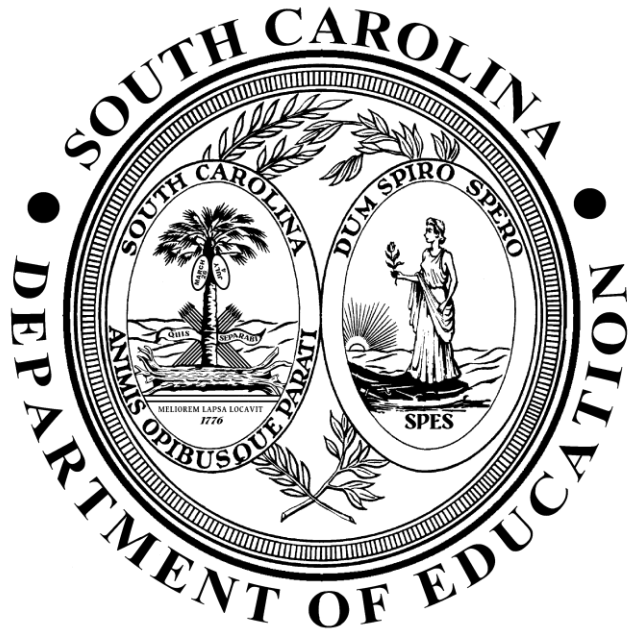


**STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*



## South Carolina Adult ESL Handbook

Updated January 2018

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## Welcome

The *South Carolina Adult ESL Handbook* has been created to provide all adult education staff with an overview to the field of adult education as it pertains to adult English as a Second Language (ESL). It will help you to understand the policies and procedures in your local program. It will also help ESL instructors develop lessons for students and manage classrooms in the most effective way possible.

While this handbook provides an overview of critical information to help you in working with adult ESL students, it is not intended to give you all the skills and knowledge you will need in your respective roles. Your local program will provide follow-up support and training to help you become fully acquainted with local policies and procedures specific to your community. There are also many opportunities provided through the South Carolina Department of Education (SCDE) Office of Adult Education (OAE) for further professional development in all areas of adult education.

For questions or concerns related to the content of this handbook, contact Wendy Griffin at [ggriffin@ed.sc.gov](mailto:ggriffin@ed.sc.gov) or 803-734-8069.

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## Disclaimer

The Adult ESL Handbook is an evolving document. The OAE strives to present accurate and relevant information that affects the day-to-day operation of an adult education program. New legislation, new program requirements, and new initiatives from the federal, state, and local level will necessitate updates of this document. The OAE will make a consistent effort to inform adult education practitioners of updates.

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## **I. Introduction to South Carolina Adult ESL**

The ESL program is a specific part of South Carolina Adult Education that addresses the needs of adult English language learners (ELLs). The services offered through this program may include:

- English Language Acquisition (ELA);
  - Pre-literacy skills,
  - Reading,
  - Writing,
  - Listening,
  - Speaking,
  - Grammar, and
  - Pronunciation;
- US Naturalization/Citizenship preparation;
- Civic participation;
- Cultural literacy;
- Career awareness
- Workforce preparation skills;
- Career pathway identification and workforce training; and
- Test preparation for higher education entrance exams.

The main goal of the adult ESL program in South Carolina is to help ELLs to communicate in American English in order to assimilate into mainstream society. Within this broad goal, students may have more specific reasons for attending an ESL program which could include:

- To communicate with acquaintance and co-workers,
- To help their children with schoolwork,
- To communicate in everyday life situations,
- To complete a high school credential (HSE or HSED,)
- To enter vocational or higher education,
- To get a job or promotion, and/or
- To pass the citizenship interview and become a United States citizen.

### *Student Differences*

There is no typical adult ESL student. Generally, every class will include a wide range of backgrounds, skills, and interests. Some of the more important student differences are identified below along with some suggestions as to how these factors may affect how you group your students and teach your classes.

### Formal Education

One of the most important differences among adult students is whether or not they read in their native languages.

### Age

Adult education (AE) classes generally attract students of widely ranging ages. Often, students in their late teens will be taking the classes in order to get into GED or vocational classes. Young

adults may be taking classes because they need to speak and write English to get a good job. Middle-aged adults frequently take classes to improve English skills for promotion in their jobs or to change careers. Older retired individuals may be taking the classes now that they finally have time.

### Motivation

The motivation of your students may fall across a broad spectrum. You will have students who are very eager to learn English so they can move on to other classes or so they can advance in their employment. You may also have students who are required (by their employer, some social assistance program, etc.) to attend your classes but who do not really care about English at all. Some may be motivated to learn every possible detail about every aspect of English. Others may only want as much language as is necessary to do a particular job. As an instructor, you need to explore what your students really want. Regardless of the motivation adult students have, genuine concern for the student, an enjoyable class, and a sense of progress will increase motivation once the students are there.

### Native Language Background

Because immigration laws and refugee patterns shift frequently, the native language backgrounds of your students may be as varied as their ages or as homogeneous as a regular English class.

**The native language backgrounds of the students can affect your teaching as much as any other single factor.** Some languages are more similar to English than others. These similarities can be in vocabulary, grammatical structure, or sound. Some languages might also share our alphabet. Teaching people with these language backgrounds is easier than teaching those with language backgrounds less similar to English. Even though it may be more difficult to teach people English when their native language is extremely different from English, it is not impossible. Many of these students become very fluent in English.

### Native Culture

One of the most surprising things for many instructors is the influence that the native culture has in the classroom. Students come to class with their native cultural view of what an instructor should say and do, what should happen in a classroom, and how a language should be taught. For example, in many Asian cultures, the instructor is a highly respected individual and there is a great social difference between pupils and instructor. In other cultures, there is less distance between students and instructors, and students expect to have more interpersonal relationships with the instructors. Dealing with culture may mean that you have to modify some of your behavior so as not to offend your students and gain their respect as their instructor. It may also mean that you will have to explain to some of them the differences in cultural expectations and encourage them to move towards the norms of the society in which they are currently living.

### *The Role of the Adult ESL Instructor*

As an ESL instructor, you will find that you serve a variety of roles. As we have mentioned, adult learners are often facing a number of challenges in their lives. Therefore, in addition to being an instructor, you will sometimes be a counselor, a motivator, a learner, a mentor, a problem-solver, and a referral manager.

Your initial contact with new learners can be decisive in determining individuals' attitudes toward the program and whether they will remain in the program long enough to complete their goals. When new students enter the program, it is important to ask questions that will identify barriers to program participation and special needs, as well as identify the students' learning strengths.

New learners should be assured at the outset that perceived barriers or learning problems need not prohibit them from setting and reaching learning goals. A process needs to be in place to address these barriers and revisit these issues periodically.

Many of your students will also need a great deal of your attention before they feel comfortable in their new learning environment. Establishing rapport with students can be accomplished at the outset by spending private time with each new student to discuss educational problems and solutions as well as how to use strengths to compensate for weak areas.

Many adult educators come from a K–12 background; however there are some significant differences in teaching adults. One of the biggest differences is in the way adults learn best. This difference can be explained in the two instructional philosophies on education: “**Pedagogy** is a child-focused teaching approach, whereas **andragogy** an adult-focused teaching approach; or, formally, **pedagogy** is the art and science of helping kids learn, whereas **andragogy** is the art and science of helping adults learn.” (Pappas, 2015)

#### *Pedagogy versus Andragogy: Five Main Differences*

Pappas (2015) provides five main differences between pedagogy and andragogy as follows.

Learning behavior: Adult learners are self-directed; they have control over their learning experience and they are 100 percent responsible for their own learning. They are also deeply involved not only in planning, but also in evaluating their learning, as they know what knowledge they want to acquire. On the contrary, young learners are not self-directed; they still depend on their teachers throughout the learning process. Therefore, their teachers should be responsible not only of what will be taught, but also of how it will be taught and evaluated.

The role of learners' experience: Adult learners have clearly more experience than young learners. Their experience becomes the main resource of both their learning and the personal identity they have developed, as the richer and more diverse their experience, the more diversity they can bring to their own learning. Young learners, on the other hand, present little personal experience by default, and so it is impossible for this experience to serve as a learning resource; it can be only used to build upon.

Orientation to learning: What kind of knowledge are adult learners most interested in? Naturally, adult learners seek information that is useful in their personal lives and work environment. This audience demands that their learning is relevant to their real life issues, problems, and tasks, and that their education will boost their performance levels and help them live their lives in a better, and more satisfying way. Young audience's learning, on the contrary, is subject centered, meaning that the subject determines the sequence according to which the learning content units will be presented and taught.

Readiness to learn: Adult learners' readiness to learn can be triggered by literally anything: a sudden change in their lives, a need for dealing with life tasks and problems more successfully, the desire for self-improvement and self-development, and so on. Adults need to know why to learn something; as soon as they answer this question, they are ready to start. Children, on the other hand, are usually told what to learn; the reason behind their learning is developing their skills to achieve the next level of mastery.

Motivation for learning: What motivates adults to find time for their learning in their busy schedule? Mostly intrinsic motivators; self-esteem, self-confidence, desire for better quality of life, curiosity, self-development, and recognition are only a few factors that motivate adult learners to learn. Needless to say, intrinsic incentives are much more powerful than extrinsic ones, and thus adult learners, more often than not, are more satisfied with the learning process, more focused, more persistent, and more eager to apply their knowledge more frequently and successfully than younger learners. On the other hand, children and teenagers are mostly motivated by extrinsic factors, such as getting good grades or other perks, or avoiding the consequences of failure.



Figure 1. Pedagogy versus Andragogy

Pedagogy vs. Andragogy		
	Pedagogical	Andragogical
The Learner	<ul style="list-style-type: none"> <li>The learner is dependent upon the instructor for all learning</li> <li>The teacher/instructor assumes full responsibility for what is taught and how it is learned</li> <li>The teacher/instructor evaluates learning</li> </ul>	<ul style="list-style-type: none"> <li>The learner is self-directed</li> <li>The learner is responsible for his/her own learning</li> <li>Self-evaluation is characteristic of this approach</li> </ul>
Role of the Learner's Experience	<ul style="list-style-type: none"> <li>The learner comes to the activity with little experience that could be tapped as a resource for learning</li> <li>The experience of the instructor is most influential</li> </ul>	<ul style="list-style-type: none"> <li>The learner brings a greater volume and quality of experience</li> <li>Adults are a rich resource for one another</li> <li>Different experiences assure diversity in groups of adults</li> <li>Experience becomes the source of self-identify</li> </ul>
Readiness to Learn	<ul style="list-style-type: none"> <li>Students are told what they have to learn in order to advance to the next level of mastery</li> </ul>	<ul style="list-style-type: none"> <li>Any change is likely to trigger a readiness to learn</li> <li>The need to know in order to perform more effectively in some aspect of one's life is important</li> <li>Ability to assess gaps between where one is now and where one wants and needs to be</li> </ul>
Orientation to Learning	<ul style="list-style-type: none"> <li>Learning is a process of acquiring prescribed subject matter</li> <li>Content units are sequenced according to the logic of the subject matter</li> </ul>	<ul style="list-style-type: none"> <li>Learners want to perform a task, solve a problem, live in a more satisfying way</li> <li>Learning must have relevance to real-life tasks</li> <li>Learning is organized around life/work situations rather than subject matter units</li> </ul>
Motivation for Learning	<ul style="list-style-type: none"> <li>Primarily motivated by external pressures, competition for grades, and the consequences of failure</li> </ul>	<ul style="list-style-type: none"> <li>Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization</li> </ul>

Figure 1. Table is retrieved from Educational Technology and Mobile Learning (2013).

## II. Terms and Definitions

ABE: Adult Basic Education; used to describe adult students who have less than an 9.0 grade equivalency

AE: Adult Education

ASE: Adult Secondary Education; used to describe Adult Education students with a 9.0 or higher grade equivalency

BEST Plus 2.0: Basic English Skills Test; the standard assessment for ESL students to determine oral English language proficiency

BEST Literacy: Basic English Skills Test-Literacy; the standard assessment for ESL students to determine written English language proficiency

EFL: Educational Functioning Level

ELA: English Language Acquisition

ESL: English as a Second Language; the term used in SC to describe Adult Education programs that work with students with low levels of English proficiency whose native language is other than English (\*see note at the end of this section)

ESOL: English for Speakers of other Languages; the term used to describe K–12 programs that work with students with low levels of English proficiency whose native language is other than English

ELL: English language learner; an individual whose native language is other than English (\*see note at the end of this section)

GED: General Education Development

HSD: High School Diploma

HSED: High School Equivalency Diploma

IEL/CE: Integrated English Literacy and Civics Education

LACES: Literacy Adult Community Education System; the official SC Adult Education database

NRS: National Reporting System

OAE: SCDE Office of Adult Education

OCTAE: Office of Technical and Adult Education, a division of the US Department of Education

SCDE: South Carolina Department of Education

TABE: Test of Adult Basic Education; the assessment used in SC to determine basic academic skills

TAN: Technical Assistance Network

TASC: Test Assessing Secondary Completion

WIOA: Workforce Innovation and Opportunity Act; the law governing Adult Education and its activities

\*Note: In this document, the terms ESL and ELL are both used. “ELL” (noun) refers to an individual whose native language is other than English. The term “ESL” refers to the program, class or enrolled Adult Education student (as an adjective).

### **III. Intake and Orientation Procedures**

#### *Registration*

Each program has its own registration process; however, most will include:

- Filling out registration forms,
- Paying registration/book fees (if applicable),
- Scheduling an individual BEST Plus 2.0/BEST Literacy test with an approved BP/BL test administrator, and
- Individual or group orientation to determine goals.

All students (new and returning) must fill out new registration forms each school year for the classes.

#### *Master Registration/Attendance Form*

The Registration Form is an SCDE form with statewide data being collected for LACES. The front (or first page) of the registration form should be completed by each student. Check the front of the form for completeness and legibility. The second page of the form is for office use only. This information is necessary to receive state and federal money.

Each student must also complete an Authorization for Release form that will be included in their permanent file. In order for the state to verify some federal core indicator goals (employment, high school equivalency completion, and post-secondary education), the Authorization for Release form must be obtained and kept on file. This form may be too difficult for ELLs to read and understand without assistance from you. Also, ELLs may fear giving personal information to government agencies. You can assure them your program does not give out their private information to the government. The social security number (SSN) is only used to collect and count data. Even if they do not provide their SSN, have them sign the Authorization for Release form.

#### *Testing*

All ESL students will need to complete the BEST Plus 2.0 2.0 and/or BEST Literacy Pretest before twelve hours of attendance is accrued by the student. A recommended practice is to assess students *before* they begin class attendance. (Note: If both assessments are given, the test on which the student scores the lowest Educational Functioning Level (EFL) will be the test used for initial placement in LACES. EFL gain, however, can be demonstrated by either assessment.)

#### *Orientation*

A standardized orientation process should be in place for all students entering the program. Components of this orientation may include procedures for:

- Initial student contact,
- Compiling a standard list of topics to review with students,
- Connection with Transition Specialist (if applicable),
- Registration on Career Readiness software and pre-test (if applicable),
- Connecting eligible students to Career Pathways process,
- Sharing information concerning available supportive services, and

- Administering needs assessments.

Please see Appendix A for more information on the Intake/Orientation process.

#### *Registration/Attendance Eligibility*

South Carolina Adult Education does not require any student to provide a Social Security number (SSN) in order to participate in AE programs. The reason for having the SSN on the Authorization for Release form is to match data relating to job placement, high school equivalency completion, or entry into other educational institutions. If an ELL does not have a SSN, leave that section blank on the forms. Do not enter “made up” or partial numbers.

It is important to encourage students who have a SSN to provide that information. Otherwise, it is not possible to conduct data-matching that verifies whether a student whose goal is to get a job, pass the high school equivalency test, or enter a post-secondary institution has accomplished that goal. If no SSN is available, your program cannot get credit for certain achievements.

Please note that, even without a SSN, your program can receive credit for educational achievements (i.e., EFL gain, WorkKeys certificate). However, for students whose goals involve employment, high school equivalency test, or post-secondary education, you must have the SSN for the program to show achievements using data-matching.

Under the Workforce Innovation Opportunity Act of 2014 (WIOA), programs must provide educational opportunities that lead to high school equivalency and on to post-secondary education and training or employment. However, not all individuals that enter the program must have this as their goal. The instructor must offer lessons that are contextualized to prepare eligible students for higher education and employment.

Foreign students may have legal permission to live in the United States, but not permission to work, attend higher education and/or training. Programs need to be aware of the legal restrictions their students face when counseling students regarding future plans.

Please see Appendix A to view copies of current South Carolina Adult Education registration forms.

#### **IV. Assessment**

All ESL students **must** be assessed for placement prior to receiving twelve hours of instruction. Test results are to be used for assigning an appropriate educational functioning level and determining student progress. In programs with leveled classes, test results may be used for class assignments. Please see Appendix A for NRS Education Functioning Level Descriptors.

The two state approved ESL assessments are **BEST Plus 2.0** and **BEST Literacy**. BEST Literacy, Forms B, C, and D may be used with students who have some reading and writing ability.

ESL students must be pre- and post-tested with BEST Plus 2.0 or BEST Literacy (using alternate forms) in order to document educational gains. ESL students who score the maximum scores allowed by NRS regulations on BEST Plus 2.0 and BEST Literacy should be tested with TABE Locator and then assessed with the appropriate form of TABE. Student goals should be considered when choosing a subtest to assess these students. A student whose goal is to obtain an HSD or HSED should be assessed with the adult education program's standard subtests (i.e. reading, applied math, etc.) However, a student who wishes to continue to participate in ESL classes should be administered the TABE Language subtest, as the skills assessed on this portion of the TABE more closely reflect instruction in the ESL classroom. All students who are tracked using any of the sections of the TABE assessment will be counted as ABE students instead of ESL students, as TABE is **not an acceptable** ESL assessment instrument in South Carolina. These students can continue to attend ESL classes, if it is deemed appropriate by the teacher/program.

All faculty and staff who administer the BEST Plus 2.0 test must complete and pass a six-hour BP Test Administrator training and a one-hour follow-up webinar and Assessment Policy training. Approved BEST Plus 2.0 Test Administrators must complete an additional training, BEST Plus 2.0 Scoring Refresher, within six months of their original BEST Plus 2.0 training. All BEST Plus 2.0 Test Administrators must score in the acceptable category in two out of three areas of the Scoring Refresher to maintain their testing certification. Approved BEST Plus 2.0 Test Administrators must attend a Scoring Refresher training every other year and score acceptably in order to continue to administer this assessment. Please see the **BEST Plus 2.0 Training Guide** in Appendix A for more information.

BEST Plus 2.0 must be administered one-on-one, using the computer adaptive or print version.

BEST Literacy may be administered to a group or to an individual. In order to administer this assessment, test administrators must familiarize themselves with the BEST Literacy Test Manual and pass an online open-book test. Be sure to use the manual marked "June 2008." The instructions for accessing the test are located on the [scaetac.org](http://scaetac.org) website.

For both BEST Plus 2.0 and BEST Literacy, learners are to be post-tested after they have completed the recommended eighty to one hundred hours of instruction, but no less than sixty hours of instruction.

### *Pretesting*

The pre-test results provide valuable information.

- The student's strengths and weaknesses are identified from diagnostic information.
- You will use the test profiles along with other information provided by the student to develop an Adult Learning Plan. Individual programs have developed plans that suit their particular needs. Please see Appendix H for more information on Adult Learning Plans.
- Initial test results serve as a baseline for determining the student's progress in the program.

### *Educational Functioning Levels*

Based on the results of the pre-testing, each student is assigned an entry Educational Functioning Level (EFL). Developed by the United States Department of Education, Division of Adult Education and Literacy (DAEL), EFLs describe skill levels in reading and writing, numeracy (math), and workplace. There are six levels for ABE/GED/AHS students and six levels for ESL students.

Each level is aligned to the scale scores of standardized assessment instruments. The completion of EFLs is one of the federal core measures for which all programs are held accountable.

Accurate pre- and post-testing using a state-approved standardized assessment instrument is the only way to verify the completion of an EFL or movement from one EFL to the next. **Regardless of the EFL level assigned to a student at intake, if both BEST Plus and BEST Literacy assessments are given, an EFL gain on either assessment will result in NRS level gain. It is not necessary to post-test using both assessments if both assessments are administered as pre-tests.**

The pre- and post-assessment scores provide documentation to verify a student's completion of an EFL and movement to a higher level. Therefore, monitoring assessment is an important responsibility of the ESL instructor. Don't forget that scores must be entered into your program's data system. If you test, don't forget that you must submit test scores to your director/coordinator/LACES data clerk.

NRS levels and scale scores are as follows:

NRS Level	Scale Scores
1 – Beginning ESL Literacy	BP 2.0 – 88-361 BL – 0-20
2 – Low Beginning ESL	BP 2.0 – 362-427 BL – 21-52
3 – High Beginning ESL	BP 2.0 – 428-452 BL – 53-63
4 – Low Intermediate	BP 2.0 – 453-484 BL – 64-67
5 – High Intermediate	BP 2.0 – 485-524 BL – 68-75
6 – Advanced	BP 2.0 – 525-564 BL – 76-78

For more on programmatic and assessment information, please visit [scaetac.org](http://scaetac.org).

Please see Appendix A for NRS Functioning Level descriptors.

## **V. Curriculum and Content Standards**

South Carolina Adult Education currently uses [curriculum standards developed by Minnesota Adult Education](#).

A national set of English Language Proficiency standards aligned with the USED, Office of Career, Technical and Adult Education (OCTAE) standards have recently been published and the SCDE OAE is currently in the process of reviewing them for possible adoption.

ESL curricula from other states include the following:

- [REEP ESL Curriculum for Adults](#),
- [Tennessee Adult ESOL Curriculum Resource Book](#)
- [North Carolina Adult ESL Curriculum Guide](#)

## **VI. Adult ESL Learning Plans**

### *Adult Learning Plans*

One way to encourage and motivate our students is to create individual and/or class learning plans. It is difficult for our students to see incremental progress; sixty hours is a long time to wait to determine if a student is making language learning gains. These learning plans come in many forms, and it is best to design one that meets your particular needs and the results of your students' needs assessments.

Please see Appendix H for examples of adult needs assessment based learning plans.

Another level-based curriculum is the [Arkansas Adult ESL Learning Plan](#).

## **VII. Teaching Methodology and Strategies**

There are many factors that lead to a successful adult ESL classroom in which the learners are actively involved in the learning activities taking place in the classroom. To create this environment, an ESL instructor must plan lessons in such a way that it utilizes the time students spend in the classroom effectively and efficiently. This begins with a detailed plan of what each day's lesson will entail, materials and resources needed, a plan for the delivery of instruction and finally, assessment of the learning that took place. South Carolina has developed a lesson plan template to assist instructors in developing structured, effective lessons for their adult students. Please see Appendix H for a copy of this template.

A balanced mix of instructional methods is important in managing the adult education classroom. Each learner has preferences regarding how he or she learns best (working with a large group, small group, alone, or with a tutor). Learning style inventories and questionnaires may help to determine these preferences and should be taken into consideration when organizing activities in your classroom.

The physical environment of the classroom may be better suited to some instructional methods than to others. For example, a small room with individual desks may lend itself better to large

group or individualized instruction (although sometimes desks may be arranged to accommodate small group work). On the other hand, a large room with tables and chairs may offer the opportunity for large group, small group, or individual instruction.

In addition, the intake structure of a program may establish what instructional methods are used. For example, in a short-term, special topic class, it is probably not appropriate to have everyone doing individualized instruction. Also, in classes where only one instructor is available, one-to-one/tutorial instruction may not be an option unless a volunteer helps out.

Regardless of which methods of delivery or classroom management are chosen, instruction should always be centered on specific objectives and competencies selected by the individual or group. Assessment of learners' progress is also vital. At the completion of any type of learning activity, individual learners must demonstrate and document their skills and accomplishments.

Some of the methods of instruction commonly used in Adult Education include the following:

- Large group instruction,
- Small group instruction,
- Cooperative learning,
- Project-based instruction,
- Computer-assisted instruction,
- One-on-one tutorial instruction,
- Individualized instruction,
- Field trips,
- Guest speakers, and
- Experiments.

These methods are explained on the following pages. Tables are drawn from West Virginia Adult Basic Education (2009).



## Large Group Instruction

<p><b>Appropriate when:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> They foster a sense of community in the classroom by starting everyone off together.</li> <li><input type="checkbox"/> They provide instruction or assistance in a particular subject area required by the majority of learners.</li> <li><input type="checkbox"/> The physical environment is conducive to participation by the entire group.</li> <li><input type="checkbox"/> Lesson content is at an appropriate level for all the learners included in the group.</li> <li><input type="checkbox"/> The instructor varies the delivery of content and the assignments to include visual, auditory, tactile, and kinesthetic input and output alternatives.</li> <li><input type="checkbox"/> Small group and personalized instruction are available alternatives for some learners.</li> </ul>	<p><b>Key steps:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish group rapport.</li> <li><input type="checkbox"/> Provide a multi-sensory presentation of information.</li> <li><input type="checkbox"/> Provide guided practice.</li> <li><input type="checkbox"/> Provide independent practice.</li> <li><input type="checkbox"/> Offer a variety of multi-sensory assignments.</li> <li><input type="checkbox"/> Set evaluation criteria.</li> <li><input type="checkbox"/> Assess learner progress and demonstrate learner gains that are a result of large group activities.</li> <li><input type="checkbox"/> Provide follow-up activities as needed.</li> </ul>
<p><b>Content areas that are addressed well:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anything appropriate to all levels</li> <li><input type="checkbox"/> Job Readiness</li> <li><input type="checkbox"/> Health Topics</li> <li><input type="checkbox"/> Parenting Skills</li> <li><input type="checkbox"/> Topics in affective and cognitive domains</li> <li><input type="checkbox"/> Life Skills</li> <li><input type="checkbox"/> Work Process Skills</li> </ul>	<p><b>How technology is used:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Technology can be worked into any lesson or can be the basis for any lesson.</li> <li><input type="checkbox"/> Video or audiotapes can be used to deliver information.</li> <li><input type="checkbox"/> In a computer lab situation, all learners in the group may be using the same software program and the instructor may use an LCD panel to demonstrate how to use the program.</li> <li><input type="checkbox"/> Educational software programs on computers may be used to drill and practice new skills in the large group setting.</li> </ul>

*Small Group Instruction*

<p><b>Appropriate when:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The instructor needs to teach specific skills to part of the larger group.</li> <li><input type="checkbox"/> Several learners are interested in the same subject but others are not.</li> <li><input type="checkbox"/> Certain learners need more opportunities to participate in a group but are intimidated by a large group setting.</li> <li><input type="checkbox"/> Certain learners prefer to work in a group versus individually.</li> <li><input type="checkbox"/> The instructor wants to build peer relationships among the learners.</li> <li><input type="checkbox"/> Successful learners are given opportunities to model strong skills or good study habits to learners who have weaker skills/habits.</li> </ul> <p>The classroom has a limited number of instructional materials on a particular subject.</p>	<p><b>Key steps:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Set purposes and expectations in establishing the group.</li> <li><input type="checkbox"/> Limit the amount of time the group will work together (4, 6, 8 weeks).</li> <li><input type="checkbox"/> Provide a multi-sensory presentation of information.</li> <li><input type="checkbox"/> Provide guided practice.</li> <li><input type="checkbox"/> Provide independent practice.</li> <li><input type="checkbox"/> Offer a variety of multi-sensory assignments.</li> <li><input type="checkbox"/> Set evaluation criteria.</li> <li><input type="checkbox"/> Assess learner progress and demonstrate learner gains that are a result of small group learning activities.</li> </ul>
<p><b>Content areas that are addressed:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Science</li> <li><input type="checkbox"/> Reasoning</li> <li><input type="checkbox"/> Team-building</li> <li><input type="checkbox"/> Study Skills and Test-taking Skills</li> <li><input type="checkbox"/> Social Studies</li> <li><input type="checkbox"/> Chart, Graph, and Map-reading Skills</li> <li><input type="checkbox"/> Math Facts</li> <li><input type="checkbox"/> Essay-writing</li> <li><input type="checkbox"/> Low-level Reading/Phonics</li> <li><input type="checkbox"/> Pre-vocational preparation</li> </ul>	<p><b>How technology is used:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Internet can be used as a resource</li> <li><input type="checkbox"/> Videos can be shown</li> </ul>

*Cooperative Learning*

<p><b>Appropriate when:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Group work/teamwork skills are perceived as important job skills for the work place.</li><li><input type="checkbox"/> Cooperative behavior is promoted in the classroom.</li><li><input type="checkbox"/> Classroom activities and lesson content are structured so learners see each other as resources; students are willing to learn from peers as well as from the instructor.</li><li><input type="checkbox"/> Group members are active in sharing ideas and practicing skills.</li><li><input type="checkbox"/> Learners feel comfortable with one another.</li><li><input type="checkbox"/> Independent learners are allowed to work alone at times.</li><li><input type="checkbox"/> Learners are functioning at different academic levels</li></ul>	<p><b>Key steps:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Teach skills for group/team learning.</li><li><input type="checkbox"/> Describe a clear and specific learning task.</li><li><input type="checkbox"/> Choose a grouping strategy and group size.</li><li><input type="checkbox"/> Select group members so that learner abilities are mixed, which will allow them to help each other.</li><li><input type="checkbox"/> Discuss and practice roles.</li><li><input type="checkbox"/> Engineer groups; assign team roles.</li><li><input type="checkbox"/> Set time limits and goals.</li><li><input type="checkbox"/> Facilitate the teams by providing materials and assistance as needed.</li><li><input type="checkbox"/> Monitor the teams.</li><li><input type="checkbox"/> Have teams report back and analyze their process.</li><li><input type="checkbox"/> Transfer these cooperative skills into life-skills/problem solving.</li><li><input type="checkbox"/> Establish evaluation criteria.</li><li><input type="checkbox"/> Assess learner progress and demonstrate learner gains that are a result of cooperative learning activities.</li></ul>
<p><b>Content areas:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Current events</li><li><input type="checkbox"/> Writing</li><li><input type="checkbox"/> Research Skills</li><li><input type="checkbox"/> Life Skills</li><li><input type="checkbox"/> Work Process Skills</li></ul>	

*Project-Based Instruction*

<p><b>Appropriate when:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The entire group focuses on a theme that is later developed at various levels with varying tasks depending on the learners' abilities.</li> <li><input type="checkbox"/> Everyone is included in the completion of a finished product but each learner is allowed to select a task based on his or her ability and interest.</li> <li><input type="checkbox"/> Learners are allowed to contribute to projects using their strengths and improving on their weaker areas.</li> <li><input type="checkbox"/> Learners actively initiate, facilitate, evaluate, and produce a project that has meaning to them.</li> <li><input type="checkbox"/> A context for new learning and cross-curricular integration is provided.</li> <li><input type="checkbox"/> The instructor facilitates and coaches rather than creating and directing the activities.</li> <li><input type="checkbox"/> The classroom environment is comfortable, risk-free, and promotes learner discussion without fear of criticism.</li> </ul>	<p><b>Key steps:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select a theme as a group.</li> <li><input type="checkbox"/> Narrow the theme to a manageable length.</li> <li><input type="checkbox"/> Design a project as a group.</li> <li><input type="checkbox"/> Clarify objectives and desired outcomes of the project.</li> <li><input type="checkbox"/> Research the theme as a group.</li> <li><input type="checkbox"/> Decide within the group who will do what to gather information and present the results.</li> <li><input type="checkbox"/> Create a product or program to share</li> <li><input type="checkbox"/> Reflect on the process and evaluate the project.</li> <li><input type="checkbox"/> Set evaluation criteria.</li> <li><input type="checkbox"/> Assess learner progress and demonstrate learner gains that are a result of project-based instruction.</li> </ul>
<p><b>Content areas:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Everything—cross-curricular.</li> </ul>	<p><b>How technology is used:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Educational videos, computerized encyclopedia, and Internet are constant resources.</li> <li><input type="checkbox"/> Technology can offer a method of collecting information (video or audiotape live interviews and speakers or broadcast radio or television programs).</li> <li><input type="checkbox"/> Technology can offer a method of presentation (PowerPoint, video production, etc.)</li> <li><input type="checkbox"/> Technology can assist in creation of a final product (word processing).</li> </ul>



*Computer-Assisted Instruction*

<p><b>Appropriate when:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The learner sees computer literacy as necessary to function in today's world.</li> <li><input type="checkbox"/> The learner likes privacy and prefers to control the content and pace of learning.</li> <li><input type="checkbox"/> The learner needs feedback that demonstrates success and boosts self-esteem.</li> <li><input type="checkbox"/> A significant amount of drill and practice on a particular skill is needed to reinforce what has been taught.</li> <li><input type="checkbox"/> Flexibility in the length and scheduling of study time is necessary</li> <li><input type="checkbox"/> Learners require multi-media input and practice in order to learn.</li> <li><input type="checkbox"/> Computers are not utilized as the sole means of instruction.</li> <li><input type="checkbox"/> An instructor is readily available when things go wrong.</li> </ul>	<p><b>Key steps:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce basics about the computer (turning on/off, going to programs, putting in/taking out disks and CDs, etc.).</li> <li><input type="checkbox"/> Introduce the specific software program(s) a learner will use (getting in/exiting the program, saving material/place, moving around within the program, etc.).</li> <li><input type="checkbox"/> Introduce basic computer keyboarding (enter, backspace, delete, arrow keys, mouse, etc.).</li> <li><input type="checkbox"/> Present new skills in a non-threatening manner: explain, show, have the learner do it, have the instructor keep hands off.</li> <li><input type="checkbox"/> Establish the objectives of educational activities using the computer.</li> <li><input type="checkbox"/> Assess learner progress and demonstrate learner gains that are a result of computer-assisted Instruction.</li> </ul>
<p><b>Content areas:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All academic areas – if you have the appropriate software, you can do anything.</li> <li><input type="checkbox"/> The Internet as an information source, research tool, and teaching tool (many sites allow interactive learning).</li> <li><input type="checkbox"/> Writing Skills – process writing.</li> </ul>	<p><b>How technology is used:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Educational videos and software programs can introduce basics of computers/Internet.</li> <li><input type="checkbox"/> In a lab situation, computer/Internet basics or a software program can be demonstrated using an LCD panel to project onto a large screen.</li> <li><input type="checkbox"/> Multi-medial presentations can be created by learners to demonstrate their knowledge</li> <li><input type="checkbox"/> Headphones should be utilized for software programs with sound (to avoid distractions).</li> <li><input type="checkbox"/> Spell checker, grammar checker, and encyclopedia as resource tools for other programs.</li> </ul>

*One-on-One Tutorial Instruction*

<p><b>Appropriate when:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual's skill levels are too low for the learner to work without assistance</li> <li><input type="checkbox"/> Individual's strong personal preference for this type of instruction is shown in the learning style inventory</li> <li><input type="checkbox"/> Only one individual needs to study a particular subject and requires substantial assistance</li> <li><input type="checkbox"/> It does not impede the progress of the rest of the class or interfere with the overall function of a learning center</li> <li><input type="checkbox"/> There is a least one instructor available to the rest of the group (a volunteer or speaker may work with the rest of the group or a tutor may do the one-on-one instruction)</li> <li><input type="checkbox"/> An individual learner is not singled out in a negative way.</li> <li><input type="checkbox"/> Math and Language Arts skills are at higher levels.</li> </ul>	<p><b>Key steps:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate the learner's skill level and learning style.</li> <li><input type="checkbox"/> Schedule appropriate times.</li> <li><input type="checkbox"/> Limit the amount of one-on-one time so that it does not dominate total time available for instruction.</li> <li><input type="checkbox"/> Plan for instruction.</li> <li><input type="checkbox"/> Identify the specific subject matter/ objectives to be covered in that session.</li> <li><input type="checkbox"/> Set evaluation criteria.</li> <li><input type="checkbox"/> Assess learner progress and demonstrate learner gains that are a result of learning activities.</li> </ul>
<p><b>Content area:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Literacy, Math, ESL, and Grammar</li> <li><input type="checkbox"/> Almost all academic areas at a low level.</li> </ul>	<p><b>How technology is used:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reinforce concepts when more drill and practice is necessary for mastery.</li> </ul>

*Individualized Study*

<p><b>Appropriate when:</b></p> <ul style="list-style-type: none"><li>▪ The learner tends to be independent and self-directed.</li><li>▪ The learner needs instructional support but not constant instructor contact.</li><li>▪ The learner works well in an individual study format.</li><li>▪ The classroom/learning center is flexible enough to accommodate different learning needs (multi-level groups, open entry/open exit, frequent entry/frequent exit).</li><li>▪ The learner wants to study online (Distance Education).</li></ul>	<p><b>Key Steps:</b></p> <ul style="list-style-type: none"><li>▪ Set goals and objectives with the learner.</li><li>▪ Evaluate skills and learning style.</li><li>▪ Establish a schedule and plan of study.</li><li>▪ Assign activities and learning materials with the individual's preferred learning style in mind.</li><li>▪ Monitor work periodically.</li><li>▪ Follow-up on progress.</li><li>▪ Evaluate continuously using a variety of means (tests, a portfolio of accomplishments, samples of class work, competency checklists, etc.).</li></ul>
<p><b>Content Areas:</b></p> <ul style="list-style-type: none"><li>▪ All academic areas.</li><li>▪ Particularly appropriate for make-up work during a small group class.</li></ul>	<p><b>How Technology is used:</b></p> <ul style="list-style-type: none"><li>▪ Audiocassettes or videos for self-study depending on the individual's learning style.</li><li>▪ Scheduled computer, audiocassette, or video equipment time is offered.</li><li>▪ The learner uses technology independently.</li><li>▪ Technology is an integral part of the instruction.</li></ul>



*Field Trips*

<p><b>Appropriate when:</b></p> <ul style="list-style-type: none"> <li>▪ What is planned for, prepared for, debriefed, and evaluated is connected to the learners' plan of study.</li> <li>▪ All learners who are interested have the capacity to participate (cost/time factor is not prohibitive).</li> <li>▪ Learners prefer/can benefit from hands-on and experiential learning.</li> </ul>	<p><b>Key Steps:</b></p> <ul style="list-style-type: none"> <li>▪ Establish relevance to curriculum timeline.</li> <li>▪ Plan with the group—before and after.</li> <li>▪ Set an agenda.</li> <li>▪ Check availability and means of transportation (county policies and procedures, county forms and releases).</li> <li>▪ Check cost (decide how to fund--do not eliminate people because of cost).</li> <li>▪ Plan follow-up activities (writing about the experience, etc.).</li> <li>▪ Set evaluation criteria.</li> <li>▪ Assess learner progress and demonstrate learner gains that are a result of field trip activities.</li> </ul>
<p><b>Content Areas:</b></p> <ul style="list-style-type: none"> <li>▪ Science, History, Math, etc.</li> <li>▪ Socialization</li> <li>▪ Life Skills; job and life opportunities</li> <li>▪ Cultural Exposure</li> <li>▪ Team Building</li> <li>▪ Leadership</li> <li>▪ Time Management</li> </ul>	<p><b>How Technology is used:</b></p> <ul style="list-style-type: none"> <li>▪ Tape and photograph the trip.</li> <li>▪ View a film about the location or event.</li> <li>▪ Use a word-processor to type up the itinerary.</li> <li>▪ Check the Internet for information, maps, directions, etc.</li> </ul>



*Guest Speakers*

<p><b>Appropriate when:</b></p> <ul style="list-style-type: none"> <li>▪ Speaker's expertise fits into class objectives/curriculum.</li> <li>▪ Time and format offered by the speaker are compatible to ABE needs.</li> <li>▪ A variety of different teaching styles and perspectives are provided.</li> <li>▪ Speaker's exposure to the ABE population will help to link the program/class with other agencies and their services.</li> </ul>	<p><b>Key Steps:</b></p> <ul style="list-style-type: none"> <li>▪ Prepare speaker for audience needs, topic, clarity/simplicity of speech/ vocabulary, time frame, hands-on needs.</li> <li>▪ Prepare learners for the topic – encourage people to be open to new experience.</li> <li>▪ Connect subject matter to the world of work–career exploration.</li> <li>▪ Follow-up with class writing or another activity.</li> <li>▪ Write a thank you note.</li> <li>▪ Set evaluation criteria.</li> <li>▪ Assess learner progress and demonstrate learner gains that are a result of input from the guest speaker and follow-up activities.</li> </ul>
<p><b>Content Areas:</b></p> <ul style="list-style-type: none"> <li>▪ All content areas can be addressed well.</li> <li>▪ Career Awareness and Life Skills.</li> <li>▪ Listening Skills.</li> </ul>	<p><b>How Technology is used:</b></p> <ul style="list-style-type: none"> <li>▪ Be prepared for the speaker's technology needs – VCR, overhead, etc.</li> <li>▪ Use video, Internet, etc., for follow-up.</li> </ul>

*Experiments*

<p><b>Appropriate when:</b></p> <ul style="list-style-type: none"> <li>▪ What is planned is connected to the class objectives/curriculum.</li> <li>▪ Hands-on learning is necessary for the kinesthetic learners.</li> <li>▪ Textbook explanations need to be applied in order to be understood.</li> <li>▪ No special lab or extraordinary equipment/supplies are needed.</li> <li>▪ The activity is not dangerous.</li> </ul>	<p><b>Key Steps:</b></p> <ul style="list-style-type: none"> <li>▪ Plan objectives.</li> <li>▪ Check the Internet for information.</li> <li>▪ Collect all materials.</li> <li>▪ Test drive it.</li> <li>▪ Develop a hypothesis with learners.</li> <li>▪ Evaluate–was the hypothesis proved?</li> <li>▪ Set evaluation criteria.</li> <li>▪ Assess learner progress and demonstrate learner gains that are a result of experiments.</li> </ul>
<p><b>Content Areas:</b></p> <ul style="list-style-type: none"> <li>▪ Science</li> <li>▪ Reasoning Skills</li> <li>▪ Team-building Skills</li> </ul>	<p><b>How Technology is used:</b></p> <ul style="list-style-type: none"> <li>▪ Internet can be used as a resource.</li> <li>▪ Videos (such as Bill Nye “the Science Guy”).</li> </ul>

Two resources to view effective, innovative teaching strategies can be found on the internet. Please consider visiting [New American Horizons Training videos](#) or [Minnesota Literacy Teacher Training videos](#).

## VIII. Print-Based Materials

There are a myriad of materials available to use with adult ESL students. As you choose materials to use, you will want to determine if it is a quality resource by asking the following questions:

1. Is this resource consumable or reproducible?
2. Is it of reasonable cost?
3. What skills are targeted with this resource (reading, writing, speaking, listening, pronunciation, grammar, citizenship, etc.)?
4. Is this resource going to be used as a foundational resource or an ancillary one?
5. Does it represent multiple cultures in its content and pictures?
6. Is it appropriate for use with adults (not “childish”)?
7. Can it be used or adapted for use with multiple skill levels?

### *Suggested Print Materials by Level*

#### *ESL Level 1*

Title	Publisher
Picture Stories: Language and Literacy Activities for Adults More Picture Stories	New Readers Press
New Oxford Picture Dictionary and ancillary materials	Oxford University Press
Ventures (Level 1)	<a href="http://www.cambridge.org/us">http://www.cambridge.org/us</a>
Side By Side (Level 1)	Pearson/Longman Publishers
Focus on Grammar 1	Pearson/Longman Publishers
US Citizen Yes	Heinle and Heinle

#### *ESL Level 2 and 3*

Title	Publisher
More Easy Stories Plus	New Readers Press
New Oxford Picture Dictionary and ancillary materials	Oxford University Press
Side By Side (Level 2)	Pearson/Longman Publishers
Basic English Grammar (Azar)	Pearson/Longman Publishers
Fun With Grammar	Free Download at: <a href="http://www.azargrammar.com/materials/index.html">http://www.azargrammar.com/materials/index.html</a>
Ventures (Level 2)	<a href="http://www.cambridge.org/us">http://www.cambridge.org/us</a>
Focus on Grammar 2	Pearson/Longman Publishers
Grammar in Context Basic and 1	Thomson Heinle
ESL Teacher’s Activities Kit	Elizabeth Claire
Jazz Chants, Grammar Chants	Oxford University Press
Citizenship: Passing the Test	New Readers Press

*ESL Level 4 and 5*

Title	Publisher
True Stories in the News/More True Stories	New Readers Press
New Oxford Picture Dictionary and ancillary materials	Oxford University Press
Side By Side (Level 3)	Pearson/Longman Publishers
Fundamentals of English Grammar (Azar)	Pearson/Longman Publishers
Fun With Grammar	Free Download at: <a href="http://www.azargrammar.com/materials/index.html">http://www.azargrammar.com/materials/index.html</a>
Ventures (Level 3)	<a href="http://www.cambridge.org/us">http://www.cambridge.org/us</a>
Focus on Grammar 3	Pearson/Longman Publishers
Grammar in Context 2	Thomson Heinle
ESL Teacher's Activities Kit	Elizabeth Claire
Celebrate With Us	McGraw Hill Publishers
On-the-Job English	New Readers Press
Key Vocabulary for a Safe Workplace	New Readers Press
Clear Speech	Cambridge University Press

*ESL Level 6 and 7*

Title	Publisher
Side By Side (Level 4)	Pearson/Longman Publishers
Understanding and Using English Grammar (Azar)	Pearson/Longman Publishers
Ventures (Level 4)	<a href="http://www.cambridge.org/us">http://www.cambridge.org/us</a>
Focus on Grammar 4-5	Pearson/Longman Publishers
Grammar in Context 3	Thomson Heinle
Slangman 1 & 2	Slangman Publishing, <a href="http://www.slangman.com">www.slangman.com</a>
On-the-Job English,	New Readers Press
Key Vocabulary for a Safe Workplace	New Readers Press
Clear Speech	Cambridge University Press

## IX. Internet Resources

For Students

- [Rosetta Stone](#)
- [DuoLingo](#)
- [TOTI-VT](#)
- [Pdictionary](#)
- [Burlington English](#)

For Teachers

- [Breaking News English](#)
- [Label Me!](#)
- [English Club](#)
- [TEFL](#)
- [Puzzlemaker](#)

(For full URL information for the above resources, please see Appendix.)

## X. Cultural Diversity and Awareness

“[Culture] is the unique system of beliefs, attitudes, customs and behaviors that identify a particular group. Cultural norms guide behavior and determine thoughts and actions. Culture contributes to social and physical survival” (Society for Safe and Caring Schools and Communities, 2005).

ESL teachers must be aware of the native cultures of our students and the impact this makes on the ways in which the students behave and react to situations both inside and outside the walls of our classrooms. Culturally competent programs and individuals accept and respect cultural differences, continue self-assessment of cultural awareness, pay careful attention to the dynamics of cultural differences, continually expand their cultural knowledge and resources, and adopt culturally relevant service models in order to better meet the needs of minority populations. It is the responsibility of adult ESL instructors to clarify the cultural norms of American culture, while not discounting the cultures of our students’ native countries.

Teachers need to be aware of cultural norms from other countries so as not to misconstrue certain behaviors that may be exhibited by their students. The table below (Alberta Education, 2007) outlines some of the behaviors a teacher may observe in the ESL classroom.

Perceived Behavior	Possible Cultural Source
Student avoids eye contact.	Casting the eyes down may be a demonstration of respect.
Student smiles at seemingly inappropriate times.	A smile may be a gesture of respect, meant to avoid offence in difficult situations.

Perceived Behavior	Possible Cultural Source
Student shrinks from physical contact or interacts at an inappropriately close distance to others.	There are significant differences among cultures with respect to personal space. There may also be taboos associated with certain parts of the body (top of the head, soles of the feet, etc.).
Student does not eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
Student does not participate actively in group work.	Cooperative group work is not used by teachers in all cultures. Students may be unaccustomed to collaboration.
Student is unresponsive, uncooperative or even disrespectful in dealing with teachers of the opposite gender.	Separate schooling for boys and girls is the norm in some cultures, and the expectations for males and females are quite different.
Student seems reluctant to engage in debate, speculation, argument or other classroom processes.	In some cultures, it is considered inappropriate to openly challenge another's point of view, especially the teacher's.
Student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures, where the group is considered more important than the individual.

What can I do to minimize cultural mishaps?

1. Model respect.
2. Reflect on your own cultural biases.
3. Select culturally relevant classroom resources.
4. Provide opportunities for students to share their own cultural traditions and beliefs.
5. Understand the importance of promoting equity, rather than equality.
6. Establish a routine for welcoming newcomers.
7. Know how to pronounce their names, and ensure that the students do as well.
8. Have students seated with first-language peers initially.
9. Make personal contact with new students at least once each lesson.
10. Design classroom learning activities that encourage students to get to know one another.
11. Ensure that classroom displays are inclusive of all classroom cultures.
12. Learn some expressions in the students' first languages.
13. Inform yourself about the student's culture.
14. When interacting with students, be aware of deep culture and how it may play a role in student behavior.

Suggestions above are drawn from Groth et al. (2006).

## *Marketing/Recruiting*

There are many ways to increase the number of students who attend your program. Most involve little money and effort, just a desire to reach the population you seek to help. Some things to keep in mind as you attempt to attract students to your classes include:

- Be positive in your marketing materials—avoid negative words,
- Coach front-end staff on interacting with ELLs; and
- When setting up class schedules, consider the schedules of your potential students.

Ways of getting the word about your program include:

- press releases,
- public service announcements,
- newspaper advertisements,
- classified advertisements,
- radio/television commercials,
- open houses,
- brochures,
- grocery bag advertisements,
- utility bill stuffers,
- church bulletins,
- table tents or placemats,
- public presentations,
- news talk shows,
- newsletters,
- slide presentations,
- display booths,
- billboards,
- theater screen advertisements,
- posters,
- specialty items,
- recognition programs,
- teacher/administrator contacts,
- students as recruiters, and
- person-to-person recruitment methods.

## **XI. WIOA**

Under WIOA, programs must provide educational opportunities that lead to high school equivalency and on to post-secondary education and training or employment. **However, not all individuals that enter the program have to have that as their goal.** The instructor must offer lessons that are contextualized to prepare students for higher education and/or employment. Students must understand that some of the content of the classes will focus on this content and that they are welcome to participate.

Under WIOA, the key purpose of the Adult Education and Family Literacy Act (AEFLA) has been retained and expanded to include (Sec. 202):

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;
- Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- Assist immigrants and other individuals who are English language learners in:
  - improving their reading, writing, speaking, and comprehension skills in English; and
  - mathematics skills; and
- Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

**All** adult ESL programs need to have in place:

- A regional employment needs list
- A process for connecting the regional employment needs with career pathways, post-secondary training and employment
- English Language Acquisition classes that are structured to include
  - Reading, writing, speaking and listening activities
  - Mathematics
  - Civics instruction (which may include citizenship preparation)
  - Workforce preparation activities
  - Digital literacy
  - Academic preparation
  - Evidence of using state adopted standards\*  
(\*Standards adoption is in progress)

***The skills learners need in order to transition successfully to higher levels of education or employment should be integrated at every level of instruction, including ESL classes that are focused primarily on language instruction.***

-Betsy Parrish and Kimberly Johnson

*Promoting Learner Transitions to Postsecondary Education and Work*

Source: Parrish and Johnson, 2010

## **XII. IEL/CE Activity vs. IEL/CE Program**

The term *Integrated Education and Civics Education (IEL/CE)* is used to describe services offered to students whose first language is not English. This term is used in reference to two different funding sources for these students.

IEL/CE under WIOA Section 231(b), (IEL/CE as an “Activity”):

- Funded by the AEFLA grant,
- Included as an allowable **activity**,
- Designed to help ELLs to achieve competence in reading, writing, speaking and comprehending the English language,
- Leads to attainment of a secondary school diploma and transition into post-secondary education or training, OR employment,
- Designed to help ELLs to acquire skills needed to function effectively as parents, workers and citizens in the United States,
- Services include literacy, English language acquisition and classroom instruction on the rights and responsibilities of citizenship and civic participation, and
- May include workforce training.

IEL/CE under WIOA Section 243 (IEL/CE as a “Program”):

- Funded by IEL/CE grant,
- Must provide services outlined under WIOA section 231 (see above),
- Must be provided in combination with IET,
- Must be designed to prepare ELLs for and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and partner with the local workforce development system to carry out these services.



*Special Considerations for Programs that Receive the IEL/CE Grant (WIOA Sec. 243 Funds)*

The law states:

Eligible providers receiving funds through the Integrated English Literacy and Civics Education program must provide services that -

(a) Include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; and

(b) Are designed to:

(1) Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

(2) Integrate with the local workforce development system and its functions to carry out the activities of the program.

Programs that receive federal IEL/CE, Sec. 243 grant funds are required to provide to eligible students with services beyond the basic requirements of WIOA (as outlined previously). These programs are required to provide additional services to eligible students or partner with other entities to provide these services. These services include, but are not limited to:

- Delivering instruction that will lead to post-secondary education or training;
- Educational services that are to be delivered concurrently in combination with integrated education and training activities;
- Delivering contextual instruction linked to a specific occupation or occupational cluster in the ESL classroom, using instructionally relevant materials; and/or
- Partnering with outside agencies to provide workforce training, either on- or off-site. These workforce training activities may include on-the-job training, apprenticeships, skills upgrading and/or training programs in the selected job cluster.

Eligible providers that receive funds through the Integrated English Literacy and Civics Education program (Sec. 243) may meet the requirement to use funds for integrated English literacy and civics education in combination with integrated education and training activities by: (a) co-enrolling participants in integrated education and training as described in subpart D of this part that is provided within the local or regional workforce development area from sources other than section 243 of the Act; or (b) using funds provided under section 243 of the Act to support integrated education and training activities as described in subpart D of this part.

For more information, please refer to the figures on the following two pages.

Figure 2. IEL/CE Activity vs. IEL/CE Program

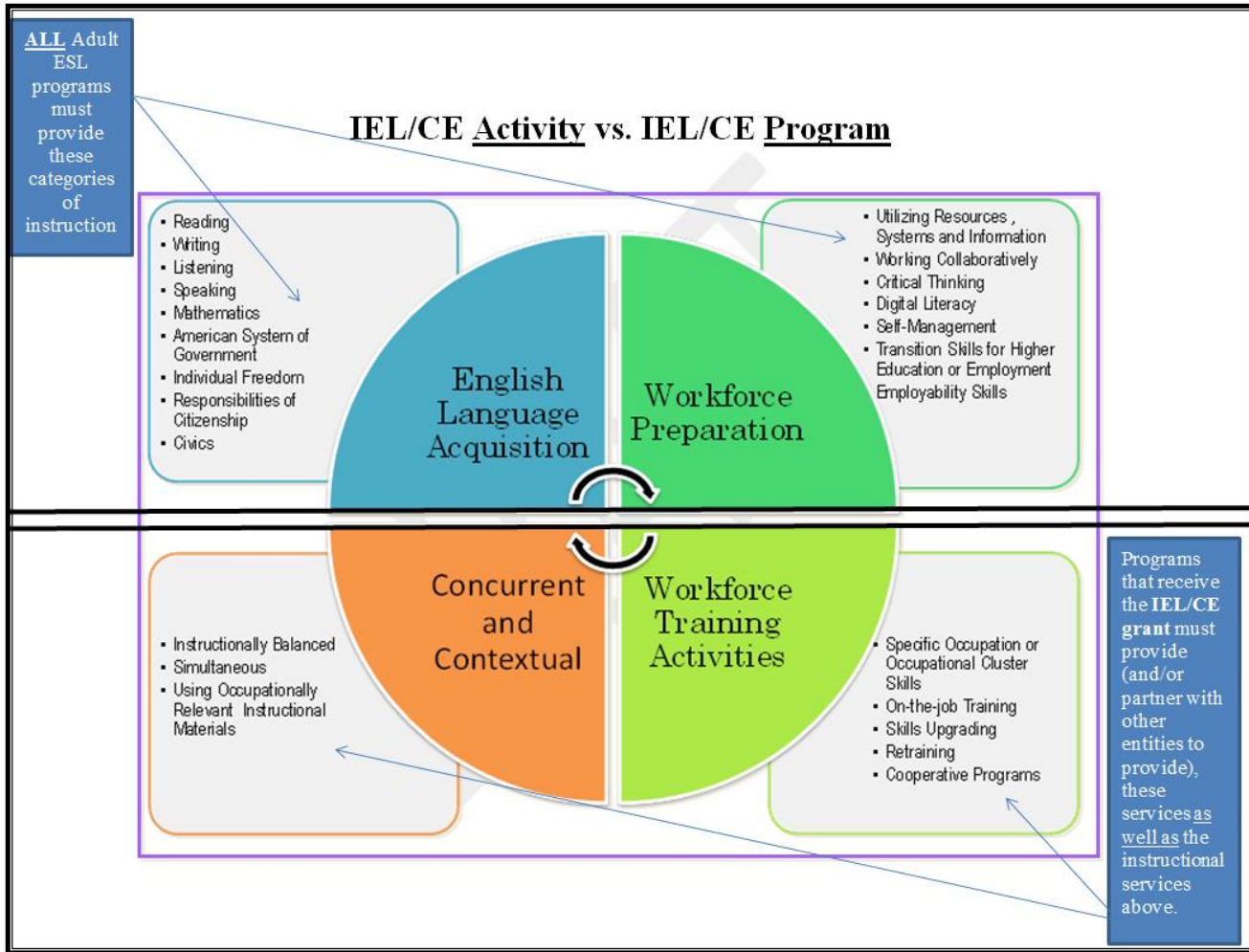


Figure 2. Graphic created by the SCDE Office of Adult Education.

## IEL/CE Activity vs. IEL/CE Program

Figure 3. IEL/CE Activity vs. IEL/CE Program

<h1>Programs/Activities to Support ELLs</h1>		
English Language Acquisition	IELCE (Activity)	IELCE (Program)
May be provided by an eligible provider as a “required local activity” under Section 231(b)	May be provided by an eligible provider as a “required local activity” under Section 231(b)	Must be provided using funds designated under Section 243
<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>➤ <b>designed</b> to help eligible individuals who are ELLs achieve competence in reading, writing, speaking, and comprehension of the English language; <u>and</u></li> <li>➤ <b>that leads to:</b> <ul style="list-style-type: none"> <li>(1) attainment of a secondary school diploma or its recognized equivalent; <u>and</u> transition to postsecondary education and training; <u>or</u></li> <li>(2) employment.</li> </ul> </li> </ul>	<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>➤ educational services that enable adults who are ELLs to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States;</li> <li>➤ <b>services shall include</b> instruction in literacy <u>and</u> English language acquisition <u>and</u> instruction on the rights and responsibilities of citizenship and civic participation, and <u>may</u> include workforce training.</li> </ul>	<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>➤ Same education services noted in the IELCE activity.</li> <li>➤ IELCE program <b>must be provided in combination</b> with integrated education and training activities.</li> <li>➤ Programs funded under Sec. 243 <b>must be designed to:</b> <ul style="list-style-type: none"> <li>(1) prepare ELLs for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; <u>and</u></li> <li>(2) integrate with the local workforce development system and its functions to carry out the activities of the program.</li> </ul> </li> </ul>

Figure 3. US Department of Education, 2016.

## Appendix A: NRS Functioning Level Descriptors

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p><b>Beginning ESL Literacy</b></p> <p><i>Test Benchmark:</i> CASAS scale scores:</p> <ul style="list-style-type: none"> <li>• Reading: 180 and below</li> <li>• L&amp;W Listening: 162-180 and below</li> </ul> <p>BEST Plus 2.0</p> <ul style="list-style-type: none"> <li>• 88-361</li> </ul> <p>BEST Literacy</p> <ul style="list-style-type: none"> <li>• 0–20 (SPL 0–2)</li> </ul> <p>TABE CLAS-E scale scores:*</p> <ul style="list-style-type: none"> <li>• Total Reading and Writing: 225-394</li> <li>• Total Listening and Speaking: 230-407</li> </ul>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>

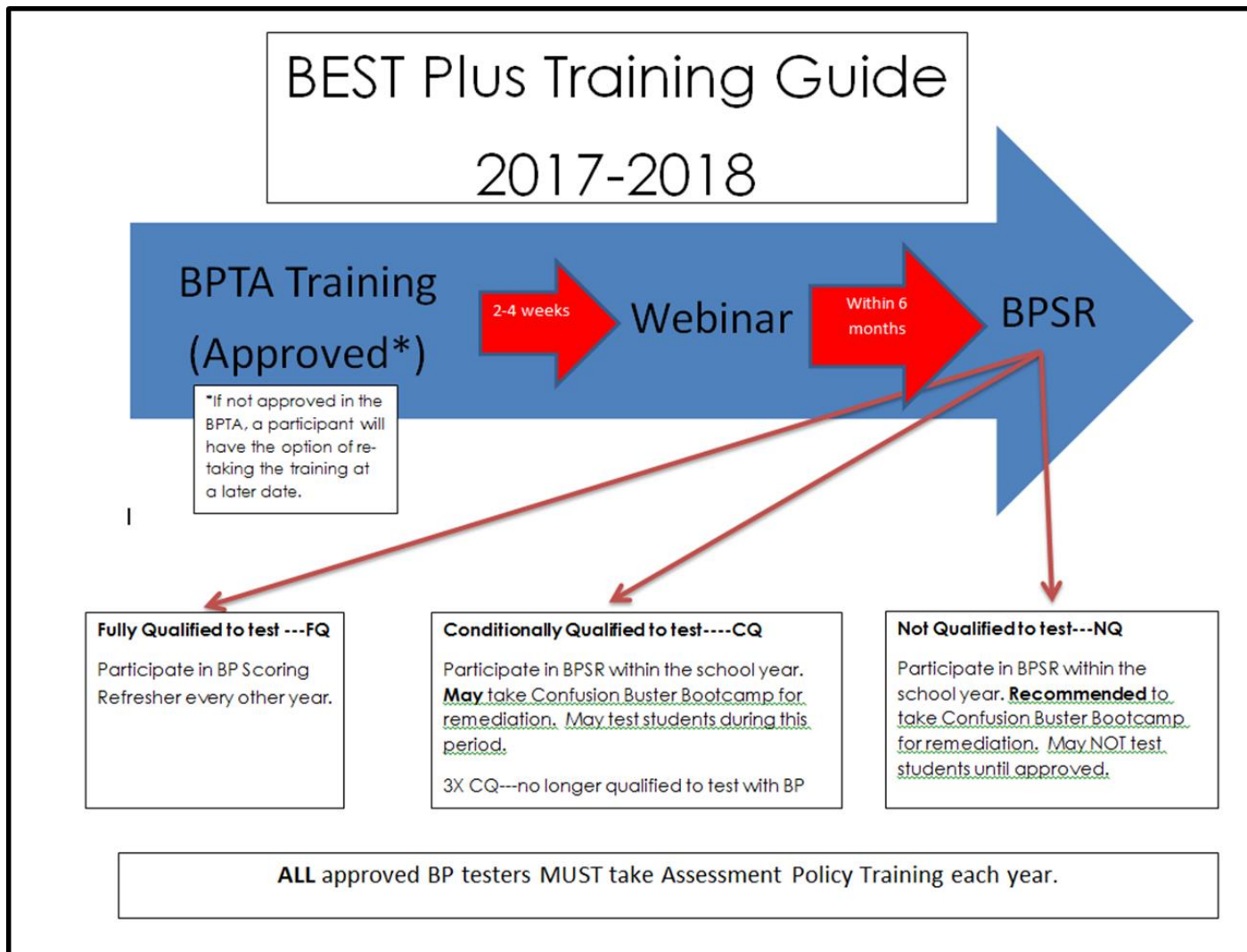
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p><b>Low Beginning ESL</b></p> <p><i>Test benchmark:</i> CASAS scale scores</p> <ul style="list-style-type: none"> <li>• Reading: 181–190</li> <li>• L&amp;W Listening: 181–189</li> </ul> <p>BEST Plus 2.0: 362-427</p> <p>BEST Literacy: 21-52 (SPL 2-3)</p> <p>TABE CLAS-E scale scores:*</p> <ul style="list-style-type: none"> <li>• Total Reading and Writing: 395-441</li> <li>• Total Listening and Speaking: 408-449</li> </ul>	<p>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p>	<p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.</p>
<p><b>High Beginning ESL</b></p> <p><i>Test benchmark:</i> CASAS scale scores</p> <ul style="list-style-type: none"> <li>• Reading: 191–200</li> <li>• L&amp;W Listening: 190–199</li> </ul> <p>BEST Plus 2.0: 428–452</p> <p>BEST Literacy: 53–63 (SPL 3-4)</p> <p>TABE CLAS-E scale scores:*</p> <ul style="list-style-type: none"> <li>• Total Reading and Writing: 442-482</li> <li>• Total Listening and Speaking: 450-485</li> </ul>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p>

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p><b>Low Intermediate ESL</b></p> <p><i>Test Benchmark:</i> CASAS scale scores:</p> <ul style="list-style-type: none"> <li>• Reading: 201–210</li> <li>• L&amp;W Listening: 200–209</li> </ul> <p>BEST Plus 2.0: 453-484 BEST Literacy: 64– 67 (SPL 4-5)</p> <p>TABE CLAS-E scale scores:*</p> <ul style="list-style-type: none"> <li>• Total Reading and Writing: 483-514</li> <li>• Total Listening and Speaking: 486-525</li> </ul>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>
<p><b>High Intermediate ESL</b></p> <p><i>Test Benchmark:</i> CASAS scale scores:</p> <ul style="list-style-type: none"> <li>• Reading: 211–220</li> <li>• L&amp;W Listening: 210–218</li> </ul> <p>BEST Plus 2.0: 485–524 BEST Literacy: 68-75 (SPL 5-7)</p> <p>TABE CLAS-E scale scores:*</p> <ul style="list-style-type: none"> <li>• Total Reading and Writing: 515-556</li> <li>• Total Listening and Speaking: 526-558</li> </ul>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p><b>Advanced ESL</b></p> <p><i>Test Benchmark:</i> CASAS scale scores:</p> <ul style="list-style-type: none"> <li>• Reading: 221–235</li> <li>• L&amp;W Listening: 219–227</li> </ul> <p>BEST Plus 2.0: 525–564 (exit 565 and higher) BEST Literacy: 76-78 (SPL 7-8) **</p> <p>TABE CLAS-E scale scores:*</p> <ul style="list-style-type: none"> <li>• Total Reading and Writing: 557-600</li> <li>• Total Listening and Speaking: 559-600</li> </ul>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>

## Appendix B: SC BEST Plus 2.0 Training Guide

The following graphic was created by the SCDE Office of Adult Education.





## Appendix C. Sample Needs Assessment Forms

### APPENDIX A

## Sample Needs Assessment Forms

### BEGINNING LEVEL QUESTIONNAIRE

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

What do you want to study? Circle three Topics



SOURCE: Lieshoff, S. C. et. Al. (2004). *Practitioner Toolkit: Working with Adult English Language Learners*. Washington, D.C.: Center for Applied Linguistics

**ESL ADULT LEARNERS NEEDS ASSESSMENT**

Student Name: \_\_\_\_\_

Instructor Name: \_\_\_\_\_

Date: \_\_\_\_\_

Program: \_\_\_\_\_

**GENERAL GOALS**

My goals are (check all that apply)

- get a job
- get a better job
- get a high school diploma
- get a GED
- speaking
- reading
- writing

other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**HOT TOPICS**

First, I want to learn English for the following reasons (Check the 3 most important)

- finding a job
- on the job
- community (bank, post office, library)
- shopping for food and clothes
- housing
- transportation
- health

other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have problems with (check all that apply)

- pronunciation
- writing
- grammar
- American culture
- reading
- conversation

other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SOURCE: Colorado Certificate of Accomplishment

**ESOL LEARNER NEEDS ASSESSMENT**

This portion should be filled out at registration

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Level: \_\_\_\_\_ Term: \_\_\_\_\_

1. When did you come to the U.S.? \_\_\_\_\_

2. How long will you be living in the U.S.? \_\_\_\_\_

3. Where did you hear about our program? \_\_\_\_\_

4. What is your main reason for coming to the United States?

Work     Study     Family     Tourism

5. Are you currently employed?  Yes     No

If YES, what is your job and where do you work? \_\_\_\_\_

6. I am a:  Faculty member     Graduate student  
 Researcher     Staff member with (college or university)

7. Did you work in your home country?  Yes     No

If YES, what was your job? \_\_\_\_\_

8. Where have you studied English before? \_\_\_\_\_

9. For how long did you study English? \_\_\_\_\_

10. How do you need to use English? \_\_\_\_\_

11. In what neighborhood do you live? \_\_\_\_\_

SOURCE: The Greater Homewood Community Corporation

**ESOL LEARNER NEEDS ASSESSMENT, CONTINUED**

This portion should be filled out on the first day of class

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Level: \_\_\_\_\_ Term: \_\_\_\_\_

What do you like to do in your free time?  
\_\_\_\_\_

Your goals are to...

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> get a job            | <input type="checkbox"/> improve your speaking      | <input type="checkbox"/> learn more about American culture |
| <input type="checkbox"/> get a better job     | <input type="checkbox"/> improve your writing       | <input type="checkbox"/> other _____                       |
| <input type="checkbox"/> get more education   | <input type="checkbox"/> improve your pronunciation | _____  |
| <input type="checkbox"/> improve your reading | <input type="checkbox"/> improve your grammar       | _____  |

Which activities are most helpful to your English learning?

- |   |   |                                      |
|---|---|--------------------------------------|
| <input type="checkbox"/> conversation     | <input type="checkbox"/> listening to tapes   | <input type="checkbox"/> writing     |
| <input type="checkbox"/> field trips      | <input type="checkbox"/> pair/group work      | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> games            | <input type="checkbox"/> pronunciation drills | _____                                |
| <input type="checkbox"/> grammar practice | <input type="checkbox"/> reading              | _____                                |
| <input type="checkbox"/> idiom practice   | <input type="checkbox"/> songs                |                                      |

Where do you want to speak better English?

- |   |  |                                      |
|---|--|--------------------------------------|
| <input type="checkbox"/> at work          | <input type="checkbox"/> at the doctors            | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> on the bus/train | <input type="checkbox"/> on the telephone          | _____                                |
| <input type="checkbox"/> with friends     | <input type="checkbox"/> in stores                 | _____                                |
| <input type="checkbox"/> with neighbors   | <input type="checkbox"/> at your children's school |                                      |


Do you want to read/write better English for...?

- |  |  |                                      |
|--|--|--------------------------------------|
| <input type="checkbox"/> checks            | <input type="checkbox"/> maps/directions                               | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> bills             | <input type="checkbox"/> forms   | _____                                |
| <input type="checkbox"/> ads in newspapers | <input type="checkbox"/> job applications                              | _____                                |
| <input type="checkbox"/> catalogs          | <input type="checkbox"/> your children's report cards/<br>school notes |                                      |
| <input type="checkbox"/> work notices      |  |                                      |

What other things do you want your teacher to know?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SOURCE: The Greater Homewood Community Corporation

## Appendix D: Adult Education Registration Form

	Click here to enter text. <b>ADULT EDUCATION REGISTRATION FORM</b> 2017-2018				For Program Use Only Date: _____ State ID _____ PS Withdrawal Cd _____										
	Site: _____														
Last Name & Suffix		First Name		Middle/Maiden Name		Preferred Name									
Mailing Address															
City				State	Zip	County or School District of Residence									
Home Phone			Work Phone			Cell Phone									
Email				Date of Birth (mm/dd/yyyy)		Age	Gender (M/F)								
<b>Ethnicity: Please check the "YES" or "NO" box on the line below to indicate ethnicity.</b> (Definition: A Hispanic/Latino individual is a person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture/origin, regardless of race.)															
Yes, I am Hispanic/Latino <input type="checkbox"/>				No, I am not Hispanic/Latino <input type="checkbox"/>											
<b>Race: Check one or more boxes below to indicate your race.</b>															
American Indian or Alaskan Native <input type="checkbox"/>				Native Hawaiian or Other Pacific Islander <input type="checkbox"/>											
Black or African American <input type="checkbox"/>		Asian <input type="checkbox"/>		White <input type="checkbox"/>											
<b>Employment Status: Check only one box below to indicate employment status</b>															
Employed but pending separation incl. military <input type="checkbox"/>			Unemployed and looking for work <input type="checkbox"/>			Retired <input type="checkbox"/>									
Unavailable for work <input type="checkbox"/>		Unemployed but not looking for work <input type="checkbox"/>			Employed Full or Part-time <input type="checkbox"/>										
<b>Barriers to Employment (Check all that apply)</b>															
	Yes	No		Yes	No		Yes	No							
Cultural barriers	<input type="checkbox"/>	<input type="checkbox"/>	Ex-offender	<input type="checkbox"/>	<input type="checkbox"/>	Low Levels Literacy (basic skills)	<input type="checkbox"/>	<input type="checkbox"/>							
Disabled (enter type below)	<input type="checkbox"/>	<input type="checkbox"/>	Exhausting TANF	<input type="checkbox"/>	<input type="checkbox"/>	Migrant Farmworker	<input type="checkbox"/>	<input type="checkbox"/>							
Disability:			Foster Care	<input type="checkbox"/>	<input type="checkbox"/>	Seasonal Farmworker	<input type="checkbox"/>	<input type="checkbox"/>							
Displaced Homemaker	<input type="checkbox"/>	<input type="checkbox"/>	Homeless	<input type="checkbox"/>	<input type="checkbox"/>	Single Parent	<input type="checkbox"/>	<input type="checkbox"/>							
English Language Learner	<input type="checkbox"/>	<input type="checkbox"/>	Long-term Unemployed	<input type="checkbox"/>	<input type="checkbox"/>	Low-Income (Econ. Disadv.)	<input type="checkbox"/>	<input type="checkbox"/>							
Immigrant	<input type="checkbox"/>	<input type="checkbox"/>	If Immigrant, Birth Country												
<b>Education Level Completed (Check one):</b>															
No Schooling <input type="checkbox"/> ; K-12 Grade _____ <input type="checkbox"/> ; High School Diploma <input type="checkbox"/> ; High School Equivalency Diploma <input type="checkbox"/> ; Some College education (no degree) <input type="checkbox"/> ; College or Professional Degree <input type="checkbox"/>															
Location of Education: U.S. Schools? Yes <input type="checkbox"/> No <input type="checkbox"/>				Name of Last High School Attended:											
Have you attended adult education before? If Yes, where?						When?									
If you are between ages 17-21, are you <u>currently</u> expelled from school? Yes <input type="checkbox"/> No <input type="checkbox"/>															
Do you receive Public Assistance? Yes <input type="checkbox"/> No <input type="checkbox"/> Please circle which type: SNAP TANF WIOA Other:															
<b>Why are you enrolling in Adult Education? (Check all that apply)</b>															
To improve my education.				<input checked="" type="checkbox"/>				To improve skills so I can find a job.				<input type="checkbox"/>			
To improve skills so that I can keep my job or find a better job.				<input type="checkbox"/>				To learn English.				<input type="checkbox"/>			
To improve skills so that I can attend technical, training or other college.				<input type="checkbox"/>				To increase involvement in children's education.				<input type="checkbox"/>			
Your signature below indicates the following: All information provided on this form is accurate to the best of your knowledge <b>AND</b> you understand and agree to the Program Rules, Dress Code & Internet Policy.															
Student Signature: _____												Date: _____			
This form is void after June 30, 2018				The Registration Form and Authorization for Release of Information form must be completed.								Updated on April 6, 2017			

For Office Use Only:

LACES Primary Program Assigned:

Adult Ed (WK only or Parapro)	Adult Ed Basic	Adult High School	ESL	HSE	Adult Literacy	Family Literacy	Transition	Workplace
-------------------------------------	-------------------	----------------------	-----	-----	-------------------	--------------------	------------	-----------

Grants:	
Comment Code: AEFL1718 (Family Literacy) <input type="checkbox"/>	Keyword2: <input type="checkbox"/> (W)orkKeys, <input type="checkbox"/> (L)evel 5, ABE
Secondary Program: IEL/CE Yes <input type="checkbox"/> No <input type="checkbox"/>	Institutional: Yes <input type="checkbox"/> No <input type="checkbox"/>
DACA? Yes <input type="checkbox"/> No <input type="checkbox"/>	Career Pathway:

INDIVIDUAL PROGRAMS MAY CUSTOMIZE THE REMAINDER OF THIS FORM.

PARENTING (Family Literacy) GOALS		
<i>Students must set a minimum of one primary goal, and one secondary goal in the same area. More than one primary and secondary goal may be set.</i>		
<input type="checkbox"/> <b>Primary Family Literacy Goal:</b> Increase involvement in children's education.		
Set one or more secondary goals:		<b>Set Goal</b>
Secondary Family Literacy Goals:	Help more frequently with school	<input type="checkbox"/>
	Increase contact with children's teachers	<input type="checkbox"/>
	More involved in children's school activities	<input type="checkbox"/>
<input type="checkbox"/> <b>Primary Family Literacy Goal:</b> Increase involvement in children's literacy activities.		
Set one or more secondary goals:		<b>Set Goal</b>
Secondary Family Literacy Goals:	Reading to children	<input type="checkbox"/>
	Visiting Library	<input type="checkbox"/>
	Purchasing books or magazines	<input type="checkbox"/>

OTHER GOALS TO BE SET ARE NCRC & PARAPRO.  
NCRC MET GOALS EFFECT STATE FUNDING. NCRC & PARAPRO MET GOALS EFFECT HAS LEVEL ON CUSTOM SC TABLE 4.

Intake Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Form expiration date: June 30, 2018



## Appendix F: Intake and Orientation

# Intake/Orientation Checklist

### Initial Contact:

- Have a plan in place for disseminating program information to prospective students
- Have a schedule in place for intake and orientation of students that can be communicated to new/returning students
- Inform front office staff of ESL Intake/Orientation schedule to communicate it to students inquiring about the program
- Have a brochure/handout outlining intake and orientation procedures for your program (in multiple languages)

### Intake procedures:

- Have a standardized packet of forms for students to fill out.
- Have a set time for students to fill out forms (before or after class, specific days, etc.)

### Language Assessment(s) ---BEST Plus 2.0 and/or BEST Literacy :

- Have a designated room for testing
- Students are given designated time to complete assessment(s)
- SC Assessment Policy guidelines are followed
- Display a "Testing in Progress" sign during assessments

### Orientation procedures:

- Have a standard list of topics to review with students to include:
  - o Schedule of classes (days/times/locations)
  - o Materials needed
  - o Rules of the facility
  - o Tour of facility
  - o Overview of curriculum
  - o Review of assessment results
  - o Needs Assessments (see below)
- Procedure for connection with Transition Specialist (if applicable)
- Registration on CareerReady101 (WorkKeys) software and pre-test (if applicable)
- Connect eligible students to Career Pathways process
- List of supportive services, to include
  - o Public transportation
  - o Child care
  - o SCWorks, Goodwill Job Connection, etc



**Needs assessments:**

- Academic/learning
- Learning styles
- Past Education and employment
- Goals
  - o Employment
  - o Higher education/training
  - o Other\_\_\_\_\_

**Records:**

- Procedures in place for creating and maintaining student records
- Established procedure for relaying student information to person responsible for LACES data input
- Documentation of the relay of information and progress on career pathway for eligible students

## Sample Intake Schedule---Scheduled Registration

### DAY 1

- Go to Room ###
- Fill out intake forms
- Pay Registration/Book fees
- Schedule pre-test appointment

### DAY 2 & 3

- Go to Room ### at scheduled time
- Take Pre-test
- Go to Room ###
- Individual or small group orientation
- Fill out Needs Assessment(s)

### DAY 4

- Begin class
- Group meeting with Transition Specialist
- Give calendar of work preparation skills sessions (led by TS)
- Register for CareerReady 101 and take pre-test in ONE area (low level students are exempt )

## Sample Intake Schedule---Unscheduled Registration

### DAY 1

- Fill out pre-registration
- Make appointment to return
- Give student program brochure

### DAY 2

- Go to Room ### at scheduled time
- Fill out intake forms
- Take Pre-test
- Individual orientation
- Give student date for monthly TS meeting which will include:
  - Calendar of workplace preparation sessions (led by TS)
  - Registration for CareerReady 101 and pre-test in ONE area (low level students are exempt )

### DAY 3

- Begin class
- Fill out Needs Assessment(s)

## Appendix G: Adult Learning Plans

Quarter Ending (Check one) 9/30 ___ 12/31 ___ 3/31 ___ 6/30 ___	ALP # _____	
<h3 style="margin: 0;">Adult Learning Plan</h3>		
Name: _____ Date: _____		
Reason for Participation: _____		
Assessment Methods: _____		
Strength/Interest: _____		
<b>Goal Areas (check all that apply)</b>		
<input type="checkbox"/> Improve Basic Skills <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Language	<input type="checkbox"/> U.S. Citizenship Skills  <input type="checkbox"/> Gain Unsubsidized Employment  <input type="checkbox"/> Retain Employment or Advance in Job  <input type="checkbox"/> Removal from Public Assistance  <input type="checkbox"/> Work-based Project Goal  <input type="checkbox"/> Increased Involvement in Community Activities  <input type="checkbox"/> Civics Information	<input type="checkbox"/> Increased Involvement in Children's Education <input type="checkbox"/> Help more frequently with school <input type="checkbox"/> Increased contact with children's teachers <input type="checkbox"/> More involvement in children's activities  <input type="checkbox"/> Increased Involvement in Children's Literacy Activities <input type="checkbox"/> Reading to children <input type="checkbox"/> Visiting library <input type="checkbox"/> Purchasing books or magazines  <input type="checkbox"/> Other
<input type="checkbox"/> High School Course/Diploma  <input type="checkbox"/> GED Preparation  <input type="checkbox"/> Preparation for Post Secondary Education or Training  <input type="checkbox"/> ESL Conversation, Survival  <input type="checkbox"/> ESL Reading, Writing		
Additional Factors Affecting Learner's Progress: _____		
<b>LEARNER AGREEMENT</b>		
I have agreed that the above goal areas are those I choose to work on at this time. I understand that for the successful completion of these goal areas I will need to attend class or work with my tutor _____ hours per week, complete my assignments, ask for help when I need it, and make a genuine effort to learn. If changes need to be made in my learning plan, my instructor and I will make a new agreement.		
Learner Signature: _____		Date: _____
<b>INSTRUCTOR AGREEMENT</b>		
As the class instructor, I will do everything possible to help this learner achieve the above goals by providing appropriate instruction and by reviewing the learner's progress at regular intervals. I understand that if changes need to be made in the learning plan, the learner and I will make a new agreement.		
Instructor Signature: _____		Date: _____
Page 1 of 2		

**Follow-up: Additional Factors Affecting Learner's Progress:**

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

**Document Progress toward each goal**

**Circle: R (Reached goal), P (Progress made), N (No progress), M (Modified goal)**

Enter date progress is being reviewed

**Goal Area:**

Date Set: \_\_\_\_\_ Date reached: \_\_\_\_\_ Date modified: \_\_\_\_\_

**Short Term Goals:**

**Circle One**

**Date Reviewed**

- |                          |         |       |
|--------------------------|---------|-------|
| 1. _____                 | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 2. _____                 | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 3. _____                 | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 4. _____                 | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |

Comments/Documentation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Goal Area:**

Date Set: \_\_\_\_\_ Date reached: \_\_\_\_\_ Date modified: \_\_\_\_\_

**Short Term Goals:**

**Circle One**

**Date Reviewed**

- |                          |         |       |
|--------------------------|---------|-------|
| 1. _____                 | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 2. _____                 | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 3. _____                 | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |
| 4. _____                 | R P N M | _____ |
| Materials/Methods: _____ | R P N M | _____ |

Comments/Documentation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

<b>Topic: Basic Skills</b>	<b>Date</b>
<b>Objectives</b>	
1. I can introduce a friend to my teacher.	
2. I can fill out a registration form with my information.	
3. I can count 1-20.	
4. I can count 1-100 by tens.	
5. I can name the position of five objects on a table.	

<b>Topic: People</b>	<b>Date</b>
<b>Objectives</b>	
1. I can describe a person using three adjectives.	
2. I can identify five family members in a photo example.	
3. I can name three personal life events.	
4. I can name five feelings and give examples of what would cause those feelings.	

<b>Topic: Community</b>	<b>Date</b>
<b>Objectives</b>	
1. I can write the names of five community services.	
2. I can name five things that are at a library.	
3. I can order the steps of mailing a letter.	
4. I can correctly label 8 out of 10 pictures of	

Name \_\_\_\_\_

<b>Topic: Personal Communications</b>	<b>Date</b>
---------------------------------------	-------------

<b>Topic: Basic Skills</b>	<b>Date</b>
----------------------------	-------------

<b>Objectives</b>	
1. I can tell and write time to the quarter hour	
2. I can name and write the days of the week and the months	
3. I can count 1-25, count by 10's to 100 and write the numbers .	
4. I can identify colors and money quantities	
5. I can name legal holidays and describe common celebrations/events.	

<b>Objectives</b>	
1. I can orally give and write personal information given a simple form without mistakes.	
2. I can greet, take leave of, and introduce another student .	
3. I can make a friendly and emergency telephone call, and read a phone bill.	
4. I can describe items using common adjectives orally and in writing.	
5. I can use <i>a</i> and <i>an</i> correctly orally and in 5 sentences.	

<b>Topic: Daily Routines</b>	<b>Date</b>
------------------------------	-------------

<b>Objectives</b>	
1. I can describe morning routines in detail orally and in writing.	
2. I can name five activities I do daily.	
3. I can read a simple schedule.	
4. I can correctly label 10 out of 15 personal hygiene items.	
5. I can use regular and irregular verbs in the past tense.	

<b>Topic: Weather</b>	<b>Date</b>
-----------------------	-------------

<b>Objectives</b>	
1. I can identify the four seasons verbally and in writing.	

## Appendix H: Adult ESL Lesson Plan Template

X	<b>Teacher Name:</b> Click here to enter text.	<b>Level:</b> Click here to enter text.	<b>Date:</b> Click here to enter text.
<b>STANDARDS</b>	Adult ESL Standards <i>Include the code and text of the standard(s) being addressed.</i>	Click here to enter text.	
	Contextualization/Connection to the World of Work <i>Industry Competencies</i>	Click here to enter text.	
	Digital Literacy Component	Click here to enter text.	
<b>INSTRUCTION/ASSESSMENT</b>	Objectives	<i>The student will be able to:</i> Click here to enter text.	
	Language skills addressed	<i>Reading</i> <input type="checkbox"/>	<i>Speaking</i> <input type="checkbox"/>
		<i>Writing</i> <input type="checkbox"/>	<i>Listening</i> <input type="checkbox"/>
	Vocabulary/Terms	Click here to enter text.	
	Text/Materials/Equipment	Click here to enter text.	
	Lesson and Practice	<i>Warm-up/Review</i> Click here to enter text. <i>Introduction</i> Click here to enter text. <i>Presentation</i> Click here to enter text. <i>Guided Practice</i> Click here to enter text. <i>Independent Practice</i> Click here to enter text.	
	Assessment	<i>I will know that the lesson has been effective when my students can answer the following questions:</i> Click here to enter text. <i>The means of assessment and check for understanding will be:</i> Click here to enter text.	
Extension/Assignment	Click here to enter text.		

**Appendix I: Adult Education Classroom Observation Tool**



**ADULT EDUCATION TEACHER OBSERVATION TOOL**

\_\_\_\_\_ Formal Observation      \_\_\_\_\_ Informal Observation

Date: \_\_\_\_\_ AE Program: \_\_\_\_\_ Site: \_\_\_\_\_ Room No: \_\_\_\_\_

Teacher: \_\_\_\_\_ Full Time: \_\_\_\_\_ Part Time: \_\_\_\_\_ Observation Start Time: \_\_\_\_\_ Observation End Time: \_\_\_\_\_

Observer: \_\_\_\_\_ Title: \_\_\_\_\_ Purpose: \_\_\_\_\_

STUDENT ATTENDANCE (Q1/III.1)		
Female	Male	Total Student Attendance
Number of females at beginning and ending of observation Beginning ____ Ending ____	Number of males at beginning and ending of observation Beginning ____ Ending ____	Enter total number of students in attendance at beginning and ending of observation. Compare to sign in sheet /method /mode Beginning Number of Students ____ Ending Number of Students _____
TUTORS		
Are tutors being used to instruct students? YES ____ NO ____		If YES, Ratio of Students to Tutor(s) Number of students: ____ Number of Tutors: ____



<b>STUDENT SIGN IN PROCEDURE</b>
<p>___ Teacher Verified    ___ Student Managed    ___ Electronic System_____</p> <p><b>Teacher uses a sign-in procedure to consistently track student attendance hours</b> (e.g. student signs in and out, indicating class arrival and departure times) YES__ NO__</p> <p><b>Describe Sign-in Process:</b></p> <p>_____</p> <p>_____</p>
<b>RECORDS (QI/VII &amp; QI/VIII)</b>
<p><b>Teacher Records Secure:</b> YES_____ NO_____      Teacher records available for each student: YES_____ NO_____</p> <p><b>Student Records:</b> Student work folders accessible to students: YES_____ NO_____      Students utilizing work folders: YES_____ NO_____</p>

OBSERVATION AREAS			
I. Learning Environment	5. Classroom Management	8. Standards	II. Students with Disabilities
2. Program Structure	6. Assessment/Data/Student Progress	9. Instructional Delivery	I2. Family Literacy
3. Instructional Resources	7. Instructional Strategies and Planning	10. Teacher/Student Interactions	I3. ESL
4. Professional Knowledge			

<b>OBSERVATION LEGEND:</b>	<b>Y = Yes, Evident</b> Activity was observed in real time	<b>N = No, Not Evident</b> Activity was not observed in real time	<b>NA = Not Applicable</b> Activity is not applicable to class and/or program	<b>QI= Quality Indicator</b> Activity is a federal and/or state mandated activity and is reflected in AE Quality Indicators
Observation should be a minimum of thirty (30) minutes - (includes teacher and student records review)				

ACTIVITY OBSERVED \_\_\_\_\_ (AE Activities): Intake and Orientation/Career Pathways, Literacy, Basic, HSED, HSD, ESL, Workforce Preparation Activities, Family Literacy, Computer Literacy, Lab, Testing, Career Pathway, Digital Literacy, College and Career Readiness Standards, Integrated Education and Training, other \_\_\_\_\_

1. LEARNING ENVIRONMENT	Y	N	NA	OBSERVER NOTES
<p>1a. <b>Indoor space, Environment, Teacher Expectations:</b> (e.g. appropriate for the adult learner: clean, orderly, temperature-regulated, attractive, posted visuals related to learning and AE program information; GED testing schedules, economic outlook, workforce readiness, etc.)</p> <p>1b. <b>Room Arrangement, Furnishings and Space to meet professional needs of students:</b> (e.g. conducive to learning with ease in rearrangement for various learning activities (e.g. varying group size), space is student oriented, inviting. Are there adult-sized chairs, individual desk or tables, space to meet personal needs of students, space to work privately, conference, storage space, break area with amenities such as coffee, refrigerator, etc)</p>				
<p>2. <b>Emergency information posted or readily accessible:</b> (e.g. includes exit routes, and emergency procedures)</p>				
<p>3. <b>Appropriate lighting and signage:</b> (e.g. room number/teacher name, interior and exterior lighting) (QI/I.10)</p>				
<p>4. <b>Program/classroom is accessible to adults with special needs:</b> (e.g. ramps, elevator, etc.) (QI/I.9)</p>				

2. PROGRAM STRUCTURE	Y	N	NA	OBSERVER NOTES
1. Flexible classroom structure that meets student needs: (e.g. to accommodate students' work schedules, family responsibilities, etc.)				
2. Fire, tornado, and other safety and disaster drills practiced regularly. (QI/I.8)				
3. INSTRUCTIONAL RESOURCES	Y	N	NA	OBSERVER NOTES
1. Adult library/Internet, (in classroom or building: (with various genres, reading levels, and a sufficient amount of books available for checkout, and/or access to eBooks/readers) (QI/I.14)				
2. Access to Computers and software for integration of instruction. (e.g. ITTs, Career Ready IOL, etc. (cite examples)				
3. Accessible GED practice books and other resources.				
4. Use <i>News for You</i> and/or <u>other</u> current informational resources. (QI/I.7)				
5. Limited use of worksheets: (e.g. students have access to workbooks and manipulatives/concrete representations)				
4. PROFESSIONAL KNOWLEDGE	Y	N	NA	OBSERVER NOTES
1. Uses rigorous instructional strategies.				
2. Demonstrates awareness of student academic and career goals and emphasizes the link between academic, career and post-secondary education.				

5. CLASSROOM MANAGEMENT	Y	N	NA	OBSERVER NOTES
1. Classroom rules posted and written in positive language – Class and/or program schedules posted. (QI/I.19)				
2. Focuses student attention:(e.g. by demonstration, activity, questions, etc., before launching into lecture or instruction)				
3. Student Attendance. (ensures that students sign in and out. Makes note of absentees) (QI/III.1.a)				
6. ASSESSMENT/DATA/ STUDENT PROGRESS	Y	N	NA	OBSERVER NOTES
1. Analyzes, evaluates, and uses class and student performance data to direct instruction: (e.g. LACES data, Tables 4 and 4B, chapter tests, TABE analysis, study guides etc.) (QI/III.1,2)				
2. Evidence that students have a clear understanding of academic goals and the required course of study needed to reach those goals: (e.g. attendance, skills/gains, HSED, HSD, and NCRC requirements, etc.)				
3. Celebrates and informs students of gains and progress in a clear, timely and confidential manner.				
4. System in place to keep track of post-testing hours. Documents student progress.				

7. INSTRUCTIONAL STRATEGIES and PLANNING	Y	N	NA	OBSERVER NOTES
<p>1. Instructional Planning:            ___ Lesson plans or Curriculum Maps available            ___ Lesson plans or Curriculum Maps reflect objectives ___ CCR standards            ___ Lesson plans or Curriculum Maps reflect planning for individual student instruction  <b>Note:</b> Instructors must show use of SC CCR Standards.</p>				
<p>2. Teacher folders reflect instruction, curriculum, students' academic needs, and chosen career pathway if applicable: (e.g. contain appropriate information, registration form, test data, planning sheet, prescription sheets, etc.) (QI/VII.2)</p>				
<p>3. Student folders reflect a correlation between EFL level, instruction, assessment analysis and career pathway focus: (e.g. reflect goals, instructional plan, TABE scores, prescription sheet, diagnostic profile, TABE analysis chart, career pathway, work examples, etc.) (QI/VII.3)</p>				
<p>4. Pace of lesson is: ___ slow ___ fast ___ includes variations</p>				
<p>5. Integrates technology into instruction and demonstrates basic technological skills: (e.g. computer, smart board, iPads – cite examples)</p>				
<p>7. Demonstrates knowledge of effective instructional strategies at each EFL level.</p>				
<p>8. Consistently integrates writing.</p>				
<p>9. Addresses different modalities of learning: (e.g. visual, auditory, kinesthetic, etc.)</p>				
<p>10. Integration of Digital Literacy - (QI/II.3)</p>				

11. Workforce Preparation Skills - (QI/II.3)				
<b>8. STANDARDS</b>	<b>Y</b>	<b>N</b>	<b>NA</b>	<b>OBSERVER NOTES</b>
1. Effectively addresses appropriate curriculum standards. (QI/II.3)				
2. Integrates key content areas and aligns lesson objectives with impending assessments and real world situations.				
3. Students are working with texts that are at or above the expected level of complexity for the course or they are engaged in reading well-designed series of texts on a topic at a variety of complexity levels to build knowledge.				
4. Questions and assignments consistently stimulate student thinking beyond recall; students are asked to elaborate and justify their answers.				
5. Students have varied opportunities (beyond filling out worksheets) to apply what they are learning in authentic or practical adult-oriented contexts (e.g., reading and using trade manuals or other content for job training or citizenship).				
<b>9. INSTRUCTIONAL DELIVERY</b>	<b>Y</b>	<b>N</b>	<b>NA</b>	<b>OBSERVER NOTE</b>
1. Demonstrates knowledge of adult learning principles through instructional approaches and methods.				
2. Demonstrates knowledge in the content area(s): (e.g. reading, writing, math, science, social studies, ESL, college and career readiness standards, career pathways, parent education, etc.)				
3. Chooses materials and resources that support students' EFL and academic needs: (e.g. ensures that adults are appropriately challenged and not embarrassed by EFL)				

4. Instructor consistently checks for student understanding, using informal yet deliberate methods (e.g., walks around the room to check on students' work, monitors verbal responses).				
5. Learner goals are clear.				
<b>10. TEACHER/STUDENT INTERACTIONS</b>	<b>Y</b>	<b>N</b>	<b>NA</b>	<b>OBSERVER NOTES</b>
1. <b>Varies instruction, sensitive to student cues:</b> (e.g. moves to individual, small group, whole group instruction as appropriate)				
2. <b>Maximize student in class time by working with student individually and in groups.</b>				
3. <b>Checks to see whether lesson components are understood.</b>				
4. <b>Demonstrates a rapport with students shows enthusiasm and is positive. Has established a climate of trust and support. Promotes and respects students' diversity:</b> (e.g. calls students by name, encourages students and make them feel welcome, cite example)				
5. <b>Demonstrates awareness of and reviews student goals:</b> (e.g. TABE gains, HSED, HSD, NCRC, Career Pathway, ESL, Parent Education, etc.)				
<b>11. STUDENTS WITH DISABILITIES</b>	<b>Y</b>	<b>N</b>	<b>NA</b>	<b>OBSERVER NOTES</b>
1. <b>Is aware of special needs laws, guidelines, and student IEP's.</b> (QI/I.9)				
2. <b>Has plan for servicing students with an IEP.</b> (QI/I.16)				

12. FAMILY LITERACY	Y	N	NA	OBSERVER NOTES
1. Parent education primary and secondary goals and AE educational goals being reinforced through curriculum.				
2. <b>Segmented or Incorporated Parent Education hours are being met:</b> (e.g. ten to fifteen monthly hours are consistently integrated)				
3. Evidence of Pre-Surveys being administered. Is there a connection between the other components?				
4. <b>The four components of family literacy are being effectively implemented:</b> (e.g. adult education, parent education, interactive literacy activities, and early care and education)				
13. ESL	Y	N	NA	OBSERVER NOTES
1. Uses English to teach ESL classes.				
2. More than one of the four basic language skills is addressed during the class period.				
3. Students are given multiple opportunities to communicate orally in English.				
4. Instructor uses various grouping strategies to enhance students' communicative opportunities.				
5. Workforce preparation skills are integrated into classroom instruction.				

**ADDITIONAL OBSERVER NOTES:**



## **Appendix J: Complete URL List**

**The following is a list of the full URLs for the websites referenced in this document.**

### Curriculum Resources

sraetac.org

[http://pickensraetac.ss10.sharpschool.com/resources/administrative\\_resources/esl](http://pickensraetac.ss10.sharpschool.com/resources/administrative_resources/esl)

Minnesota Scope and Sequence of Skills

<http://resources.marshalladulthoodeducation.org/scopeandsequence.htm>

REEP ESL Curriculum for Adults

<https://www.apsva.us/reep/eslcurriculum/>

Tennessee Adult ESOL Curriculum Resource Book

<http://resources.clee.utk.edu/print/esol.pdf> and

North Carolina Adult ESL Curriculum Guide

<http://www.nc-net.info/ESL/guide.php>

Arkansas Adult ESL Curriculum

<http://www.arcareereducation.org/resources-forms/getFolder/Adult%20Education/>

### Training Videos

New American Horizons Training Videos

<http://www.newamericanhorizons.org/training-videos>

Minnesota Literacy teacher Training Videos

<http://www.mnliteracy.org/classroomvideos>

Internet Resources for Students:

<http://rosettastone.com>

<https://www.duolingo.com>

<https://www.totivt.com>

<https://pdictionary.com>

<https://www.burlingtonenglish.com>

Internet Resources for Teachers:

<http://www.breakingnewsenglish.com/>

<http://www.enchantedlearning.com/label/simple.shtml>

<https://www.englishclub.com/esl-worksheets/conversation/>

<http://www.tefl.net/>

<http://www.puzzlemaker.school.discovery.com>

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U.S. Department of Education. (2016). *Serving English language Learners Under AEFLA*. Retrieved from <https://www2.ed.gov/about/offices/list/.../english-language-learners-under-aefla.pdf>

West Virginia Adult Basic Education. (2009). *Assessment to Instruction in the ABE Classroom*. Retrieved from <http://wvde.state.wv.us/abe/documents/section5.pdf>

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Workforce Innovation and Opportunity Act, Title II, **Pub. L. No. 113–128**, 128 Stat. 1425 (2014)