



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

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Implementing CCRS ELA Standards: A Look Inside the Classroom



Welcome!





Review key shifts in the ELA standards



Consider ways of measuring and monitoring implementation progress



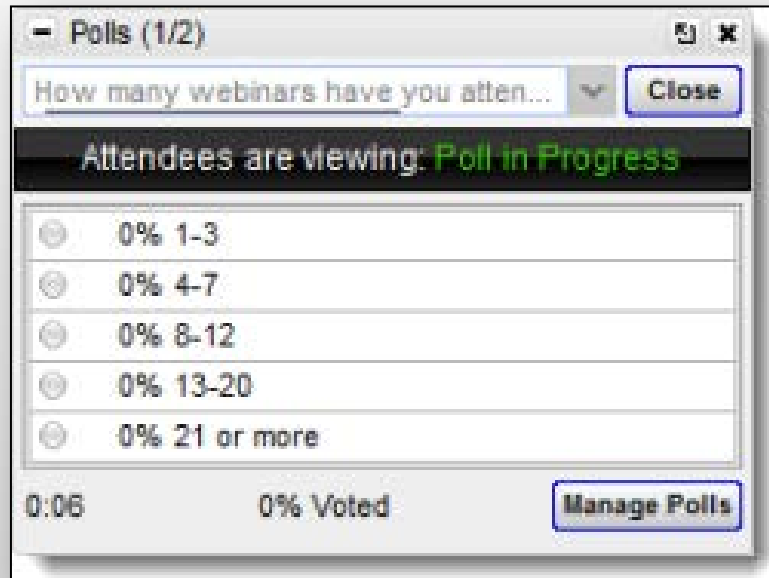
Discuss how to evaluate success by checking against clear milestones



Access tools for use in developing lesson plans and checking on progress



Through observation, we will know where a student is; standards will tell us where the student should be; and it will be our job as an instructor to identify how we can get the student there.



Let's get started by taking a quick poll.



Who are you?

- ✓ Program
Manager/Administrator
- ✓ Instructor
- ✓ Volunteer
- ✓ Other Professional



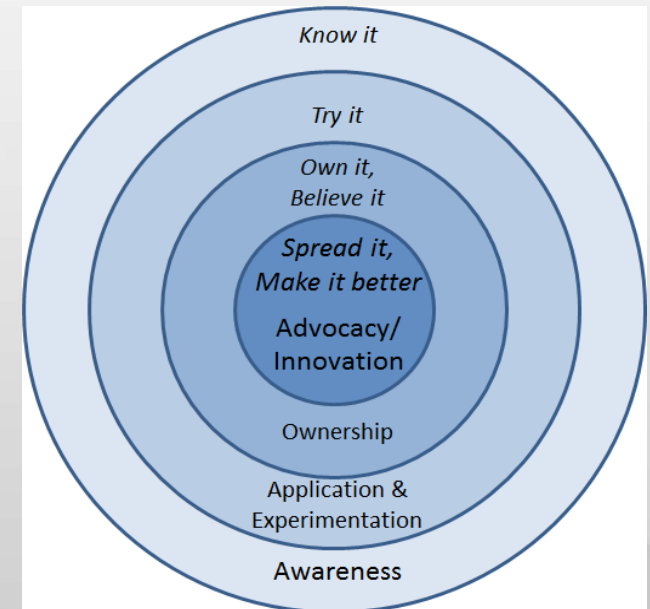
How many trainings have you or your staff completed using the CCRS ELA materials

- ✓ 0
- ✓ 1-2
- ✓ 3-4
- ✓ More



Which level of change best identifies the staff in your program regarding the implementation of ELA College and Career Readiness Standards for Adult Education?

- ✓ Awareness
- ✓ Application and Experimentation
- ✓ Ownership
- ✓ Advocacy/Innovation



Has your program begun developing lesson plans that align with Florida's ABE Curriculum Framework for Reading and Language?

- ✓ Yes
- ✓ No

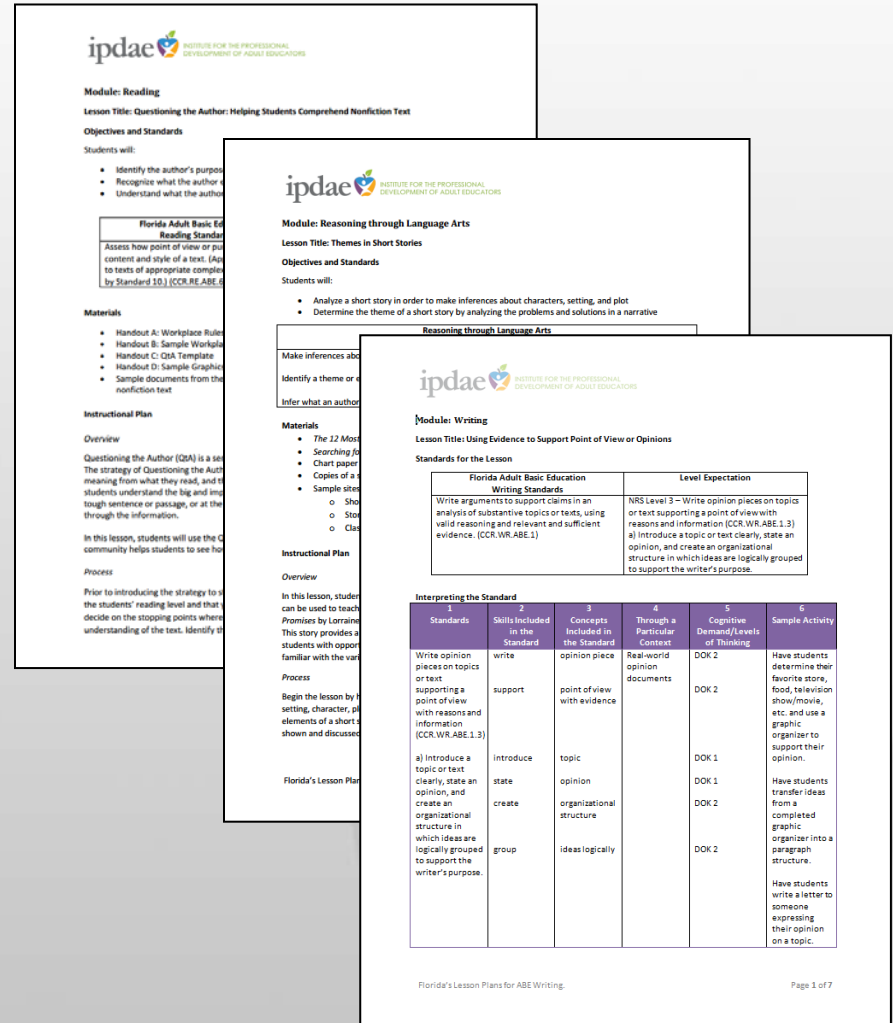


Have you accessed lesson plans or templates for use in your program/classroom from the Florida IPDAE website?

✓ Yes

✓ No

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The collage shows several documents from the IPDAE website:

- Module: Reading**
Lesson Title: Questioning the Author: Helping Students Comprehend Nonfiction Text
Objectives and Standards
Students will:
 - Identify the author's purpose
 - Recognize what the author says
 - Understand what the author says
- Florida Adult Basic Ed Reading Standard**
Assess how point of view or point of content and style of a text. (Applies to texts of appropriate complexity by Standard 10) (CCR.W. ABE.4)
- Materials**
 - Handout A: Workplace Rules
 - Handout B: Sample Workplace
 - Handout C: QDA Template
 - Handout D: Sample Graphic
 - Sample documents from the nonfiction text
- Instructional Plan**
Overview
Questioning the Author (QDA) is a strategy of Questioning the Author meaning from what they read, and if students understand the big and important sentence or passage, or at the through the information.
In this lesson, students will use the community helps students to see how
- Process**
Prior to introducing the strategy to the students' reading level and that decide on the stopping points where understanding of the text. Identify it

- Module: Reasoning through Language Arts**
Lesson Title: Themes in Short Stories
Objectives and Standards
Students will:
- Analyze a short story in order to make inferences about characters, setting, and plot
- Determine the theme of a short story by analyzing the problems and solutions in a narrative
- Reasoning through Language Arts**
Make inferences about
Identify a theme or
Infer what an author
- Materials**
- The 12 Most
- Searching for
- Chart paper
- Copies of a
- Sample sites
 - Sho
 - Sto
 - Clas
- Instructional Plan**
Overview
In this lesson, students can be used to teach Promises by Lorraine. This story provides a students with opportunity familiar with the various
- Process**
Begin the lesson by setting, character, plot elements of a short story shown and discussed
- Florida's Lesson Plan
- Module: Writing**
Lesson Title: Using Evidence to Support Point of View or Opinions
Standards for the Lesson

Florida Adult Basic Education Writing Standards	Level Expectation
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCR.WR.ABE.1)	NRS Level 3 – Write opinion pieces on topics or text supporting a point of view with reasons and information (CCR.WR.ABE.1.3) a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

- Interpreting the Standard**

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
Write opinion pieces on topics or text supporting a point of view with reasons and information (CCR.WR.ABE.1.3)	write support	opinion piece point of view with evidence	Real-world opinion documents	DOK 2 DOK 2	Have students determine their favorite store, food, television show/movie, etc. and use a graphic organizer to support their opinion.
a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	introduce state create	topic opinion organizational structure		DOK 1 DOK 1 DOK 2	Have students transfer ideas from a completed graphic organizer into a paragraph structure.
	group	ideas logically		DOK 2	Have students write a letter to someone expressing their opinion on a topic.

Awareness

- Building awareness of CCRSAE among educators, including the rationale for common standards across the state

Initiation & Implementation

- Going deeper into the standards & implementing significant shifts implicit in the ELA standards & developing lessons and units of study that reflect the CCRSAE standards and shifts.

Follow Up & Support

- Focusing on curriculum development/adoption, resources, and assessment strategies to ensure success for all students.

Evaluation & Accountability

- Evaluating progress and making necessary revisions to the professional development/transition plan to ensure success for all students.

- Reading, Writing, Speaking and Listening, and Language are the main focus of the ELA standards.
- Standards can be sequenced by grade levels, a measure of difficulty, depth, and complexity.
- Standards can be summarized into anchors which reflect broad “end product” expectations.
- Anchors can be broken into levels which allow application to large groups.



They are not

- an order in which standards are to be taught.
- directions about how instructors should teach.
- a full spectrum of support and interventions for students.
- a curriculum, so programs will need to complement them with a certain type of high-quality curricula.
- a national or federal set of mandates.

Remember, Three Shifts in CCRS ELA/Literacy Boil Down to . . .

**Texts
worth
reading!**

**Questions
worth
answering!**

**Work
worth
doing!**

“delivery” (*n.*) is a systematic process through which system leaders can drive progress and deliver results.

“Deliverology” involves asking the following questions consistently and rigorously:

1. What are we trying to do?
2. How are we planning to do it?
3. At any given moment, how will we know whether we are on track?
4. If not, what are we going to do about it?
5. How can our professional learning community help?

Identify standards that you want students to achieve.



By observing students, identify the level of mastery within each standard.



Adjust instruction so that it presents content at varying levels of cognitive depth and varying levels of complexity.



Assess students' mastery by asking them to demonstrate their knowledge by completing realistic applications.

Consider Shifts in Instruction



- Focus on text complexity
- Address reading and writing across the curriculum
- Emphasize analysis of informational text
- Focus on writing arguments and drawing evidence from sources
- Emphasize participating in collaborative conversation
- Integrate media sources across the standards
- Focus on academic vocabulary

Think about your classroom and reflect on the following . . .

When ELA standards are effectively integrated into my planning and instruction, the following is evidenced in each lesson:

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A high quality text (or multiple texts) is at the center of the lesson.

- A majority of class time is spent reading, writing, or speaking directly about a text or multiple texts.
- Students are working with and rereading texts that are at or above the complexity expected for the level and time in the course.
- The text(s) evidence exceptional craft and thought and/or provide useful information.



Questions and tasks are text dependent and text specific. These questions and tasks:

- address structure concepts, ideas and details.
- ask students to think about what they have read or heard and draw evidence to support their ideas.
- attend to academic and domain-specific language from the text.
- ask students to delve deeper into the text and make inferences.



All students are productively engaged in the work of the lesson.

- Students persist in efforts to read, speak, and/or write about demanding level-appropriate texts.
- The instructor expects evidence and precision from students and probes students' answer accordingly.
- Where possible, students demonstrate the ability to persist in completing question and tasks independently.
- When discussing or collaborating, students build on each other's observations or insights using evidence.



- Is this lesson providing practice with complex text and academic language?
- Am I encouraging reading, writing, and speaking grounded in evidence?
- Am I building knowledge through content-rich nonfiction?



Knowing what's happening in classrooms is an important part of the teaching and learning part of the puzzle.

- ✓ Are strategies for improving teaching and learning aligned to the new standards so that students will be prepared for assessments?
- ✓ Will you have quality information about whether or not changes in teaching practice are happening before the assessments?



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Things every instructor should be doing

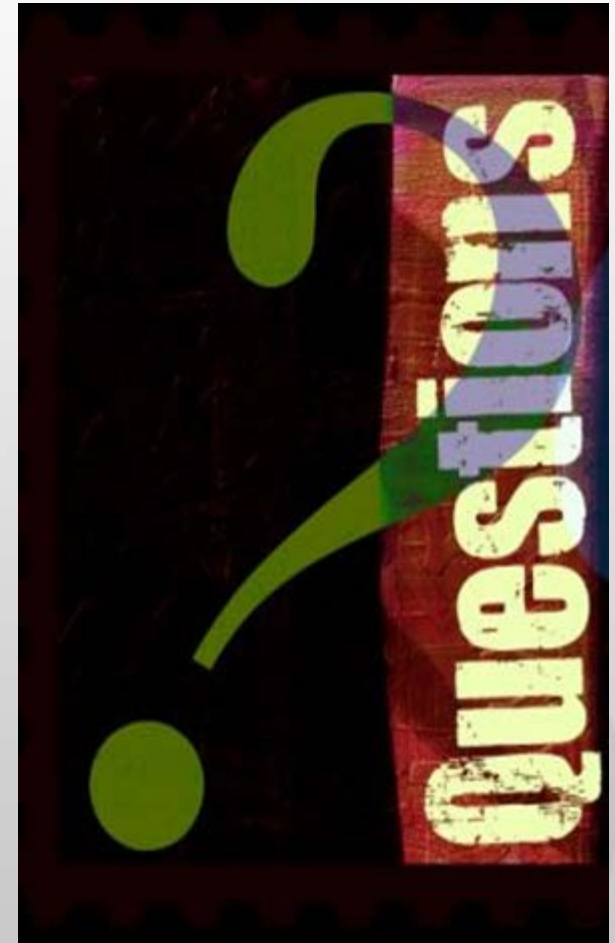
- Lead high-level conversation
- Focus on process
- Create assignments that have a real purpose
- Teach argument, not persuasion
- Increase text complexity
- Develop and deliver standards-based lessons



Too often, we don't have good data about how implementation is going in the classrooms.



- What do you want to observe in your program five years from now?
- What do you want to be able to observe in your program a year from now?
- What evidence will you collect to support implementation of College and Career Readiness Standards for Adult Education?
- What supports and structures need to be put in place for the system to become a reality?



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Create a climate for change

- Increase urgency
- Build the guiding team
- Get the right vision

Engage and enable the whole organization

- Communicate for buy-in
- Empower action
- Create short-term wins

Implement and sustain change

- Don't let up
- Make it stick!

The Heart of Change - John P. Kotter

**And
always
remember
that . . .**



The road to
SUCCESS
is always under
construction.
~ Lily Tomlin

Building Your CCRS Toolkit

*Resources for
Implementation of
CCRS ELA Standards
in the ABE Classroom*



- Florida IPDAE E-Learning Center Courses
 - Getting to the Core: Florida's ABE College and Career Readiness Standards for ELA
 - Program Managers/Administrators Online Course
- Webinars – From the Field for the Field
- More Grab and Gos
- More Lesson Plans
- Florida's ABE College and Career Readiness Standards for Math
- Much, much more . . .





QUESTIONS

COMMENTS

“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”

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Always here to assist!

The IPDAE Team

*Stay
Connected*