

### **Overview**

- The Ohio Department of Higher Education Standards for ABE/ASE and ESOL define the desired outcomes for instruction. Therefore, curricula should be selected or created that lead students to the achievement of the knowledge and skills reflected in the standards and benchmarks.
- Instruction must be designed in consideration of students' learning goals and Individual Learning Plans (ILPs).
- Results of learning style inventories and, when applicable, learning disability screenings, should be considered when selecting instructional methods and designing learning environments.
- Teachers should use evidence-based instructional strategies and learning activities that are proven to support student persistence and achievement of goals.

### **Standards Framework**

*[ohiohighered.org/aspire/reference](http://ohiohighered.org/aspire/reference) -> *Standards and Benchmarks**

The Standards for ABE/ASE and ESOL provide clear guidance as to the content and skills that should be taught within Aspire classrooms. The benchmarks define what students should know and be able to do at the end of each level. A student must be able to perform with proficiency on all benchmarks to achieve a standard.

A student's ILP describes student goals and the strategies for achieving them. Ohio's standards and benchmarks provide instructors and students with a clear understanding of the knowledge and skills needed to achieve those goals. They convey a vision for learning and a common set of criteria that may be used to evaluate individual student success.

### **Selecting Curricula**

*[ohiohighered.org/aspire/reference](http://ohiohighered.org/aspire/reference) -> *Standards and Benchmarks-ABE/ASE -> Curriculum Framework*  
[ohioaspire.org/TeacherResources](http://ohioaspire.org/TeacherResources)*

It is up to teachers to select appropriate curricula that will help lead students to the achievement of their academic goals and the acquisition of skills represented by the ABE/ASE Standards or ESOL Standards respectively.

According to the ODE Center for Curriculum and Assessment, "Curriculum is the way content is designed and delivered." It includes the structure, organization, balance, and presentation of expected or recommended study topics that address content standards and meet local expectations. A curriculum contains three primary elements: substance, purpose, and practice.

- Substance communicates what should be taught. It is the field of instruction.
- Purpose communicates why a topic should be taught. It is the context of instruction.
- Practice communicates how a topic should be taught and learned. It is the methodology of instruction, including collecting and using evidence of students' learning to inform and adjust instruction.

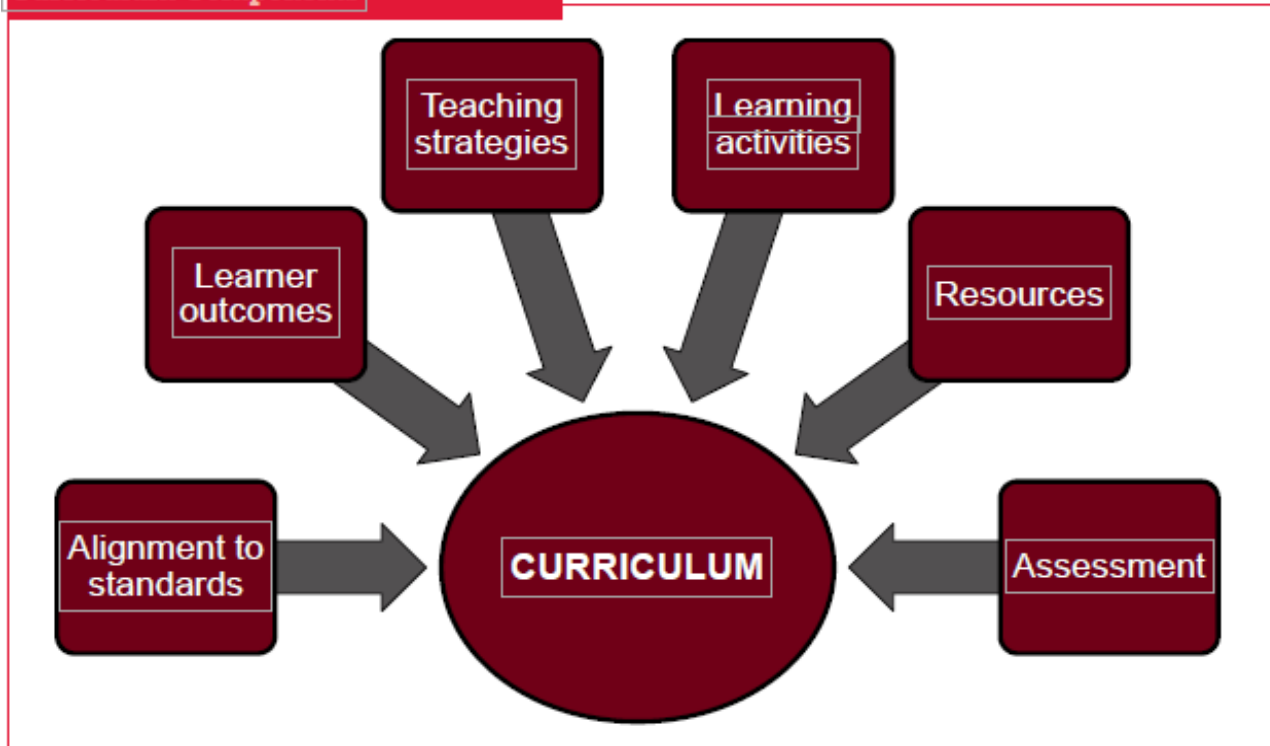
It is recommended that teachers use the program-wide written curriculum, aligned to the Aspire standards, to guide classroom instruction.

The Academic Content Standards reflect the purpose and substance of curriculum. All Aspire programs need to ensure that instructional activities, assessments, and resources align to the ABE/ASE or ESOL Standards.

Ohio Department of Higher Education ABE/ASE Standards		
	Content	Content Categories
English Language Arts and Literacy (ELA/Literacy)	Reading (R)	Foundational Skills
		Key Ideas and Details
		Craft and Structure
		Integration of Knowledge and Ideas
	Writing (W)	Text Types and Purposes
		Production and Distribution of Writing
		Research to Build and Present Knowledge
	Speaking and Listening (S)	Comprehension and Collaboration
		Presentation of Knowledge and Ideas
	Language (L)	Conventions of Standard English
		Vocabulary Acquisition and Use
		Knowledge of Language
Mathematics	Numbers (N)	Numbers and Operations
		The Number System
		Ratios and Proportional Relationships
		Number and Quantity
	Algebra (A)	Operations and Algebraic Thinking
		Expressions and Equations
		Functions
	Geometry (G)	Geometric Shapes and Figures
		Congruence
		Similarity, Right Triangles, and Trigonometry
		Modeling with Geometry
	Data (D)	Measurement and Data
		Statistics and Probability

Ohio Department of Higher Education ESOL Standards		
Communication Modality	Anchor Standards	
<p><b>Receptive</b> The ability to process, understand, interpret, and/or engage with level-appropriate literary and informational written and spoken text to construct meaning.</p>	1	Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
	6	Analyze and critique the arguments of others orally and in writing.
	7	Adapt language choices to purpose, task, and audience when speaking and writing.
	8	Determine the meaning of words and phrases in oral presentations and literary and informational text.
<p><b>Productive</b> The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning.</p>	3	Speak and write about level-appropriate complex literary and informational texts and topics.
	4	Construct level-appropriate oral and written claims and support them with reasoning and evidence.
	7	Adapt language choices to purpose, task, and audience when speaking and writing.
	9	Create clear and coherent level-appropriate speech and text.
	10	Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.
<p><b>Interactive</b> The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in, and transmitting meaning.</p>	2	Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
	5	Conduct research and evaluate and communicate findings to answer questions or solve problems.

**Curriculum Components**



**Instructional Considerations**

Instruction is the “practice” part of curriculum. When planning and implementing instruction, Aspire instructional staff should remember that learning situations for all students should:

- be purposeful by providing activities that will help students achieve their goals
- be transparent by offering students a clear understanding of what they need to know and be able to do to reach their goals
- be contextual by providing learning activities in a context that is meaningful to their lives
- build upon students’ expertise by utilizing students’ prior knowledge and experience

In addition, teachers should utilize instructional practices that help adult students effectively acquire the skills and knowledge they seek. The following are some instructional practices that are particularly applicable for adult learners.

**Utilize Various Methods and Materials to Meet the Diverse Learning Needs of Adult Students.**

To enhance the learning opportunities of students with varying learning styles, good instructional practice dictates utilizing a variety of instructional materials from standard texts and workbooks to contextualize instruction and real-life situations.

Activities that require multisensory involvement are particularly advised for students who have or who are suspected of having a learning disability or ADD.

Teachers should provide instructional adaptations and accommodations to assist students who

would benefit from them. Magnifying strips, color overlays, rulers, and other simple instructional adaptations can have a major impact on student learning.

Accommodations are legally required adaptations that help ensure that students with disabilities have a chance to succeed. Extra time to complete a task, large print material, and books on tape are a few examples of accommodations.

### **Present Instruction to Adult Students in Meaningful Contexts**

Adult students particularly appreciate and benefit from learning activities that have relevance to their day-to-day lives. Therefore, to the extent possible, teach basic skills through authentic activities. Also consider presenting lessons within the context of occupations that students may be planning to pursue. This contextualized instruction can serve to more fully engage students in their academic learning and also demonstrate to students the relevance of what they are learning to their future occupational choices.

### **Use Teaching Practices That Have Proven to Be Effective in Helping Students Learn.**

Educational programs at all levels are being urged to utilize instructional methods that have proven via research to be successful, such as explicit instruction and activating students' prior knowledge. Some evidence of effectiveness has resulted from studies involving adult learners. In some cases, results of research from K-12 have proven to have relevance for adults.

### **Employ Technology in Instruction as Appropriate.**

*[ohiohighered.org/aspire/reference](http://ohiohighered.org/aspire/reference) -> Technology*

Knowledge of appropriate use of technology in the classroom is critical to student success. Students should have the opportunity to utilize technology in instruction and research.

### **Incorporate Distance Education in Your Program.**

*[ohiohighered.org/aspire/reference](http://ohiohighered.org/aspire/reference) -> Policies -> Distance Education Policy*

Structured, monitored distance education can provide an instructional option for students who have difficulty attending classes due to work schedules, family obligations, or other situations that prohibit their regular class attendance. Distance education can assist students to study throughout the summer when some programs offer fewer class options. Also, distance education, when used in addition to in-class instruction, enables students to accelerate their learning.

### **Help Students Reflect on Their Learning.**

Teachers and students should frequently review the students' learning plans and progress in developing proficiency in the ABE/ASE or ESOL Standards. These reviews should be an opportunity to examine the students' assessments of their accomplishments and gather inputs as to what instructional strategies have been particularly beneficial in and out of the Aspire classroom.

### **Instructional Process Chart**

The **Instructional Process** chart provides an overview of the steps of the instructional process and factors that Aspire instructional staff should consider at each step.

<b>Instructional Process</b>		
<b>Steps</b>	<b>Students should</b>	<b>Teachers should</b>
<b>Preparing</b>	<ul style="list-style-type: none"> <li>• Participate in formal and informal assessments.</li> <li>• Create a long-term goal(s).</li> <li>• Become familiar with program policies, expectations, and services.</li> <li>• Become familiar with standards- based education.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the student to determine the student’s goals and prior knowledge.</li> <li>• Take into consideration the learner’s background.</li> <li>• Consider the results of standardized tests, diagnostic assessments, learning style inventories, and, when appropriate, learning disabilities screenings to determine the appropriate instructional level for the student.</li> <li>• Identify the standards that will help the student achieve his/her instructional goals.</li> <li>• When working with groups of students, identify a shared goal or purpose and, as with individual students, determine the appropriate standards and benchmarks.</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Develop an ILP.</li> <li>• Select a short-term goal(s).</li> <li>• Choose steps and activities to accomplish goals in alignment with ABE/ASE Standards, appropriate learning styles, and effective learning strategies.</li> <li>• Determine the end product(s) to be used for assessment (evidence).</li> </ul>	<ul style="list-style-type: none"> <li>• Work with students to select curriculum and activities that align with ABE/ ASE Standards and are at the appropriate instructional levels.</li> <li>• Select authentic activities as learning opportunities, especially related to career goals.</li> <li>• Select learning activities that match students’ learning styles.</li> <li>• Set up a method for maintaining student portfolios and recording progress.</li> <li>• Ensure that the learning environment is not only safe but also conducive to learning.</li> <li>• Produce written lesson plans to guide instruction.</li> </ul>
<b>Teaching/ Learning</b>	<ul style="list-style-type: none"> <li>• Participate in a variety of multi- sensory learning activities.</li> <li>• Seek help as needed.</li> <li>• Create end products (work samples) for assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize a variety of teaching modalities — textbooks, authentic activities, and supplemental materials</li> <li>• .</li> <li>• Employ multisensory instructional activities.</li> <li>• Model learning strategies that will help students become more strategic and independent learners.</li> <li>• Maintain a supportive, non-threatening instructional environment.</li> <li>• Offer instructional adaptations and accommodations to students whose learning would be supported by them.</li> </ul>

Instructional Process		
Steps	Students should	Teachers should
<b>Assessing</b>	<ul style="list-style-type: none"> <li>Adjust strategies based on feedback from instructors and other students.</li> <li>Evaluate what (knowledge or content) has been learned.</li> </ul>	<ul style="list-style-type: none"> <li>Provide the student with ongoing feedback on his/her progress.</li> <li>Follow guidelines for monitoring student progress discussed in the <b>Assessment</b> and <b>Student Experience Model</b> sections of this guide.</li> <li>Document evidence of student performance on the appropriate forms. Follow instructions in test manuals for providing testing accommodations.</li> </ul>
<b>Reflecting</b>	<ul style="list-style-type: none"> <li>Evaluate and reflect on how what was learned is transferable to real- life situations.</li> <li>Determine next steps.</li> </ul>	<ul style="list-style-type: none"> <li>Determine which instructional activities were most effective in helping students achieve their goals.</li> <li>Obtain students' perspectives of what activities were most useful to them inside and outside of the classroom.</li> <li>Determine with the student the next steps in his/her learning plan.</li> <li>Consider what professional development opportunities would enhance your effectiveness as an instructor.</li> </ul>

**Lesson Plans**

*[ohiohighered.org/aspire/reference](http://ohiohighered.org/aspire/reference) -> Standards and Benchmarks-ABE/ASE -> Lesson Plan Template*

*[ohiohighered.org/aspire/reference](http://ohiohighered.org/aspire/reference) -> Standards and Benchmarks-ESOL -> Lesson Planning*

Aspire teachers must plan lessons and produce lesson plans that help students achieve the goals articulated in students' ILPs. Teachers are encouraged to use the ODHE Approved Lesson Plan Templates.

Lesson plans can take many forms. They may be produced for individual students or classes of students. At a minimum, a lesson plan should include:

- an estimated timeline for completing the instruction
- expected outcomes of the activity
- the Standards (ABE/ASE or ESOL) being addressed
- teaching strategies, learning activities, and resources that will be used
- methods and/or materials that will be used to assess learning gains
- ways in which differentiation will occur in teaching strategies, learning activities, assessments, and/or resources

## **Program Components**

### **Basic Skills — ABE**

All programs must provide instruction at the 0 - 8.9 grade levels in reading, communication skills (writing, speaking, listening), mathematics, social and physical sciences, health, critical thinking, financial literacy, health literacy, basic computer literacy and employability skills needed to function effectively in society. The curricula of beginning and intermediate ABE courses shall assist adult learners in the development of the skills necessary to process both written and oral information, and to derive meaning from the information applied to specific tasks.

### **Advanced Skills — ASE and High School Equivalency Preparation**

All programs must provide instruction at the 9.0 – 12.9 grade levels designed to assist learners in pursuit of a high school equivalency diploma. Adult secondary education/HSE test preparation provides instruction designed for adults who have some literacy skills and can function in everyday life but who are not proficient in reading, writing, speaking, problem solving or computation or do not have a high school credential.

### **Integrated English Literacy and Civics Education (IELCE)**

All non-exempt programs must provide a program of instruction designed to assist English language learners, including professionals with degrees and credentials in their native countries, 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. Such services shall include instruction in literacy and English language acquisition, and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

All Aspire instructional services are to be provided in English; Aspire funds may not be used to provide instruction in other languages.

### **Career Pathways (CP)/Integrated Education and Training (IET)**

*[ohiohighered.org/aspire/reference](http://ohiohighered.org/aspire/reference) -> *Transitions* -> *Aspire Transitions Framework**

All programs must provide services to help students transition to postsecondary education and employment. All Aspire programs must play a major role in helping students move beyond ABE and high school equivalency, but the exact activities to be undertaken vary depending on the levels of the students to be served.

The Aspire Transitions Framework describes three categories that are important in assisting students' success in postsecondary education and employment. These include instructional services, support services, and collaboration. All elements of the model must be addressed by Aspire programs and/or through partnerships with other agencies, including postsecondary education institutions.

Collaborations between and among Aspire programs and institutions of higher education will make transitions more effective (e.g., sharing physical locations, such as offering classes on a college or Ohio technical center campus, sharing personnel/board members).

### **Distance Education (DE)**

*[ohiohighered.org/aspire/reference](http://ohiohighered.org/aspire/reference) -> *Policies* -> *Distance Education Policy**

All programs must provide this component. A distance education (DE) component is defined as a formal learning activity where students and instructors are separated by geography, time, or



both for the majority of the instructional period. Most distance education, also called distance learning, occurs as a blended approach to instruction for Aspire students; they receive both distance and traditional classroom education during the program year in order to increase access to instruction.

Distance learning materials are delivered through a variety of media, including print, audio recordings, videotapes, broadcasts, computer software, web-based programs, and other online technology.

Teachers support distance learners through communication via mail, telephone, email, or online technologies and software.

### **Optional Program Components**

Aspire programs may offer the optional components of Workplace Education and/or Corrections Education based upon areas of need.

### **Corrections Education**

Correctional education is defined as a partnership with a jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminals. Funding is limited to partnerships that involve learners who are likely to leave the correctional institution within five years of receiving Aspire services.

Projections for students to be served should be reasonable and in line with dollars requested.

### **Integrated English Literacy and Civics Education with Integrated Education and Training (IELCE/IET)**

IELCE/IET is a separate, competitive grant under Title II, Section 243. The program must include education services that enable adult English language learners 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. It must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. Additionally, the IELCE/IET program must be provided in combination with integrated education and training. As part of the IELCE/IET program requirements, each program that receives funding under Section 243 must be 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.

### **Workplace Education**

*[Ohiohighered.org/aspire/reference](http://Ohiohighered.org/aspire/reference) -> [Supporting Documents](#) -> [Workplace Education Resource Guide](#)*

Workplace education is defined in the Ohio Aspire Workplace Education Resource Guide as

“Education services offered in collaboration with business, industry, government, and/or labor for the purpose of improving the productivity of the workforce through improvement of literacy skills.” The Ohio Aspire Workplace Education Resource Guide can be found under the heading Supporting Documents at [ohiohighered.org/aspire/reference](http://ohiohighered.org/aspire/reference).

Education services include those activities designed to improve the work-related basic education and literacy skill levels of workers that are offered to business, industry, government, and/or labor by an ODHE–funded Aspire service provider.

See the **Workplace Education Model in the Workplace Education Resource Guide** for a graphic representation.