


Beyond Survival English: Academic and Career Readiness for All Levels of Adult ESL




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Objectives for Today

You will...

- ▶ recognize the rationale for integrating academic and career readiness skills in Adult ESL from the beginning.
 - ▶ identify your own program's level of skills integration at all levels of ESL.
 - ▶ consider initiatives such as ACES in MN and CCRS.
 - ▶ identify ways ACES can inform programs in your settings.
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Agenda

- ▶ Think about our own skill sets
 - ▶ Rethink the idea of “transitions”
 - ▶ Reflect on the rationale for integrating academic and career readiness skills at all levels
 - ▶ Reflect on integration of these skills in your context
 - ▶ Experience elements of ACES Transitions Integration Framework in MN
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Warm-up

After completing the survey of skills, consider....


- ▶ How did you acquire these skills?
- ▶ Which do you believe are most apparent and least apparent among adult ESL learners in your programs?

To be ready for . . .

- ▶ Work
- ▶ Education
- ▶ Home
- ▶ Community




Why the need for these skills?


- ▶ Gaps in what we teach in adult ESL and what is needed for success post-secondary (Johnson & Parrish, 2010)
 - ▶ College and Career Readiness Standards for Adult Education (Pimentel, 2013)
 - ▶ Changing economical/work landscape (National Center on Education and the Economy, Workforce Development Strategies Group, 2009)
 - ▶ Movement away from survival English to rigorous, rich curricula aligned with real needs (Wrigley, 2007)
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Some identified gaps between ABE and Post-secondary instruction:


- ▶ Independence and autonomous learning
 - ▶ Academic reading/writing
 - ▶ Academic listening
 - ▶ Technology
 - ▶ Intellectual honesty/plagiarism
 - ▶ Group/collaborative work
 - ▶ Instructional techniques

 - ▶ Johnson & Parrish (2010)
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Reading / Higher-order Thinking

- ▶ ABE/ESL: 82.6% report that the ability to synthesize information from multiple texts when reading is sometimes or rarely addressed.
 - ▶ CC: 52.6% report that the ability to synthesize information from multiple texts when reading is very or extremely important.
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Listening / Higher-order Thinking

- ▶ ABE/ESL: 82.6% report that the ability to synthesize information from lectures with other sources is sometimes or rarely addressed.
 - ▶ CC 44.7% report that the ability to synthesize information from lectures with other sources is very or extremely important
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Writing Needs

- ▶ ABE/ESL: 4% report assigning academic research papers
- ▶ CC: 33% report assigning academic research papers

Note Taking

- ▶ ABE: 82.6% report that note-taking during lectures is sometimes or rarely addressed in class.
 - ▶ CC: Nearly 60% report that taking notes effectively during lectures is very or extremely important.
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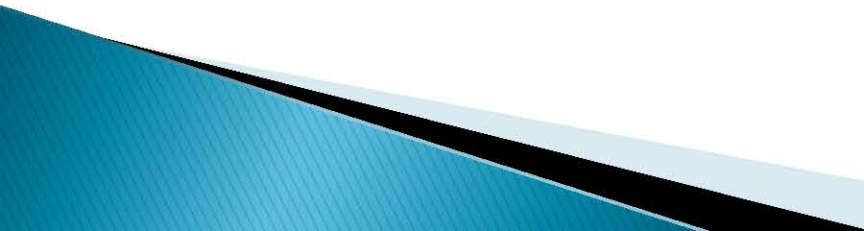
College and Career Readiness Standards

- ▶ Drawn from Common Core State Standards
 - ▶ Knowledge and skill expected in the 21st century
 - ▶ Developed for all learners, not necessarily English language learners
 - ▶ Framework for developing and updating standards
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Why teach these skills from the beginning?



Why integrate academic and career readiness skills from the start?


- ▶ Acquisition dependent on experience with formal schooling
 - ▶ ELLs with limited formal schooling may take more than 10 years of instruction to acquire these skills (Collier, 1989; Cummins, 2000)
 - ▶ Adult ELLs may have limited opportunities to develop skills outside of classes
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And...

- ▶ Skills should be scaffolded
 - To allow time and support for development
 - Skills important for adults for more than postsecondary education
- ▶ Backwards design
 - End-goal is postsecondary and workplace readiness


ACES in Minnesota

What is ACES?

- ▶ **Academic**
 - ▶ **Career**
 - ▶ **Employability**
 - ▶ **Skills**
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The Goal of ACES:

To ensure that ABE programs are providing effective contextualized instruction integrating post-secondary education and training readiness, employability skills and career readiness at all levels.



Backwards Design

In 2011 our goal was the....

Implementation of a plan for job-embedded Professional Development for a cohort of 30 practitioners.

How do we get there?



We asked...


- ▶ what strategies, skills and standards are deemed essential.
- ▶ how to embed them at all levels.

ACES Activity One: Develop a Transitions Integration Framework 2011–2012

Who..

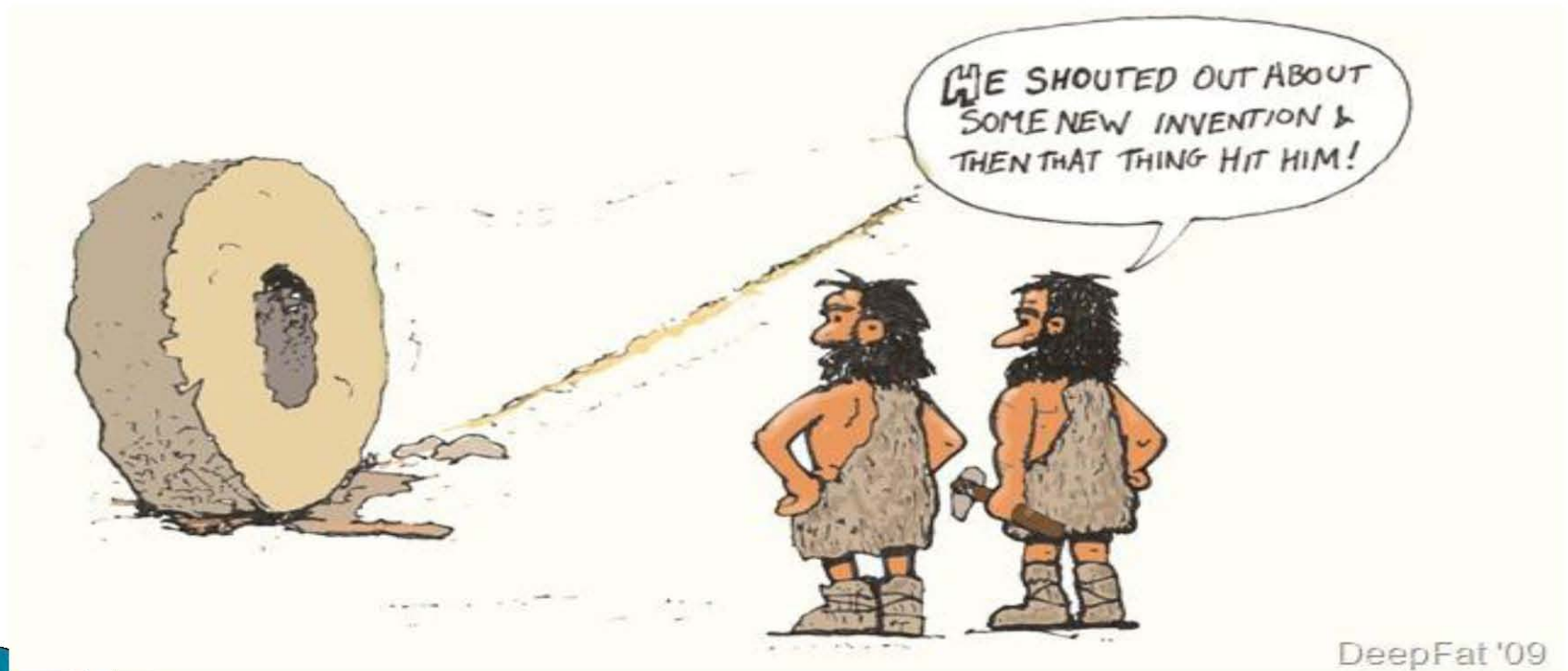
- ▶ Advisory group from ABE and community college; workforce development

What...

- ▶ Reviewed standards/frameworks: Partnership for 21st Century Skills, EFF, Common Core, Oregon ABS Standards, Alignment Survey (ATLAS)
 - ▶ Identified essential skills
 - ▶ Shared wisdom and expertise
- 

What we did NOT set out to do...

- ▶ Provide practitioners with a new curriculum.
- ▶ Provide them with a set of standards.




What ACES IS doing...

- ▶ Providing a framework and strategies for integrating transitions at all levels...a transitions lens through which we can view instruction.



Transitions Integration Framework

The TIF defines the academic, career, and employability skills essential for adult learners to successfully transition to postsecondary education, career training, the workplace, and to enrich community involvement. It is meant to guide ABE instruction in meeting the needs of stakeholders in postsecondary education, the workplace, and community-based organizations.



Eight TIF Categories

(Full TIF available at

www.atlasabe.org/professional/transitions)

- ▶ Effective Communication
- ▶ Learning Strategies
- ▶ Academic Language & Skills
- ▶ Numeracy
- ▶ Critical Thinking
- ▶ Self-Management
- ▶ Developing a Future Pathway
- ▶ Navigating Systems

Skills and Subskills


Effective Communication (EC): Effective communication is a two-way process between individuals of diverse backgrounds and experience in which information is conveyed and received in ways that are mutually understood as intended. This can include speaking, writing, and all forms of nonverbal communication. Examples of activities in this category could include adjusting communication to suit various audiences, questioning to clarify meaning and to enhance understanding, or articulating differences and appreciating how differences can affect communication. Teaching the skills in this category will help the learner give and receive information in a purposeful, appropriate, and collaborative manner.

Skill 1:

SWBAT... Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals

- Sub Skills:**
- a. Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications
 - b. Repair communication breakdowns respectfully and effectively
 - c. Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions
 - d. Express expectations and acknowledge an understanding or acceptance of the expectations of others
 - e. Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team
 - f. Employ effective strategies for resolving conflict

Sample Classroom Activities for Each Sub-skill

- ▶ Help practitioners generate ideas as to how skills can be embedded into lesson plans.
 - ▶ Increasing complexity
 - ▶ Technology activities
 - ▶ Contexts for community, school, work
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Sample from Learning Strategies

3. Transitions Integration Framework (TIF)

LS Skill 2-Sub Skill c: Choose and apply preferred note-taking strategies based on personal preference or task (lists, outlines, word maps, highlighting, 2-column notes)

Complexity →			
Sample Activities	Fill in a partially completed grid with words from a word bank while listening to a short announcement or presentation.*	Take notes by filling in a partially completed outline with key information while listening to an announcement or presentation.*	Complete extended notes (choose Cornell, outline) while listening to an announcement, online talk (Ted Talk, YouTube), or mini-lecture on a topic of interest.*
Technology Activities:	Read a story in a word document and use the "comment" function to highlight words and write teacher/peer/reference-provided definitions.	Use stickies or sticky notes application to take notes on online readings and pdfs.	Use an online note taking application such as <i>ubernote</i> or <i>evernote</i> to take and maintain notes on class lectures, presentations, online talks or podcasts. Use stickies or sticky notes application to take notes on online readings and pdfs.
Contexts	Community	* Safety or health announcement, community presentation	* Safety, health, community issue
	School	* School announcement or memorandum, school presentation	* Educational issue, class lecture
	Work	* Work announcement or memorandum, work presentation	* Workplace topic


Addressing College and Career Readiness Standards from the beginning with ELLs

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5)

Read the story about Mei's daily activities and fill in the boxes below with her morning, afternoon and evening activities.

Now Mei Long works at Foodland Supermarket. She works part time from 8:00 in the morning to 1:00 in the afternoon. Now she can be with her younger sister and brother in the afternoon and then go to school in the evening.

Mei usually helps her sister study in the afternoon. Sometimes they go to the park. They often help their mother. They wash the clothes and help clean the house. Mei enjoys her new schedule.



Read and fill in graphic organizers

Morning activities

- _____



Afternoon activities

- _____
- *Helps her sister study.*
- _____
- _____
- _____
- *Helps clean the house.*




Evening activities

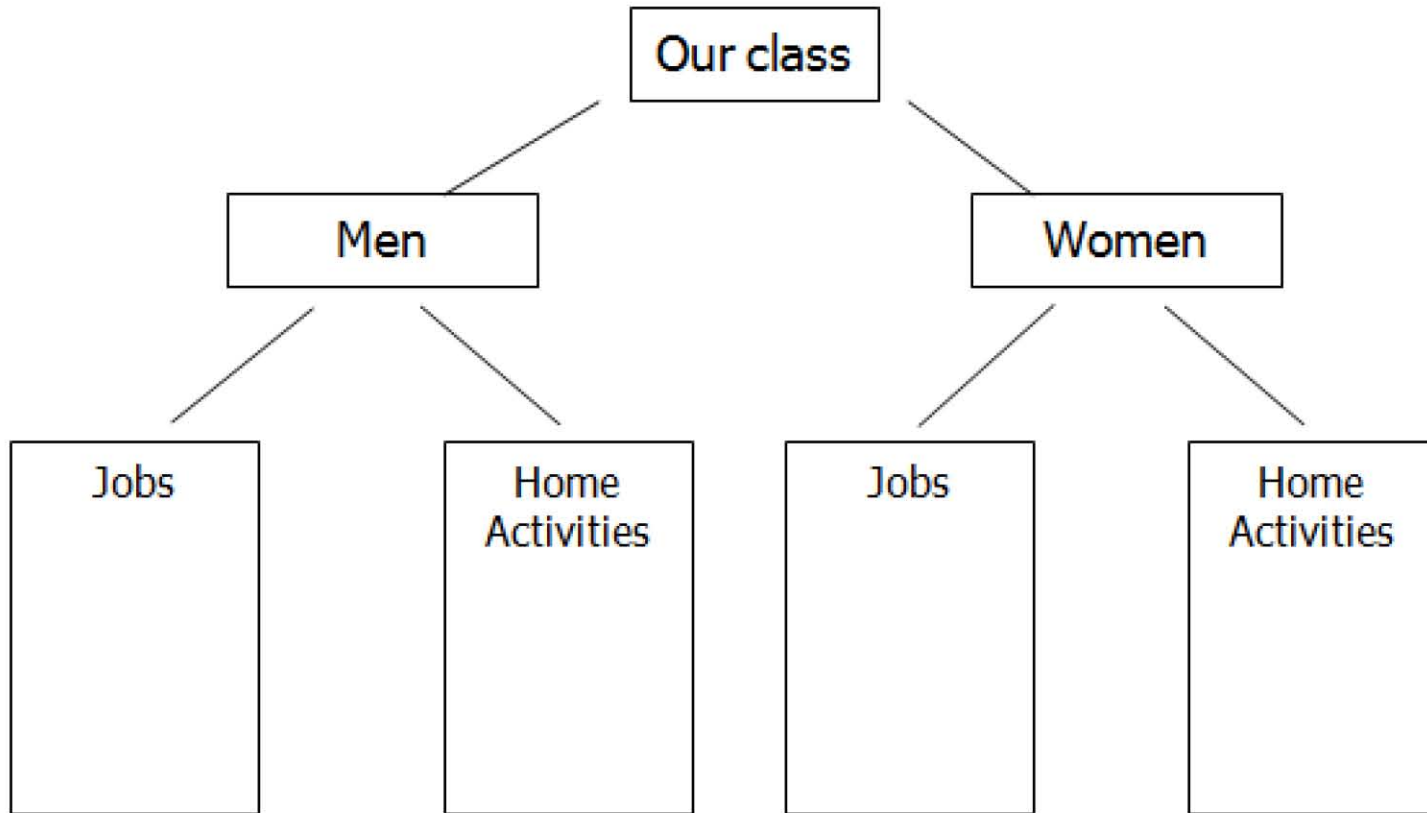
- _____

What are connections between this treatment of the text and CCRS RI 4.5:

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)



Flow chart



Academic Language Paragraph Frames

Paragraph Frame for Scaffolding Comparing

_____ and _____ are similar in several ways. They both _____. They also _____.
_____. Furthermore, each _____.
_____. Because of these similarities, we can _____.

However, _____ and _____ differ in some key areas. First, _____, whereas _____.
_____. In addition, _____.
_____. In contrast, _____. These differences help us to see _____.

Academic paragraph frames from *Developing Academic Thinking Skills in Grades 6-12: A Handbook of Multiple Intelligence Activities* by Jeff Zwiers. Copyright ©2004 by the International Reading Association.

Video Observations

View and identify examples of categories and Skills/sub-skills

- ▶ New American Horizons
 - Reading and listening
- ▶ MLOTS
 - Math and Literacy

Questions??

