to use for learners since they can be hard to find. For instance, a series of related videos may be posted to YouTube but may not be located in the same place. So a URL link for one video may not help a student find number two or three in a series. The teacher will have to provide precise links to each video, webpage, or online document to minimize frustration.

One way to guard against suddenly losing valuable course material is to download critical videos and store them on your own server. You'll need to make sure that doing so is compatible with the educational institution's and the website's copyright policies

Illustrating CTL: Carpinteria Fina

After working with the CTE faculty and employer partners to develop the contextualized lessons for each unit, Ms. Franeta, the ESL instructor for Carpinteria Fina (a fine woodworking program at Laney College) needed to determine which instructional strategies she would use to engage her students and facilitate their retention, persistence, and success.

A number of strategies were deployed. Various peer-to-peer strategies were utilized. Students with different backgrounds and skills levels were grouped together and engaged in activities to help them learn the skills being addressed. In reading groups, for example, the jigsaw method was used to divide up a difficult reading, help students in each group explain their section to each other, and then to the larger class.

Technology-enabled instruction was also utilized. One of the Wood Technology instructors, Mr. del Toro, video-taped a lecture in which he explained to students how to sharpen a tool. This film clip (<http://vimeo.com/14872448>) was then used in the ESL class to review key vocabulary, practice English speaking skills, and as a basis for working on grammar and testing comprehension. In addition, a former student came back to speak to students about his sub-contracting job and explained that he needed to learn more about technology (using a smartphone) to communicate with his boss as well as his customers. In response to this need, more instruction on computer/phone technology was then included in the class.

To build confidence, students were given multiple opportunities to see their progress and put their skills into action. When students finished a project or even part of a project, they gained confidence. When a student accomplished a cut or series of steps, confidence was built. When a student figured out a set up or made a part correctly according to his own measurements and plans, her or she gained confidence. Even in their basic skills, progress was shown through checklists in which students could check off what they have learned so far, or through assessments after a class to show the students how far they had come. Students were asked to provide feedback often by writing a “one-minute paper” to address the questions: What did you learn? What was useful? What questions do you have?

Ms. Franeta also worked with the CTE faculty to give assessments to students, find relevant films, setup safety scenarios, write procedures, observe instruction, and write supplemental and review material. Occasionally, she acted as a “devil’s advocate” in some classes to ask questions and provide general feedback to the instructor from the student’s vantage point. She also interviewed students to help track their progress in learning.

Ms. Franeta consciously sought to activate the social aspect of learning by building community amongst students in the Carpinteria Fina program. Sandwiches and snacks (funded by the Career Advancement Academies grant) were provided, which not only helped with the short time transition from work to class, but gave the students an opportunity to eat together and get to know each other better. Students were from many different countries – Mexico, Guatemala, Honduras, El Salvador, and other Latin American countries. One student had been in the United States for 10 years and declared his English had improved “miraculously” in the class. After learning more about him, Ms. Franeta attributes the leap in his skills to the confidence that came from the sense of community he felt in the class and the friends he had made.

(Learn more about how the Programa de Carpinteria Fina is implementing contextualized teaching and learning in the next unit.)

ACTION PLANNING

USING EFFECTIVE INSTRUCTIONAL STRATEGIES TO TEACH CONTEXTUALIZED CURRICULA

Circle the response that reflects the status of your work: 1-Planning (In the process of putting plans into place;
2-Executing (In the process of implementing the task); 3-Completed (Task Achieved)

<p>4.1 Have you determined which instructional strategies you will try in teaching your pilot curriculum?</p> <p><i>Note: See section 4.2 for list of instructional strategies.</i></p> <p><i>If so, please state the instructional strategies you will try here.</i></p>	Planning	Executing	Completed
<p>4.2 Have you determined what strategies you will use to engage English Language Learners in your contextualized teaching and learning course or program (If applicable)?</p> <p><i>If so, please state strategies here.</i></p>	Planning	Executing	Completed
<p>4.3 Have you determined how you will integrate technology and the use of multi-media materials in your instructional strategies?</p> <p><i>If so, please describe how you will use technology here.</i></p>	Planning	Executing	Completed
<p>4.4 What issues or challenges have you encountered or do you anticipate in this area?</p>			
<p>4.5 What are your next steps?</p>			

UNIT 4 | TOOL 1

STUDENT-TO-STUDENT JOB INTERVIEW

What was the first job you ever had? Was it a good job or not so good job? What were your responsibilities? What did you learn as part of that job?

Instructions: Talk with other students and find out about their first job. Report your findings to the class.

Overview & Purpose	
NAME	ANSWER

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UNIT 4 | TOOL 2

RECIPROCAL TEACHING (RT)

TEACHING STRATEGY

Description

Reciprocal Teaching consists of a set of strategies that are first introduced and modeled by the teacher and then used by students in pairs or in small groups. The skills are (1) predicting, (2) summarizing or retelling, (3) clarifying, and (4) asking and answering questions (see other sections for individual strategies). Strategies can be taught in any order but are most powerful if taught in combination. During the initial phase of instruction, the teacher assumes the primary responsibility for teaching and demonstrating the strategies. Students slowly take over and practice these strategies with each other until they can work independently in their groups. The strategy is best used with “informational” non-fiction texts but can be adapted for narratives.

This set of comprehension strategies are best taught with English language learners when they have developed sufficient proficiency to understand paragraph level texts that contain information worth knowing. However, individual strategies such as clarifying and asking and answering questions can be adapted once students have learned to ask simple questions (“Who is Maria’s father?”) and questions requiring “do” support (“When did the family leave Guatemala?”).

Purpose

Reciprocal teaching consists of a set of strategies that are used to increase comprehension, promote collaboration, and foster meta-cognitive skills. Teachers and students take turns interacting with the text and leading various sections. The technique not only supports greater understanding of spoken and written texts, but also helps students monitor their own learning and thinking. Students with ESL backgrounds can greatly benefit from the opportunities to use English in a supportive setting (pairs or small groups) where they can interact with authentic or adapted materials and practice their language skills while completing a meaningful task.

What To Do

1. Prepare students to use the **Reciprocal Teaching** strategies by explaining that you will teach them how to improve their comprehension skills (listening and reading).
2. Introduce the **Retell or Summarize** strategy by reviewing a text (oral or written) that students are familiar with. That way, students can focus on the strategy without getting frustrated by too difficult content.
3. Start by using the **Think Aloud** strategy as you model how you would retell or summarize the section. Say something like, “OK, this text is about Multiple Intelligences; let me see if I remember all the important points. I remember that there is not just one type of intelligence but there are many and that people are smart in different ways. So that can be my first sentence of my summary. ‘There are many ways of being smart’. So now I need to explain what I mean by that.”
4. Demonstrate the **Clarification** Strategy and continue to use the **Think Aloud** process. Say something like, “I don’t remember the difference between ‘interpersonal’ and ‘intrapersonal,’ so let me write this down as a question so I can double-check and clarify this point.” Then write down the clarification question, “What is

the difference between . . . ?” Use the same procedure to identify a part of a sentence or passage that might be confusing.

5. As the week progresses, introduce the other RT strategies by modeling them. Select texts that easily let you demonstrate a particular strategy (e.g., texts that have multiple headings, pictures, or graphs that allow students to practice “predicting”).
6. Set up pairs or teams and clarify roles. Ask a team leader to model use of the strategy or lead the task while other students respond. Circle the room and observe but don’t intervene unless invited to do so.
7. Ask students to report back on their discussion and highlight interesting ideas from the group.

Keep In Mind

It may take ABE and ESL students a while to become comfortable as peer teachers but it is a set of strategies worth sticking with because of its many benefits. Highlight how much practice students are getting when they work in small groups or pairs where everyone is involved.

Focus on one strategy at a time, model it, and give students content-based materials that is easy to understand for the most part.

For ELLs, It is very important to spend significant time with beginning level students to have them be comfortable asking questions, since the structures used to ask question in English are quite difficult to construct. When working with beginners, you may want to give students some questions to use as they take turns asking and answering.

UNIT 4 | TOOL 3

PREDICTING

TEACHING STRATEGY

Description

Predicting belongs to a set of strategies called Reciprocal Teaching or Collaborative Teaching. Predicting asks students to take in information (a headline or title, a picture, a summary, or a chart) and make an informed guess as to the ideas or concepts that might appear in a text. After making a prediction, students read or listen to a text and either confirm or revise their predictions.

Beginning-level English language learners may not have sufficient fluency to generate predictions. They may need additional input that can enrich their background knowledge and increase their vocabulary before they can predict. For this group, simple graphics without text might serve as a starting point (no smoking signs or visuals for tow-way zone). Or you might show an emergency kit and have students predict what's inside.

Purpose

The predicting strategy activates students' background knowledge and starts engagement with key concepts. It activates background knowledge and shows students that they are smart enough to figure things out even if they have trouble with English or with reading. Students learn to make connections between their own prior knowledge and the ideas in a text. It's helpful for students to see that sometimes their predictions are off and they have to stop and think and possibly revise their predictions. Predicting and revising also assist students in thinking while they listen or read, as they pay attention to see if they were right in their predictions. Having students revise their prediction supports "rereading," an important component of comprehension, especially for struggling readers.

What To Do

1. Introduce the strategy and discuss why it is important. Explain to students that thinking about texts (visual, oral, written) engages the brain and helps greatly in understanding. Stress that students will comprehend more and remember more if they think while they watch, listen or read.
2. Explain to students that daily life is not possible without constant predictions (e.g., you may ask "How do you find things you always buy in a new store? You use your background knowledge. You predict that the milk and the butter will be close to each other or that the eggs will be in the refrigerated section (not true in other countries—so use this as an example of "revising" predictions).
3. To illustrate how the mind makes predictions and then confirms or revises them, use an activity such as "Thingamagigs" to let students experience how their mind tries to make sense out of information that is presented bit by bit.
4. Select a text students might read in class. Choose a reading with titles, pictures, and graphs that make predictions and informed guessing worthwhile. Ask the class to generate vocabulary and ideas that they think they might find in the text using their background knowledge and other clues. Encourage thoughtful predictions (Amazing Stories or stories about accidents or natural disasters seem to work well).

5. Create a few True/False statements to build suspense and ask students to make informed guesses as to which statements about the passage or story are right or wrong (informational texts work best). Include the main points of the text as well as details. Ask students to discuss their predictions in pairs or small groups. Explain that the answers will be found in the text (oral or written), but for now, you just want to see how good the class is at using their prior knowledge of the world to guess the right answer. Keep track on a flip chart.
6. Read the text with the class or ask students to read the text and then ask students to work individually or in small pairs. Ask them to highlight all the words and ideas they predicted and underline all the true statements that they had guessed right. Congratulate them when they are right.
7. Explain that sometimes we predict right and sometimes our guesses are wrong because every one's brain works differently, and sometimes we don't have enough information to make thoughtful predictions.
8. Ask students to circle the statements that are contrary to their guesses and discuss why there is a mismatch between what they expected to find and the content of the text. Bring the class together and reflect on the strategy (use and importance). Continue using the strategy with different kinds of text.

Keep In Mind

It may take ABE and ESL students a while to become comfortable as peer teachers but it is a set of strategies worth sticking with because of its many benefits. Highlight how much practice students are getting when they work in small groups or pairs where everyone is involved.

Focus on one strategy at a time, model it, and give students content-based materials that is easy to understand for the most part.

For ELLs, It is very important to spend significant time with beginning level students to have them be comfortable asking questions, since the structures used to ask question in English are quite difficult to construct. When working with beginners, you may want to give students some questions to use as they take turns asking and answering.

UNIT 4 | TOOL 4

SUMMARIZING

TEACHING STRATEGY

Description

Summarizing is part of a set of strategies called Reciprocal Teaching that involves peer interactions. Reciprocal teaching also includes predicting, question generating, and clarifying. Summarizing is a challenging task for most struggling learners, particularly English language learners, and is often preceded by practice in retelling and note taking. Summarizing requires that students get the gist of a reading and then distilling key points in the reading. Summarizing requires that students develop a shorter version of a longer piece that includes both the main points and essential details.

Most English language learners struggle with summaries, since they may not have the fluency required to distill and restate ideas. To start, they may need a chance to practice paraphrasing and retelling a short text in their own words. Even at beginning levels, students should get the idea that just copying sentences is not an acceptable way to retell or summarize.

Purpose

Summarizing builds comprehension skills in reading and listening by focusing students' attention on essential points. It is often used in academic work, both as a way to engage students in texts and to capture their understanding. Although mostly used in writing, it also serves students well in team interaction in school and at work as they present the main points of a discussion.

What To Do

1. Introduce the importance of being able to summarize by using examples from students' lives, from work, newspapers, and from academic subjects. Show students models of summaries for films or books. Show headlines from newspapers that are a one-line summary of the story. To further build familiarity with the concept, start by summarizing an event or incident that students know about. Explain that you could go on and on retelling every detail of the event. Highlight that a summary saves time for listeners and readers.
2. To focus students' attention to the point of the strategy, select a text that contains familiar content, possibly a news story or a previously discussed reading. Present the information orally to make it easier for students to paraphrase and not copy.
3. Model your own summary of the text you just presented by doing a Think-Aloud. Use guiding questions (who, what, when, where, why, and how) to present key points on the board. Include a title, and a strong first sentence in your summary.
4. Select a new high interest text. Ask students to read the text with you or have them listen as you present the text orally. Ask students to take notes or highlight key pieces in the text.
5. Pair up students and ask them to discuss what they've heard using their notes. Then invite them to represent the information in visual form using a graphic organizer, such as an Event Map or a Flow Chart. Circle the room and guide students if they are stuck.

6. Bring the class together and work with the class as a whole to create an oral summary, guiding the group by saying something like, “What do we want to say about this topic (e.g., a short biography of Leonardo de Vinci)? What’s an important point that we want to make? (e.g., Leonardo was a genius) We should probably explain that point a bit. What is our evidence that he was a genius (e.g., He was the best in his field in science, art, and inventions). What question might people have about this statement (e.g., how do you know, what are examples of what he did?)
7. Ask students to work individually and create a summary, rephrasing the first sentence (e.g., Leonardo may have been the smartest person ever) and using different examples.
8. Continue the summarizing process with different kinds of texts (descriptive, sequencing, cause and effect, narratives). Keep breaking the process down into structures the students can work with and keep pushing students to focus on key information, not trivial details.

Keep In Mind

Summarizing is a task that is both cognitively and linguistically challenging. Beginning level ESL students may need a great many every day examples before they can confidently and competently use the strategy. It may be best to start having students retell a multi-step event and practice telling it in its long form and then in its short form.

Students will need practice summarizing what they hear as well as summarizing what they read. News stories that grab students might be a good way to build listening skills that then get reinforced when they read about the same event and the summarize the gist. (They could create a headline, for example).

UNIT 4 | TOOL 5 CLARIFYING

TEACHING STRATEGY

Description

Clarifying belongs to a set of reading strategies called Collaborative Teaching, but it can also stand on its own. Clarifying is an umbrella term for a set of cognitive strategies that students can use to identify where they have comprehension difficulties and how they can get at the meaning of a word, phrase, sentence or passage. Students are encouraged to identify problem areas and consider specific fix-up or repair strategies when understanding breaks down. Clarifying strategies need to be adjusted for different kinds of texts and need to take into account a variety of reasons for comprehension difficulties (insufficient background knowledge, weak decoding skills, unfamiliar vocabulary, or general problems with gaining meaning from print).

Although beginning English learners can often easily identify the words they don't understand, they are likely to have difficulties pinpointing why comprehension breaks down. More and richer language input may be needed before a full set of strategies is presented. To start, ELLs will benefit from learning the language used in identifying comprehension problems (e.g., I didn't understand the part where . . . ; I can't figure out . . . ; This part, where it says . . . doesn't make sense to me.)

Purpose

Clarifying strategies teach struggling readers to do what proficient readers do: They stop reading when a text no longer makes sense and implement various repair strategies. Engaging students in identifying unclear concepts, structures, and passages helps students to learn self-monitoring techniques. Understanding and practicing repair strategies helps students to look for synonyms or other text clues. Of course, rereading can help pick up information that may have been missed. In using various fix-up strategies students realize that the answer to a comprehension problem may be found in their mind (as they think about things more deeply), in the text itself (related words or other text clues), or in an outside source (another text, an expert, or a dictionary).

What To Do

1. To introduce the point of the strategy, create a short text that contains nonsense words that need to be clarified and that eventually can be understood if fix-up strategies are used. Example: When presenting an oral text, you can mumble (say "mumble, mumble") at various points, encouraging students to stop you when they don't understand by raising their hand or holding up a red "STOP, I don't get it" card. If presenting a written text, you can start with a simple sentence like, "The fire fighters rushed to the blazing fire and when they got there, they pulled out the heavy houses." Stress the need for thoughtful reading ("Read and Think").
2. Select a text that contains several words or structures the students are not likely to know. Use the Think-Aloud strategy to illustrate clarifying and repairing comprehension difficulties.
3. Use a new passage to engage students in guided practice. Teach the Click-Clunk Strategy (students say click when they understand a word or passage, and clunk when the meaning is not clear). Consider sentences like "I was astounded by his nerve. How could he ask to borrow \$200 dollars when he had not repaired the money I had loaned him the previous month. I thought this was very good of him." Help student to realize

that sometimes errors occur in a text, and sometimes they are due to carelessness (like skipping a page). The point is for students to stop when the text no longer makes sense and think.

4. Break students into small groups or pairs. Designate a team leader in each group who models the Click-Clunk strategy using a Think Aloud.
5. As you introduce new readings, show students how to annotate texts to indicate where they have difficulties (with markers or post-its) and highlight various fix-up strategies they should try, matching them to the nature of the difficulties. Periodically review the strategies.

Keep In Mind

Allow students to signal understanding or lack of understanding both verbally and non-verbally and focus on both listening comprehension and reading comprehension. Encourage students to use signal cards to let you know when you are speaking too fast or when they lose track of what's being said on an audio-tape or video

Teach verbal phrases in chunks so that students can manage to say things like "I'm sorry, could you repeat that?" or "I don't speak much English, can you please repeat?"

If you have students who are planning to take the citizenship or going for a job interview, be sure you give them plenty of phrases to use when they need something repeated or when they need the other speaker to slow down.

UNIT 4 | TOOL 6

QUESTION GENERATING AND QUESTION ANSWERING

TEACHING STRATEGY

Description

Question generating and answering is often taught as part of Reciprocal Teaching, a powerful set of techniques that also includes peer-to-peer strategies for summarizing, predicting, and clarifying. Students are invited to generate questions about a text (oral or written) and work with others to find the answers in the text. Students can work in pairs or in teams, with individual students leading the team and asking questions while the rest of the group finds and discusses the answers. Informational texts work well, but for beginning level students, personal narratives can be used as well. Some teachers use question generating to help students focus on literature concepts (character, plot, sequence, conflict, etc.).

Forming question about a text that a peer needs to answer is a complex cognitive skill that demands engagement with the text and thinking about the ideas and concepts embedded in a sentence or paragraph. These questions can range from factual (who, what, when and how) to inferential questions.

Question formation in English is quite difficult and beginning level English language learners may struggle since many questions require the use of “do support” (e.g., How does an earthquake happen? Why do we need alternative energy?). The structure of questions may need to be pre-taught for ELLs and they will likely require additional practice before they can form questions easily and focus on the content of the text. To start, the teacher might give students some questions to answer before asking them to create some of their own, following his/her model.

Purpose

Question generating (or asking) encourages students to engage the text and pay attention to key content information. It is part of a set of strategies found to be effective in increasing comprehension of texts. Asking and answering questions with a partner or as part of a group engages all students, and students get significant more time on task and opportunities to grapple with the text. Shyer students are more likely to participate since their answers (and possible mistakes) are not made public. Using team leaders as “experts” who ask comprehension questions for others to answer provides more proficient students with a challenge and offers examples of “cognitive apprenticeship” to others as they listen to their peers formulate questions.

What To Do

1. To introduce Question Generating and Answering, use a text that is slightly above the skill level of the students and contains interesting information.
2. Let students know that question asking and answering is a great way to help them understand and remember what they are reading.
3. Model the strategy first with the entire class asking questions about both literal content and information to be inferred. Use the Think Aloud technique to allow students to see how you select a question to be asked. Be sure to include both “yes/no” and open-ended questions. For example, when reading “The 7 Habits of Successful Readers,” you could begin with a warm-up question such as “Yes or No: The article discusses the

habits of struggling readers” or “How many habits are discussed in the article?” and move on to “What are 3 things that successful readers do?” Ask the class to answer either orally or in writing. Provide feedback.

4. Select another section of the text and ask a question (e.g., What do successful readers do before they start to read?). After students answer, invite a more proficient student to ask a question using the same or the next section of the text. Help the student formulate the question if necessary by gently rephrasing. Invite the class to answer. Emphasize that this is a comprehension activity and questions have to be such that the answers can be found in the text.
5. Introduce the text to be read. You can do choral reading of the text to start or use a reading that students studied for homework. Break the class into pairs or teams and designate a student to ask questions for others to answer.
6. Debrief by asking selected teams to report out. Reemphasize both the structure and purpose of the activity and discuss with students the benefit of learning with this strategy.

Keep In Mind

Question asking is challenging in English where some questions require Do Support (What do you like to do on Sundays?) while other questions (those using be and modals like can, would, etc as in Where are you from? and Could you help me? But Do you need help?) Provide plenty of input using the different question forms for students so that they recognize questions.

Use Word Walls to write up question patterns as they occur in class and practice saying them with the class. Ask students to interview each other first using simple questions (Where are you from? What is your city? What is your favorite food?) before you introduce more complex structures (What do you like to eat?). Then move toward for complex questions based on an informational text that students can handle.

UNIT 4 | TOOL 7

MERRILL'S FIVE PRINCIPLES OF INSTRUCTION

SCAFFOLDING LEARNING

Provide more structure to scaffolding using this approach. Introduce new topics by connecting to prior learning (**Activation**), showing students multiple examples (**Demonstration**), allowing for exploration and practice in context (**Application**), providing opportunities for presentation of new skills or creativity (**Integration**), and engaging students in a task-centered or problem-based learning project (**Task-Centered**). The activities increase in difficulty as the lesson progresses from left to right, allowing students to build learning that will “stick”.

ACTIVATION PRINCIPLE	DEMONSTRATION PRINCIPLE	APPLICATION PRINCIPLE	INTEGRATION PRINCIPLE	TASK-CENTERED PRINCIPLE
Introduce new topics by providing context that activates prior knowledge	Show or demonstrate in multiple ways what you want students to learn (simulations, scenarios, etc.)	Assist students in applying knowledge by practicing in context	Allow learners to demonstrate or show new learning (create, present, or defend new learning)	Or, PBL activity. ⁷ Allow students to culminate instruction with a problem or task-centered project

Merrill, M. D. (2002). First Principles of Instruction. Educational Technology Research and Development, 50(3), 43-59

UNIT 4 | TOOL 7

TECHNOLOGY CAN DO LIST

Name: _____

Class: _____ Date: _____

I CAN . . .	YES!	LITTLE HELP	LOT OF HELP	NO!
HARDWARE				
1. Start, restart, or shut down a computer properly				
2. Use a computer mouse to right and left click and move objects on screen				
3. Use a laptop track pad				
4. Type efficiently on a keyboard using all fingers				
5. Clean a computer keyboard and screen without damaging computer				
6. Plug in an external microphone and headphones				
7. Adjust the volume of the computer's speakers				
8. Insert, play and eject a CD or DVD				
9. Plug in and safely eject a USB device, such as a thumb drive or printer				
10. Connect a computer to a cable that connects to the Internet				
11. Connect a computer to a wireless Internet connection				
SOFTWARE				
12. Create, use, and change a password to log onto a computer				
13. Open an Internet browser and go to websites				
14. Save a website as a favorite				
15. Open an application or file on the computer				
16. Drag, minimize, expand, or close a computer window				
17. Search for websites using a search engine such as Google				
18. Type information onto an Internet form such as a job application				
19. Play an online video from a website such as YouTube				
20. Use an email client (such as Gmail or Hotmail) to send and receive email				
21. Find and open a language program				
22. Download and save files from the Internet				
23. Create folders and save files into them				
24. Cut, copy, paste, and move files and folders on a computer				
25. Find and open a program on a computer				
26. Use Skype for audio and video conversations and making calls				
27. Use Skype to send instant messages and chat with others				
28. Set up and use a Facebook account				
29. Find and play files on an MP3 player				

UNIT 5

ASSESSING LEARNING OUTCOMES AND DATA

UNIT GOAL

Teachers and administrators will demonstrate the effectiveness of their contextualized teaching and learning programs by developing assessment and evaluation plans.

LEARNING OBJECTIVES

- > You will demonstrate student performance from CTL using TEA standardized assessments (as part of an assessment plan).
- > You will demonstrate student performance from CTL using enriched alternative assessments (as part of an assessment plan).
- > You will demonstrate CTL program effectiveness with outcomes data and an evaluation plan.
- > You will use the ADDIE framework to evaluate your training materials and processes, and engage in a continuous improvement process.

5.1 ASSESSING STUDENT PERFORMANCE IN CONTEXTUALIZED TEACHING AND LEARNING PROGRAMS

“The Texas State Board of Education Policy Statement on adult education and literacy says: ‘Well-designed adult education and literacy instructional programs provide for active participation of learners and build on their prior knowledge, drawing on a lifetime of experiences as natural resources for learning. Adults construct meaning by integrating new experiences and information into what they have already learned.’ The materials and content in the classroom are driven by what the students want to know as much as they are driven by the need to provide students with skills to succeed in the work place, in life and in postsecondary education or training.” –Texas LEARNS, *Adult Education Administrator’s Manual*, 2012¹

Evaluation of teaching and learning in the adult education field is tied to both federal and state standards and individual student and program goals. In Texas, teachers and administrators must demonstrate the effectiveness of their instruction in both state-mandated standardized tests (TABE and TABE CLAS-E, BEST and BEST Plus, GAIN) and authentic, program-designed alternative assessments that take into account student learning goals, language needs, and transition plans. In designing a contextualized teaching and learning program, you must juggle the demands of state and federal reporting systems while reflecting the progress of students in instruction-driven innovations designed to address the needs of adults in transition.

The use of both standardized and program-designed assessments should be complementary and integrated. Texas LEARNS recommends the use of a portfolio system that has two components: administrative records and student-driven content.² These portfolios are designed to capture the intake procedures, demographics, pre- and post-test information, and employment history, as well as student-identified goals, individualized learning plans, attendance records and samples of student work. This dual approach to assessment is an ideal model for

CTL programs, because it provides teachers and administrators the flexibility of program-designed assessment instruments while still meeting state and federal benchmarks.

5.1.1 DESIGNING AN ASSESSMENT PLAN FOR CTL

Instructors should design their assessment strategies concurrently with their contextualized curricula, as assessment instruments can be used to evaluate both student learning gains and instructional effectiveness. Creating an assessment plan and rubric during the curricula design process also allows you to target your interventions to both basic skills acquisition and career content knowledge gains. You should clearly delineate your assessment plans at the onset of the design phase, determining where, when and how students will be assessed. Deciding what to include in your assessment instruments can be daunting, but you should remember to mirror the learning objectives created in the design phase; to each learning objective there should be a specific, measurable assessment criteria that builds to the overall instructional objective. Additionally, you should outline explicitly any barrier or psycho-social assessments included in the intake process or orientation, as these assessments are crucial to serving the student as whole.

The assessment plan will ideally consist of both standardized and program-created authentic assessment instruments, along with associated student data (see *Unit 5 / Tool 1*).

Below are some guiding questions to assist you in designing your assessment plan.

- > What is your program's current policy on pre-testing potential students? When does this initial assessment take place? What is the instrument, and how is it determined? (For example, when do you use TABE, BEST, or GAIN?)
- > What barrier or psycho-social needs assessments are administered? How are these assessments delivered?
- > How will your program assess students' prior knowledge of technical content areas? What assessment instruments do you currently have that address these, and what will need to be developed?
- > How will your program benchmark student progress? What formative assessments exist, and what will need to be developed? How frequently will these be administered, and by whom?
- > What authentic assessment strategies does your program currently use that can be adapted for CTL? What needs to be developed? Will industry standards be consulted?
- > How does your program currently assess work or college readiness? What assessment instruments exist, and what needs to be developed?

5.1.2 DESIGNING ALTERNATIVE AND AUTHENTIC MATERIALS FOR YOUR CTL ASSESSMENT PLAN

Once the assessment plan has been outlined, you will then need to develop authentic materials to assess content-specific instruction and transition readiness. These resources may exist in some form already, and you should use and adapt what is currently effective in your more traditional classrooms. However, when developing assessments, consider the nature of instruction, the infused content, and the learner-centered nature of CTL.

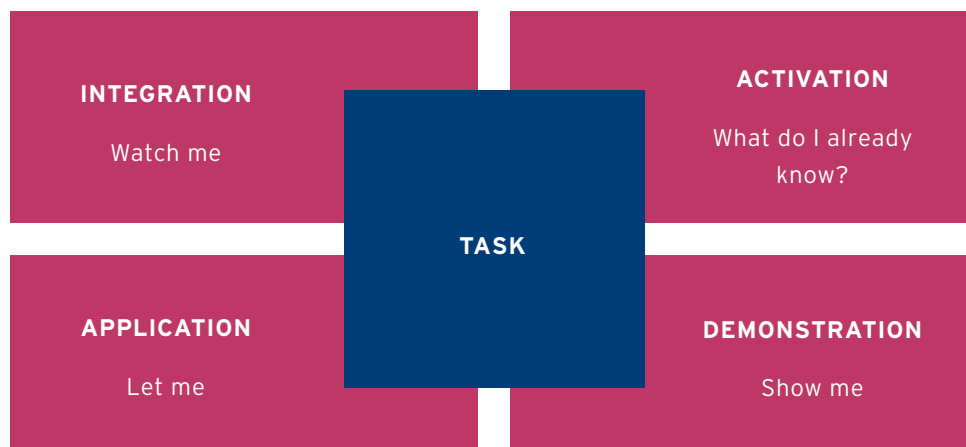
CTL is based on Constructivist learning theory, which states that learning is constructed in parts by prior knowledge, social interactions, and infusions of new content when students are engaged in solving real-life problems and negotiating meaning.³ Learning through context and problem solving creates deeper connections to content, and reinforces student confidence. During the design phase, programs will create learning activities that employ strategies across the instructional architecture continuum (receptive, directive, guided discovery, exploratory) to allow for deepening knowledge construction. As your lessons increase from simple receptive

(introduction of content) to more sophisticated guided discovery and student-exploration, assessment instruments should be designed that accurately reflect students' mastery of the contextual content.⁴ When planning for assessment, your instruments should reflect these deepening levels of learning and engagement with technical content, and should be created with the career focus in mind. While standardized tests in the form of TABE, BEST, and GAIN are necessary and effective in measuring basic skills gains, they are not as effective in measuring student learning in contextualized content areas. Authentic assessment instruments designed specifically for CTL programs enable staff to measure specific learning objectives and assess accurately how students would perform in real life contexts.

5.2 THEORETICAL FRAMEWORK: MERRILL'S FIRST PRINCIPLES OF INSTRUCTION

M. David Merrill proposes, with his First Principles of Instruction model, that learning should be task-centered (i.e., focused on solving real-world problems) and supported by a four-phase instructional approach.⁵ Through a cycle of instruction and assessment, learning is supported when instruction increases rigor through deepened engagement with content. In the instructional strategies unit we recommended several options for delivering content that sticks. Using these instructional strategies, we will now offer suggestions for assessments that support learning and scaffold content.

MERRILL'S FIRST PRINCIPLES: A CYCLE OF INSTRUCTION AND ASSESSMENT



The **task principle** is central to CTL. What do students need to know to learn about this occupational pathway?

Learning is promoted when students are engaged in solving a real-world problem. When studying blood pressure, for example, engage students in an inquiry question. For example, why is blood pressure an important indicator of health? Why do we need to check for high blood pressure? What health problems are associated with high blood pressure? Engaging students in a task by selecting a specific question or problem helps them negotiate their learning in a concrete context. This is the basis for contextualized learning, and it should be central to your instruction.

5.2.1 ACTIVATION PHASE: ACTIVATING BACKGROUND KNOWLEDGE

What do your students already know? When designing your instruction, your lesson should begin with some type of activation activity that stimulates thinking and draws out background knowledge. At each phase in the cycle of instruction, you should assess learning to ascertain student understanding and ability to enter the next phase. In the activation phase (the introduction of new content), your assessments are generally informal and low-stakes. At this point, you are gathering information about student readiness and comfort with the content.

Below are a few examples of low-stakes, informal assessment strategies:

- > **Using and responding to prompts:** If you use a prompt to activate knowledge, have students write a short reflection on what they know about the object. Videos, technical graphs or illustrations, tools, or instruments are all examples of prompts to use in your classroom. Take some time to have your students record their reactions to the prompt you use in a learning journal and keep track of their responses.
- > **Creating concept maps:** If you are introducing a new concept, have students complete a “living” concept map at the beginning of a lesson, and continue to build on it throughout the course. A concept map helps students make connections and understand ideas in relationship to a whole. Revisiting the concept map as a course progresses helps students keep track of their own learning and visualize how they have progressed. Recording these in your assessment plan and portfolio helps you to assess student progress.
- > **KWL activity:** A Know Want Learn format is an embedded assessment that charts student progress throughout a lesson. Have students write a reflection at the beginning of a lesson on what they currently know about a topic, and what they want to learn. At the end of a lesson, have students reflect on what they have learned.

5.2.2 DEMONSTRATION PHASE: CRITICAL CONCEPTS

The next phase of instruction and assessment is demonstration. This “show me” phase takes learning a bit deeper, past activation of prior knowledge to start infusing new content in manageable bits. Demonstrate the new concept or skill in small bits so that students can see what they are being asked to learn in a way that they can absorb. Critical concepts mini-lectures allow students to hear new information in chunks with time to process and master.

Assessment at this phase should be of the active “knowledge check” variety that indicates the student is ready for deeper learning and practice. These assessments should be a slightly more evolved version of the low-stakes activation phase. Below are some examples:

- > Have students complete a **checklist** after reviewing the mini-lecture or demonstration a few times. The checklist will help focus student attention on what is most important and serve as an embedded assessment for the assessment plan and portfolio.
- > Create a **note-taking tool** to help students organize concepts and new vocabulary. This will be a living document that students can refer to as a study guide, and that lets you know where there might be confusion and need for further study.
- > Review the **KWL activity**: what have students learned so far? Have students reflect on what they have learned, what is still unclear, and what they want to learn.

5.2.3 APPLICATION PHASE: PRACTICE AND PEER INTERACTION

This “let me” phase is best understood as practice in a safe space. Students can apply what they are learning while the instructor is present to observe and note challenges. This phase also allows students to evaluate themselves and their peers as they dig in and negotiate the content.

Application of new knowledge comes in many forms, but peer-to-peer interactions are a great way to gauge familiarity with content and allow students to apply what they are learning. Working in groups or pairs allows students to practice and learn from each other in a social setting that builds confidence and familiarity with content.

Assessment in this phase should take the form of peer and self-reviews using rubrics or tools. Carefully spelling out specific areas for students to concentrate on allows them the ability to focus on what counts and what is most critical. The rubric you provide also allows students to receive direction while simultaneously increasing their responsibility for their own learning.

Below are some examples of assessment strategies:

- > **Using flash cards:** Create a can-do list of vocabulary words or a stack of cards to reference terms yet to be mastered. Students can practice in pairs or groups and record their own (and their peers’) progress on mastery.
- > **Process practice:** Create a sequence checklist (self and peer) for a work-based scenario. Practice completing a process or scenario can facilitate learning and build students’ confidence. Have students complete the same checklist to chart their progress over time, and record their work in your assessment plan/portfolio.
- > **Exit cards:** Much like a KWL activity, exit cards allow students to reflect on what they learned or what is still unclear. Have students finish a lesson with a brief summary of what they learned. Use these cards to start the next phase of the lesson, and record results in the assessment plan/portfolio.

5.2.4 INTEGRATION: SUMMATIVE ASSESSMENT

The integration phase is the culmination of a learning cycle and the sum of the activity. Students in this phase integrate all they have learned to create, demonstrate, or present something to the class. Through this integration, students can not only demonstrate their learning, but also complete a culminating project that mirrors a real-world career task.

Assessments in this “watch me” phase should be based on a project, scenario, or presentation. Give students the criteria they will be evaluated on before they complete this activity so they can make sure to “hit all the right notes.” Below are some suggestions.

- > **Presentation:** Have students present to the class a concept or procedure they learned. Create a rubric and scoring sheet to assess students and give them the criteria at the onset. The presentation should allow students the time to create, reflect and defend their work to the class, and provide them with an opportunity to expand their confidence with the content. Allow peers and instructors alike to provide feedback and suggestions in a supportive environment.
- > **Scenario (or simulated work activity):** Create a process checklist and ask students to demonstrate completion without any prompts. This scenario should mimic the conditions of an actual job task so students can begin to envision themselves in their career of choice. Record student progress in the assessment plan/portfolio.

- > **Capstone project:** Have students put it all together in a capstone project or portfolio of new skills and assess with a rubric. This capstone activity can be a compilation of processes, a portfolio of technical skills, or a standalone project that comprises a unit's worth of activities. Allowing students the opportunity to fully integrate their learning with a real-world project helps reinforce content and demonstrate student readiness. Using tasks that are part of the students' career goals also bolster awareness of job expectations.

5.3 ADDITIONAL ASSESSMENT SUGGESTIONS

There are numerous examples of authentic assessments, many of which your program may currently use. Below are some examples that work well with CTL that you may want to consider.

5.3.1 PROBLEM OR PROJECT BASED LEARNING⁶

Problem-based learning (PBL) is an instructional strategy that positions students in real-life contextualized situations to foster critical thinking, problem-solving skills and demonstrate learning. PBL (also related to project-based learning) is often accomplished in groups, so students learn to work collaboratively on a project that has real-world applications. In CTL, this type of instruction is particularly valuable, as it allows students to practice work situations collaboratively and it allows teachers to provide direct feedback for performance.

Assessment in PBL is often carried out in the form of group presentations and work simulations or scenarios. Activity logs are also valuable in assessment of PBL, as they can capture students' involvement in the group. Peer assessments can also help illustrate individual contributions. Similarly, having students journal and record personal reflections during the PBL activity can illuminate specific learning processes, and can provide valuable qualitative data for assessment. Generally, PBL can allow teachers to evaluate students' presentation skills, problem-solving capabilities, and concrete application of knowledge.

An example of problem- or project-based learning could be:

- > Students in a contextualized allied health program can work collaboratively to present to the class symptoms of the flu virus and outline preventative care by creating a public health information flyer. Evaluation rubrics can center on correct identification of symptoms and knowledge of industry-approved prevention practices. The rubric could also emphasize correct English-language usage and grammar on the written materials. This type of assessment can illustrate higher-level learning and mastery of complex core competencies.

5.3.2 SCENARIOS, MOCK LABS, ROLE-PLAY, AND OBSERVATIONS

Similar to PBL, using scenarios and mock laboratory activities can test student knowledge and application. While acquiring access to college or industry facilities is sometimes difficult, it can provide a valuable learning experience for students if it is possible. Software is available that simulates real-life work environments, available for industries ranging from office administration to welding, and these can be tremendously helpful in a CTL classroom. However, these solutions can be expensive, and ultimately scenarios and mock work activities do not require such settings to be illustrative. Simple role-play can provide students with the opportunity to demonstrate their learning, and provide rich assessment activities.

An example of a work-simulation role-play could be:

- > Students in a contextualized office administration program can role-play a mock "morning activity." The student could demonstrate answering the phone, creating a calendar event using office software, and creating a memo to send out via email. This role-play illustrates the mastery of several skills, from spoken

English to computer usage and the understanding of office norm culture. Rubrics could assess specific aspects of the memo, use of grammar and mechanics, and email ability. This type of assessment can measure student readiness, confidence, and mastery of core content.

5.3.3 AUTHENTIC MATERIALS AND PRACTICE CREDENTIALING TESTS

Creating “traditional” formative assessments with authentic content is another way to assess CTL, and can reinforce the importance of learning in both basic skills and technical areas. Whenever possible, you should use industry-created textbooks, materials, and assessment instruments in the classroom to thread content throughout instruction. In developing formative assessments, you should mirror instructional goals, creating smaller quizzes that test students’ knowledge of core concepts and competencies (ideally, for each major sub-skill identified in the front-end needs assessment in the design phase). These quizzes can take many forms, but can often act as just-in-time diagnostics of student knowledge. While rote memorization of vocabulary, facts, or procedures is often seen as shallow learning, these skills are essential in the construction of higher-level learning and students’ ability to practice skills in increasingly complex circumstances.

An example of authentic formative assessment could be:

- > Students in a contextualized welding class use a set of geometry formulas to calculate the correct angle for a joint in a hypothetical bridge project. Using industry standards, the student outlines the tools used, the procedure to be followed, and the math work associated with the process. Evaluation criteria could be centered on correct calculations and knowledge of procedures and equipment. This assessment activity can measure student content knowledge and understanding of process.

5.4 EVALUATING YOUR CTL PROGRAM: DESIGNING YOUR EVALUATION PLAN

A good guideline for evaluating your overall program is a model developed by Donald Kirkpatrick.⁷ The four levels are guides for evaluating your program in a way that captures reactions, learning, behavior, and long-term results. The levels of evaluation are outlined in increasing sophistication below.

EVALUATION LEVEL	OUTCOMES MEASURED
Level 1: Reaction	Did students like the training/instruction? Did they feel that it was well designed and pertinent to their needs?
Level 2: Learning	What learning was accomplished? What skills or abilities did students acquire as a result?
Level 3: Behavior/Performance	What skills can be transferred to an existing job, or used to perform a desired one? How will what students learn impact future career options?
Level 4: Results/Outcomes	Did students learn what was needed to transition to a job? Are they employed, and are they successfully performing in that job?

For a level one evaluation, student surveys that target perceptions of the program, conditions in the classroom, and student satisfaction can help illuminate the student experience. These simple instruments can assist program staff in capturing how the instruction is carried out, and can help instructors understand what areas could be revised. A simple survey monkey or written (anonymous) survey introduced at the beginning, middle and end of instruction can be valuable for continuous improvement.

For a level two evaluation, your Assessment Plan can serve as a record of both student learning gains and program interventions. As you record your students' activities, test scores, and project performance, use the data to evaluate your own work. For example, are all of your students underperforming in the same area? Were there particular projects, tests, or scenarios that proved especially problematic? Student performance patterns can reflect a need to tweak your plan, and can offer valuable information on how your plans work in reality, and how they could be altered to better assist student learning.

A level three evaluation is much like a level two in that it measures learning gains, but also speaks to the transferability of skills from the classroom to a career context. For example, if students are able to demonstrate their learning in more traditional test formats but are not able to perform in a more work-centered simulation, this could show a need to revise the ways in which your program provides real-life scenarios. To conduct a level three evaluation, schedule observation sessions that allow students to demonstrate their learning in a scenario. Is there a possibility for a job-shadow, or a mini internship in the students' career of choice? Is there potential for a small pilot study of students who have graduated the program and are working? If not, replicate as closely as possible the conditions that students would work in, and document their progress. The data from these observations can help instructors and program administrators alike measure program responsiveness to the career context.

A level four evaluation is used to determine the overall results of your CTL program, and should be conducted with student tracking after program completion. Following your students once they have completed allows you to get a clearer picture of how well they were prepared. Are students working in their field of choice? If not, why? Student tracking can demonstrate how and why students obtain jobs or continue on to further education, and whether there is a need to tweak program design. Should your program offer more career exploration to determine student needs and aptitude? Were there unaddressed barriers to student employment or higher education? If so, how can your program work to improve these services and the subsequent outcomes?

Illustrating CTL: Carpinteria Fina

In collaboration with her CTE faculty partners, Ms. Franeta, the ESL Instructor for Carpinteria Fina, used several strategies to support her assessment of English Language Learners in this fine woodworking program at Laney College.

As noted in Unit 4, she used a number of tools to determine if her students were increasing their basic skills, language skills, and other work-related competencies. These included checklists, one-minute papers, peer group work (in which students indicated comprehension and progress orally) and interviews with students. In addition, in the reading class, for example, students had to respond to textbook questions and keep a reading journal (capturing their successes, challenges, and reflections about their reading activities). Students also had to develop, analyze, and use technical vocabulary correctly in various class and homework assignments. Activities were developed to assess improvements in reading fluency and comprehension as well, including a book report. Finally, students also completed both mid-year and final examinations in the reading course.

Since Carpinteria Fina is an integrated pathway program in which students were simultaneously enrolled in career and technical training as well as basic skills courses, the CTE faculty also developed their own assessments of student mastery. In many instances, this included hands-on demonstration of technical skills, including a group community service project featuring development of a fine woodworking product for a nonprofit organization in the area.

(Learn more about how the Programa de Carpinteria Fina is implementing contextualized teaching and learning in the next unit.)

ACTION PLANNING

ASSESSING LEARNING OUTCOMES AND DATA

Circle the response that reflects the status of your work: 1-Planning (In the process of putting plans into place;
2-Executing (In the process of implementing the task); 3-Completed (Task Achieved)

5.1 Have you developed an assessment plan for your contextualized teaching and learning course or program? <i>If so, briefly describe it here.</i>	Planning	Executing	Completed
5.2 Have you incorporated alternative assessments into your assessment plan?	Planning	Executing	Completed
5.3 Are you using the assessment plan to support continuous improvement of your CTL course or program?	Planning	Executing	Completed
5.4 What issues or challenges have you encountered or do you anticipate in this area?			
5.5 What are your next steps?			

UNIT 5 | TOOL 1

ASSESSMENT PLAN TEMPLATE

DATE	GOAL	OBJECTIVE	ACTIVITY	RESOURCES	ASSESSMENT INSTRUMENT	STAFF RESPONSIBLE	TIMELINE FOR COMPLETION
	List the instructional goal: What do you want students to be able to do upon completion?	List the lesson objective(s). What will students do to demonstrate learning?	List the activities that support the learning objectives.	What is the material used? What type? Reading, video, etc.	How will you assess the students' performance? List instrument or provide project rubric. (Attach)	Instructor name	How long will students have to complete the assessment?

UNIT 5 | TOOL 2

MERRILS’S FIVE PRINCIPLES OF INSTRUCTION

ASSESSING LEARNING OUTCOMES AND DATA

In this context, instructors should indicate how they will assess student learning in each of the 5 phases: connecting to prior learning (**Activation**), showing students multiple examples (**Demonstration**), allowing for exploration and practice in context (**Application**), providing opportunities for presentation of new skills or creativity (**Integration**), and engaging students in a task-centered or problem-based learning project (**Task-Centered**).

ACTIVATION PRINCIPLE	DEMONSTRATION PRINCIPLE	APPLICATION PRINCIPLE	INTEGRATION PRINCIPLE	TASK-CENTERED PRINCIPLE
Introduce new topics by providing context that activates prior knowledge	Show or demonstrate in multiple ways what you want students to learn (simulations, scenarios, etc.)	Assist students in applying knowledge by practicing in context	Allow learners to demonstrate or show new learning (create, present, or defend new learning)	Allow students to culminate instruction with a problem or task-centered project

Merrill, M. D. (2002). First Principles of Instruction. Educational Technology Research and Development, 50(3), 43-59

UNIT 6

ADDRESSING OTHER OPERATIONAL ISSUES TO SUPPORT CONTEXTUALIZED TEACHING AND LEARNING ACTIVITIES

UNIT GOAL

In Unit 6, you will learn how to address operational issues outside the classroom to support your contextualized teaching and learning activities.

LEARNING OBJECTIVES

- > You will identify the support that program directors can provide in developing and implementing your CTL course or program.
- > You will know how to develop strategies for recruiting students into your contextualized program.
- > You will identify the supportive services needed to increase student persistence and retention in your program.

6.1 SUPPORTING ADULT EDUCATION INSTRUCTORS

ABE program directors can actively foster and support the development of contextualized curriculum work by instructors. As it has been pointed out in the Introduction and throughout this manual, there are a number of compelling programmatic, economic, and instructional advantages to integrating contextualization into ABE, GED, and ESL classes in your adult education program. Much of the work of developing contextualized curriculum falls on the instructors in any given program. These instructors; however, cannot do this work in a vacuum. They need the active support of the program director and other administrative staff to create an environment conducive to this kind of development and to provide key material support to embark upon and sustain this work.

Here are some specific examples of this kind of support:

6.1.1 MAKE TIME FOR CURRICULUM AND PROFESSIONAL DEVELOPMENT

Learning additional skills and developing new curricula and programs takes time. One key task for program directors is to ensure that there are adequate resources for instructors to attend trainings, have time for visiting other effective programs, conduct research, and stretch their capacity with the infusion/integration of occupational content into their classes. Stipends for attending conferences or workshops, additional pay for necessary curriculum work, and meeting with other faculty or others (e.g., employers, CTE faculty) needs to be provided for instructors to embrace the work involved with contextualization.

6.1.2 ENCOURAGE AND SUPPORT TEACHER COLLABORATION

One key element of CTL development is the collaboration of ABE instructors. This may begin internally, as instructors collaborate with one another (English, math, GED, ESL). Ideally, included in the team approach to contextualizing curriculum should also be any counselor or case manager connected to the targeted programs.

In some instances, this collaboration may be with CTE faculty at community colleges. Even if your program is located at a community college, encouraging this kind of working together may take some facilitation on an administrative level to break down traditional barriers (silos) to such communication across disciplines and educational systems. Collaboration may consist of supporting an instructor to meet with occupational faculty at a nearby college or a key employer in the area to glean needed information.

Regardless of the configuration of the contextualized program model you are seeking to implement, there is no substitute for the collaboration of your instructors with those who possess needed information related to training and employment in specific sectors of the workforce.

6.1.3 ASSIST IN THE DEVELOPMENT OF PARTNERSHIPS

In many instances, adult education instructors embarking on the development of contextualized curriculum may need assistance in linking with partners at the community college, employers, representatives of the local Workforce Investment Board, or community-based organizations. Program directors may often be more knowledgeable of these groups or have existing working relationships that can be utilized to assist the instructors in this regard. The role of a program director in this instance could range from a simple referral to the convening an initial meeting to establish the needed linkage.

6.1.4 SCHEDULING CLASSES AND FACULTY ASSIGNMENTS

For adult education providers seeking to implement an integrated occupational training and basic skills program model, this often requires a new and flexible approach to the scheduling of classes. The English, math, or ESL classes that are associated with the occupational training may need to be scheduled in coordination with the hands-on lab and CTE classroom time. In addition, fostering faculty collaboration may require an adjustment of individual faculty assignments to allow for the needed teamwork that is involved in CTL development.

6.1.5 CREATE A “CULTURE OF TRANSITION”

For ABE programs to effectively become pathways to additional postsecondary training and good careers, there must a mandate and support from the leadership to infuse the perspective of college and career readiness at all levels of instruction. The organizational operations of your ABE program (including outreach and publicity, case management, relations with employers and community organizations), as well as your overall instructional approach, needs to be aligned the prime objective of moving adult learners into further training and/or family-supporting employment.

6.1.6 USE DATA FOR CONTINUOUS IMPROVEMENT

Tracking and highlighting outcomes data associated with contextualized classes and pathways will have several benefits for your program. Increased retention and completion data will help to demonstrate the effectiveness of a contextualized approach—to other instructors, community partners, employers, and potential funders of innovative programs. Being able to demonstrate that students in these classes move at a higher rate into community college training programs or gainful employment will garner more support from industry partners,

workforce boards, and the like. Strong outcome data stemming from CTL can also strengthen your ability to encourage the uptake of these effective best practices by other teachers throughout your entire adult education program.

6.2 RECRUITING THE RIGHT STUDENTS

If you are offering contextualized teaching and learning courses or programs, you must ensure that you engage enough students to make the implementation and sustainability of these courses a viable option. The target population to be recruited will depend on the goals and design of the CTL program as outlined in Unit 1. However, it is essential for you to consider how you will recruit these students prior to implementation of the course. Engaging students who have been involved in TISESL courses or in Integrating Career Awareness courses is one strategy, as these students have already had some exposure to career-related content. In addition, you may need to reach beyond your existing student populations to engage other lower-skilled adults in the community who may be interested in the CTL programs. To conduct this broader outreach, you may need the support of other community partners. Program administrators can play an important role in helping to facilitate these connections to help achieve your recruitment goals (see *Unit 6 | Tool 1*).

6.3 PROVIDING STUDENT SUPPORTS

Many lower-skilled adults have multiple barriers to their educational and career achievement. Focusing just on academic skills development is unlikely to produce the success these students seek. While your adult education program might not be able to respond to these diverse needs alone, developing partnerships with other organizations can help create strategies to address them. Once again, program administrators can be helpful in brokering connections with supportive service providers. Community-based and faith-based organizations can often provide resources if the CTL program also helps them achieve their organizational goals. As a first step, developing a basic understanding of the broad needs of your students can help your program leaders determine where to start in their efforts to expand internal staff and external partners who can support students outside the classroom (see *Unit 6 | Tool 2*).

Illustrating CTL: Carpinteria Fina

Since many lower-skilled adults face multiple barriers to academic progress and success, Ms. Franeta, the ESL instructor, has played a central role in helping to connect Carpinteria Fina students to needed supports. Through her direct engagement with students at entry into this fine woodworking program and on a regular basis throughout the program, she gathered information about the challenges that students were experiencing. In some instances, the Carpinteria Fina program sought to address these challenges with the program's grant resources, such as providing sandwiches and snacks for students. In other instances, Ms. Franeta sought to connect adult learners to student services within Laney College or to community-based services with external partners. Following up to ensure that students actually attended appointments and took advantage of available resources offered is part of the support she provided to students to ensure their academic success.

ACTION PLANNING

ADDRESSING OTHER OPERATIONAL ISSUES TO SUPPORT YOUR CTL COURSE OR PROGRAM

Circle the response that reflects the status of your work: 1-Planning (In the process of putting plans into place; 2-Executing (In the process of implementing the task); 3-Completed (Task Achieved)

<p>6.1 Have you determined what support you need from your program director?</p> <p><i>Note:</i> These might include time and funding for curriculum development, faculty collaboration, assistance in developing partnerships, scheduling and faculty assignments, creating a culture of transition, and using data for continuous improvement.</p> <p><i>If so, please list support needed.</i></p>	Planning	Executing	Completed
<p>6.2 Have you developed a recruitment plan for your CTL course or program?</p> <p><i>If so, please capture this plan on Unit 6 Tool 1.</i></p>	Planning	Executing	Completed
<p>6.3 Have you assessed the supportive service needs of your students?</p>	Planning	Executing	Completed
<p>6.4 Have you developed a strategy to help address the supportive service needs of your students?</p> <p><i>If so, briefly describe your strategy here.</i></p>	Planning	Executing	Completed
<p>6.5 What issues or challenges have you encountered or do you anticipate in this area?</p>			
<p>6.6 What are your next steps?</p>			

UNIT 6 | TOOL 1

RECRUITMENT PLAN

TARGET POPULATION

What are the characteristics of the students you are seeking to recruit for your contextualized course or program (e.g., skill levels, required time commitment)?

RECRUITMENT STRATEGIES

Please outline potential recruitment strategies here.

RECRUITMENT STRATEGY	PERSON OR PARTNER RESPONSIBLE

UNIT 6 | TOOL 2

FROM CRISIS TO THRIVING

A COMPREHENSIVE FRAMEWORK FOR ASSESSING PERSONAL AND FAMILY DEVELOPMENT ADAPTED FOR IMMIGRANTS AND REFUGEES

The framework identifies key categories related to immigrant personal and family well-being and describes a continuum of indicators from In-Crisis to Thriving. The assessment can serve as a guide to identifying the categories of services that are needed to affect stability and remove barriers to immigrant integration and family well-being. The current framework is adapted from the original California Family Development Matrix. A key difference from the California matrix is the addition of a category for Immigration and Resettlement and Language and Literacy with a focus on Biliteracy.

PERSONAL AND FAMILY DEVELOPMENT FACTORS	RISK LEVEL		GROWTH LEVEL		
	In-Crisis	Vulnerable	Stable	Safe	Thriving
Shelter					
Food and Nutrition					
Transportation and Mobility					
Health and Safety					
Social/Emotional Health and Competence					
Finances					
Family Relations					
Children's Education and Development					
Community Involvement					
Adult Education and Training					
Language and Literacy					
Employment					
Immigration and Resettlement					

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SHELTER

General Indicators:

- > Security of housing over time
- > Safety of housing
- > Stability of housing over time
- > Condition of housing
- > Income and resources for housing

Thriving

- > Owns home or has long term tenancy
- > Able to comfortably afford housing costs
- > Family feels housing is safe and appropriate for their needs
- > Savings are sufficient to cover two months housing costs

Safe/self-sufficient

- > Owns home or tenancy is secure for at least a year
- > Able to pay rent or mortgage each month and have enough income for other expenses
- > Housing is safe and not over-crowded
- > Savings for occasional unexpected expenses

Stable

- > Living in permanent housing, or temporary situation that will last at least six months
- > Able to pay rent each month
- > Housing is not hazardous, unhealthy, overcrowded
- > Some savings or resources to draw on in an emergency

Vulnerable

- > Lives in temporary or transitional housing and is not certain where next shelter is to be found
- > Unable to pay rent on time every month
- > Housing is unsafe or seriously over-crowded

In-crisis

- > Homeless or on the verge of homelessness
- > Primary source of income has ceased, no resources to cover housing
- > Living in dangerous conditions

FOOD AND CLOTHING

General Indicators:

- > Ability to afford adequate food and clothing
- > Quality of diet; adequacy of clothing
- > Nutritional value of meals
- > Conditions of food preparation resources (utensils, space, appliances, sanitation)

Thriving

- > Has sufficient healthy food of choice
- > Everyone in the family eats a nutritious diet
- > Has clean, durable clothing appropriate to full range of individual and family activities

Safe/self-sufficient

- > Always has resources to provide sufficient and nutritious food for all family members
- > Has clean, appropriate clothing for all critical activities such as school or work

Stable

- > Has sufficient personal or community resources to obtain and prepare food
- > Meals have some nutritional balance
- > Clothing is clean and appropriate most of the time

Vulnerable

- > Limited resources to obtain food for family
- > Meals lack quality, important nutrients
- > Insufficient utensils, appliances, for meal preparation
- > Clothing is ill-fitting, inadequate, or inappropriate for school or work

In-crisis

- > Serious lack of resources to obtain food
- > No one is preparing meals
- > Health problems due to poor nutrition
- > Unsanitary conditions for cooking, preparing meals
- > Lack of adequate clothing for warmth, comfort, may seriously impede necessary activity

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TRANSPORTATION AND MOBILITY

General Indicators:

- > Access to or availability of transportation
- > Safety, condition of transportation
- > Affordability of transportation
- > Legal status of driver, vehicle (license, insurance, etc.)

Thriving

- > Has choice of transportation
- > Has current driver license with good driving record
- > Car insurance with comprehensive coverage
- > Able to repair vehicle when needed; vehicle is safe

Safe/self-sufficient

- > Has and maintains own vehicle
- > Car in good condition
- > Has fair driving and accident record
- > Basic car insurance and license

Stable

- > Has access to some form of transportation when needed
- > Has valid license and insurance
- > Car needs some repair but runs well
- > Able to afford gas when needed

Vulnerable

- > Limited access to transportation
- > Driving with restricted license, no insurance, poor driving record
- > Driving unsafe, unreliable or illegal car

In-crisis

- > No car or access to public transportation
- > Driving without a license, registration or insurance
- > Has outstanding or excessive tickets

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HEALTH AND SAFETY

General Indicators:

- > Environmental conditions
- > Health habits
- > Access to health resources
- > Status of physical health
- > Ability to afford health care

Thriving

- > Has a variety of health care choices
- > Has comprehensive health insurance and adequate financial resources to pay for it
- > Practices optimal health behaviors
- > Lives and works in safe and healthy environment
- > Identifies own health needs and consistently seeks treatment when needed

Safe/self-sufficient

- > Can get medical care when needed
- > Has some alternatives regarding form of treatment
- > Insurance covers most of the cost of care and family can make arrangements to cover remaining cost
- > Practices preventive health behaviors, accessing community health services
- > Free of chronic disease

Stable

- > Able to access health care, but with difficulty (some gaps in care)
- > Major medical insurance coverage and/or adequate income to pay balance over time
- > Practices safe behaviors in most environments
- > Receiving treatment for on-going conditions

Vulnerable

- > Very limited access to high-quality health care
- > No health insurance, not financially equipped to handle medical emergency
- > Engages in poor self care and/or unsafe behaviors
- > Current untreated or poorly treated health problem(s)
- > Health status effects other areas of life (job, education)
- > Exposed to environmental hazards

In-crisis

- > Has no access to medical care
- > Needs immediate medical care
- > Has dangerous and/or self-destructive behaviors
- > Lives or works in environment that poses immediate threat to health and safety

SOCIAL & EMOTIONAL WELL BEING

General Indicators:

- > Quality of social support system
- > Presence, degree of substance abuse
- > Sense of personal responsibility
- > Quality of mental health
- > Ability and willingness to identify needs and access resources

Thriving

- > Family members have good problem solving skills and strong and healthy relationships
- > No history of substance abuse or long-term recovery
- > Strong support system
- > Uses resources to enhance personal and community relations
- > Have access to social and mental health counseling if needed

Safe/self-sufficient

- > Family members have healthy relationships
- > Good support system
- > Not using substances as a coping mechanism or successfully recovering
- > Use resources to prevent or overcome known challenges

Stable

- > Have some personal and family support system or create it through community resources and some community involvement
- > Have Medi-cal or use community resources to access mental health care
- > Acknowledge substance abuse and/or behavior problems and is receiving help

Vulnerable

- > Limited communication, poor relations within family unit
- > Family members are overwhelmed by activities of daily life
- > Unable to access mental health care
- > Limited knowledge of resources or lacking use of them
- > Apathy or denial causing distorted sense of reality
- > Abuse of illegal or prescription drugs and/or alcohol, may be seeking help

In-crisis

- > Lack of support system
- > Total denial of present condition
- > Unclear thought process and history of mental disturbance
- > Abusing drugs or alcohol and/or involved in negative relationships
- > Frequent need for emergency assistance

FINANCES

General Indicators:

- > Income level in context of local cost of living
- > Long and short-term financial goals
- > Budgeting skills and financial discipline
- > Knowledge and understanding of financial institutions and resources

Thriving

- > Sufficient income to allow family choices for non-essential purchases
- > Able to save desired funds
- > Established relationship with financial institution
- > Expect continued income at current level or better for at least next year

Safe/self-sufficient

- > Sufficient earned income to meet basic family needs, outings, emergencies
- > Plan and stick to monthly budget, save when possible
- > Pay bills on time, delay purchases to handle debt load
- > Anticipate continuation of income level for next six months

Stable

- > Minimally adequate income to meet basic needs
- > Plan monthly budget, not able to save money
- > Generally pay bills on time
- > Aware of and use appropriate resources for help
- > No foreseen major decrease in family income

Vulnerable

- > Occasionally unable to meet basic needs
- > Spontaneous, inappropriate spending, no savings
- > Unable to obtain credit or bank account
- > Limited knowledge of and access to resources for help
- > Unpaid bills

In-crisis

- > No money; cannot meet basic needs
- > Overwhelming debt load
- > No knowledge of available resources for help

FAMILY RELATIONS

General Indicators:

- > Family health
- > Ability to resolve conflict
- > Intra family communication skills
- > Parenting skills
- > Extended family relationships

Thriving

- > Strong supportive family with positive family identity
- > Mutually agreed upon rules and expectations; conflicts easily negotiated due to good communication within family
- > Nurturing; consistently care for family members
- > Children socially well-adjusted

Safe/self-sufficient

- > Supportive family relations
- > Realistic rules; manageable conflict
- > Usually sound nurturing care for family members
- > Children and parents able to relate and communicate

Stable

- > Learning positive family dynamics
- > Care of family members adequate
- > Children and parents are usually able to relate
- > Parents generally set realistic boundaries
- > Family able to resolve conflicts with or without assistance

Vulnerable

- > Outside placement threatened or children have run away from home
- > Unrealistic or non-existent rules; constant conflict, threat of violence
- > Inadequate care; risk of abuse or neglect
- > Children unhappy, withdrawn, or aggressive; poor communication
- > Negative influences by extended family

In-crisis

- > Existence of child or spousal abuse, neglect, violence with possible intervention by criminal justice system
- > Foster care or other placement of child
- > Lack of communication among family members
- > Children engaged in violence or criminal activity
- > Foster care or other placement of child
- > Lack of communication among family members

CHILDREN'S EDUCATION AND DEVELOPMENT

General Indicators:

- > Age-appropriate development—physical, cognitive, emotional
- > Age-appropriate behavior; social skills
- > Verbal communication
- > Parents value child's education
- > Parent/child interaction
- > School behavior; attendance and readiness to learn

Thriving

- > Seeks opportunities to promote enrichment for child's development
- > Parent actively engages child in developmentally appropriate ways
- > Child meets all age appropriate developmental benchmarks, exceeding some
- > Maintains progress in school; maintains good relations with teachers and peers

Safe/self-sufficient

- > Parent regularly uses age appropriate materials to encourage child's development
- > Child meets developmental benchmarks in all areas
- > Child communicates needs and desires in appropriate ways
- > Requires age appropriate adult supervision
- > Parent responds in developmentally appropriate ways to child's attempts to engage him/her
- > Good progress in school

Stable

- > Meets developmental benchmarks in most areas
- > Parent attempts to respond to child's needs
- > Requires some adult intervention to moderate behavior
- > Child usually communicates basic needs and desires
- > Adequate progress in school; possible behavior problems, but accessing supportive services

Vulnerable

- > Child is not meeting appropriate developmental benchmarks
- > Acting out or other behaviors require significant adult intervention
- > Child has difficulty communicating
- > Parent often feels unable to cope with child's needs or behavior
- > Parent attempts to work with child are unsuccessful
- > High absenteeism
- > Inappropriate behavior, resulting in disciplinary actions

In-crisis

- > Serious developmental delays or deficiencies
- > Child is hurting other children; acting out or other symptoms
- > Child has serious difficulty communicating due to developmental problems; no verbal communication skills
- > Parent regularly feels unable to cope with child's needs or behavior
- > Excessive absenteeism
- > Acting out behavior in school, resulting in expulsion from the classroom

COMMUNITY INVOLVEMENT

General Indicators:

- > Knowledge of and access to community resources
- > Participation in the community (i.e. school, church, clubs, etc.)
- > Social conditions in the neighborhood
- > Ability to communicate with others
- > Type of relationship with family, friends and neighbors

Thriving

- > Strong and positive relationships with family, friends, neighbors; can take action to prevent problems
- > Excellent knowledge of resources
- > Feels safe and is active in neighborhood and community

Safe/self-sufficient

- > Working knowledge of resources; accesses as needed
- > Good relationships with family, friends, neighbors; can solve problems as they arise
- > Engages in some form of volunteer activity (e.g., ongoing involvement with child's school) or helps and receives help from others in the community
- > Family is in safe living conditions, children have safe place to play

Stable

- > Adequate relationships with family, friends and neighbors
- > Engages in occasional community/extended family helping behaviors
- > Family is aware of and appropriately uses community resources
- > Feels safe in neighborhood

Vulnerable

- > Limited knowledge of resources and accesses few services
- > Some negative relationships with family, friends and neighbors; creates problems
- > Engaged in some negative behaviors, potentially life-threatening
- > Does not lend or receive needed help from other community members
- > Some problems in neighborhood

In-crisis

- > No knowledge of resources; not accessing services
- > Many negative relationships with family, friends and neighbors (racism, discrimination, etc.)
- > Family feels neighborhood is unsafe, some crime
- > Engaged in many negative behaviors, life threatening
- > Involved in or victim of criminal activity

ADULT EDUCATION AND TRAINING

General Indicators:

- > Level of education and training
- > Level of English fluency and literacy
- > Involvement in continuing education and training
- > History of success or failure in education

Thriving

- > Has postsecondary education or training
- > Actively pursuing program of lifelong learning
- > Pursues educational goals without additional resources
- > Has and can afford high-quality child care/child development services, and additional supportive services

Safe/self-sufficient

- > Is pursuing postsecondary education, training or credentials
- > Recognizes value of continuing formal and informal education and training
- > Can set and pursue education goals with assistance
- > Has ability to learn independently with limited support

Stable

- > Has high school diploma or GED
- > Considering continuing education
- > Has some fluency in English but not enough for higher levels of education or training

Vulnerable

- > Has not completed high school education
- > Recognizes value of education and is pursuing high school diploma or GED
- > If limited in English fluency or literacy, is pursuing some form of remediation

In-crisis

- > Lacks basic skills and may be functionally illiterate
- > Has a history of failure in school
- > Little evidence of commitment to learning or interest in improving education or training
- > Does not speak English and shows little confidence or motivation in learning English

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BILITERACY

General Indicators:

- > Literacy in the native language
- > Proficiency in English
- > Shared language among family members
- > Language use in multiple settings

Thriving

- > fully bilingual and biliterate in native language and in English (possibly other languages as well)
- > family members communicate across generations in the preferred language of the individuals
- > uses appropriate language comfortably in a variety of settings
- > advocates for self and others in the appropriate language

Safe/self-sufficient

- > functions adequately in both English and the native language in most domains, including an English speaking work place
- > feels comfortable in English speaking environments as well as in bilingual environments or contexts where only the native language is spoken
- > has positive attitude toward learning English and toward English speaking society

Stable

- > able to function in both English and in the native language around every day tasks (oral communication as well as literacy tasks), but challenged when communication moves beyond the here and now; limited communication skills for work beyond entry level
- > able to communicate with family members, but only on a limited basis
- > somewhat integrated into English speaking society
- > would like to learn English but has not yet had time or opportunity to do so

Vulnerable

- > functions in the native language but inability to use English limits opportunities
- > limited literacy in the native language inhibits success in learning English
- > not able to communicate with some family members because there is not a shared language (e.g., grandchildren only speak English)
- > lives in linguistically isolated neighborhood where opportunities to acquire English are limited
- > convinced of own inability to learn English

In-crisis

- > few years of schooling in the native language; no or very limited proficiency in English
- > linguistically isolated, at home; no or very little shared language with family members
- > new to the community, socially isolated, and limited strategies for negotiating written information in any language or for communicating in English
- > life circumstances too complex or confidence too low to attempt to learn English or increase literacy skills in the native language

EMPLOYMENT

General Indicators:

- > Employed or not
- > Presence or absence of career goals, appropriateness of goals
- > Level of education, job skills; work history
- > Employment in field of choice
- > Income, hours, benefits
- > Availability and affordability of child care and other supportive services to support employment

Thriving

- > Constant development of new transferable skills
- > Employed by secure business offering comprehensive benefit package
- > Has made steady advancement in career of choice
- > Has solid job search and retention skills
- > Has and can afford high-quality child care/child development services, and additional supportive services

Safe/self-sufficient

- > Has marketable skills
- > Employed by secure company offering some benefits or consistently knows where next employment is to be found
- > Has employment with potential for advancement
- > Has job retention skills, can easily develop job search skills
- > Has and can afford choice of child care and other services

Stable

- > Employment pays a living wage
- > Considering learning more marketable skills
- > Has limited advancement potential
- > Has understanding of job skills, can search for job with assistance
- > Has child care or other services

Vulnerable

- > Minimal job skills
- > Part-time, temporary or minimum wage employment and/or no benefits
- > Not sure where to find next job or has seasonal/temporary employment with inadequate hours, benefits, and/or stability
- > Has inadequate childcare or other supportive services (quality or quantity)

In-crisis

- > Unemployed, no leads for next job
- > No interest in working
- > No positive work history
- > No child care or other necessary services to support employment or training

IMMIGRATION AND RESETTLEMENT

General Indicators:

- > Sponsorship/citizenship process
- > Community resources
- > Language
- > Discrimination
- > Community institutions and systems
- > Family conflict/support
- > Cultural adaptation/assimilation

Safe/self-sufficient

- > Maintaining your culture
- > Involved in community institution
- > Becoming a citizen
- > Access resources and are able to solve problems
- > Continuing to learn language
- > Family supports each other
- > Able to advocate for themselves

Stable

- > Participating in cultural activity
- > Legal residence
- > Communication is open/ free of conflict among family members and most needs are met
- > Enrolled in language classes
- > At ease accessing community resources
- > Able to cope with others view of them

Vulnerable

- > Citizenship and/or legal papers in process (citizenship)
- > Looking to establish self-identity through cultural involvement
- > Knowledge and beginning to access resources
- > Cannot understand person who is advocating in their behalf
- > Limited access to community agencies
- > Conflict in family which acts as a barrier to resettlement
- > No access or involvement in community
- > Feel threatened because of differences and stereotypes

In-crisis

- > No papers
- > No linkages with primary culture
- > No knowledge of community resources
- > Unable to communicate in the community
- > Isolated and no family support
- > Experiencing regularly acts of discrimination in neighborhood and community

UNIT 7

DELIVERING PROFESSIONAL DEVELOPMENT FOR CONTEXTUALIZED TEACHING AND LEARNING

UNIT GOAL

In Unit 7, you will learn about the process for providing professional development to implement contextualized teaching and learning.

LEARNING OBJECTIVES

- > You will identify key strategies for providing professional development for contextualized teaching and learning, whether within the adult education programs or in a broader professional development entity such as the regional GREAT Centers.
- > You will know how to organize your contextualization professional development sessions.
- > You will identify strategies for evaluating your professional development activities and connecting this back to changes in the classroom.

7.1. IDENTIFYING STRATEGIES FOR PROFESSIONAL DEVELOPMENT

“A commitment to teachers is in a real sense a commitment to students.”

—Karen Griswold

Teaching contextualization classes is a challenging job, one that requires special knowledge, skills, and practice. Appropriate staff development helps teachers grow, improves teaching, and strengthens programs overall. It is particularly needed when important new initiatives appear and programs are asked to rethink and rework the way they deliver services to students.

Professional development in contextualization can take a variety of forms. These may include attendance at conferences, workshops, and institutes. Participation in courses that lead to a credential or a degree may also focus on place-based staff development that includes reciprocal classroom observations or informal dialogue with colleagues. Such professional development (PD) is often focused on teachers, but it can include administrators and other staff as well.

7.1.1 PROFESSIONAL DEVELOPMENT APPROACHES

Providing staff development opportunities must be a high priority in adult education. Teachers, many of them part-time, may often be left to their own devices, meaning that innovations and new models that might benefit students may not be addressed or take hold. The need for professional development is particularly strong for contextualization to career pathways, a new area where educational theories, teaching models, and classroom practices are just starting to coalesce.

The most common model for professional development of teachers is still individual workshops presented either at conferences or through PD Centers. These workshops can be a good way to build awareness and expand teacher knowledge, particularly on new topics such as the “flipped classroom,” technology integration, or using labor market results to design contextualized programs. However, these one-shot efforts are often not the best way to affect the significant change in teaching and learning that is required if programs are going to shift their orientation (for example) from life-skills focused instruction to teaching that focuses on the development of content knowledge and academic/technical language and literacy.

For teachers who see contextualization as an opportunity for professional growth and embrace the prospect of getting better at their craft, other more sustained models of PD will likely be more effective. Similarly, for programs that feel a sense of urgency because they have difficulties recruiting and retraining students and helping them transition to work or careers, site-based models of staff development might energize staff and move students toward greater success.

Two current PD models show particular promise in meeting the needs of teachers interested in contextualization, supporting program goals, and engaging students in developing the academic language and literacy skills necessary for advancement. These are sustained professional development, using blended PD, and site-based staff development, delivered by experienced trainers and knowledgeable peers.

7.1.2 SUSTAINED PROFESSIONAL DEVELOPMENT

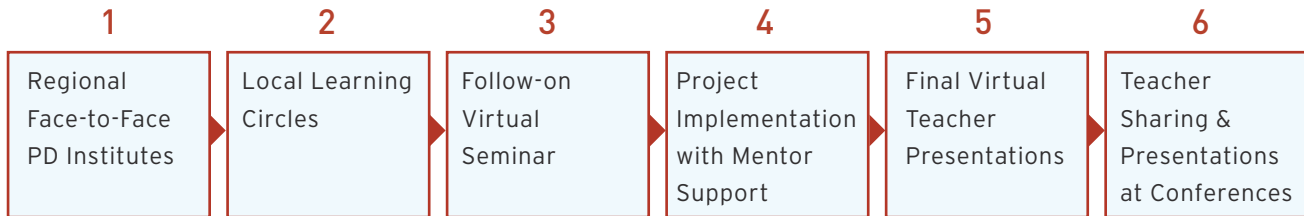
The limitations of one-shot workshop models as a means of building educator and program capacity are well known and position papers on staff development highlight the need for more long-term approaches to building capacity.¹

Recognizing this need, several of the Texas GREAT Centers have instituted sustained professional development for teachers who are able and willing to commit ongoing time and effort to hone their craft and promote student success. Teacher participants have included both ABE and ESL teachers and, in most cases, the teachers have received stipends to compensate for the additional time they spent planning, executing, documenting, and reporting on a specific project. The sustained professional development model, outlined below, is well suited to support contextualization efforts both on the program and the classroom level. Teachers participating in sustained professional development and writing a reflection on their project receive credit toward the Texas Adult Education Credential.

As implemented for several years, the GREAT Center sustained PD model included the following components:²

- 1. Regional Face-to-Face PD Institutes:** To maximize their effectiveness, most sustained institutes are focused on a single topic (e.g., project-based learning, Transition to Work, or contextualization training). They are led by a trainer with background knowledge and practical expertise in a particular area of ABE or ESL. The institutes generally last 1.5 to 2 days. Sessions typically include key principles to guide instruction, a discussion of promising practices, hands-on teaching activities, and review and practice with related resources, including digital tools. Teachers share their own teaching practices, including successes and challenges. At the end of the Institute, each teacher develops an action plan that outlines the demonstration lessons they intend to teach. The trainer suggests related books or articles to read and discuss and designs a customized Learning Circles guide for a facilitator to use with the group.
- 2. Local Learning Circles:** These Learning Circles are led by local facilitators who act as mentors to teachers participating in their area. Teachers meet in a group after the training to discuss the readings, make connections between theory and practice, and explore the application of ideas to their own classrooms.

3. **Follow-on Virtual Seminar:** This seminar is designed to discuss ideas that have surfaced during the discussions, explore key ideas related to practice more deeply, and discuss possible classroom projects. Guided by the trainer and the facilitator, teachers present their initial ideas and offer feedback. Teachers get help in thinking through the content and process of their projects and are encouraged to shape their lessons around take-aways for students.



4. **Project Implementation with Mentor Support:** During this phase teachers put their teaching plans into action in their own classrooms. They receive individualized support by the local Learning Circle facilitator who may act as a mentor to a teacher and provide assistance in using the technology needed to document the project, such as uploading videos so they can be shared or integrating digital photos of students at work into PowerPoint presentations.
5. **Final Virtual Teacher Presentations:** Teachers present and discuss the topic and the flow of their lessons using a PowerPoint presentation that is shared through an online collaboration platform such as WebEx. In recent years, most presentations have included classroom videos along with pictures of student work. Teachers discuss what has worked and what they might do differently next time and share their written reflections.
6. **Teacher Sharing and Presentations at Conferences:** Participating teachers are asked to share their teaching projects with other teachers in their program or at a district level. They are encouraged to create and deliver presentations at the Texas Adult Education Conference either individually or as part of a panel. They receive support from their mentor in designing their presentation and using multimedia to its greatest effect.

With sustained professional development of this kind, teachers are actively involved, knowledge is deepened, and good practice is shared both within a program and across programs. Such PD efforts have many benefits:

- > PD is focused on increasing student engagement and success
- > New ideas have a chance to take root because of the focused intensity of PD
- > Participating instructors are enabled to become teacher leaders
- > Ongoing teacher reflection leads to more thoughtful and purposeful teaching
- > Teachers are supported and challenged by collective problem solving

Sustained professional development of this kind might not only be worthwhile but necessary at a time when teachers are asked to change their methods to help students understand the language, literacy and math related to career pathways, prepare them for the rigorous content demands of the new GED, and integrate skills and strategies outlined in the Texas College and Career Readiness standards.

7.1.3 SITE-BASED PROFESSIONAL DEVELOPMENT FOR CONTEXTUALIZING INSTRUCTION TO CAREER PATHWAYS

As adult education is changing and programs are expected to implement more rigorous instructional models that reflect new standards, professional development is changing as well. For a long time, staff development has focused on increasing the knowledge and skills of individual teachers. This emphasis is giving way to more collaborative models that invite teachers to work together on program-wide initiatives such as preparing students academically so they can succeed in college certificate courses and beyond.

The most promising PD model of this kind, and one that lends itself nicely to contextualization, is a site-based staff development model. Site-based PD is distinguished by a number of characteristics, adapted here to highlight the role that the GREAT Centers might play.

- > As the name implies, PD takes place at a program site, rather than at a conference or a training venue. Several teachers from a program participate together along with an administrator under the guidance of a GREAT Center facilitator or trainer.
- > The group gets guidance in choosing a career pathway, selecting partners, and setting up a program design that moves students from ABE/ESL to work, training or secondary education.
- > The GREAT Center facilitator provides background information on contextualization and guides the change process, either on the program level or the classroom level.
- > He or she demonstrates teaching models and instructional strategies that lend themselves especially well to contextualization, focusing on intentional teaching and engaged student learning.
- > The facilitator also offers guidance in curriculum development and highlights resources that reflect the language and literacy demands of the specific career pathway sector the program has decided to focus on.
- > Colleagues from programs who have completed a contextualization pilot are invited to share their knowledge and discuss what has worked for them. They may demonstrate new teaching strategies designed to make challenging material accessible by taking advantage of student-centered, peer-to-peer teaching. They also discuss barriers they have encountered and how they have overcome them. Lessons learned as well as cautionary tales are shared.
- > The teachers in the program work together to develop curriculum outlines, discuss their approach to contextualized teaching, and share ideas for adventurous teaching and rich learning.
- > Teachers use a common lesson flow to design their lessons and observe each other as they teach, focusing their attention on content and structure of the lesson as well as on student engagement.
- > Depending on the time and resources available, teachers might visit a partner program that focuses on the same career pathway sector. They visit classrooms and discuss what they see. Teachers share ideas and consider changes in their teaching based on what they observe.
- > If all parties agree, lessons can be videotaped and analyzed and discussed by all who participate. In the process, teachers themselves, with the guidance of the GREATs, can build a knowledge base for contextualization that in turn can guide others not yet participating in the process. A Lesson Plan, as a static document, tells us nothing about students' engagement in the process. Classroom videos could become the start of a database on Instructional Strategies for Contextualization and for integrating College and Career Readiness Standards into adult education.
- > Over time, one or more programs might develop the kind of expertise that would allow them to become a Center of Excellence sharing good ideas and sharing classroom processes (warts and all) that strengthen

student learning. These Centers can play a big role in improving the practice of contextualization by sharing models that focus on student learning and student success.

A site-based PD model allows teachers to think about the relationship between teaching and learning as they observe not only instructional practice but student engagement in the class. It removes the isolation that many teachers (particularly those who are part-time) feel and connects everyone in a program to the common goal of improved learning through contextualization. It allows teachers to learn from their more experienced peers and builds a common knowledge base. A focus on student responses to what's taught and an analysis of students' engagement with different kinds of materials leads to deeper reflection on what it takes to engage students in rigorous learning. It also invites teachers to analyze what doesn't work and make changes in their teaching.

What makes site-based PD exciting is the emphasis on making teaching and learning public, to share what works and what doesn't, and to collaborate with others to explore solutions. It invites teachers to strengthen their own teaching while at the same time building the capacity of the program to deliver high-quality contextualization for students. The GREAT Centers can play an important role in this process.

7.2. ORGANIZING YOUR PROFESSIONAL DEVELOPMENT

Regardless of whether a sustained professional development or site-based professional development approach is utilized, this Contextualizing Adult Education Instruction to Career Pathways manual, including this unit on delivering professional development, can be a useful resource. Several key issues need to be addressed as you plan your training.

7.2.1. TRAINING AUDIENCE

While the focus is on teaching and learning, we know that this does not occur in a vacuum separate from other student supports. All staff working with adult education students are key targets for the training and should be invited to attend. Where resources are limited, it might be possible to partner with other adult education programs or regions that have instructors interested in this area. Participants that can be engaged include:

- > Instructors
- > Trainers
- > Administrators
- > Coordinators
- > Advisors

It is important to establish the training's relevance for reluctant participants by bringing them into the planning process, as well as emphasizing that the training is meant to give practical tools to make student-staff relationships easier and to make instruction more effective.

As mentioned previously, the success of your training depends in part on the level of buy-in and engagement of your participants. One way to engage them is to hold them as accountable as you can for implementing changes. So from the beginning of your training, it will engage participants if they are told exactly how they are to apply this information, what they are to develop and deliver, and in what way they will be evaluated. Without doing this, you run the risk of your efforts not having maximum impact. In general, participants will rise to the level of your expectations, whether low or high.

7.2.2. HOW TO PLAN YOUR TRAINING

7.2.2.1. Identifying the specific content

This training manual has six units that can be presented consecutively or in any combination. The manual is not meant to be used linearly. Trainers should, after assessing the needs of their participants, start with the unit that serves their needs best.

- > Unit 1 Contextualization Framework
- > Unit 2 Program Models
- > Unit 3 Infusing Pathways
- > Unit 4 Instructional Strategies
- > Unit 5 Assessing Learning Outcomes
- > Unit 6 Addressing Other Operational Concerns

Individuals interested in offering the training must create an environment that will accept it favorably. This may involve conducting focus groups with potential participants to assess needs, interests, and support for the training. These group meetings can be opportunities to discuss common challenges faced by staff as they work together to solve problems that affect student retention and success. During these meetings, facilitators can outline how this training will address some of those challenges, and they can utilize the information received to identify topics applicable to their specific audience.

It is helpful to conduct some pre-training assessment of participants to help prepare for the training. Identifying participant knowledge about contextualization and/or topics of particular interest will assist in determining which modules are most applicable. Consider using online survey tools, such as SurveyMonkey, for pre-training assessment. This will allow you to get more responses and tabulate them more easily. See Unit 7 | Tool 1 for a sample pre-training assessment questionnaire.

7.2.2.2. Determine the delivery model: half-day, multiple days, hybrid

What delivery model should you use? The training is designed in modular formats; each organization can choose the material that is most applicable to its needs. While there is no recommended order for presenting the modules, facilitators are encouraged to adapt the material as appropriate to their audiences and timing limitations.

The time commitment for the entire training varies, depending on how many activities facilitators choose within each module, the depth of coverage of material desired, and allowance of time for breaks during the sessions—all choices to be made by facilitators. Here are some questions to ask in determining which training model will be most appealing to participants and will fit institutional time constraints:

- > One unit per training?
- > Half-day training covering more than one topic?
- > Half-day trainings within a short period of time or stretched over a longer period of time?
- > All-day training with multiple topics within a short period of time or stretched over a longer period of time?
- > Other combinations?

Longer trainings allow you to cover more content and meet fewer times, but the intensity of the material may cause fatigue. Shorter trainings allow better absorption of the content, and may allow application and reporting back, but can cause lack of continuity and require more scheduling.

You may also want to consider whether some of the material can be converted into PowerPoint presentations and offered via webinars. This is cost effective, but usually not as engaging as a face-to-face meeting. Our suggestion is to present information in a webinar only if it is not complex, and doesn't require a lot of discussion. Perhaps a preliminary webinar with trainees might help to establish the topic and rationale for the training. For example, the introduction to the manual may serve as good content for a webinar before meeting face-to-face.

Another strategy is to give pre-workshop assignments to activate trainees' background knowledge (as many adult educators already do some kind of contextualization already) and prepare them for the training.

7.2.3. THINGS TO CONSIDER IN PLANNING YOUR TRAINING

Once the decision has been made to offer the training, the steps listed below offer suggestions for implementing it. Roles and responsibilities can be combined where resources are limited.

7.2.3.1. Sponsoring the training

Sponsorship from a high-level administrator helps you get resources (funding, facilities, administrative and marketing support needed for the training, and possible release time for both organizing staff and participants). Frame your appeal to an administrator in terms of reducing attrition and increasing completion, and make sure to present a clear plan for how participants will be held accountable, and what administrative support is needed.

7.2.3.2. Recruitment and marketing

The type of recruitment and marketing necessary will depend upon whether the training is mandatory or voluntary. Each institution will need to decide which method to use and market accordingly. If the training is mandatory, marketing is simple and the following steps can be followed via email and/or distribution of flyers:

- > Notify participants of dates, times, and location.
- > Post flyers in staff rooms or distribute them at staff meetings or in staff mailboxes.
- > Send a simple pre-registration form.
- > Send reminder notices one week prior to the training. If the training is voluntary, then the marketing procedure is more complex.

If the training is voluntary, then the marketing procedure is more complex. Clearly articulate to already busy and burdened instructors the answers to the questions posed above: "What's in it for me? How will this make my work life easier?" You can accomplish this by using the feedback from focus groups and surveys.

Offer incentives, such as:

- > A toolkit with practical applications for effective techniques in working with low-skilled students will be provided
- > Release time from work
- > Professional development credit
- > Networking opportunities

- > Free meals (if possible)
- > Easy access and free parking

7.2.3.3. Addressing the Logistics

- > **Location/facility:** Easily accessible to participants with ample parking available (offer parking permits if necessary)
- > **Room:** Plenty of light and wall space for posting easel paper, a white board, movable tables and chairs, restrooms nearby
- > **Equipment/materials:** PowerPoint/projection capability, with screen and sound if using Internet or video/CD; easel charts, markers, tape, Post-its, tent cards, nametags, scissors, paper clips, participant binders, and handouts; nearby copying and computer printing capacity
- > **Food/drinks:** Water/beverages/snacks in the room; breakfast or lunch delivered or food service within walking distance
- > **Travel:** Hotel/transportation for speakers and out of town participants
- > **Registration packet:** Confirmation of dates, locale, directions; pre-planning assessments (optional); information for professional development credit
- > **Planning calendar:** (3-4 months is ideal) This includes time for identifying and securing the institutional sponsor and budget, conducting training focus groups, developing and carrying out the training plan, and delivering the training
- > **Timing:** This can vary, so do some research and ask questions to decide what time of year and day of the week would be most advantageous for your organization. Refer to your organization's calendar; avoid times when the staff workload is particularly heavy.
- > **Budget:** Prepare a budget by identifying any costs related to the training in the following areas: room rental, food and beverages, speaker fees (and hotel and transportation), administrative costs (e.g., printing, copying, materials, parking, and AV equipment rentals).

Strategies for marketing the training and recruiting participants

- > Design a graphically enticing flyer to be posted, emailed, and mailed to appropriate audiences and their supervisors. Use your marketing department if possible.
- > Meet with supervisors or the appropriate dean to discuss the benefits of the training.
- > Attend a staff meeting and explain how the training will student retention and outcomes; distribute flyers.
- > Advertise on the program website or listserv.
- > Make registering easy, perhaps through an online site.
- > Send out confirmations and reminders after participants register. Send out several if there is a long time between registration and the actual training.

See Unit 7 | Tools 2-4 for sample workshop agendas.

7.3. EVALUATING THE TRAINING

Training roles and responsibilities

FACILITATORS

Facilitators plan and conduct training. It is important to note the differences between facilitating and teaching. Facilitation allows the inherent knowledge of an individual or group to emerge. Rather than being the teacher of all information, a facilitator encourages the sharing of information to create a dynamic learning environment. The facilitator acts as coordinator for activities rather than as leader, and as a guide for discussions rather than a lecturer. Facilitators' responsibilities include:

- > Coordinating all aspects of the training
- > Identifying/hiring/briefing guest speakers
- > Selecting training modules
- > Creating a training schedule
- > Adapting the training materials to fit institutional needs and demographics
- > Conducting the training sessions
- > Being familiar with the institution's policies and procedures for reference in various modules

COORDINATOR/ADMINISTRATIVE ASSISTANT

If possible, identify someone who can provide assistance with logistics and assist facilitators.

Responsibilities may include but are not limited to:

- > Arranging training logistics, including location and meals
- > Assisting with producing and distributing marketing materials
- > Handling registration
- > Locating/scheduling rooms and equipment
- > Organizing all materials and handouts
- > Coordinating speakers
- > Handling travel arrangements for guest speakers, if necessary

GUEST SPEAKERS

The training is designed to use guest speakers who are experts on selected topics. The speakers can be from appropriate organizations (from neighboring adult education programs, college campuses, community-based organizations, employers, workforce boards, or other community resources and/or professional organizations). The training facilitators will be responsible for identifying, selecting, and briefing guest speakers.

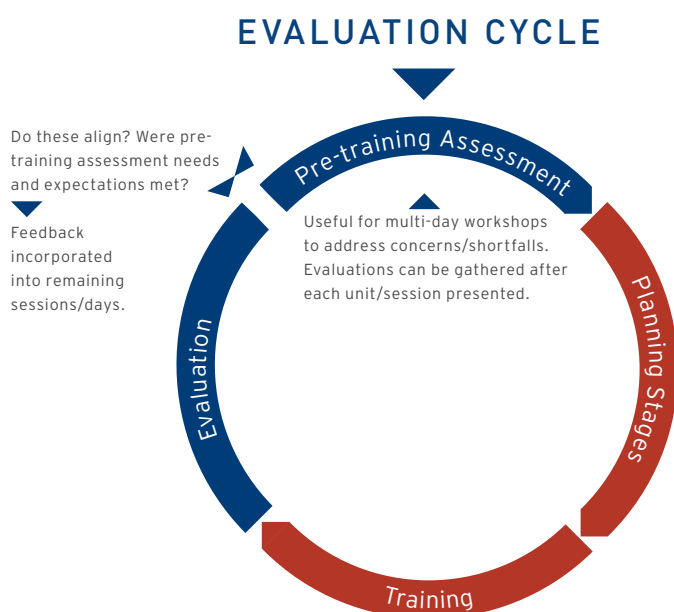
Guest speakers should be briefed on the following:

- > **Topic:** Ask speakers to relate topics to the content of the workshop you are hosting
- > **Audience:** Emphasize the need for the speaker to tailor information to adult education instructors and other staff around the theme of contextualized teaching and learning. The reality is that their time and desire may be limited. Make information succinct and practical.
- > **Delivery format:** Advise the guest speaker to combine presentation and interactive activities, use visual aids (e.g., PowerPoint, flip charts, handouts), and include examples of practical applications of the topic.
- > **Timing/logistics:** Be specific on the presentation time, dates, and location.
- > **Follow-up:** Send the guest speaker information at least three weeks before the date of presentation and follow up to make sure that it is received and there are no questions about this information.
- > **Handouts:** Call or email one week before the scheduled presentation, and obtain handouts for copying.

Because contextualized teaching and learning may be a new concept to many, a robust evaluation process will help to ensure that the needs of participants are met while also addressing workshop topics. The role of the facilitator is to check in with participants along the way. The training evaluation should be:

- > More extensive than a simple survey;
- > Integrated at various points throughout training, especially if multi-day training; and
- > Linked to original goals/expectations of participants.

Sample evaluation process:



TIPS FOR FACILITATORS:

Distribute agenda and participant materials.

Use an icebreaker, chosen by facilitator, as a warm-up.

Give logistical information (e.g., facilities, breaks, meals, and timing).

Present a brief summary of previous modules and their relationship to the current one.

At the start of the session, ask: Why are we here? What do you hope to leave with?

Consider using group work to increase the amount of people that participate.

Consider how table arrangement contributes to group dynamics and discussion.

Introduce the unit and the goals.

Deliver the content.

Guide activities.

Use the wisdom of the room.

Facilitate; don't teach.

Ask for specific examples from participants.

Set or elicit clear expectations.

Reinforce common themes and connections across the modules.

Summarize the unit.

Facilitators should include a review of the material presented, as well as a preview of the next unit, contextualizing the information.

Have participants evaluate the unit and training before leaving the training facility.

Deploying Strategies for Ongoing Collaboration

Although trainers often expect immediate engagement with the content of a training and prompt production of some deliverables that show attendee comprehension, some participants will need to reflect on the content more and strategize on how to implement what they learn. For this reason, we suggest that you consider how to support attendee development after the training is over. (See *Section 7.1.2 and 7.1.3 on professional development strategies*.) Consider these choices:

- > Face-to-face meetings
- > Site visits
- > Virtual meetings (conference calls and webinars)
- > Follow-up to training
- > Instructor leadership roles (having some instructors mentor others)
- > Concrete goals/deliverables brought to a follow-up training session
- > Posting deliverables to a common website
- > Support for instructors who want to conduct contextualization pilots

UNIT 7 | TOOL 1

SAMPLE PRE-TRAINING ASSESSMENT

Training Topic: _____

Adult Education Program: _____ **Date(s):** _____

To assist us in preparing for the Contextualization Training, please take a few minutes to answer the following questions. Please rate your knowledge of the training topic using the following rating scale and guidelines.

RATING SCALE

Circle the number that corresponds to your knowledge level of subject.

1. Possess **little or no** knowledge or skill in subject
2. Possess **basic** knowledge or skill in area (able to make a 15-minute presentation, without preparation on the subject)
3. Possess **intermediate** knowledge or skill in area (able to make a one-hour presentation, without preparation, on the subject)
4. Possess **advanced** knowledge or skill in area (able to present a one-half day seminar, without major preparation on the subject)

POTENTIAL QUESTIONS FOR A PRE-TRAINING QUESTIONNAIRE

- > What do you want to be able to do after coming to this training?
- > In what way do you think this training will meet your student needs?
- > What level of expertise do your instructors have with contextualized curriculum?
- > What instructors are more likely to come?

ADDITIONAL QUESTIONS TO CONSIDER

- > Will the workshop attendees be a mix of instructors who currently have contextualized classes and those who don't?
- > Involving the more advanced instructors to help present their steps to development, successes and challenges may be helpful. Sometimes it helps to have local voices who know the situation on the ground really well. Can you think of instructors who would have insights to share?
- > Can instructors be encouraged to come with curriculum they want to use to contextualize?
- > Can instructor teams attend (teams that intend to integrate each other's subjects)?
- > What goals do you think the attendees might have?

UNIT 7 | TOOL 2

SAMPLE HALF-DAY WORKSHOP AGENDA

8:00-8:15 a.m.	OVERVIEW, GOALS OF THE DAY, ICEBREAKERS, INTRODUCTIONS, AND ATTENDEE GOAL SETTING
8:15-9:00 a.m.	CONTEXTUALIZED TEACHING AND LEARNING OVERVIEW: MANUAL INTRO, UNITS 1 AND 2 <ol style="list-style-type: none">1. CTL Defined2. Research and data on CTL3. Videos on CTL Programs4. CTL Programs Models with rubrics5. Existing CTL Programs your school
9:00-9:15 a.m.	BREAK
9:15-11:00 a.m.	STEPS AND STAGES OF CTL LESSON DEVELOPMENT, AND DEMONSTRATIONS/ CURRICULUM EXAMPLES: MANUAL UNITS 3 AND 4
11:00 a.m.-12:00 p.m.	DEVELOPING YOUR ACTION PLAN Instructors work in pairs to develop new CTL lessons and units using an action planning tool
12:00-12:30 p.m.	LUNCH
12:30-1:30 p.m.	PRESENTING YOUR ACTION PLAN Instructors present their plan to the group and provide feedback and guidance to each other
1:30-2:00 p.m.	WRAP UP AND FEEDBACK

UNIT 7 | TOOL 3

SAMPLE ONE-DAY WORKSHOP AGENDA

Goals

1. Understand the role of contextualization in career pathways programs.
2. Integrate career-focused content into the curricula of their selected classes.
3. Build capacity of instructors to create contextualized teaching and learning curriculum.
4. Provide training on effective instructional strategies to teach contextualized courses.
5. Identify anticipated challenges instructors might confront in the implementation of this project and brainstorm potential solutions.
6. Develop work plans to continue the contextualized projects after this workshop.
7. Connect instructors to each other (both within and across institutions) and to project team members as a learning community in this work.

9:00-9:15 a.m. **OVERVIEW, GOALS OF THE DAY, ICEBREAKERS, INTRODUCTIONS, AND ATTENDEE GOAL SETTING**

9:15-10:00 a.m. **CONTEXTUALIZED TEACHING AND LEARNING OVERVIEW: MANUAL INTRO, UNITS 1 AND 2**

1. CTL Defined
2. Research and data on CTL
3. Videos on CTL Programs
4. CTL Programs Models with rubrics
5. Existing CTL Programs your school

10:00-10:15 a.m. **BREAK**

10:15-10:45 a.m. **STUDENT PANEL DISCUSSES THEIR EXPERIENCE IN CTL CLASSES**

10:45-11:15 a.m. **CTE INSTRUCTOR PANEL**

11:15-12:00 p.m. **STEPS AND STAGES OF CTL LESSON DEVELOPMENT, AND DEMONSTRATIONS/ CURRICULUM EXAMPLES: MANUAL UNITS 3 AND 4**

12:00-12:45 p.m. **LUNCH**

1:00-2:00 p.m. **DEVELOPING YOUR ACTION PLAN**

Instructors work in pairs to develop new CTL lessons and units using an action planning tool

2:00-2:15 p.m. **BREAK**

2:15-3:00 p.m. **PRESENTING YOUR ACTION PLAN**

Instructors present their plan to the group and provide feedback and guidance to each other

3:00-3:30 p.m. **STAYING ENGAGED**

A discussion on how to continue this work

3:30-3:45 p.m. **WRAP UP AND FEEDBACK**

UNIT 7 | TOOL 4

SAMPLE TWO-DAY WORKSHOP AGENDA

Day 1

8:00-8:30 a.m.	BREAKFAST AND REGISTRATION
8:30-9:00 a.m.	WELCOME/INTRODUCTIONS/GOAL SETTING
9:00-9:30 a.m.	INTRODUCTION TO CTL Define CTL and give rationale
9:30-10:00 a.m.	UNIT 1: CONTEXTUALIZATION FRAMEWORK Address key questions influencing the design of their CTL course or program
10:00-10:15 a.m.	BREAK
10:15-11:15 a.m.	UNIT 2: PROGRAM MODELS Present overview of program models with examples. Share potential pilot project ideas
11:15-12:15 p.m.	UNIT 3: INFUSING PATHWAYS Help teachers create curricula and instructional materials that build pathways from adult education classes into careers
12:15-12:45 p.m.	LUNCH
12:45-2:15 p.m.	UNIT 3: INFUSING PATHWAYS (continued)
2:15-2:30 p.m.	BREAK
2:30-5:00 p.m.	UNIT 4: USING EFFECTIVE INSTRUCTIONAL STRATEGIES Help instructors implement a set of strategies related to contextualized instruction
5:00-5:15 p.m.	WRAP UP AND NEXT STEPS Set goals for next day

Day 2

8:00-8:30 a.m.	BREAKFAST AND OVERVIEW OF DAY Review focus of day's activities
8:30-9:30 a.m.	UNIT 5: ASSESSING LEARNING OUTCOMES AND DATA Enable teachers and administrators to demonstrate the effectiveness of their CTL course or program
9:30-10:45 a.m.	UNIT 6: ENGAGING PROGRAM DIRECTORS Discuss ways that program directors can support CTL course or programs
10:45-11:00 a.m.	BREAK
11:00-12:30 a.m.	PLANNING YOUR PILOT PROJECT Plan pilot projects and identify support needs
12:30-1:00 p.m.	LUNCH
1:00-2:00 p.m.	SUPPORTING PILOT IMPLEMENTATION
2:00-2:15 p.m.	BREAK
2:15-2:45 p.m.	STAYING CONNECTED DURING PILOT Demonstrate technology platform to support collaboration and learning
2:45-3:00 p.m.	WRAP UP AND NEXT STEPS

UNIT 7 | TOOL 5

SAMPLE TRAINING EVALUATION

Your feedback is important to us. Please complete the following information about today's training session so that we can continuously improve this workshop series.

Training Topic: _____

Location of Training: _____ **Date:** _____

EVALUATION

How can this training be improved? (Please be specific)

Please evaluate _____ (training topic) **by checking the box that most matches your opinion:**

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
Training objectives were clearly identified					
Training objectives were clearly met					
Presenters were well organized					
Information presented can be applied to my work setting					
The materials were well organized & useful					
Training activities helped me understand the concepts better					
Discussions and questions were encouraged					

What topic(s) would you like to learn more about in future training?

APPENDIX A

RESOURCES

INSTRUCTION

Texas Reality Check

<http://www.texasrealitycheck.com/>

Massachusetts Community Colleges and Workforce Development Transformation Agenda

Contextualized ABE Modules

<http://www.masscc.org/>

Adult Career Pathways Training and Support Center (ACP-SC)

Office of Vocational and Adult Education's Designing Instruction for Career Pathways Initiative, with Kratos Learning and CORD

<http://www.acp-sc.org/>

Overview of Curriculum Design procedures:

Richards, J.C. 2013. "Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design." *RELC Journal*. Vol. 44, No. 1, 5-33.

Retrieved from: <http://rel.sagepub.com/content/44/1/5.full.pdf+html>

Northern Arizona University

Educational Learning Theories Overview

Videos and articles on educational theory and theorists

<https://sites.google.com/a/nau.edu/educationallearningtheories/backward-design-model>

Literacywork International

Instructional Strategies for Contextualization short video series

Introduction: <http://www.youtube.com/watch?v=nYxxICB36KI>

Strategy 1: Activating Background Knowledge: <http://www.youtube.com/watch?v=BrrfWSGcwCO>

Strategy 2: Teaching Critical Concepts Using Mini-Lectures: <http://youtu.be/XhQgYC9J-dM>

TECHNOLOGY

English Innovations

One America, Washington State

<http://weareoneamerica.org/english-innovations>

I-DEA Program (Digital English Acceleration)

Washington State Board for Community and Technical Colleges

<http://creativecommons.org/tag/washington-state-board-for-community-and-technicalcolleges>

The Learner Web

Portland State University, Oregon

<http://www.learnerweb.org/infosite/index.html>

McDonald's English Under the Arches Program

McDonald's Corporation

<http://www.aspeninstitute.org/policy-work/economic-opportunities/skills-americasfuture/models-success/mcdonalds-english-under-arches>

Open Course Library

Washington State Board for Community and Technical Colleges

<http://opencourselibrary.org/>

Khan Academy

Nonprofit Online Educational Resource

<https://www.khanacademy.org/about>

TOOLKITS AND GUIDES

Breaking Through Practice Guide. 2010. Jobs for the Future, Boston, MA

http://www.breakingthroughcc.org/sites/default/files/BT_Documentation_June7.pdf

Breaking Through Contextualization Toolkit. 2010. Jobs for the Future, Boston, MA

http://www.jff.org/sites/default/files/BT_toolkit_June7.pdf

Bridges to Careers for Low-Skilled Adults. 2005. Women Employed, Chicago, IL

<http://womenemployed.org/sites/default/files/resources/BridgeGuide.FullReport.2005.pdf>

Texas LEARNS Adult Education Administrator's Manual. 2012.

<http://wwwtcall.tamu.edu/texaslearns/O5admanual/instruct.htm>

APPENDIX B

GLOSSARY

ADDIE Model: An acronym to describe a common instructional design model for training and curricula development. The model is broken into five phases; Analysis, Design, Development, Implementation, and Evaluation.

Adult Basic Education (ABE): Term used to describe sub-college basic skills instruction in reading, writing, mathematics, and English language skills for adult learners.

Authentic materials: Term used to reflect a pedagogical approach of using instructional materials that center on real-life contexts, topics, and problems. Authentic materials are typically generated for a specific (often work-focused) purpose and then used for instruction.

Bridge Programs: Programs designed to “bridge” the skills gap for learners whose skills do not meet minimum requirements for entry into training or educational programs. Bridge programs start learners on the road to a career pathway (or postsecondary pathway) while bolstering basic skills.

Career Ladder: (related to Career Pathways) A set of occupations that are linked together by common skills and competencies. When linked sequentially, they describe a progressive series of career opportunities.

Career Pathways: *Career pathways are a series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.*

U.S. Department of Education, Department of Health and Human Services, and Department of Labor Joint Letter of Support. 2012. Retrieved from http://wdr.doleta.gov/directives/corr_doc.cfm?docn=3536

Career and Technical Education (CTE): *The Perkins Act defines vocational-technical education as organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Programs include competency-based applied learning, which contributes to an individual's academic knowledge, higher-order reasoning, problem solving skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.*

U.S. Department of Education, Office of Vocational and Adult Education. Retrieved (2013) from <http://www2.ed.gov/offices/OVAE/CTE/perkins.html>

Certificate: An official award conveying the completion of a postsecondary education or training program.

Chunked or Modularized Curriculum: Curriculum that is subdivided into smaller instructional “chunks” that build into a larger body of instruction in a defined sequence. Chunked or Modularized curriculum often leads to greater customization for individual learners, and can be used to deliver complex content in a simpler way.

Competency-based Curriculum: Curriculum that is centered on the mastery of specific skills, abilities, and tasks of an occupation.

Constructivism: Theory of learning that proposes that knowledge is constructed when new content is introduced and infused with experience and existing information. Constructivism posits that learning is social, collaborative, and is influenced by context and the application of skills in real-world problems.

Credential: Term used to describe a certified award of qualification, competence, or authority issued to a learner in an educational or training program by a third party with relevant authority. Typically, a credential is awarded through an industry association or organization and is accepted as a means for job seeking and employment in a specified occupation.

CTL (Contextualized Teaching and Learning): a “diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student” (Mazzeo 2008).

Digital Literacy: Term used to describe the ability to effectively locate, evaluate, employ, and create information using a range of digital sources and technologies.

Document Literacy: Term used to describe the ability to fluently locate and employ information in charts, infographics, forms, charts, graphs and tables.

English as a Second Language (ESL): Also known as English for Speakers of Other Languages (ESOL). The term used for the language instruction for learners who are non-native English speakers, or English Language Learners (ELLs).

Formative Assessment: Term used to describe formal and informal evaluation events that are used to gauge student learning and revise instructional approach during a program of study. Formative Assessment typically involves iterative cycles of feedback and revision.

General Educational Development (GED): A high school equivalency credential.

Industry sectors: Term identified by the Standard Industrial Classification (SIC) codes or North American Industry Classification System (NAICS) classification schemes. Industry is defined as a group of entities or organizations that produce, handle, or deliver a body of products/services. Sector refers to the larger classification of various aspects of the economy. (Sectors house many industries).

Work Readiness Skills (Soft Skills, Employability skills): A large umbrella term that comprises the skills and behaviors necessary for general employment. Work readiness skills include time management, resume writing, social competence, and general communication skills.

Problem-based Learning: An active learning pedagogical approach that engages learners in an activity or project centered on problem solving. Learners typically engage in collaborative work and critical thinking to create a solution to a real-life situated task.

Student Services: Psycho-Social support services provided to learners in an educational or training program that are designed to increase retention, persistence, and success rates. Student services can range from transitions counseling and social service referrals to financial advising and career coaching.

Summative assessment (summative evaluation): Term used to describe the formal evaluation culminating from a learning event. A summative assessment typically summarizes learners' knowledge and/or skills development at the end of a program of study, unit, module, or course.

Workforce Investment Act (WIA): The federal statute that establishes federal policy direction and appropriates federal funds for employment and training programs. These programs include training for disadvantaged youth, adults, and dislocated workers; adult education and literacy; employment services and labor market information; and rehabilitation services for individuals with disabilities.

APPENDIX C

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ENDNOTES

Unit 0

¹ See Clark 2004.

Unit 1

¹ For more information about Counseling to Careers, please contact your GREAT Center Director or see <http://www.jff.org/projects/current/education/counseling-careers/1365>

² If career exploration is an important goal for your students, Texas has invested in an excellent resource called Integrating Career Awareness into the ABE/ESOL classroom. For more information, please talk to your adult education program director or your GREAT Center Director.

³ See Breaking Through *Contextualization Toolkit*

⁴ This real program at Laney College has been somewhat embellished to illustrate CTL concepts in this manual.

Unit 3

¹ For more information about the Backward Design process for curriculum development, <http://sites.google.com/a/nau.edu/educationallearningtheories/backward-design-model>

² While this proposed unit focuses on technology, any extended unit that uses multiple sources and combines investigations with analysis and discussion will help you build student skills to meet Texas College and Career Readiness standards.

³ If you have parents in your class, show them the standards and let them know that these are the standards that K-12 schools in Texas are asked to address. With the knowledge they gain through exposure to these standards, they will be better prepared to help their children achieve them.

⁴ The topics and questions here are adapted with permission from *Bridges to Careers for Low-Skilled Adults* developed by Women Employed.

⁵ The *Bridges to Careers* guide offers some potential information sources to help you identify the characteristics and skills requirements of the targeted

occupations as well as education or training programs that are preparing adults for these jobs and the requirements for entry.

Unit 4

¹ Many of the key steps that instructors and programs can take to promote motivation and retention are culled from two important publications: *Improving Adult Literacy Instruction: Options for Practice and Research*, a report by the National Academy of Sciences, and the website on Adult Learner Persistence, developed by World Education, which draws heavily on findings of the NCSALL Study on Learner Persistence by John Comings.

² The goal setting activities that ABE/ESL programs currently conduct can easily be integrated here. Texas LEARNS is already investing in professional development resources (e.g., Integrating Career Awareness, Counseling to Careers) to help adult education programs integrate better career awareness and exploration by adult education students.

³ See Lave et al. 1991.

Unit 5

¹ See Texas LEARNS *Adult Education Administrator's Manual*

² *Ibid.*

³ See Perin 2011.

⁴ See Clark 2001.

⁵ See Merrill 2002.

⁶ See Hmelo-Silver 2004 and Major & Palmer 2001.

⁷ See Kirkpatrick 1996.

Unit 7

¹ See Darling-Hammond et al. 2009

² This description is based on the six years of sustained professional development delivered by Literacywork International and others in collaboration with selected Texas GREAT Centers.



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