**From Theory to Practice: Setting the Stage for Implementing the Florida College and Career Readiness Standards for ABE into the Curriculum**  
Brevard Public Schools Adult Education Programs  
1225 Clearlake Rd  
Cocoa, FL 32922

**Wednesday, May 27, 2015**

**Administrators/Program Managers**

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| 8:30 – 8:45 a.m. | Welcome   * Introductions * Scope of Work for Administrative Staff | Jeff Arnott,  Director of Brevard Adult and Community Education  June Rall,  Director of IPDAE |
| 8:45 – 9:15 a.m. | Moving Toward a Standards-Based Education in Adult Education   * Defining standards-based instruction * How did CCRS for AE develop? * What CCRS Is and Is Not * Why CCRS for AE in Our Classrooms?   + WIOA   + State Curriculum Frameworks   + Transference   + Students’ Needs – Remember, it’s all about the student. * Building Capacity for Work | Bonnie Goonen, Consultant |
| 9:15 – 10:15 a.m. | Reviewing the Standards   * Reading the Standards   + Talking the talk - anchor standards vs. standards vs. benchmarks   + ELA strands * Key advances (shifts) for ELA/Literacy * Reflection on Actions to Implement the Standards and Shifts   + Barriers vs. Opportunities   + Instructional leadership |  |
| 10:15 – 10:30 a.m. | Break |  |
| 10:30 – 11:15 a.m. | Interpreting (Unpacking the Standards)   * A Step-by-Step Approach * Differences Between Interpreting Standards and Lesson Plans   + Lesson Plans or Units of Studies |  |
| 11:15 a.m. – Noon | Getting to Measurable, Meaningful, Metrics   * Using your personal experiences * Wisdom of the Crowd * Resources (e.g., Observation Guide for Planning and Practice |  |

**Wednesday, May 27, 2015**

**Administrators/Program Managers/Instructors**

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| 12:45 – 12:50 p.m. | Welcome and Introductions  Scope of Work for Instructional Staff | Jeff Arnott,  Director of Brevard Adult and Community Education  June Rall,  Director of IPDAE |
| 12:50 – 1:10 p.m. | College and Career Readiness Standards for Adult Education Programs   * KWL on CCRS for AE * A Quick Historic Review   + What the standards are and are not   + SBI (standards-based instruction)   + Why are they important? | Bonnie Goonen,  Consultant |
| 1:10 – 1:25 a.m. | Reading the Standards   * Reading the Standards   + ELA Strands     - Reading/Reading Foundations     - Writing/Language     - Speaking and Listening   + Anchor Standards for Each Strand   + Reading a Standard (activity) |  |
| 1:25 – 2:15 p.m. | Key advances (shifts) for ELA/Literacy – digging deeper into the standards   * Text complexity   + Quantitative/qualitative/purpose   + Tools for text complexity   + Determining text complexity (activity) * Reading and writing grounded in evidence   + Characteristics of text-dependent questions   + Crafting text-dependent questions (activity)   + Assessing text-dependent questions (activity) * Building knowledge through content-rich nonfiction   + Characteristics of non-fiction text   + Identifying sources for non-fiction text (activity) * Integrating standards and shifts in the ELA/Literacy classroom |  |
| 2:15 – 2:30 p.m. | Break |  |
| 2:30 – 3:15 p.m. | Interpreting (Unpacking the Standards)   * A Step-by-Step Approach * Differences Between Interpreting Standards and Lesson Plans   + Lesson Plans or Units of Studies * Interpreting Standards (activity) |  |
| 3:15 – 3:30 p.m. | **Preparing for Tomorrow’s Working Meeting**  Tomorrow, we continue to practice unpacking standards, as well as determining what creates an effective lesson plan/unit of study for our classrooms.  To prepare for the working session tomorrow, you will need to:   * Review the anchor standards of the Florida ABE Language Arts Curriculum Framework and the ABE Reading Curriculum Framework. * Identify two or three standards that you feel are very important for you to teach in your classroom. * Determine the materials that you will need to create a lesson plan/unit of study.   *Note: We will unpack your identified standard(s) during tomorrow’s working session.*   * Bring resources to the meeting that will assist you in developing a lesson plan/unit of study (e.g., materials you use in the classroom – books, handouts, worksheets, websites, strategies, games, activities, computer program materials, PowerPoint presentations, videos, etc.) * For the standard(s) that you selected as most important to teach, bring to the workshop:   + A computer in order to research additional information and create your lesson plan/unit of study so that the plan can be projected or printed for sharing   + materials that you wish to use when creating your lesson plan/unit of study   + sample lesson plans/units of study that you currently use to teach these standards   + additional resources that you may find useful | |

**Thursday, May 28, 2015**

**Administrators/Program Managers/Instructors**

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| 8:30 – 8:45 a.m. | Welcome Back  Overview of Today’s Agenda | Jeff Arnott,  Director of Brevard Adult and Community Education |
| 8:45 – 10:30 a.m. | Interpreting Standards – The Next Steps   * What Standards Did We Identify?   + Small group activity   + Share out selected standards * Review of Process for Interpreting the Standards Using Selected Standard * Interpreting Selected Standards   + Team activity   + Share out interpreted standard (have group share additional ideas) * Wisdom of the Crowd   + How Do the Standards Connect?   + Which standards could be incorporated into a lesson plan/unit of study?   + Overarching themes to use when developing standards-based instruction * Crafting Classroom Lessons Based on the Standards * Lesson Plan/Unit of Study Development/Syllabus * Parts of an Effective Lesson * Sample Templates | Working Session |
| 10:30 – 10:45 a.m. | Break |  |
| 10:45 – Noon | Identify Teams and Standards  Team Activity - Each team will include a minimum of two instructors. Each team will be responsible for creating a draft lesson plan/beginning unit of study using a lesson planning document identified by the group. Each team will be responsible for:   * an interpreted standard(s) to be used as a basis for the lesson plan * a completed lesson that   + incorporates the standards and the three shifts   + identifies the objectives or student outcomes   + provides activities for use in the classroom   + integrates research-based strategies   + includes resources, including any texts/worksheets/websites/web-based materials, etc.   + includes an assessment piece   + can be replicated by others | Working Session |
| Noon – 12:45 | Lunch |  |
| 12:45 – 1:45 p.m. | Continuation of Development of Lesson Plan/Unit of Study |  |
| 1:45 – 2:00 p.m. | Break |  |
| 2:00– 3:15 p.m. | Sharing Out – Each team will provide an overview of the lesson/unit of study that they have developed, how they can use the lesson/unit of study in the classroom, and any concerns that they had in creating the plan. |  |
| 3:15 – 3:30 p.m. | Next Steps | Jeff Arnott |