Developing Two Components of Curriculum in ABE and ESOL Programs

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Goals for This Presentation

Define & discuss 2 aspects of curriculum:
- Scope and Sequence
- Alignment to the CCRAE Standards or the ESOL Standards for ABE and the CCRAE Standards

Build solid knowledge & understanding about curriculum

Suggestions for making time for curriculum work
Agenda

★ Some Background First

★ Define & discuss 2 aspects of curriculum:
  ★ Part I: Scope and Sequence
  ★ Part II: Policies
  ★ Part III: Alignment to Standards

★ Resources for programs
Background & Expectations

- FY06-12 expectation was that programs should be “working towards” a program-wide curriculum (ABE and/or ESOL);

- FY13-17 expectation is that programs have completed their curriculum/curricula.

- ACLS narrowed the focus to programs having a scope and sequence which is aligned to the College & Career Readiness Standards for AE or ESOL Framework Standards for ABE.
Definition of Curriculum

★ A coherent plan that links goals for learning (which typically comprise academic standards such as the College & Career Readiness Standards for Adult Education) and the work that happens in the classroom.

★ A course of study and a set of tools, including a scope and sequence, that guide teachers to enable students to develop the knowledge & skills they need to qualify for further education, job training, & better employment.

★ MA Guidelines for ABE, FY2013
Why Scope and Sequence & Alignment to Standards*?

★ Both are foundational pieces of curriculum
★ They work together to form a strong curriculum

*Note: the term standards here also implies the use of benchmarks.
Part I: Scope and Sequence
**Scope**

★ Describes the expectations & breadth of what is to be covered in a given content area

★ Describes the overall instructional goals including content, skills, knowledge needed

★ Introduces the content/skills to students in a logical, meaningful manner

★ Incorporates student goals

★ Reflects a shared understanding & should guide all teachers in the development of their daily instruction
**Sequence**

- Aligns class levels so there are clear transitions from one class level to another.
- Describes the order of what is planned to be covered, and some information about how long.
- Reflects the progression of content/skills over the class levels.
Scope and Sequence

- Explains the intention/purpose of the scope and sequence
- Shows how knowledge/concepts/skills are developed across the course of a year, both across the class levels and within one class level
- Describes increasing complexity/sophistication across the levels with some reinforcing overlap
- Reflects an integration of technology
Scope and Sequence (cont.)

★ Reflects the rigor of the CCRAE standards
★ Contextualizes using content specific to student interests (jobs/careers, post-secondary training)
★ Develops general academic habits/skills to prepare students for CCR success
★ In documented form that’s accessible to all teachers
★ Is logically organized and integrated in its overall structure
Part II: Policies
Scope & Sequence in Light of College & Career Readiness

★ The Common Core have been adopted by 44 states for K-12

★ ESE Commissioner’s Office: “…We support a rigorous assessment, and our adult basic education centers must align their curricula to the 2011 Massachusetts Curriculum Frameworks, which incorporate the Common Core State Standards…”
The College & Career Readiness Standards for Adult Education

- Adult learners don’t have the time for learning compared to grades K-12 students
- US Dept. of Education contracted to develop the CCRAE standards
- CCRAE have verbatim Common Core language, but fewer standards overall
The College & Career Readiness Standards for Adult Education

★ We ask that ABE programs use the CCRAE standards as the basis of curriculum, instruction, and assessment “for the foreseeable future”

★ ACLS will integrate elements of the MA ABE Curriculum Frameworks into the CCRAE, but it will take time
Curriculum Policy

- Grant recipients are required to document and use a unified curriculum for ABE and/or ESOL.

- At a minimum, a curriculum must include the following components:
  - Brief program overview and guidance for teachers
  - Scope and sequence
  - Units
  - Representative lesson plans for each level that guide instruction. Lessons must be part of curriculum units.
Curriculum Policy, cont.

★ By the end of FY15, this curriculum and components must be in place.

★ Programs are responsible for ensuring that all teachers use their unified curriculum as the basis of their instruction.

★ The curriculum must be reviewed on a regular basis (at least annually) by the program to ensure that curriculum, instruction, and formative assessment are standards-based and are meeting the needs of students.
Policy For ABE Instruction

The program’s curriculum and its components of must:

- Be aligned with the standards and level-specific standards of the CCRAE standards and reflective of the instructional shifts for the program’s lowest level students (e.g., Levels A-C) and extend through level E.
Policy For ABE Instruction

★ ABE thematic curriculum units must be informed by the students’ goals, needs, and interests. The level-specific standards of the CCRAE standards provide the skill sets to be mastered.

★ The context is also the vehicle by which students develop academic and metacognitive skills.
Policy For ESOL Instruction

The program’s curriculum and components must

★ be aligned with the standards and benchmarks of the Massachusetts ABE Curriculum Framework for ESOL and

★ incorporate the CCRAE standards and level-specific standards where applicable and supportive of English language learners’ next steps for college and/or careers;
Policy For ESOL Instruction

The program’s curriculum and components must also

⭐ Reflect current research and theories of second language acquisition including the stages of language development.
Policy For ESOL Instruction

★ ESOL thematic curriculum units must meet students’ English language learning needs and interests.

★ These units are the context through which students will develop their speaking, listening, reading and writing skills. The benchmarks in the MA ABE Curriculum Framework for ESOL provide the skill sets to be mastered.

★ The context is also the vehicle by which students develop academic, metalinguistic, and metacognitive skills.
In Light of the CCR Standards

★ All programs will want to look at their existing scope and sequence to address the increased rigor and the instructional shifts reflected in the College and Career Readiness standards for adult education.
Part III: Alignment to Standards and Benchmarks
Alignment to Standards & Level-specific standards: ABE Programs

The Scope and Sequence should align to the CCRAE standards, including:

- the CCRAE English Language Arts and Literacy anchor standards and the level-specific standards
- Within these, history/social studies, science and technical subjects
- the CCRAE Math Standards for Math Content within 5 grade level groupings
- The CCRAE Standards for Mathematical Practice
Alignment to Standards & Benchmarks: ESOL Programs

The Scope and Sequence should align to the MA ABE Curriculum Framework for ESOL:

★ the standards and benchmarks for the Reading, Writing, Speaking, and Listening Strands

★ the standards for Navigating Systems Developing Strategies and Resources for Learning, and the Intercultural Knowledge and Skills Strands

★ the CCRAE standards
Alignment to Standards and Benchmarks

★ Ensures that what’s taught covers the knowledge and skills at the appropriate level of complexity

★ Helps to flesh out a scope and sequence

★ With Scope/Sequence, the CCRAE level-specific standards (or ESOL benchmarks) align class levels for clear transitions from one class to another
What Should Alignment Look Like?

- The CCRAE Math standards and CCRAE ELA and Literacy level-specific standards should be appropriate for the class level (Look at the Levels A-E)

- Describe/reflect how the program knows when a student is ready to move to the next level, and be consistent across all class levels
What Else Should Alignment Look Like?

- Avoid a simple checklist where a benchmark skill is checked off and the student is done; benchmarks often need reinforcement and application in other contexts for mastery.

- We often see is a scope and sequence separate from an alignment to level-specific standards/benchmarks; how do the two pieces work together?
Lesson Plans?

We see a lot! This is good, but...

Many may not have been guided by scope & sequence & alignment to ABE benchmarks

While important, the emphasis is not on lesson plans not tied to an overall scope or curriculum

Goal is to develop a scope and sequence aligned to the CCRAE standards to guide units and lessons
Making Time for this Work

- Create common planning time
- Discuss at staff meetings
- Involve part-time staff in the discussions
Next Steps

- Dig into the CCR Standards with your colleagues
- Plan to attend PD offerings on Math, Reading, Writing in light of the CCRAE standards in FY15
- PD support will continue in FY16 and FY17
- Education Development Center (EDC) is developing an expanded scope/sequence for Levels C and D ELA/Literacy and Level D in Math by 6/30/14; we hope to have Levels A and B completed in FY15; (http://www.edc.org/)
Resources

⭐ CCR Standards, found on the MA ACLS Webpage for Frameworks:  
http://www.doe.mass.edu/acls/frameworks/

⭐ Achieve the Core: http://achievethecore.org/

⭐ Standards-in-Action (Unit 3 on aligning textbooks to the standards):  
http://www.adultedcontentstandards.ed.gov/standardsInAction2.asp

⭐ Illustrative Mathematics:  
http://www.illustrativemathematics.org
Resources, cont.

- Integrating Career Awareness in the ABE and ESOL Classroom
  http://www.collegetransition.org/publications.ica.curriculum.html

- MA Community Colleges Workforce Development Transformation Agenda Curriculum Modules
  http://mccwdta.etlo.org/

Thank you for your time!
Please let me know your comments and questions.