

Curriculum Institute Meeting November 5, 2014

Dannie Francis
Dawn Hughes
Marilyn Schmidt
Libby Serkies



Welcome!! We're very glad you're here!

- We have some specific goals for our time with you:
 - We want to validate your experience of the curriculum writing process so far
 - We want to provide guidance on feedback we have given, and will continue to give, to programs
 - We want to address/answer any questions you may have about expectations regarding your January 30, 2015 submission

Feedback:

- So, how's it going?
- Lessons Learned
- What you can expect moving forward



What you're doing really well:

- Identifying WHAT you will assess for gauging student progress
- Being open to feedback, even if it is sometimes difficult to do so! (Thanks for that! ©)
- Recognizing the quality of what you put into the curriculum will give your program a good foundation for quality instruction

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AEFL Week

Illinois Community College Board funded adult Education and Family Literacy programs are observing Adult Education and Family Literacy Week **September 22 – 26, 2014**. Many activities and celebrations are planned throughout Illinois and the nation to help increase the awareness of the need for services and the success of Adult Education students and practitioners. This week-long celebration observed for more than five consecutive years, is the result of a Congressional Resolution.

The following information is provided to help programs and staff in the development of unique and exciting activities for this observance. Click on a link below:

- Suggested Activities and Resources
- 2014 Calendar of planned Activities and Events
- Student Success Stories and Release Form

Student Success Stories:

- Samantha

Central and Southern Illinois 3rd Annual Joint Fall Conference
 Central and Southern Illinois 3rd Annual Joint Fall Conference
November 6 & 7, 2014 at the Keller Convention Center in Effingham.

Transitions Newsletter
 Read the winter 2014 edition of the Transitions newsletter at <http://www.siu.edu/SIPDC/Transitioning/Newsletter%20-Winter%202014.pdf>.

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Materials from ABE/ASE Curriculum Institute – June 2014

Curriculum Guides

- ICCB Letter of Introduction
- LA Curriculum Guide (Word)
- LA Curriculum Guide (PDF)
- Math Curriculum Guide (Word)
- Math Curriculum Guide (PDF)

Resources

- Chart for Aligning Resources (Word)
- Chart for Aligning Resources (PDF)
- LA Curriculum Guide WITH Template (Word)
- Math Curriculum Guide WITH Template (Word)
- Lesson Plan Template (Word)
- Lesson Plan Template (PDF)

Template with Additional Information

Illinois ABE/ASE Curriculum Institutes Template with Additional Information

Several sections below are highlighted in yellow. This information was provided in the Curriculum Guide WITH Template file from the Curriculum Institutes.

NOTE: For programs not using the template provided, please reference the *Illinois ABE/ASE Curriculum Guide* to complete this section for each domain.

Content Area:	NRS Level:
Domain (List standards by number)	
Essential Understandings:	
Essential Questions:	
Student will be able to..... <i>(what does mastery look like)</i>	
The objectives listed here must meet four criteria: <ul style="list-style-type: none"> • Specific • Descriptive • Reasonable • Measurable 	

Writing Objectives and Assessing Student Progress

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Some things to keep in mind when writing objectives:

- What concepts should students be using?
- What kinds of analysis should students be able to perform?
- What reading, writing, or speaking & listening skills should students develop at each NRS level?
- What problem-solving skills should students be developing?

Original content from <http://depts.washington.edu/eproject/objectives.htm>

How do I write a strong objective?

- Examine the standards for content
- Select key words & phrases that describe specific skills or behaviors
- Make sure it meets the following 4 criteria

Objectives should always be:

- ▶ Specific
- ▶ Reasonable
- ▶ Descriptive
- ▶ Measurable

When you look at the standards:

Make sure whatever is addressed in the ABE/ASE Content Standards is reflected in your objectives!

COMPREHENSION: LITERATURE (CL)		
Key Ideas and Details: Literature		
2.R.CL.1	Demonstrate comprehension strategies of questioning, predicting, clarifying, and summarizing. <ul style="list-style-type: none"> a. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. b. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers and be able to make inferences and draw conclusions from the text. c. Recount stories, including fables, folktales, and myths from diverse cultures; determine their central message, lesson, or moral and how it is conveyed through key details in the text. d. Describe how characters in a story respond to major events and conflicts. e. Describe in detail (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 	CC.2.RL.1 CC.2.RL.2 CC.2.RL.3 CC.3.RL.1 CC.3.RL.2 CC.3.RL.3 CCR.L.1.B
Craft and Structure: Literature		
2.R.CL.2	Describe how words and phrases (e.g., regular beats, alliteration, rhyme, repeated lines) supply rhythm and meaning in a story, poem, or song.	CC.2.RL.4
2.R.CL.3	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	CC.2.RL.5
2.R.CL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	CC.3.RL.4
2.R.CL.5	Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	CC.3.RL.5
2.R.CL.6	Identify point of view in stories. <ul style="list-style-type: none"> a. Distinguish their own point of view from that of the narrator or those of the characters. b. Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud. 	CC.2.RL.5 CC.3.RL.6

If you simply copied & pasted the standards as objectives...

...you could miss the following:

- ▶ **The opportunity to really examine the standards**
- ▶ **The opportunity to know what skills and knowledge each standard addresses**
- ▶ **The opportunity to use language that better reflects the intent of strong objectives**

FAQ - Revised

Using the Illinois ABE/ASE Content Standards & Curriculum Guide to Write or Revise Curricula

What are the mandatory components of the ABE/ASE curriculum?

At a minimum, your curriculum must include the following for each NRS level in your program:

- corresponding Illinois ABE/ASE Content Standards (include content area, NRS level, domain and content standard number)
- corresponding essential understandings and essential questions
- student objectives (what students will be able to do – mastery)
- evidence for assessing learning
- sample classroom activities and/or lesson plans
- student learning activities
- a list of instructional materials (core and supplemental)
- a list of technology resources

Should there be a one-to-one correspondence between the levels in our program and the NRS levels and/or the Illinois ABE/ASE Content Standards levels?

Not necessarily, but your curriculum must cover the NRS levels that are addressed in your program's continuation plan.



Items for future consideration

- Where will the curriculum be stored at your program?
- How will teachers access the curriculum?
- Plans for staff development with the curriculum
 - Your program's timeline
 - What help does the SCN need to provide?
- One year from now....How will you update your curriculum?
- Does your program have an internal review process in place for the review of curriculum you are writing now and/or curriculum you will revise in the future?

In the works....

- College and Career Readiness Standards-in-Action
- Illinois Open Educational Resources

Process for curriculum submission and approval

- Sept 15, 2014 – Submission of progress to date with examples
- October 21, 2014 – Draft due
- November 5, 2014 – Regions III and IV (mandatory)
- ~~November 20, 2014 – Regions I and II (mandatory)~~
- January 30, 2015 – Completed curriculum due and final review process of curriculum will begin

Contact Information

Dannie Francis	db-francis@wiu.edu
Dawn Hughes	dj-hughes2@wiu.edu
Marilyn Schmidt	marilyn.schmidt@illinois.gov
Libby Serkies	l-serkies@wiu.edu

Central Illinois Adult Education Service Center
1-800-572-9033

