TECHNICAL ASSISTANCE GUIDE

CURRICULUM FRAMEWORK

OACES
Office of Adult & Career Education Services
Rochester City School District

Let's get to work.

TECHNICAL ASSISTANCE GUIDE

The Office of Adult and Career Education Services (OACES), a department of the Rochester City School District, and the Catholic Family Center (CFC) have collaborated to support various community agencies in their efforts to provide services to new Americans.

This guide was partially funded by the New York State Office of New Americans (ONA). ONA supports programs that encourage new Americans to fully participate in New York State civic and economic life by providing training for English Language Students, helping legal permanent residents navigate the path to citizenship, and encouraging entrepreneurship. ONA is taking steps to protect new Americans as they transition to full participation in New York's communities.

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WHAT IS ADULT EDUCATION?

Adult Education is instruction, often at no cost, for adult students who want to improve their employability, education, or English language skills. Adult Education programs offer basic reading, writing, math, and problem-solving classes, English language lessons, employment preparation and training, Test Assessing Secondary Completion (TASC) preparation, and other basic educational services for adult students. Adult Education includes Adult Basic Education (ABE), Adult Secondary Education (ASE) as well as English for Speakers of Other Languages (ESOL / ESL).

Adult Education programs are for adults 16 years of age and older who are not in school, who have academic skills below the 12th grade level, and/or who need help learning English. The goal of Adult Education is to help adults reach their full potential as workers, family members, and citizens.

Adult Education is funded in part by the federal and state governments, with local and community support. Many programs receive grant funding from private and corporate sources. The New York State Education Department's (NYSED) Office of Adult Career and Continuing Education Services (ACCES) unit oversees Adult Education programs in New York. ACCES works with public schools, community-based organizations, colleges, correctional facilities, and other agencies to provide Adult Education services.

In Rochester, the Office of Adult and Career Education Services (OACES) is a workforce preparation organization that helps adult students learn the skills they need for success in the workplace and outside the classroom.

With unique focus on the education and employment needs of New York State's adult citizens, several vital interests and goals can be best served through:

• Ensuring that the needs of adults and out-of-school youth are met through efficient and effective access to relevant services, programs, and opportunities offered by the NYSED.

• Encouraging full participation of adults with disabilities.

• Enhancing post-secondary transitions by developing the capacity of individuals to engage in post-secondary education leading to high-quality employment opportunities.

• Promoting workforce investment through unified collaboration with the New York State Department of Labor and State and local Workforce Investment Boards to assure that individuals have access to a "one-stop" source for a full range of services leading to high-quality employment opportunities.

• Supporting individuals experiencing poverty and relying on public services to develop their capacity to earn income and develop assets toward greater economic independence.

• Utilizing a more comprehensive and effective representation for adults in coordinating services and program initiatives with New York State agencies such as the Departments of Labor and Health, the Office of Temporary and Disability Assistance (OTDA), the Office of Children and Family Services, and the State University of New York (SUNY).

There are multiple literacies addressed by Adult Education.

• Survival Literacy

• Oral/Speaking and Written Literacy

• Cultural/Social and Civic Literacy

• Workplace and Employment Literacy

• Health Literacy

• Financial Literacy

• Technological and Digital/Electronic Literacy

• Geographic Literacy

• Media Literacy

• Environmental Literacy

• Scientific Literacy

The importance of each of these literacies in an individual's life varies based on specific circumstances. They all, however, have the potential to greatly affect the life of every adult and his/her family.

Literacy begins within the family and is reinforced, whether positively or negatively, in subsequent generations. Adult Education seeks to reinforce, promote, and support literacy to help adults reach their full potential as workers, family members, and citizens and in turn continue the cycle of literacy into the future.

Adult Education provides for the Community in numerous ways:

• Adult Education programs benefit businesses, workers, and job seekers. Businesses encourage Adult Education in order to provide and sustain a highly skilled and specialized workforce   a workforce with the skills to perform a variety of tasks or workers with "cross-functional" skills. Workers may receive promotions, gain more power in the job market, or become more valuable employees by enrolling in Adult Education programs.

• Adult Education training facilities often house state-of-the-art equipment such as computers and computer-based training equipment.

• Adult Education programs benefit families. Increased literacy and skills translate to a higher earnings potential for the household. Parents' literacy levels directly correlate to their children's educational success (according to the National Center for Families Learning).

CURRICULUM FRAMEWORK

What Is a Curriculum Framework?

A curriculum framework is an organized plan that defines the context and skills to be learned in terms of clear, definable standards of what the student should know and be able to do.

Who Develops a Curriculum Framework?

• Educators

• Business Personnel

• School Counselors

• Higher Education Personnel

• School Administrators

• School-to-Careers Coordinators

Why Is It Important?

A curriculum framework is designed to assist the teacher to help the student reach the desired goal by providing the teacher a roadmap of what is needed and how to get there. Curriculum frameworks are based on all subjects taught, i.e.: ESOL, Math, English Language Arts, Health, Career and Technical Education, etc…..

Curriculum frameworks should be used to guide instruction, identify the skills the student should know and be able to do at each educational functioning level and in what ways the student can demonstrate mastery of these skills.

Content Standards

Standards define what is important for students to know and be able to do within a specific content area for each level. It tells what is expected, acceptable, and required. Think of the standards as the skills or competencies you are trying to get the student to accomplish before moving to the next level. Their purpose is to provide a general but clear outline of content and skill so that programs can develop and align curriculum, instruction, and assessment. Standards help teachers and students develop plans that keep them focused and engaged. Standards-based education provides a structured approach for state adult education agencies and local programs to create a system that explicitly links standards, assessments, and instructional delivery.

Benefits of Standards

• Provide a common language for students, teachers, administrators, and the community at large to understand the scope of adult literacy

• Enlighten students as to what they need to accomplish at each level to progress through the learning process

• Encourage students to take an active part in their learning, making the classroom setting student-centered

• Assist teachers in planning, teaching, and assessing their students

Benchmarks

Within the standards are the benchmarks. They identify the specific performance levels in concrete and observable terms, serve as a checkpoint to monitor progress, and assist in development of measurable performance standards and assessments. The benchmarks are specific enough to guide instruction and learning but broad enough to allow for multiple approaches to curriculum and instruction. They define a progression of levels that are increasingly difficult and observable. As you move across the benchmarks they become more challenging and are to be completed with increasing independence.

The benchmarks are separated into different strands; each standard has a different number of strands. Each strand represents a set of benchmarks that increase in difficulty as the student progresses through the levels in the strand. The order of the strands is not an indicator of greater or lesser importance, and not all students will fit into exactly the same level throughout all the strands. The benchmarks are written for teachers, not students. Examples found within each benchmark help to clarify the meaning.

The description of the benchmarks' levels follows the Educational Functioning Level Descriptors that have been designed by the National Reporting System (NRS) for Adult Education. The NRS is a performance and outcome-based reporting system for many state-administered, federally funded adult education programs. The system is for states, programs, teachers, and students and is designed to demonstrate program effectiveness and improve student outcomes. This is done by providing for regular evaluation of workforce development and adult education nationwide.

Each benchmark is written as exit levels, not entry levels. In other words, the levels represent what students should be able to do upon exiting the level and moving to the next level.

Framework Levels

The frameworks encompass various academic skills, workplace literacy skills, lifelong learning skills, and skills for everyday living. These frameworks are divided into educational levels for each student.

The Literacy Completion Point (LCP) has between 8 to 10 standards on the Adult Basic Education Skill level in each major component of academic skills: reading, mathematics, and language arts.

The English as a Second Language LCPs are composed of 17 standards that are uniform from level to level. The measurements to complete each standard change as the level increases making each standard more applicable to the student's degree of skills and knowledge.

OACES Standardized Curriculum Framework

I. Workplace Readiness

• Content related to workplace readiness

II. Adult Basic Education (ABE) Curriculum Framework

• Language Arts

• Mathematics

• Reading

NRS Level	Educational Functioning	Grade Level Equivalents
1	Beginning ABE Literacy	0-1.9
2	Beginning Basic Education	2-3.9
3	Low Intermediate Basic Education	4-5.9
4	High Intermediate Basic Education	6-8.9

III. Adult Secondary Education (ASE) Curriculum Framework

• Language Arts: Writing

• Social Studies

- Science

- Language Arts: Reading

- Mathematics

- Study, Test Taking, and Reference Skills

NRS Level	Educational Functioning	Grade Level Equivalents
5	Low Adult Secondary Education	9-10.9
6	High Adult Secondary Education	11-12.9

IV. English as a Second Language (ESL) Curriculum Framework

- Workforce Development Skills

- Life Skills

- Academic Skills

NRS Level	Educational Functioning	BEST Plus Scores
1	Beginning ESL Literacy	88-400
2	Low Beginning ESL	401-417
3	High Beginning ESL	418-438
4	Low Intermediate ESL	439-472
5	High Intermediate ESL	473-506
6	Advanced ESL	507-540

OACES STANDARDIZED CURRICULUM FRAMEWORK

ESL – Best Plus Level I

WORKFORCE DEVELOPMENT SKILLS	
Standard 1.00 - Obtaining Employment	
Date: _____ Instructor: _____	
1.01	Identify entry level jobs & workplaces
1.02	Recognize application forms & procedures
1.03	Respond to oral interview
1.04	Fulfill ID requirements
1.05	Define job benefits
Standard 2.00 - Maintaining Employment	
Date: _____ Instructor: _____	
2.01	Recognize work standards, requirements, & rules
2.02	Ask for assistance & clarification
2.03	Recognize safety procedures
2.04	Read a work schedule
2.05	Recognize pay stubs & deductions
Standard 3.00 - Career Advancement	
Date: _____ Instructor: _____	
3.01	Identify job promotion requirements
3.02	Set education & employment goals
3.03	Recognize interpersonal communication skills
3.04	Use test taking strategies
Standard 4.00 - Accessing Applied Technology	
Date: _____ Instructor: _____	
4.01	Operating equipment at home & work

LIFE SKILLS	
Standard 5.00 - Effective Interpersonal Communication	
Date: _____ Instructor: _____	
5.01	Demonstrate greetings, introductions & farewells
5.02	Identify personal information
5.03	Express likes, dislikes, feelings, & emotions
5.04	Use polite expressions & good manners
Standard 6.00 - Telephone Communication	
Date: _____ Instructor: _____	
6.01	Demonstrate basic telephone use
6.02	Express lack of understanding
6.03	Use 911 procedures & vocabulary
6.04	Identify telephone book, calling card & telephone bill
Standard 7.00 - Health & Nutrition	
Date: _____ Instructor: _____	
7.01	Identify basic body parts
7.02	Recognize illness & accident vocabulary
7.03	Recognize health care vocabulary
7.04	Make a doctor's appointment
7.05	Identify medications & immunizations
7.06	Identify hygiene products & daily grooming routines
7.07	Identify basic foods, food groups, & healthy eating habits
Standard 8.00 - Time & Money	
Date: _____ Instructor: _____	
8.01	Recognized cardinal & ordinal numbers
8.02	Tell time using analog & digital clocks
8.03	Recognize calendar vocabulary
8.04	Write dates in numeric form
8.05	Recognize U.S. & currency & symbols for money
8.06	Read checks & money orders

Helpful Hints for Implementing the Standards

When teaching a lesson using the standards and benchmarks:

• Remember that a lesson can take more than one class meeting to complete.

• If you have a mix of higher and lower level students in a multi-level class, the higher level students can assist the lower level students while at the same time reinforcing what they have already learned.

• Make sure to involve your students in what is being taught – ask them what they want to learn.

• Base your lessons on the real-life experiences of your students.

• Look at the benchmarks first and then develop your lesson plan.

• Be flexible and allow for teachable moments in your instruction.

Lesson Plan Description

A lesson plan is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/ or curiosity of students. A well-developed lesson plan reflects the interests and needs of students. It incorporates best practices for the educational field.

The first thing a teacher does is create an objective which is a statement of purpose for the whole lesson. An objective statement itself should answer what students will be able to do by the end of the lesson. Each objective must begin with a verb that states the action to be taken to show accomplishment.

Example: Given a ruler, the student will be able to.......

The most important word to use in an assignment is a verb, because verbs state how to demonstrate if accomplishment has taken place or not. The objective drives the whole lesson; it is the reason the lesson exists. Care is taken when creating the objective for each day's lesson as it will determine the activities in which the students are to be engaged. The teacher also ensures that lesson plan goals are compatible with the developmental level of the students. The teacher will also make certain that their students' achievement expectations are reasonable.

See attached sample of lesson template in appendix.

Appendix

Lesson Plan Template

Title: Subject of what you will be teaching

Setting: Where the lesson will be taught

Standards: What the student should know and be able to do within a specific content area for each level

Materials: What supplies are needed to teach the lesson

Benchmark/Objectives: What students are expected to learn

(The objectives should be **S.M.A.R.T** - **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely)

Anticipatory Set: This is used to introduce your students to the lesson - it is used in order to get the students engaged

Modeling of Lesson: Teacher models the skill and how it is performed

Guided Practice: Students work on assignments in pairs or in small groups - help is available to the students when needed (the learning is guided)

Independent Practice: Students practice the skill on their own, but help is still available if needed

Assessment: Assess your objectives – determine if the students met the goal that you set up for them to accomplish

Closure: Wrap up the lesson-summarize what the students learned

Examples of a S.M.A.R.T Goal

Students will be able to draw multi-view drawings of assigned machine parts with 95% accuracy by the end of today.

90% of students will match specific hand tool pictures with their correct definition with 90% accuracy after this lesson.

Students will be able to identify ten safety hazards in a picture with 90% accuracy by the end of this week.

Additional Resources

Adult Education Content Standards Warehouse
www.adultedcontentstandards.ed.gov

National Reporting System
www.nrsweb.org

TCALL Texas Center for the Advancement of Literacy & Learning
www-tcall.tamu.edu/index.htm

Sources

Technical College System of Georgia
www.tcsg.edu

Texas Center for the Advancement of Literacy and Learning
www-tcall.tamu.edu

Wikipedia
www.en.wikipedia.org

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