Programmatic Tools

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**From Theory to Practice**

**Setting the Stage for Implementing the Florida College and Career Readiness Standards into the ABE Curriculum (Pt. 1)**



**Guide and Programmatic Tools – 05/27/2015**

Institute for the Professional Development of Adult Educators

Programmatic Tools

**From Theory to Practice Setting the Stage for Implementing CCRS into the Curriculum**

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**My definition for standards-based education is . . .**

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# **Building Capacity for Work**

This framework is helpful in supporting the work of understanding where staff is in their development of knowledge around the College and Career Readiness Standards and their application of that knowledge.

|  |  |  |
| --- | --- | --- |
| **Level of Engagement** | **Who in your school/system is at this level now?** | **What strategies can be used to move people in the system to the next level of engagement?** |
| **Awareness** – Individuals know the shifts and understand the impact the Standards have on their work |  |  |
| **Application and Experimentation** – Individuals are attempting to try out CCRSAE strategies and/or resources |  |  |
| **Ownership** – Individuals are able to judge available resources and apply their understanding to making their own decisions about integrating the standards into their practice |  |  |
| **Advocacy and Innovation** – Individuals are able to support the development of their colleagues and/or they go beyond judging resources to actually creating tools and resources |  |  |

# **Key Advances (Shifts) for ELA/Literacy**

|  |  |
| --- | --- |
| 1. Regular practice with complex text and its academic language
 | Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than at the end of the ASE level. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*). |
| 1. Reading, writing and speaking grounded in evidence from text, both literary and informational
 | The Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts closely. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing. Likewise, the reading standards focus on students’ ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of *text-dependent* questions, questions in which the answers require inferences based on careful attention to the text. |
| 1. Building knowledge through content-rich nonfiction
 | Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards. In ABE 1 and 2, fulfilling the standards requires a 50-50 balance between informational and literary reading.  Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts; the ABE 1 and 2 Standards strongly recommend that students build coherent general knowledge.  In ABE 3 and 4 and ASE, ELA classes should place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In ABE 3 and 4 and ASE, the Standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.  |

# **Discussion Guide**

1. What’s the current prevailing practice we are seeking to improve upon? What are we seeking to shift from?
2. Do these shifts make sense as first priorities? What resonates about these shifts in implementing good practice? What makes them the most important priorities?
3. What is the research rationale/evidence based that convinces you (and will convince teachers) to make these shifts?

1. Are there other shifts that should be in contention? Why do you think so?
2. What is needed for principals, teachers, and other school-based instructional personnel to deeply understand, embrace, and integrate these shifts? What experiences would they need to have? What resources do they need access to?

# **Reading a Standard**

|  |
| --- |
| **Reading (RE)****Anchor Standards and Benchmark Skills** |
| **NRS Level 1** | **NRS Level 2** | **NRS Level 3** | **NRS Level 4** |
| **GE: 0.0 - 1.9** | **GE: 2.0 - 3.9** | **GE: 4.0 - 5.9** | **GE: 6.0 - 8.9**Anchor Standard |
| CCR.RE.ABE.1: Read close to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.*) |
| Ask and answer questions about key details in a text.NRS Level (GE Standard) | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | Refer to details and examples in a text when explain what the text says explicitly and when drawing inferences from the text.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.Benchmark Skill1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Cite specific textual evidence to support analysis of science and technical texts.
 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source** | **Strand** | **Program Area** | **Anchor Standard** | **NRS (GE) Level Standard** | **Benchmark Skill** |
| CCR | RE | ABE | 1 | 4 | a) |

# **Chart for Interpreting the Components of a Standard for Developing Lesson Plans**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1Standards | 2Skills Included in the Standard | 3Concepts Included in the Standard | 4Through a Particular Context | 5Cognitive Demand/Levels of Thinking | 6Sample Activity |
| List the standards here – one per row. | Indicate what skills are expected. Skills are what learners are expected to do to demonstrate mastery of the concepts and content. They are represented by the verbs in the standard. If multiple skills are included, align the concepts with the skills to which they apply. This is unnecessary if the skills listed apply equally to all concepts. | Indicate what concepts or content are included in the standard. Concepts are the information or ideas that learners need to *know*. These generally are the nouns or noun phrases in the standard. | Indicate in which context students are required to use the standard’s skills and concepts, e.g., writing a constructed response, solving a problem. This is the how, where, or when the learner will demonstrate the concepts or skills. | Using the selected taxonomy, consider the information in Columns 2-4 to determine the “level of thinking” or cognitive demand of the standard. | Add a teaching activity that encompasses the concepts and skills of this standard and is pitched at an appropriate level of cognitive demand. |

*Template adapted from Standards-in-Action: Innovations for Standards-Based Education*

# **Sample Reading Standard – Level Standard and Benchmark Approach**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1Standards | 2Skills Included in the Standard | 3Concepts Included in the Standard | 4Through a Particular Context | 5Cognitive Demand/Levels of Thinking | 6Sample Activity |
| Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR.RE.ABE.2) |
|

|  |
| --- |
| Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR.RE.ABE.2)**a.** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (CCR.RE.ABE.2.4.a)  |

 |

|  |
| --- |
| determine analyzesummarizedetermine provide  |

 |

|  |
| --- |
| theme/central idea of a text developmentdetailscentral ideassummary  |

 | Argumentative piece for real-world situation |

|  |
| --- |
| DOK 1 and 2 DOK 2 |

DOK 2 |

|  |
| --- |
| Using a text describing the pros and cons of various cell phones, students will create a graphic organizer showing the main ideas and supporting details and discuss how the details support the main idea. Students will write summaries of the text based on the facts. Students will use a rubric to check each other’s summaries for the inclusion of opinion or judgment.  |

 |

*Template adapted from Standards-in-Action: Innovations for Standards-Based Education*

# **Chart for Interpreting the Components of a Standard for Developing Lesson Plans**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1Standards | 2Skills Included in the Standard | 3Concepts Included in the Standard | 4Through a Particular Context | 5Cognitive Demand/Levels of Thinking | 6Sample Activity |
| Anchor Standard: |
|  |  |  |  |  |  |

# **Reflecting on Actions to Implement the Standards and Shifts**

In developing action plans and metrics for implementing the Reading and Language Arts Curriculum Frameworks, this framework can help guide the work of determining powerful first steps.

|  |  |  |
| --- | --- | --- |
| **Challenges to getting our program there** | **Opportunities we have that lay a good foundation** | **Early action – steps we can take right away.**  |
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# **Getting to Measurable, Meaningful Metrics**

*The following materials were adapted from: Achieve the Core: Instructional Leadership. achievethecore.org*

In order to best support the implementation of the College and Career Readiness Standards for Adult Education, you must have a clear picture of what will be observable in your program when the standards are fully implemented. This framework may be completed individually, as you reflect on your program and your understanding of the standards. It may also be an effective activity to facilitate among your school-based leadership team.

1. **Describe what you will be able to observe in your program five years from now.** *Your response to this prompt should be detailed and specific, but also realistic.*
2. **Describe what you will be able to observe in your school/district a year from now.***Your response to this prompt should be connected to your description above, and similarly detailed and specific.*
3. **What evidence will you collect? How will you collect it? When will you collect it?***What are the observable signs along the way to these goals? Think about this in terms of instructional practice, materials and resources in use, and student work.*
4. **What supports and structures need to be put in place in order for the system described above to be a reality?***What exists in the current state that is interfering with or preventing these shifts from taking place? It is important in this step that you focus on what is within your control and prioritize a few things that will have significant impact on the big picture.*

# **Observation Guide for Planning and Practice – English Language Arts**

The Key Shifts required by the College and Career Readiness Standards for Adult Education in the area of English Language Arts are:

1. Complexity: Regular practice with complex text and its academic language
2. Evidence: Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Knowledge: Building knowledge through content-rich, non-fiction.

*When College and Career Readiness Standards in English Language Arts are effectively integrated into planning and practice, the following should be evident in each lesson.*

|  |  |
| --- | --- |
| **Expectation** | **Evidence Observed or Gathered** |
| 1. A high quality text (or multiple texts) is at the center of the lesson.
 | These expectations should be evident in planning and observable in instruction. |
| 1. A majority of class time is spent reading, writing, or speaking directly about a text or multiple texts.
 | Yes | No | Notes: |
| 1. Students are working with and rereading texts that are at or above the complexity expected for the level and time in the course.
 | Yes | No |
| 1. The text(s) evidence exceptional craft and thought and/or provide useful information.
 | Yes | No |

*This tool is intended to provide support to instructors and others working to implement standards for the College and Career Readiness Standards for English Language Arts. It has been designed as a developmental tool for instructors and those who support instruction.*

# **Observation Guide for Planning and Practice – English Language Arts (cont.)**

|  |  |
| --- | --- |
| **Expectation** | **Evidence Observed or Gathered** |
| 1. Questions and tasks are text dependent and text specific.
 | These expectations should be evident in planning and observable in instruction. |
| 1. Questions and tasks address the text by attending to its particular structure, concepts, ideas, and details.
 | Most | More than Half | Less than Half | Few or None | Notes: |
| 1. Questions and tasks ask students to think about what they have read or heard and then ask them to draw evidence from the text to support their ideas.
 | Most | More than Half | Less than Half | Few or None |
| 1. Questions and tasks attend to the academic language and the domain-specific language (i.e., vocabulary and syntax) in the text.
 | Consistently | Sometimes | Rarely | Never |
| 1. Sequences of questions support students in delving deeper into text to make inferences beyond what is explicitly stated.
 | Consistently | Sometimes | Rarely | Never |

*This tool is intended to provide support to instructors and others working to implement standards for the College and Career Readiness Standards for English Language Arts. It has been designed as a developmental tool for instructors and those who support instruction.*

# **Observation Guide for Planning and Practice – English Language Arts (cont.)**

|  |  |
| --- | --- |
| **Expectation** | **Evidence Observed or Gathered** |
| 1. All students are productively engaged in the work of the lesson.
 | These expectations should be evident in planning and observable in instruction |
| 1. Students persist in efforts to read, speak, and/or write about demanding level-appropriate texts.
 | All Students | Most Students | Some Students | Few or No Students | Notes: |
| 1. The instructor expects evidence and precision from students and probes students’ answer accordingly.
 | Consistently | Sometimes | Rarely | Never |
| 1. Where possible, students demonstrate the ability to persist in completing question and tasks independently.
 | All Students | Most Students | Some Students | Few or No Students |
| 1. When discussing or collaborating, students build on each other’s observations or insights using evidence.
 | All Students | Most Students | Some Students | Few or No Students |

*This tool is intended to provide support to instructors and others working to implement standards for the College and Career Readiness Standards for English Language Arts. It has been designed as a developmental tool for instructors and those who support* instruction.

# **Notes:**