Getting Ready

An Orientation to Adult Education

(Insert program name here.)

Preface

This handbook has been developed to provide new instructors with an overview of adult education and an introduction to strategies, processes, and methods for providing effective instruction. This handbook is not designed to be comprehensive – rather, it is designed to be an initial orientation and a basis for further discussion and exploration.

Completion of the investigative activities within this handbook will give new instructors the opportunity to learn and reflect about relevant instructional issues that they may be facing in the classroom. Additional support, training, and technical assistance will be provided through the local adult education program.

No one can be the best at everything

But when all of us combine our talent

We can be the best at virtually anything!

--Don Ward

Acknowledgements

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Introduction

Welcome! This informative handbook is designed to introduce you to the field of adult education and your role as a valued instructor. As you read through this handbook, you will play the role of an investigative reporter, completing important assignments that will allow you to better understand the policies and procedures in your local program.

The investigative assignments, indicated by this graphic, are located throughout the handbook. In addition, an activity sheet containing a complete listing of the assignments is located in Appendix A. You will want to write your responses on this activity sheet.

While this handbook will provide an overview of critical information to help you get started as an adult education instructor, it is not intended to give you all of the skills and knowledge you will need in your new role. Your local program will provide follow-up support and training to get you fully acquainted with local policies and procedures specific to your community.

Adult education has changed drastically since the first Moonlight School was established in 1911. Men who were going off to war wanted to learn to read and write so they could send letters back home. It was called a "moonlight school" because classes were held on nights when the moon cast enough light for students to see the footpaths and wagon trails that they often followed for miles to reach the school.

With the passage of the Manpower Act of the 1960's, funding was provided to train unemployed adults and make them marketable. This is what opened the door for the adult education programs we know today. So let's begin our investigation to find out more about the field of adult education and the adult learners whom we serve.

The Adult Learner

There are several aspects of adult learning that set it apart from traditional K-12 education that warrant discussion. Malcolm Knowles, considered a pioneer in the field of adult education, popularized the term "androgogical" (learner centered) as it made sense to have a term that would enable discussion of the growing body of knowledge about adult learners parallel with the "pedagogical" (instructor centered) methods of childhood learning.

According to the American Council on Education (2003), each year more than 860,000 adults take the General Educational Development (GED) Test worldwide, and adult education has become an established field of practice and study. Defining the adult learner provides some challenges because a "one-size fits all" definition is not only unavailable but also impractical as the term is culturally and historically relevant (Wlodowski, 1999). Ambiguity exists in our society as to when an individual is officially an adult. According to Malcolm Knowles (1989), one criterion to determine adulthood is the extent to which an individual perceives himself or herself to be essentially responsible for his or her own behavior. At that point, individuals develop a deep psychological need for others to perceive them as being capable for taking responsibility for themselves. They resent and resist situations in which they feel others are imposing their will on them (Knowles, 1999).
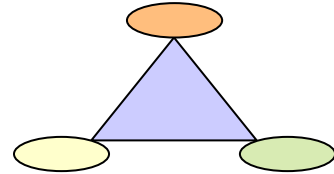
> *Adults are highly pragmatic learners and need to see the practicality of what they learn and be able to apply that learning to their own lives.*
>
> *Wonacott, 2001*

5

Adults are highly pragmatic learners and need to see the practicality of what they learn and be able to apply that learning to their own lives (Wonacott, 2001). More specifically, adult education students often need to understand the reason for acquiring knowledge and skills they see as academic as they attempt to assess themselves and their own skills realistically. Steven Lieb (1991) lends further support to these findings as he states four principles of adult learning:
• Adults are autonomous and self-directed.
• Adults have a foundation of life experiences.
• Adults are relevancy-oriented.
• Adults are practical.

The National Center for Research in Vocational Education at Ohio State University offers further descriptors. Their findings indicate that not only are adults more often intrinsically motivated, their readiness to learn is linked to needs related to their roles as workers, parents, and community members. Additionally, they found that adults learn best when they see the outcome of the learning process as valuable (Cave & LaMaster, 1998).

There is consensus among researchers about the role of intrinsic motivation in adult learning. One study found that while adults are responsive to some extrinsic motivators (such as better jobs or salary increases), the more potent motivators are intrinsic motivators (increased self-confidence, self-efficacy, job satisfaction) (Knowles, 1989). Adult learners' intrinsic goals for success motivate them to engage in certain activities and move them in particular directions toward the attainment of those goals. In yet another study, researchers identified a similar set of concerns and concluded that among the most important factors that motivate adult literacy learners are the quest for self-esteem, competency, and the enhancement of general knowledge (Demetrion, 1997).

There exists some incompatibility between theories of adult learning and expectations of students who return to the classroom as adults. Adult education researchers have noted that attitudes toward learning in formal institutions may be formed early in development, and there may very well be some direct connection between these early years and non-participation (in formal education) in adult years (Quigley, 1992).

It should come as no surprise that adult students, as products of an educational system that has traditionally placed responsibility for the learning process on the instructor, who do venture back into the classroom are initially likely to expect to be passive recipients of knowledge. Since research has shown that this is not the most effective environment for adult learning, students will need to adopt different methods (Wlodkowski, 1999). Moving from a dependent student role towards a role as an independent and engaged learner is the adult student's first step in taking responsibility for his or her education (Howell, 2001). It follows, then, that the teaching of adults should be approached as different from teaching children and adolescents (Imel, 1989). Most of the literature on adult education seems to agree.

There are several important aspects of learner-oriented education that merit note. First of all, effective approaches to helping adults learn include contributions from the student and their involvement in what is being taught and how it is being taught (Howell, 2001). Knowles suggests establishing a classroom climate to help adult students to feel accepted, respected, and supported so that "a spirit of mutuality between the instructor and student as joint enquirers can take place."

There are several approaches through which instructors can facilitate learner-centered classrooms:
• Create a physical and social climate of respect.
• Encourage collaborative modes of learning.
• Include and build on the student's experiences in the learning process.
• Foster critically reflective thinking.
• Include learning, which involves examination of issues and concerns, transforms content into problem situations, and necessitates analysis and development of solutions.
• Value learning for action.
• Generate a participative environment.
• Empower the student through learning.
• Encourage self-directed learning. (Lawler, 1991)

(This information was researched and compiled by Peg Bouterse, South Bend Community Schools Adult Education)

Investigative Assignment #1:

Who is being served in your adult education program? Ask your director/coordinator for the demographics of the adult learners who were served in the program last year. What were their ages, gender, ethnicities, and functioning levels?   Write your responses on the activity sheet in Appendix A.

The Role of the Adult Education Instructor

As an adult education instructor, you will find that you serve a variety of roles. As we've 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. We'll examine strategies for doing this in later lessons.

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 the student 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.

Needs of Adult Learners

All human beings have the same basic needs, and these needs have a hierarchy. Psychologist A.H. Maslow's Hierarchy of Needs can be visualized as a pyramid.

Self-
Actualization
Needs

Esteem Needs

Social Needs
(Love, Affection, Need to Belong)

Safety Needs

Physiological or Survival Needs

At the top is the need for "self-actualization" or achieving one's full potential given individual strengths and weaknesses. At the base are "physiological" or survival needs such as food and shelter. One level of need must be satisfied before full attention can be given to the next. In other words, a person cannot satisfy any of the higher levels unless the needs below are reasonably satisfied. Adults entering the classroom may have unmet basic needs. They may, therefore, be unable to focus on their studies. Before they can effectively learn, they may need assistance from community service agencies. In addition, educators can foster success by incorporating the suggestions outlined in the table below.

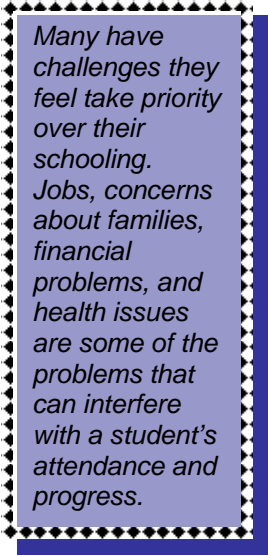| Level	Category of Need	Meeting the Need in the Classroom
Level V	Self-Actualization	Give student opportunities for achievement. Encourage creativity. Make the work challenging. Give students some autonomy.
Level IV	Esteem	Recognize good work. Make students responsible for tasks.
Level III	Social	Encourage student interaction. Use group activities.
Level II	Safety	Keep room free of physical hazards. Be aware of aggressive students.
Level I	Physiological	Work with school and family to ensure proper nutrition. Provide opportunities for students to get drinks, use rest rooms, and stretch their bodies.

Diversity of Adult Learners

Adult learners come to the adult education classroom with varied backgrounds. These include:

- The adult who left school due to personal or family issues.
- The adult with disabilities whose needs were not addressed in his/her school experiences.
- The adult student for whom English is not the first language, who wants to improve his/her English literacy skills.
- The student under 18 who was asked to leave school because of drug or alcohol abuse or other issues.
- Youth who incorrectly see adult education as a faster path to high school certification.
- The incarcerated student.

Their ages range from 16 and over. Fear, intimidation, and a sense of being overwhelmed are feelings some adult education students experience when they first enter the classroom. Some have even expressed that walking through the door the first time was the most difficult part of continuing their education. Many students have had experiences in a school setting that were less than positive. Lack of success in school fosters self-esteem issues that can negatively impact a student's progress. Many have challenges they feel take priority over their schooling. Jobs, concerns about families, financial problems, and health issues are some of the problems that can interfere with a student's attendance and progress.

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Adult education students enter the classroom because they have a need to be involved again in an educational program. It may be they lack the basic skills to fulfill the daily needs of reading, writing, and math. It may be the student wants to get a GED, having left school before acquiring a high school diploma. Or, it may be the student has a diploma but wants to brush up on the skills needed to improve job performance or enroll in higher education. Instructors in the adult education classroom are in a unique position to impact students who have a desire to improve their skills and the quality of their lives.

Literacy Today

According to the Workforce Investment Act (WIA) of 1998, literacy is defined as:

> "An individual's ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society."

At one time, people were considered literate if they could simply write their name. Later, literacy meant the skill of reading, and it was measured by grade-level equivalents. Now, in this age of technology, the skills needed to function successfully have gone beyond reading to reflect WIA's 1998 definition of literacy.

Program Components

Many adult education programs include a variety of components, such as:

Adult Basic Education (ABE)
is a program of instruction designed for adults who lack competence in reading, writing, speaking, problem-solving, or computation at a level necessary to function in society, on a job or in the family. The program is designed for adults functioning below a 9.0 grade level.

The **GED Test Preparation Program**
assists adults who did not graduate from high school and are interested in earning a high school equivalency diploma. The General Educational Development (GED) test consists of five tests (Language Arts Writing, Social Studies, Science, Language Arts Reading, and Mathematics).

Adult High School
consists of core courses required by the public school system for receipt of a high school diploma.

English as a Second Language (ESL)
is a program of instruction designed to help adults, who are limited English proficient, to achieve competence in writing, reading, and speaking the English language.

In addition to these components, other specialized instructional areas include:

- ➢ **Family Literacy which** integrates all of the following activities:
    - ❖ Interactive literacy activities between parents and their children,
    - ❖ Training for parents regarding how to be the primary instructor for their children and full partners in the education of their children,
    - ❖ Parent literacy training that leads to economic self-sufficiency, and
    - ❖ An age-appropriate education to prepare children for success in school and life experiences.

- ➢ **Workplace Literacy** which is offered at business/industry sites to help employees improve the basic skills specific to their job performance and to work on a GED or Adult High School Diploma.

- ➢ **Correctional Education which** assists incarcerated individuals in improving their basic skills and obtaining a GED diploma.

The Adult Education Classroom

Instruction is provided in a variety of settings. Some students meet in regular classrooms or computer labs, while others meet at their worksite through workplace literacy programs. Family literacy programs often take place at elementary schools, churches, and community centers.

Some classes are structured to serve one particular level or topic, such as a GED class that serves only students functioning at a secondary level. Other classes include students functioning at a variety of educational levels and may include students with differing goals, such as GED preparation and English as a Second Language.

Investigative Assignment #2:

You need to know as much as possible about the class you will be teaching. Here are some questions that can help.

- What type of class will you be teaching (e.g., ABE, ESL, GED, CED, Adult High School)?
- Will all of the students be functioning at a similar level, or will you have a multi-level class?
- How is your class organized (e.g., scheduled classes, open computer lab, online)?
- How do students transition to other instructional areas after they leave your class?

If you don't know the answers to these questions, ask your local director/coordinator. Write your responses on the activity sheet.

Federal and State Funding

Funding for most adult education programs is provided by both the state and federal governments in accordance with a multi-year State Plan approved by the Governor.

Federal funding is provided through **Title II of the Workforce Investment Act (WIA) of 1998**, entitled the **Adult Education and Family Literacy Act (AEFLA)**. Multi-year competitive grants are awarded to eligible providers.

National Reporting System

National Reporting System for Adult Education (NRS)

The AEFLA gave states more flexibility in determining needed services. In return, Congress held states accountable for getting better every year at serving adult learners. The U.S. Department of Education, the federal agency that oversees adult education and literacy, established the **National Reporting System (NRS)** to track each state's performance. The NRS also outlines specific assessment, reporting, and student follow-up procedures that all states and local programs must follow.

How is Performance Measured?

Quality instruction is the responsibility of every adult education instructor. Naturally, you want your students to achieve success and meet their goals. The passion to help adult learners realize their dreams is what drives most instructors.

Your ability to help students learn and achieve outcomes also plays an important part in your program's accountability and funding -- funding that is partially determined by your students' achievements. It is important for you to know exactly how your program is measured and to recognize the importance of continuous improvement.

These benchmarks are referred to as the **core performance measures**. Your state adult education agency negotiates the state's performance benchmarks with the U.S. Department of Education each year.

> ➤ All students who attend 12 hours or more are held accountable for making educational gains as demonstrated through standardized pre- and post-testing and the completion of educational functioning levels.

> ➤ The other core measures (entry into employment, job retention, enrollment in postsecondary education, and a high school credential) apply to **only** those students who select that measure as a goal.

Intake and Orientation

Intake

Intake includes gathering background information from participants about their educational and work histories, their current skills, and their educational goals. This information will drive the student's program plan and is collected when a person first enters an adult education program. A registration form is filled out at initial registration, which often occurs before the student comes to the classroom.

Orientation

Orientation is the introduction to an adult education program. While some programs have a formal orientation, classroom instructors often find it helpful to conduct their own. Because instructional time with adult students is limited and their educational and personal needs are great, a well-organized, thorough intake and orientation is a key element in helping the instructor target instruction to learner need.

Warmth, friendliness, and concern for the student, along with seriousness of purpose, are some of the messages that need to be communicated to the adult learner at orientation. By spending more time "up-front" in the intake/orientation process, instructors can gain more information about the students that can be helpful in planning student programs. In turn, students should come away from the intake/orientation process with enough information about the program to make the commitment of time and energy needed to reach their goals.

Tips for a Successful Orientation

- Help students feel welcome and comfortable with the program. Provide a program overview, purpose, goals, and philosophy.
- Involve students quickly with their colleagues. Use icebreakers and peer mentors.
- Make special arrangements for students who arrive late. Use a pre-packaged information packet and students or volunteers to serve as hosts.

Inv stigative Assignment #3:

Check with your local director/coordinator to see how intake and orientation is conducted for new students in your class. What responsibilities do you have? What forms or student data are you responsible for completing? Write your responses on the activity sheet in Appendix A.

Assessment

Assessment is an essential part of the adult education classroom. Initial assessment is often a program and instructor responsibility. Standardized pre-testing is sometimes conducted as part of the program's overall orientation and intake process. As an instructor, however, there are a variety of informal assessments that you may want to administer to obtain further information on students' needs and interests. Both standardized and informal (non-standardized) testing provide valuable information when planning the learner's program of study.

Standardized Assessment

The most commonly used standardized assessment instruments in adult education are the Tests of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS). These instruments give the instructor information that serves several purposes:

•   The student is "leveled" using the initial test results and the guidelines issued by the state adult education agency.
•   The student's strengths and weaknesses are identified from the resulting diagnostic information.
•   The instructor uses the test profiles along with other information provided by the student to develop an Adult Learning Plan (ALP).
•   Initial test results serve as a baseline for determining the student's progress in the program.

The student is post-tested, using another form of the initial testing instrument after a designated number of classroom hours, and then periodically when the instructor feels that testing would be beneficial, in order to determine outcomes.

Note: Standardized testing materials must be kept in a secure location!

To ensure valid and reliable results, be sure to follow precisely the publisher's instructions for administering these tests each time the assessment is given. Training in administering standardized assessment is offered throughout the year.

Investigative Assignment #4:

Check with your local director/coordinator to see which assessment instrument is being used in your program. Is it your responsibility to administer standardized assessments, or does someone else handle this responsibility? If it is your responsibility, find out if training is available on test administration. Write your responses on the activity sheet.

Pre-testing
In most programs, pre-testing is part of the intake process and is used to determine the student's current skill level and appropriate student placement in classes. If pre-testing is conducted prior to the student coming to your class, you should become familiar with your program's procedure for transferring the assessment results to you. The results of the pre- test will be critical in designing a program of study for each student.

The pre-test results provide valuable information.

► The student's strengths and weaknesses are identified from the resulting diagnostic information.

► You will use the test profiles along with other information provided by the student to develop an **Adult Learning Plan (ALP) –** discussed later in this handbook.

► Initial test results serve as a baseline for determining the student's progress in the program.

In what skill areas should students be assessed?

Students should be assessed in the academic area(s) most relevant to their needs. Both TABE and CASAS consist of sub-tests related to different academic areas. Programs should give the specific sub-test(s) that match student goal(s) and that relate to the program of study.

For example, if a student is enrolled for the sole purpose of upgrading math skills, only the math sub-test needs to be administered. On the other hand, if a student's goal is to pass the GED test, the entire battery of tests should be given.

Educational Functioning Levels

Based on the results of the pre-testing, each student is assigned an entry Educational Functioning Level (EFL). Developed by the U.S. Department of Education, Division of Adult Education and Literacy (DAEL), EFL's describe skill levels in reading and writing, numeracy (math), and workplace. For ESL, the numeracy descriptors are replaced with listening and speaking skills. 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.

A chart of the educational functioning levels is contained in Appendix B.

A student's entry EFL is based on the lowest score of the sub-tests on the pre-test.

Let's look at an example.

> **On the CASAS pre-test, Martina's scale scores are:**
> **225 in reading (equivalent to High Intermediate)**
> **215 in math (equivalent to Low Intermediate).**
>
> **Martina's entry EFL would be Low Intermediate since math was her lowest score.**

The completion of EFL's 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.

The pre- and post-assessment scores provide documentation to verify a student's completion of an EFL and movement to a higher level. Therefore, assessment is an important responsibility of the adult education instructor. Don't forget: 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.

Informal Assessment

As a complement to required standardized testing, informal assessment can provide valuable information for customizing a student's program of study.

► You can help them assess any potential barriers to participation, including special learning needs, which can help to increase student retention.

► You can learn about their preferred learning styles so you can adjust your teaching accordingly.

► You can assess skills not covered on standardized tests, such as computer literacy and writing.

► You can learn about their interests, their talents, and their goals which can help you better contextualize your teaching to real-life issues that are important to them.

The following are approaches that can be used to gain pertinent information:
- Have student complete a writing sample on a specified topic.
  (This can offer information on the student's understanding of sentence structure, grammar, usage, and essay organization.)
- Have student complete a simple computer assignment. (Knowledge of the student's level of comfort with the computer can be valuable.)
- Have student share previous school experiences. (Use a format similar to Building Blocks to Success found on the following page.)
- Have student complete a learning styles inventory.
- Have student identify which of the eight Multiple Intelligences best describes his/her uniqueness.

Other Assessment Options

Official GED Practice Tests

These instruments are usually administered when the instructor wants to evaluate how successful the student might be on the actual GED Tests or wants to give the student practice in taking this type of test. While most students are given these tests after some time in the adult education classroom, a student might take the practice GED after scoring highly in one or more sections of the initial assessment. Some programs offer these tests to all students who wish to take them at certain times of the year.

Goal Setting

Students who are motivated by specific goals and have the opportunity to experience progress toward those goals attend more regularly (NCSALL, 1998). The process of helping students set goals and plan steps to achieve them is ongoing throughout each student's experience in the adult education program The way you begin this process with new students is important.

Many adult learners who enter your program have a history of failure in school, but most enter with the motivation to change their lives. Early goal-setting activities are an opportunity to build on this motivation and help students begin to think about themselves as learners and to rethink what learning is all about.

Goal setting is a step-by-step process that is really an exercise in problem solving. Adult learners have to learn to ask and answer a series of questions that enable them to define their choices and decide how to get where they want to go.

To make goal setting more manageable, it is important to break down larger goals into smaller ones that can be achieved in shorter periods of time. Some students may enroll in your class with goals that will take a considerable amount of time to achieve. It is important, therefore, to help them set interim benchmarks so they can experience success along the way. Students need to see they are making progress and moving forward.

The sample **self-assessment** contained in Appendix C will provide you with preliminary goal setting information.

Identifying Personal Versus Program-Tracking Goals

As an instructor, it is important to distinguish between students' personal goals and what we call "program-tracking goals."

Personal goals include the short and long term plans or hopes of the student. Your task is to link those goals to instruction so the students can see the relevancy of what they're learning to what is important to them (their goals). Students may need assistance in clarifying realistic goals and the steps it will take in reaching them. You can begin by simply asking, "What is it that you want to do that you can't do now?"

> You can begin by simply asking, "What is it that you want to do that you can't do now?"

Program-tracking goals are those related to the core performance measures established through the NRS that you learned about previously. Do you remember what those measures are?

Here's a reminder.
- o   Completing educational functioning levels
- o   Enrolling in postsecondary education or job training
- o   Obtaining or retaining a job
- o   Earning a high school credential

Let's look at an example.

It is important to remember the difference between personal goals and program- tracking goals. In Donald's case, the instructor would want to help him set some short-term and immediate goals to work toward his longer-term personal goal of a GED.

Donald's program of study would involve pre-GED readiness learning activities, and the instructor would work with Donald toward his goal of a GED. However, the GED would not be designated as a program-tracking goal in the program's data system for that program year.

Remember: Designating program-tracking goals for students with unrealistic chances of meeting that goal within the program year can **<u>negatively impact</u>** your program's performance and ultimately its funding. Program tracking goals should not be designated in your program's data system until **after** pre-testing results have been examined to determine the likelihood of achieving the goal within the program year.

Considerations for Setting NRS Goals, a guide to help you think about various issues related to NRS goals, is contained in **Appendix G.**

Learning Styles and Adult Learners

Just as we have style preferences for the way we dress, handle stress, and choose to live, we also have preferences for the way we learn and take in new information. Therefore, if new information is presented in a style that is compatible with our preferences, we can assimilate it more quickly. This is also true of adult students. Because these students learn in different ways, effective instructors will endeavor to identify their learning styles and, in turn, present classroom content in a variety ways, thus accommodating the different ways students learn and increasing opportunity for success.

Once the initial intake and testing procedures for a new student are complete, obtaining a learning styles inventory is a good next step. It can provide important information on how to help the student. The instructor can then streamline the student's learning plan by incorporating strategies that address learning styles.

Learners are usually more successful when they receive new information in their preferred learning style. It is important to help learners become aware of their learning styles so they can choose appropriate materials and settings both inside and outside of the classroom.

A variety of instruments are available to help adult learners discover their preferred learning styles. Because they may be freely reproduced, many programs use the *C.I.T.E.* instrument or the *Learning Style Preference Form.*

Learning Style Categories

Physical Learners: Individual students will use a variety of physical senses in their learning. One sense may dominate the others.

The **auditory learner** is able to remember information that is discussed. This type of learning style needs the lecture method and time to discuss ideas in a large or a small group setting.

The **visual learner** retains what is seen or read. Pictures, graphs, and charts can be helpful. These learners like mind mapping or taking notes.

The **tactile or kinesthetic learner** needs the stimulation of physical experiences. Hands-on experiences are helpful for a learner with this style. (Writing is not a kinesthetic activity. The movement needs to extend over six inches.)

Environmental Learners: One's surroundings must be conducive to the learning process. Noise levels and interruptions should be appropriate.

Emotional Learners: Instruction should be organized and structured into increments that are easily mastered. Students differ in the amount of direction they need. One may need constant direction and supervision, while another may be self-motivated and simply need guidance.

Social Learners: Some students derive more benefit from small group or peer tutoring while others need large group or one-on-one settings. Computer-assisted instruction lends itself to one-on-one instructional needs, as well as other formats.

Psychological Learners: How a student tackles the task of learning is important. The analytical thinker prefers a step-by-step approach, while others may prefer a holistic approach.

Note: Instructors should vary approaches to accommodate diversity while challenging learners to cultivate other styles/preferences.

Investigative Assignment #5:

Do you know your own preferred learning style? Take the sample inventory in Appendix D. Then think about how you would use the results to plan instruction.   Write your responses on the activity sheet.

Special Learning Needs

"One out of every ten Americans struggles everyday because he or she can't read. We now know many persons can't read because they have a learning disability. The only thing between them and the success they want is whether we're willing to change the ways we help them."

National Institute for Literacy

While it is difficult to estimate the number of adult learners you may have in your class with some type of special learning need, chances are that you will have one or more in need of some type of instructional accommodation to reach his/her full potential.

Although research estimates that the number of American adults with learning disabilities range from 3 to 15 percent of the general population, even more startling is that a greater incidence of learning disabilities is found among the population of adults with low-level literacy skills - many of our basic skills learners.

While the research is not definitive, estimates indicate that between 30 to 80 percent of adults with low level literacy skills may also have a learning disability.

As an instructor, you need to be aware of adults with special needs, including learning disabilities, attention disorders, physical and psychological disabilities, and mental impairments.   You need to understand the nature of disabilities, screening instruments, referral systems, and teaching strategies and accommodations that can assist these learners.

While it is not possible to cover this topic extensively in this handbook, a brief overview of special learning needs and some sample tools and resources will help you get started. We encourage you to seek additional training and resources on this topic. Ask your local director about the availability of training in your area.

Learning Styles versus Learning Disabilities

Our preferred modalities are our learning styles. Some adults have impairments in one or more of their learning modalities caused by learning disabilities (LD). Adults with LD can ONLY receive information from their intact learning modalities. Thus, for an adult with LD, his or her learning style is not simply a preference; it is mandatory.

All of us learn through our senses. We obtain information from a variety of modalities (visual-print, visual-non-print, auditory receptive, auditory expressive, tactile, etc.). Adults with LD MUST receive information in particular ways or they cannot process the information and therefore cannot learn it.

Learning Disabilities (LD) can impact academic performance in listening, speaking, reading, writing, mathematics, etc. Specific LD (such as Dyslexia, Dysgraphia, Dyscalculia), is a permanent lifelong condition which interferes with learning and academic performance. **Although individuals with LD have average or even above average intelligence, without reasonable accommodations (extra time, spell-checking devices, calculators, readers or scribes, etc.) to level the playing field, these individuals are presented with innumerable barriers.**

Attention Deficit Disorder and Attention Deficit Hyperactivity Disorders (ADD/ADHD) are also lifelong conditions that can cause problems in academic performance due to the individual's

inattentiveness, restlessness, lack of organization and inability to concentrate and complete assignments. Adults with ADD/ADHD may require frequent breaks and private settings.

Physical Disabilities may also hinder some adult learners in reaching their fullest potential. While some individuals were born with impaired vision, hearing, or mobility, many other adults have acquired physical disabilities as a result of accidents, injuries, or the effects of aging. These disabilities may include systemic conditions such as AIDS, asthma, cancer, diabetes, epilepsy, etc; brain impairments due to head injuries, drug abuse, strokes, etc.; or orthopedic problems affecting the bones and joints. Adults with physical disabilities may be dealing with mobility problems, pain, discomfort, fatigue, and effects of medication such as drowsiness, nausea, and memory loss. They may require special attention or equipment in order to succeed.

Psychological or Emotional Disabilities are DSM-IV defined conditions such as schizophrenia, bipolar disorder, major depression, etc. The condition itself or the medication used to treat the condition may create learning problems for the individual involving concentration, restlessness, anxiety, memory loss, frustration, etc.

Mental Impairments or Developmental Disabilities, such as mental retardation, may limit the ability of other individuals to achieve higher academic levels. While these individuals may be unable to attain high school equivalency, many are able to achieve a sufficient level of basic skills to enable them to enter the workforce or go on for specific vocational training. These learners may not qualify for testing accommodations but require classroom and learning modifications such as constant reinforcement and concrete application of their learning in order to progress.

Learning Needs Screening

For some of your learners, such as those with observable physical disabilities, the need for special accommodations may be apparent. Some adults have documentation which identifies their LD and are thus legally entitled to instructional and testing accommodations. Others, however, particularly older learners who may not have had special education services when they attended school, may have undiagnosed learning disabilities. So how do you know if a low-performing learner has a learning disability or is developmentally disabled?

The cost of official diagnosis can be quite expensive. Unless the learner requires an official diagnosis by a qualified professional, such as for GED accommodations, it may not be necessary. Some programs use a screening tool to help them predict need.

A short screening tool called the *Learning Needs Screening* was developed in the state of Washington to identify welfare recipients in need of further formal assessment, diagnostic evaluation, and other related referrals/resources. This instrument was field-tested and validated for this population and was found to be 72.5% accurate in identifying learners with learning disabilities and those classified as MMR (Mildly Mentally Retarded) or as 'slow learners.'

The purpose of the tool is solely to identify significant learning difficulties in order to refer clients for diagnostic evaluation, if such evaluation is deemed necessary. The *Learning Needs Screening* uses a self-report format and is **most accurate and effective when administered individually using an oral interview protocol.** The tool was developed with federal funding and therefore may be reproduced freely.   A copy is contained in **Appendix E.**

The *Learning Needs Screening* is not a diagnostic tool, but a predictor of need. It does **NOT** diagnose a learning disability, does NOT identify learners' strengths or weaknesses, and does NOT assist in determining classroom or workplace modifications; it only determines the need for referral for formal assessment.

Remember, instructors are not professional diagnosticians. Many times we can recognize symptoms that *may* indicate LD, but it is not our role to label learners. Whether or not a learner

has a diagnosis, instructors may begin to address the needs of learners using some of the information and ideas listed below.

Classroom and Testing Accommodations for Students with Documented Disabilities

Students who present documentation of their disabilities have a right under the Americans with Disabilities Act (ADA) to request reasonable accommodations.

Depending on the type of disability, the accommodations may include (but are not limited to):

- extended time for learning and testing
- private settings free of interruptions and distractions for learning and testing
- frequent breaks or change of activity
- calculators
- spell checkers
- word processors
- audiotapes of presentations, texts, and tests
- enlarged print
- Braille texts
- readers
- note-takers or scribes for learning and testing
- sign language interpreters
- assistive listening devices (ALD)
- furniture or room modifications to accommodate wheelchairs, etc.

GED Testing Accommodations for Students with Disabilities

Many adult learners state that getting a *General Education Development (GED)* is their primary reason for entering adult education programs. However, some adults who seem intelligent and study diligently may still fail in test-taking situations. Some individuals simply cannot perform under standard test-taking conditions (hours of sitting still to take a series of tests, a room full of people, a clock ticking off the time, a test which must be read silently). These adults may know the information perfectly well and yet be unable to demonstrate what they know because learning disabilities or attention disorders interfere with their performance under certain conditions.

The *GED Testing Service (GEDTS)* has made it possible for individuals with learning disabilities and ADHD, as well as physical or psychological disabilities to take the *GED* test with specific accommodations at no additional charge.

If you are working with a learner that you believe may have a learning disability, it is important to access as much information about the individual as possible, while maintaining strict confidentiality. If the student has a record of special education, he or she may have been diagnosed as a child. Another individual may have been through psychological testing for some other reason. These records may be accessed and used to document the condition.

In addition, it is important that instructors who work with the student provide information about the types of classroom accommodations that have been used successfully with the individual (extra

time, frequent breaks, a quiet area for study, successful use of A/V materials in teaching, dramatic differences when using a calculator versus none, etc.)

Some students with physical disabilities (vision, hearing, physical, or emotional impairments) may also be able to access certain accommodations. Additional information on the process for obtaining *GED* testing accommodations can be obtained from the State GED Office. Contact Ben Williams at (517) 373-1692.

Investigative Assignment #6:

Find out if there is a particular procedure in your program for serving adults with special learning needs. There may be a referral form to complete, a screening instrument you can use, or various accommodations and assistive devices that you can access for your class. Write your responses on the activity sheet.

Planning and Delivering Instruction

The most important role of an adult education instructor is planning and delivering instruction that keeps adult learners engaged, motivated, and working toward their educational goals. You may be teaching in classrooms with learners functioning at many different levels, or you may be helping non-English proficient learners improve their speaking and language skills. Whatever your teaching assignment involves, there are strategies and techniques that will help you create a learner-centered classroom.

Teaching Styles

Reflect back on some of your favorite instructors. What did they do that made learning so effective? How did you feel when you attended those classes?

Did your favorite instructors display any of these characteristics?

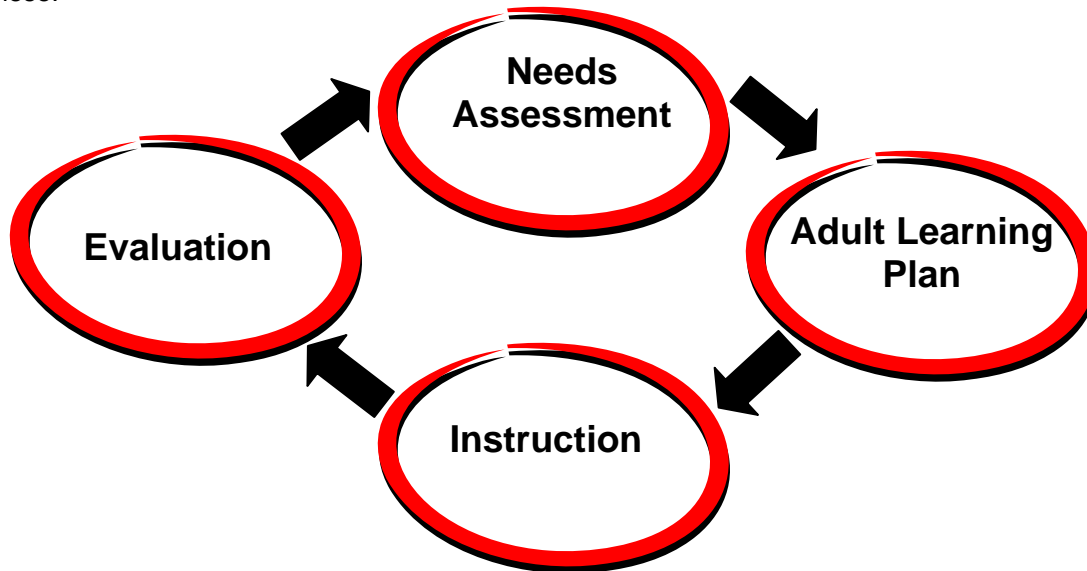| |
|---|
| **Learners fully understand what is expected of them.** |
| **Objectives are clearly stated.** |
| **Instruction is based on learner needs and wants.** |
| **Learners are given the opportunity to practice.** |
| **Learners are given immediate feedback.** |
| **Learners are treated with respect.** |
| **Learners are the most important people in the classroom.** |
| **Learners are valued.** |

Effective Communication

In addition to these characteristics, learning how to communicate effectively with your students is a critical skill for all adult education instructors.

► **Listen carefully.**
► **Establish eye contact.**
► **Use open-ended questions.**
► **Use non-verbal behavior.**
► **Limit other distractions.**

The Teaching/Learning Cycle

Now that you've learned about effective teaching characteristics and communication skills, let's take a look at the instructional process within your classroom. The graphic below represents the major components within the teaching and learning cycle. In this lesson, we'll examine each of these.

```
                      Needs
                    Assessment

  Evaluation                        Adult Learning
                                         Plan

                    Instruction
```

Needs Assessment

When a new learner enters your classroom, the information you have on that learner may vary depending on your program's orientation and intake process. You will probably have pre-test results but you need additional information to plan an effective program of study.

The more background information you have, the better prepared you will be to develop a program of study that meets the unique needs of each learner. A thorough needs assessment process in which you assess the needs, interests, strengths, learning styles, and goals of your learners is an important pre-requisite to learner-centered instruction.

If your program's intake process does not provide all of this information, you will want to fill in the gaps.

Self-Assessments: You may want to begin with a learner self-assessment. Self-assessments allow the learners to focus on their interests, strengths, needs, and goals. A sample self-assessment is included in Appendix C.

Learning Styles: In addition to self-assessments, learning style inventories can also provide valuable information about your learners' needs and preferences.

Special Learning Needs: Screening for special learning needs can assist you in determining teaching modifications that might better assist the adult learner.

Adult Learning Plan

Once you have completed the needs assessment process, you are ready to meet with the learner to develop an individual adult learning plan (ALP). The ALP is a road map to help the learner reach his/her educational goals during the learning process. It reflects the immediate

strategies, steps, and activities the learner will use to reach his/her goals.

In creating an ALP, you and the learner:
- ➤ Discuss the importance of the ALP process (i.e., planning, implementation, and monitoring progress/level advancement),
- ➤ Discuss the roles of the instructor and learner in the ALP process,
- ➤ Designate the time frame in which to review goal progress and achievement, and
- ➤ Record other information, using assessment results.

The ALP should be maintained in the learner folder. Because the design of the ALP is a local program decision, the information on the form may vary from program to program. Be sure to check with your program director to see if a specific form is used.

A sample ALP is contained in **Appendix F.**

Lesson Planning

When preparing lessons in the adult education class, a good model comes from D. Hemphill, "Making Sense to Teachers about Teaching," *Adult Learning*, May, 1990. The lesson planning worksheet that follows can help you to think through your lesson planning process.

Warm-up/ Review	• Opener • Focus learners • Connect to past learning • Connect to past experience
Presentation	• New knowledge presented • Many options in strategy or method
Guided Practice	• Structured activities • "Basic skills" or "pieces" of more complex skills, may be practiced • Skills are clustered into increasingly larger "chunks"
Application/ Assessment	• Application task approximates real-life performance demands • Maximize possibility of life transfer of skills learned

Lesson Planning Worksheet

Life Skill Competency:

Basic Skills Needed:

Materials Needed:

Specialized Vocabulary:

	LESSON PLAN
Introduction/ Warm-up/Review • Identify competency/ IGO. • Tie in to prior and future learning. • Connect to current interests of the learner.	
Presentation • Select method of presentation. • Select materials, equipment, and technology.	
Guided Practice • Select method for guided practice. • Select materials, equipment, and technology.	
Application/Evaluation • Select method for evaluation. • Select materials, equipment, and technology.	

Methods of Instruction

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, with a tutor, etc.). Learning style inventories and questionnaires may help to determine these preferences that 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 all to happen at one time or another.

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
• Experiments

These methods are explained on the following pages.

Large Group Instruction

The instructor plans and directs activities to meet the needs of a large group or sometimes the whole class. A majority of learners participate but some may choose individualized study instead.

Appropriate when:	Key steps:
□ They foster a sense of community in the classroom by starting everyone off together. □ They provide instruction or assistance in a particular subject area required by the majority of learners. □ The physical environment is conducive to participation by the entire group. □ Lesson content is at an appropriate level for all the learners included in the group. □ The instructor varies the delivery of content and the assignments to include visual, auditory, tactile, and kinesthetic input and output alternatives. □ Small group and personalized instruction are available alternatives for some learners.	□ Establish group rapport. □ Provide a multi-sensory presentation of information. □ Provide guided practice. □ Provide independent practice. □ Offer a variety of multi-sensory assignments. □ Set evaluation criteria. □ Assess learner progress and demonstrate learner gains that are a result of large group activities. □ Provide follow-up activities as needed.
Content areas that are addressed well:	**How technology is used:**
□ Anything appropriate to all levels □ Job Readiness □ Health Topics □ Parenting Skills □ Topics in affective and cognitive domains □ Life Skills □ Work Process Skills	□ Technology can be worked into any lesson or can be the basis for any lesson. □ Video or audiotapes can be used to deliver information. □ 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. □ Educational software programs on computers may be used to drill and practice new skills in the large group setting.

Small Group Instruction

Material is presented to a small number of learners (probably no more than 10) that are either on a similar learning level or are participating with a specific purpose in mind.

Appropriate when:	Key steps:
☐ The instructor needs to teach specific skills to part of the larger group. ☐ Several learners are interested in the same subject but others are not. ☐ Certain learners need more opportunities to participate in a group but are intimidated by a large group setting. ☐ Certain learners prefer to work in a group versus individually. ☐ The instructor wants to build peer relationships among the learners. ☐ Successful learners are given opportunities to model strong skills or good study habits to learners who have weaker skills/habits. The classroom has a limited number of instructional materials on a particular subject.	☐ Set purposes and expectations in establishing the group. ☐ Limit the amount of time the group will work together (4, 6, 8 weeks). ☐ Provide a multi-sensory presentation of information. ☐ Provide guided practice. ☐ Provide independent practice. ☐ Offer a variety of multi-sensory assignments. ☐ Set evaluation criteria. ☐ Assess learner progress and demonstrate learner gains that are a result of small group learning activities.
Content areas that are addressed: ☐ Science ☐ Reasoning ☐ Team-building ☐ Study Skills and Test-taking Skills ☐ Social Studies ☐ Chart, Graph, and Map-reading Skills ☐ Math Facts ☐ Essay-writing ☐ Low-level Reading/Phonics ☐ Pre-vocational preparation	**How technology is used:** ☐ The Internet can be used as a resource ☐ Videos can be shown

Cooperative Learning

Learners of all abilities and backgrounds work together towards a common goal. Each group or team member is responsible for a part of the learning process and offers feedback, support, and reinforcement to others. Often group members are assigned specific roles (i.e. worrier, encourager, time keeper, recorder, reporter, facilitator, etc.). A variety of grouping strategies and techniques are employed (i.e. round table, corners, color-coded co-op cards, simulation, jigsaw, co-op/co-op, pairs check, cubing, numbered heads together, etc.).

Appropriate when:	**Key steps:**
☐ Group work/teamwork skills are perceived as important job skills for the work place.	☐ Teach skills for group/team learning.
☐ Cooperative behavior is promoted in the classroom.	☐ Describe a clear and specific learning task.
☐ 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.	☐ Choose a grouping strategy and group size.
☐ Group members are active in sharing ideas and practicing skills.	☐ Select group members so that learner abilities are mixed, which will allow them to help each other.
☐ Learners feel comfortable with one another.	☐ Discuss and practice roles.
☐ Independent learners are allowed to work alone at times.	☐ Engineer groups; assign team roles.
☐ Learners are functioning at different academic levels	☐ Set time limits and goals.
	☐ Facilitate the teams by providing materials and assistance as needed.
	☐ Monitor the teams.
	☐ Have teams report back and analyze their process.
	☐ Transfer these cooperative skills into life-skills/problem solving.
	☐ Establish evaluation criteria.
	☐ Assess learner progress and demonstrate learner gains that are a result of cooperative learning activities.

Content areas:
☐ Current events
☐ Writing
☐ Research Skills
☐ Life Skills
☐ Work Process Skills

Project-based Instruction

Learners explore a chosen theme as part of a mini-class, longer unit or year-long class emphasis. Researching the theme and preparing to present the information involves a range of skills across the curriculum.

Appropriate when:	Key steps:
☐ The entire group focuses on a theme that is later developed at various levels with varying tasks depending on the learners' abilities. ☐ 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. ☐ Learners are allowed to contribute to projects using their strengths and improving on their weaker areas. ☐ Learners actively initiate, facilitate, evaluate, and produce a project that has meaning to them. ☐ A context for new learning and cross-curricular integration is provided. ☐ The instructor facilitates and coaches rather than creating and directing the activities. ☐ The classroom environment is comfortable, risk-free, and promotes learner discussion without fear of criticism.	☐ Select a theme as a group. ☐ Narrow the theme to a manageable length. ☐ Design a project as a group. ☐ Clarify objectives and desired outcomes of the project. ☐ Research the theme as a group. ☐ Decide within the group who will do what to gather information and present the results. ☐ Create a product or program to share ☐ Reflect on the process and evaluate the project. ☐ Set evaluation criteria. ☐ Assess learner progress and demonstrate learner gains that are a result of project-based instruction.
Content areas: ☐ Everything–cross-curricular.	**How technology is used:** ☐ Educational videos, computerized encyclopedia, and Internet are constant resources. ☐ Technology can offer a method of collecting information (video or audiotape live interviews and speakers or broadcast radio or television programs. ☐ Technology can offer a method of presentation (PowerPoint, video production, etc.) ☐ Technology can assist in creation of a final product (word processing).

Computer-assisted Instruction

The learner receives instruction and practice by means of the computer that is used as a tool in teaching basic skills or knowledge. Educational software programs are either the major source of instruction or are used to reinforce materials presented using a more traditional method.

Appropriate when:	Key steps:
☐ The learner sees computer literacy as necessary to function in today's world. ☐ The learner likes privacy and prefers to control the content and pace of learning. ☐ The learner needs feedback that demonstrates success and boosts self-esteem. ☐ A significant amount of drill and practice on a particular skill is needed to reinforce what has been taught. ☐ Flexibility in the length and scheduling of study time is necessary ☐ Learners require multi-media input and practice in order to learn. ☐ Computers are not utilized as the sole means of instruction. ☐ An instructor is readily available when things go wrong.	☐ Introduce basics about the computer (turning on/off, going to programs, putting in/taking out disks and CDs, etc.). ☐ Introduce the specific software program(s) a learner will use (getting in/exiting the program, saving material/place, moving around within the program, etc.). ☐ Introduce basic computer keyboarding (enter, backspace, delete, arrow keys, mouse, etc.). ☐ Present new skills in a non-threatening manner: explain, show, have the learner do it, have the instructor keep hands off. ☐ Establish the objectives of educational activities using the computer. ☐ Assess learner progress and demonstrate learner gains that are a result of computer-assisted Instruction.
Content areas:	**How technology is used:**
☐ All academic areas – if you have the appropriate software, you can do anything. ☐ The Internet as an information source, research tool, and teaching tool (many sites allow interactive learning). ☐ Writing Skills – process writing.	☐ Educational videos and software programs can introduce basics of computers/Internet. ☐ In a lab situation, computer/Internet basics or a software program can be demonstrated using an LCD panel to project onto a large screen. ☐ Multi-medial presentations can be created by learners to demonstrate their knowledge ☐ Headphones should be utilized for software programs with sound (to avoid distractions). ☐ Spell checker, grammar checker, and encyclopedia as resource tools for other programs.

One-on-One/Tutorial Instruction

The instructor or a tutor works with one learner at a time, usually in a subject area in which a particular learner needs intensive individual instruction.

Appropriate when:	Key steps:
□ Individual's skill levels are too low for the learner to work without assistance □ Individual's strong personal preference for this type of instruction is shown in the learning style inventory □ Only one individual needs to study a particular subject and requires substantial assistance □ It does not impede the progress of the rest of the class or interfere with the overall function of a learning center □ 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) □ An individual learner is not singled out in a negative way. □ Math and Language Arts skills are at higher levels.	□ Evaluate the learner's skill level and learning style. □ Schedule appropriate times. □ Limit the amount of one-on-one time so that it does not dominate total time available for instruction. □ Plan for instruction. □ Identify the specific subject matter/ objectives to be covered in that session. □ Set evaluation criteria. □ Assess learner progress and demonstrate learner gains that are a result of learning activities.
Content area: □ Literacy, Math, ESL, and Grammar □ Almost all academic areas at a low level.	**How technology is used:** □ Reinforce concepts when more drill and practice is necessary for mastery.

Selection of Materials

Perhaps one of the most difficult and confusing tasks for adult education instructors is the task of applying assessment results to the instructional needs of the student. Once the assessment results are used to identify the competencies the learner needs to master for goal attainment, the process of planning instruction begins. Choosing appropriate instructional strategies that are relevant, challenging and student-centered is an important step to student success. The instructional possibilities available to ensure mastery of competencies are numerous. In some instances, written materials, audiovisuals, and computer software are a necessary part of the instructional approach that is chosen.

Upon entry into a program level, the appropriate assessment is used to measure a learner's initial level of functioning and knowledge of specified skill areas. Choosing materials to aid in the instructional process for skill mastery should be based upon the assessment results and the skills the student needs to reach his/her goals.

Regardless of the instructional approach taken to assist the learner in mastering skills, it is important to keep in mind the student's learning style. If a learning activity requires the selection of materials, the format is important to consider. Sometimes the format of the materials or the manner in which information is presented is more appropriate for one type of learning style versus another. For example, one individual may be quite successful in reading and answering questions independently. Another individual may require interaction with a group or instructor, an audiovisual presentation of the material or computer-assisted instruction in order to have optimum

success in learning. As much as possible, an instructor should offer alternatives whenever they are available.

We are fortunate that there are now so many excellent materials: printed texts, audio cassettes, video, and computer programs for the varied ability levels and interests of adults, but choosing from this wide array can be confusing for new instructors.

The CASAS *Curriculum Materials Guide (*available for purchase from the CASAS catalog) offers a list of competency-based materials which are available for adult programs. The materials listed in *The Curriculum Materials Guide* are reviewed and evaluated by a committee of evaluators (ABE practitioners) before inclusion. The computer version, *The Instructional Materials Quick Search,* provides the instructor with easy access to materials.

Investigative Assignment #7:

What type of teaching materials do you have available? Visit your class site and spend some time reviewing the books, software, and other teaching resources that you will be using. Ask fellow instructors for recommendations on teaching materials that they like best. Make a list of some of the teaching materials that seemed particularly relevant to you. Write your responses on the activity sheet.

The GED Test

The GED Test, developed by the American Council on Education, is a standardized test designed to measure the major and lasting outcomes of a traditional high school education. Examinees must demonstrate skill in five core subject areas: language arts, reading and writing, social studies, science, and mathematics.

The GED Test is a 7½-hour exam. The passing standards for the test are set so that only about 60 percent of seniors graduating each year would be able to pass it. Few GED candidates are ready to take and pass the test without study. Testing questions are presented in multiple choice, essay, and math grid formats. Ninety-seven percent of colleges and universities accept the GED diploma as equivalent to a traditional high school credential. More than 1 in 20 first-year college students in the U.S. are GED graduates, according to the National Center for Education Statistics.

How long it takes to get a GED
Factors affecting the length of preparation time include:
• Length of time the individual may have been out of school
• Level of reading ability
• Level of academic skills
• Level of I.Q.
• Presence of learning disabilities

It may take some individuals months or even years to be ready to test. The testing site usually returns the results to candidates by mail within six to eight weeks after testing.

You can access additional information about the GED at this website:
http://www.acenet.edu/AM/Template.cfm?Section=GEDTS

Investigative Assignment #8:

What are the GED eligibility criteria in your program? Where and when is testing conducted? What is your role in the GED testing process? Ask your program director/coordinator or local GED examiner and find out the GED policies and procedures for your program. Write your responses on the activity sheet in Appendix A.

ADULT EDUCATION ABBREVIATIONS

ABE	Adult Basic Education
ADA	Americans with Disabilities Act
AEFLA	Adult Education and Family Literacy Act (federal)
ALRC	Adult Learning Resource Center
BEST	Basic English Skills Test
CASAS	Comprehensive Adult Student Assessment System
CBO	Community Based Organization
CELSA	Combined English Language Skills Assessment
CEO	Chief Executive Officer or Chief Elected Official
CFDA	Catalog of Federal Domestic Assistance
CFO	Chief Financial Officer
DOE	Department of Education
EDGAR	Education Department General Administrative Regulations
EFL	Educational Functioning Level
EL	English Literacy
ESL	English as a Second Language
ESOL	English Speakers of Other Languages
ETS	Educational Testing Service
GED	General Educational Development
K-12	Kindergarten through twelfth grade
LEA	Local Educational Agency
LWIB	Local Workforce Investment Board
NRS	National Reporting System
OERI	Office of Educational Research and Improvement (federal)
OMB	Office of Management and Budget (federal)
OVAE	Office of Vocational and Adult Education (federal)
WIA	Workforce Investment Act

A Comparison of Assumptions and Processes
of
Pedagogy and Andragogy
by
Malcolm S. Knowles   Boston University

Assumptions		
	Pedagogy	**Andragogy**
Self-Concept	Dependency	Increasing Self-Directedness
Experience	Of little worth	Learners are a Rich Resource for Learning
Readiness	Biological Development Social Pressure	Developmental Tasks of Social Roles
Time Perspective	Postponed Application	Immediacy of Application
Orientation to Learning	Subject Centered	Problem Centered

Process Elements		
	Pedagogy	**Andragogy**
Climate	Authority-oriented Formal Competitive	Mutuality Respectful Collaborative Informal
Planning	By Instructor	Mechanisms for Mutual Planning
Diagnosis of Needs	By Instructor	Mutual Self-Diagnosis
Formulation of Objectives	By Instructor	Mutual Negotiation
Design	Logic of the Subject Matter Content Units	Sequenced in Terms of Readiness Problem Units
Activities	Transmittal Techniques	Experiential Techniques (Inquiry)
Evaluation	By Instructor	Mutual Re-diagnosis of Needs Mutual measurement of Program

Investigative Assignment Activity Sheet

Instructor's Name: _____

Investigative Assignment #1:

Who is being served in your adult education program? Ask your director/coordinator for the demographics of the adult learners who were served in the program last year. What were their ages, gender, ethnicities, and functioning levels? Write your responses below.

Investigative Assignment #2:

You need to know as much as possible about the class you will be teaching. Here are some questions that can help.

- What type of class will you be teaching (e.g., ABE, ESL, GED, CED, Adult High School)?
- Will all of the students be functioning at a similar level, or will you have a multi-level class?
- How is your class organized (e.g., scheduled classes, open computer lab, online)?
- How do students transition to other instructional areas after they leave your class?

If you don't know the answers to these questions, ask your local director/coordinator. Write your responses below.

Investigative Assignment #3:

Check with your local director/coordinator to see how intake and orientation is conducted for new students in your class. What responsibilities do you have? What forms or student data are you responsible for completing? Write your responses below.

Investigative Assignment #4:

Check with your local director/coordinator to see which assessment instrument is being used in your program. Is it your responsibility to administer standardized assessments, or does someone else handle this responsibility? If it is your responsibility, find out if training is available on test administration. Write your responses below.

Investigative Assignment #5:

Do you know your own preferred learning style? Take the sample inventory in Appendix D. Then think about how you would use the results to plan instruction.   Write your responses below.

Investigative Assignment #6:

Find out if there is a particular procedure in your program for serving adults with special learning needs. There may be a referral form to complete, a screening instrument you can use, or various accommodations and assistive devices that you can access for your class. Write your responses below.

Investigative Assignment #7:

What type of teaching materials do you have available? Visit your class site and spend some time reviewing the books, software, and other teaching resources that you will be using. Ask fellow instructors for recommendations on teaching materials that they like best. Make a list of some of the teaching materials that seemed particularly relevant to you. Write your responses below.

Investigative Assignment #8:

What are the GED eligibility criteria in your program? Where and when is testing conducted? What is your role in the GED testing process? Ask your program director/coordinator or local GED examiner and find out the GED policies and procedures for your program. Write your responses below.

Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills

Beginning ABE Literacy
 	
Test Benchmark:
TABE (7–8 and 9–10) scale scores (grade level 0–1.9):
  Reading: 367 and below
  Total Math: 313 and below
  Language: 389 and below
 	
CASAS scale scores:
  Reading: 200 and below
  Math: 200 and below
  Writing: 200 and below
 	
ABLE scale scores (grade level 0–1.9):
  Reading: 523 and below
  Math: 521 and below
	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.

Beginning Basic Education
 	
Test Benchmark:
TABE (7–8 and 9–10) scale scores (grade level 2–3.9):
  Reading: 368–460
  Total Math: 314–441
  Language: 390–490
 	
CASAS scale scores:
  Reading: 201–210
  Math: 201–210
  Writing: 201–225
 	
ABLE scale scores (grade level 2–3.9):
  Reading: 525–612
  Math: 530–591
	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 individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.

Notes: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABLE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.

Functioning Level Table
(Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Low Intermediate Basic Education *Test Benchmark:* *TABE (7–8 and 9–10) scale scores* *(grade level 4–5.9):* Reading: 461–517 Total Math: 442–505 Language: 491–523 *CASAS scale scores:* Reading: 211–220 Math: 211–220 Writing: 226–242 *ABLE scale scores (grade level 4–5.9):* Reading: 613–644 Math: 593–641	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 a 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.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.

Functioning Level Table
(Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills

High Intermediate Basic Education
 	
Test Benchmark:
TABE (7–8 and 9–10) scale scores (grade level 6–8.9):
  Reading: 518–566
  Total Math: 506–565
  Language: 524–559
CASAS scale scores:
  Reading: 221–235
  Math: 221–235
  Writing: 243–260
ABLE scale score (grade level 6–8.9):
  Reading: 646–680
  Math: 643–693
 	
WorkKeys scale scores:
  Reading for Information: 75–78
  Writing: 75–77
  Applied Mathematics: 75–77
	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.

Functioning Level Table
(Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills

Low Adult Secondary Education
 	
Test Benchmark:
TABE (7–8 and 9–10): scale scores (grade level 9–10.9):
  Reading: 567–595
  Total Math: 566–594
  Language: 560–585
CASAS scale scores:
  Reading: 236–245
  Math: 236–245
  Writing: 261–270
ABLE scale scores (grade level 9–10.9):
  Reading: 682–697
  Math: 694–716
WorkKeys scale scores:
  Reading for Information: 79–81
  Writing: 78–85
  Applied Mathematics: 78–81
	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.	Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.

High Adult Secondary Education	Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.

Test Benchmark:
TABE (7–8 and 9–10): scale scores (grade level 11–12):
    Reading: 596 and above
    Total Math: 595 and above
    Language: 586 and above
CASAS scale scores:
    Reading: 246 and above
    Math: 246 and above
    Writing: 271 and above
ABLE scale scores (grade level 11–12):
    Reading: 699 and above
    Math: 717 and above
WorkKeys scale scores:
    Reading for Information: 82–90
    Writing: 86–90
    Applied Mathematics: 82–90			

Functioning Level Table
(Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
Beginning ESL Literacy *Test Benchmark:* *CASAS scale scores:* Reading: 180 and below Listening: 180 and below Oral BEST: 0–15 (SPL 0–1) BEST Plus: 400 and below (SPL 0–1) BEST Literacy: 0–7 (SPL 0–1)	Individual cannot speak or understand English, or understands only isolated words or phrases.	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.	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.
Low Beginning ESL Test benchmark: CASAS scale scores Reading: 181–190 Listening: 181–190 Writing: 136–145 Oral BEST 16–28 (SPL 2) BEST Plus: 401–417 (SPL 2) BEST Literacy: 8–35 (SPL 2)	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.	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.	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.

Functioning Level Table
(Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
High Beginning ESL Test benchmark: CASAS scale scores Reading: 191–200 Listening: 191–200 Writing: 146–200 Oral BEST 29–41 (SPL 3) BEST Plus: 418–438 (SPL 3) BEST Literacy: 36–46 (SPL 3)	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.	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. 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.	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.
Low Intermediate ESL *Test Benchmark:* *CASAS scale scores:* Reading: 201–210 Listening: 201–210 Writing: 201–225 Oral BEST: 42–50 (SPL 4) BEST Plus: 439–472 (SPL 4) BEST Literacy: 47–53 (SPL 4)	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.	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).	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).

Functioning Level Table
(Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills

High Intermediate ESL
 	
Test Benchmark:
CASAS scale scores:
  Reading: 211–220
  Listening: 211–220
  Writing: 226–242
 	
  Oral BEST: 51–57 (SPL 5)
  BEST Plus: 473–506 (SPL 5)
  BEST Literacy: 54–65 (SPL 5-6)
	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.	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.	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.

Advanced ESL
 	
Test Benchmark:
CASAS scale scores:
  Reading: 221–235
  Listening: 221–235
  Writing: 243–260
 	
  Oral BEST 58–64 (SPL 6)
  BEST Plus: 507–540 (SPL 6)
  BEST Literacy: 66 and above (SPL 7)
 	
Exit Criteria:
  CASAS Reading and Listening: 236 and above
 	
  CASAS Writing: 261 and above
 	
  Oral BEST 65 and above (SPL 7)
 	
  BEST Plus: 541 and above (SPL 7)
	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.	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.	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.

Self-Assessment

Name: _____   Date: _____

1. List three things you liked and disliked about school in the past:

Likes	Dislikes

2. List a few of your short-term and long-term personal goals/objectives in life.

Short Term Goals/Objectives	Long Term Goals/Objectives

3. What is your main reason for deciding to attend this class? What do you hope to learn or accomplish before you leave the program?

4. Do you have any hobbies? What is something you like to do and can do well?

5. For each description of how you learn, check if you like it, it's OK, or you dislike it.

Learning Style	Like	OK	Dislike
Working with my hands	❏	❏	❏
Saying things out loud I want to remember	❏	❏	❏
Writing things down I want to remember	❏	❏	❏
Studying alone	❏	❏	❏
Working with another person	❏	❏	❏
Working in a group of students	❏	❏	❏
Figuring out what to do by myself	❏	❏	❏
Listening to someone explain how to do something	❏	❏	❏
Having someone show me how to do something	❏	❏	❏
Reading to myself	❏	❏	❏
Hearing someone else read out loud	❏	❏	❏
Watching a movie or video to learn	❏	❏	❏
Using programs on the computer	❏	❏	❏
Doing worksheets	❏	❏	❏

6. What might keep you from coming to class or completing your goals in this program?

Please check all that apply to you:
- ❏ I sometimes have transportation problems.
- ❏ I have some health problems.
- ❏ I have a family member with health problems
- ❏ I have childcare problems.
- ❏ I have elderly people to take care of at home.
- ❏ My work schedule sometimes changes or conflicts with class times.
- ❏ I am sometimes very tired because of working long hours.
- ❏ I have a lot of responsibilities.
- ❏ I'm always thinking about problems at home.
- ❏ I have family members or friends who don't think I should go to school.
- ❏ Other: _____

7. What kinds of learning activities do you find difficult, if any?

Please check all that apply to you:
- ❏ It's hard for me to speak up in class.
- ❏ It's sometimes hard for me to understand what people are saying.
- ❏ I have trouble hearing sometimes.
- ❏ It's hard for me to work by myself.
- ❏ It's hard for me to work with other people.
- ❏ I get nervous taking tests.
- ❏ I get distracted easily.
- ❏ I have trouble finishing what I start on.
- ❏ Too much noise or activity bothers me.
- ❏ It's hard for me to work when it's too quiet.
- ❏ I have a lot of things on my mind, so sometimes it's hard for me to concentrate.
- ❏ I sometimes have trouble seeing the board.
- ❏ My eyes get tired from reading small print.
- ❏ Other: _____

8. Have you ever received special help in school?   ❏ Yes   ❏ No
   If yes, please describe:

9. Do you feel that you have difficulty learning?   ❏ Yes   ❏ No
   If yes, please describe:

Adapted from Cabell County, WV
 ABE Program

Name:_____ Date:_____

Learning Styles Inventory

(This inventory is from "An Affective Skills Curriculum: Enhancing Self Awareness")

Group #1

- ❑ 1. I like to listen to people talk about things.
- ❑ 2. I usually remember what I hear.
- ❑ 3. I would rather watch a movie than read a book.
- ❑ 4. I learned more in school by listening to the teacher's explanation than by reading.
- ❑ 5. I would rather listen to the news on the radio than read the newspaper.
- ❑ 6. I would rather have someone tell me about an upcoming event than read about it.

_____ **Total number of check marks in Group #1**

Group #2

- ❑ 1. I get pictures in my head when I read.
- ❑ 2. I remember faces better than I remember names.
- ❑ 3. When I have to concentrate on spelling a word, I see that word in my mind.
- ❑ 4. When I take a test, I can see in my mind what the notes I took in class look like. That helps me get the answer.
- ❑ 5. I remember what pages in a book look like.
- ❑ 6. I remember events in the past by seeing them in my mind.

_____ **Total number of check marks in Group #2**

Group #3

- ❑ 1. When I'm thinking through a problem, I move around a lot.
- ❑ 2. It's hard for me to sit still and study.
- ❑ 3. I prefer to learn by doing something with my hands than read about that same thing.
- ❑ 4. I like to make models of things.
- ❑ 5. When I see something new and interesting, I like to touch it to find out more about it.
- ❑ 6. I would rather go out dancing or bowling than stay home and read a book.

_____ **Total number of check marks in Group #3**

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Group #4

- ❏ 1. I write down things that I need to remember.`
- ❏ 2. I make fewer mistakes when I write than when I speak.
- ❏ 3. I like it when someone who is explaining something to me uses a chalkboard or a piece of paper to write down the main points so that I can copy what they write.
- ❏ 4. I keep my schedule by writing down the things to do. I would be lost without my planner.
- ❏ 5. After I take notes, I rewrite my notes in order to better understand something.
- ❏ 6. When I read, I often take notes in order to better understand the ideas I've read.

_____ **Total number of check marks in Group #4.**

Group #5

- ❏ 1. I would rather read a report myself than be told what is in it.
- ❏ 2. I like to read in my free time.
- ❏ 3. I usually remember information that I read better than information that I hear.
- ❏ 4. I would rather read the newspaper than watch the news on TV.
- ❏ 5. I can learn how to put something together by reading the instructions.
- ❏ 6. I like it when teachers write on the board so that I can read what they write.

_____ **Total number of check marks in Group #5**

Group #6

- ❏ 1. When I have a problem to figure out, I often talk to myself.
- ❏ 2. People have wondered why I talk to myself.
- ❏ 3. I remember things better when I say them out loud. For example, if I have to learn a new phone number I repeat it again and again to myself.
- ❏ 4. I communicate better by speaking than by writing.
- ❏ 5. I enjoy talking on the telephone.
- ❏ 6. I learn best when I study with other people and we discuss new ideas or concepts.

_____ **Total number of check marks in Group #6**

How do you learn best? *The areas where you have three or more check marks indicate your preferred learning style(s).*

Group #1   **Listening Total**   _____
Group #2   **Imaging (Viewing) Total**   _____
Group #3   **Tactile (Doing) Total**   _____
Group #4   **Writing Total**   _____
Group #5   **Reading Total**   _____
Group #6   **Speaking Total**   _____

Examples of statements individuals with these learning styles might make:

"Would you explain this?"	**Listening Style**
"Would you provide a diagram?"	**Imaging Style**
"Would you show me?"	**Tactile Style**
"Would you let me write down what you're saying?"	**Writing Style**
"Would you provide written instructions?"	**Reading Style**
"Would it be possible to talk this through?"	**Speaking Style**

Interpreting Your Learning Style

	Visual Style	**Auditory Style**	**Kinesthetic Style**
Expressive Style	*Writing*	*Speaking*	*Tactile (Doing)*
Receptive Style	*Reading*	*Listening*	
	Imaging (Viewing)		

Asking for Accommodations

Learning preferences vary. Your teacher and/or peers may not be aware of your particular learning style. Share with them what you know about your way of learning.

Learning Needs Screening
Directions

Before proceeding to the questions, read this statement aloud to the student:
The following questions are about your school and life experiences.
We're trying to find out how it was for you (or your family members) when you
were in school or how some of these issues might affect your life now.
Your responses to these questions will help identify resources and services
you might need to be successful in completing you education or getting a job.

1. Provide the student with a copy of the questions to look at.

2. Read each question out loud to the student. Circle "Yes" or "No." for each question in Sections A, B, C, and D. Note: you may administer the screening to a group of students, having each student circle their own answers, but the **questions should still be read out loud**.

3. Count the number of "Yes" answers in Sections A, B, C, and D. Multiply the number of "Yes" responses in each section by the appropriate number below:
   Section A total X 1
   Section B total X 2
   Section C total X 3
   Section D total X 4

4. Record the number obtained for each section. To obtain a Total Score, add the subtotals from Sections A, B, C, and D and write the total at the bottom of the page.

5. Also ask all students the *Additional Questions* in Section E.

6. If a student has a **Total Score** for Sections A-D is **12 or more**, proceed with the *Confidential Questions* **in Section F**. Write down the student's answers; and have the student sign the *Release of Information*. If you complete Section F, *Confidential Questions*, this screening will then become a strictly confidential document and should be kept in a separate locked file.

7. If the **Total Score** for Sections A-D is **12 or more**, refer the student for formal **psychological assessment.** If the client has other issues (vision, hearing, etc.) identified in Section E, make additional referrals (vision specialist, audiologist, etc.).

8. If the **Total Score** for Section A-D is **less than 12**, you may decide to skip the *Confidential Questions* in Section F, but it is recommended that all students be asked the *Additional Questions* in Section E (since many adults have other problems that are unrelated to learning disabilities) that can affect their learning progress.

Note: The 13 questions on Parts A-D of the *Learning Needs Screening* were developed for the Washington State Division of Employment and Social Services Learning Disabilities Initiative (November 1994 to June 1997) under contract by Nancie Payne, Senior Consultant, Payne & Associates, Olympia, Washington. Other parts of the screening have been adapted and modified for use with West Virginia Adult Basic Education (ABE) students.
The *Learning Needs Screening* is not a diagnostic tool and should not be used to determine the existence of a disability. Its purpose is to determine who should be referred for formal assessment.

I am going to read this Learning Needs Screening out loud to you.

LEARNING NEEDS SCREENING

Name: _____ Social Security #: _____ Date: _____

Please answer the following questions by circling Yes or No.

Section A			
1.	Did you have any problems learning in middle school or junior high school?	Yes	No
2.	Do any family members have learning problems?	Yes	No
3.	Do you have difficulty working with numbers in columns?	Yes	No
4.	Do you have trouble judging distances?	Yes	No
5.	Do you have problems working from a test booklet to an answer sheet?	Yes	No
	Total of Section A _____		
Section B			
6.	Do you have difficulty or experience problems in mixing arithmetic signs?	Yes	No
7.	Did you have any problems learning in elementary school?	Yes	No
	Total of Section B _____		
Section C			
8.	Do you have difficulty remembering how to spell simple words you know?	Yes	No
9.	Do you have difficulty filling out forms?	Yes	No
10.	Did you (do you) experience difficulty memorizing numbers?	Yes	No
	Total of Section C _____		
Section D			
11.	Do you have trouble adding and subtracting small numbers in your head?	Yes	No
12.	Do you have difficulty or experience problems taking notes?	Yes	No
13.	Were you ever in a special program or given extra help in school?	Yes	No
	Total of Section D _____		
Total of all Sections (A+B+C+D)	_____		

The *Learning Needs Screening* was developed for the Washington State Division of Employment and Social Services Learning Disabilities Initiative (November 1994 to June 1997) under contract by Nancie Payne, Senior Consultant, Payne & Associates, Olympia, Washington.

Section E: Additional Questions		
14. Have you had your vision checked in the last three years? If so, what kind of eye exam did you have?	Yes	No
15. Do you need to wear glasses? If so, do you have the correct prescription?	Yes Yes	No No
16. Do you have trouble hearing? If so, when was the last time you had your hearing checked?	Yes	No
17. Do you need to wear a hearing aid? If so, do you have what you need?	Yes Yes	No No
18. Do you have difficulty finding or keeping a job you like? If so, what makes it hard for you to get or keep this kind of job? What would help?	Yes	No
19. Was school difficult for you?	Yes	No

Section F: Confidential Questions

20. Do you think that you have trouble learning?	Yes	No

If yes, what kinds of things do you have trouble with?

21. Have you ever been diagnosed or told you have a		
-learning disability?	Yes	No
-an attention deficit?	Yes	No

If so, by whom?   When?

What were you told?

22. Have you ever had trouble with any of the following? If so, please explain.		
–multiple, chronic ear infections	Yes	No
–multiple, chronic sinus problems	Yes	No
–serious accidents resulting in head trauma	Yes	No
–prolonged, high fevers	Yes	No
–diabetes	Yes	No
–severe allergies	Yes	No
–frequent headaches	Yes	No
–concussion or head injury	Yes	No
–convulsions or seizures	Yes	No
–long-term substance abuse problems	Yes	No
–serious health problems	Yes	No

Notes:

23. Are you taking any medications that would affect the way you function?	Yes	No

Is yes, what are you taking?

How often?

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Refer this individual to:

__ Division of Rehabilitation Services for:
      ___ Psychological evaluation / possible GED and other educational accommodations
      ___ Psychological evaluation / possible job accommodations

__ Audiologist

__ Vision Specialist for:
      ___ Developmental vision evaluation (usually by an optometrist)
      ___ Diabetic eye disease checkup (if diabetic and no recent eye exam)

__ Lions Club for glasses prescription filled

__ Medical Doctor for _____

__ Literacy Tutor at _____

__ Request records of previous formal assessments from _____

__ Other _____

Notes: _____
_____
_____

<div align="center">

Authorization for Release of Information

</div>

I give permission to release the information contained in this document to the following agencies or individuals for educational and assessment purposes:

Date	Initials	✓	Agency
_____	_____	[ ]	WV Department of Health and Human Resources
			Staff Person: _____
_____	_____	[ ]	WV Division of Rehabilitation Services
			Staff Person: _____
_____	_____	[ ]	Other Agency: _____
			Staff Person: _____

This release is valid for two years from the date of my signature, or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.

Signature: _____ Date: _____

Signature of parent/guardian (if necessary): _____

Signature of interviewer releasing the information: _____

Quarter Ending (*Check one*)
9/30___ 12/31___ 3/31___ 6/30___

ALP #_____

Adult Learning Plan

Name:_____ **Date:**_____

Reason for Participation: _____

Assessment Methods: _____

Strength/Interest: _____

Goal Areas (check all that apply)

❑ Improve Basic Skills
    ❑ Reading
    ❑ Math
    ❑ Language

❑ High School
    Course/Diploma

❑ GED Preparation

❑ Preparation for Post
    Secondary Education or
    Training

❑ ESL Conversation, Survival

❑ ESL Reading, Writing

❑ U.S. Citizenship Skills

❑ Gain Unsubsidized
    Employment

❑ Retain Employment or
    Advance in Job

❑ Removal from Public
    Assistance

❑ Work-based Project Goal

❑ Increased Involvement in
    Community Activities

❑ Civics Information

❑ Increased Involvement in
    Children's Education
    ❑ Help more frequently
        with school
    ❑ Increased contact with
        children's teachers
    ❑ More involvement in
        children's activities

❑ Increased Involvement in
    Children's Literacy Activities
    ❑ Reading to children
    ❑ Visiting library
    ❑ Purchasing books or
        magazines

❑ Other

Additional Factors Affecting Learner's Progress: _____

LEARNER AGREEMENT

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: _____

INSTRUCTOR AGREEMENT

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: _____

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: _____
_____
_____

Setting Realistic NRS Goals--Considerations

Setting realistic goals is key to reporting program performance. Realistic goals are those that can be accomplished within the program year.

Students may have many long range goals. The performance system requires an **ANNUAL REPORT**. Therefore, for the performance system, use only those goals that are attainable within the program year.

Here are some considerations for determining realistic goals.

Goal	*Considerations*	*For instance*
Post Secondary	- Entry level at or near adult secondary - Month of entry - Hours of week of attendance - Special learning needs	1. Mildred enrolled in April with math and reading scores at 9.0 on TABE. She works during the day and attends class on Tuesday and Thursday evenings. She does not seem to have hindrances to learning except missing class occasionally to go to PTA with her kids. 2. Jacob enrolled in November with reading and math scores around 10.0. He attends the center from 8:30 til noon, Monday through Thursday.
Obtain employment	- Do you have a pre-employment curriculum to integrate with basic? - Is he/she connected with One-Stop or other job placement organization? - Does he/she have prior work history? - Does he/she know what kind of	1. Raleigh really wants a job. Other than doing odd jobs for his uncle, he has no job skills. His reading and math skills are at 5.1 and 6.2 respectively. He may have a learning disability. You do not have a pre-employment curriculum nor do you have a strong link with job placement services. Raleigh wants to attend evening classes. Raleigh says that his reason for enrolling is to get a really good paying job so he can become independent.

Goal	Considerations	For instance
	job he/she wants? Are those jobs available? What skills do they require? What is the gap between his/her skills and the job skill requirements? • Entry level • Month of entry • Hours of week of attendance • Special learning needs	2. Jesus just arrived in the country last month, January, and has been staying with his sister. His verbal English is passable but needs work. His reading is 2.0 but his math is 8.5 without word problems. He can attend class full time—8:30 til noon Monday through Friday. Jesus worked as a laborer in El Salvador. You have a pre-employment curriculum and a good connection with the One-Stop job placement service.
Retain a job	• What skills does the job require? • What is the gap between his/her skills and the required job skills? • Can you customize your basic skills program to job specific tasks? • How much time do you have? • Entry level • Month of entry • Hours of week of attendance • Special learning needs	1. Wilma works in a textile plant that is replacing the "gears, pulleys, and levers" with jet air looms. All of the old jobs (doffer, weaver, fixer) are going away. Management has told her if she can demonstrate reading and math skills at the 10th grade level necessary to be trained on the new looms, they would love to consider her for one of the new jobs. She has been a good employee and they want to hang on to her. She enrolled in May and has until November to reach the skill level. Her reading and math are about 8th grade level. The plant will give her release time to come to class Monday and Thursday mornings and she wants to come Tuesday and Thursday evening on her own. 2. Palos is a fork lift driver. As a part of his job, he has to count and document the number of cases of peanuts that are on each pallet. He cannot do multiplication but has devised his own system using "sets" to determine the number of cases per pallet. Because his supervisor assumed Palos was using multiplication, he has give Palos additional responsibilities in inventory with an accompanying significant pay raise. However, now Palos must use multiplication.

Goal	Considerations	For instance
		His math skills are basic addition and subtraction. He enrolls in October in a panic wanting to learn the skill before his boss finds out.
GED	• Entry level at or near adult secondary • Month of entry • Hours of week of attendance • Special learning needs	1. Evelyn enrolls in March. Her work schedule and family responsibilities allows her to attend only two nights or two mornings per week. Her reading and math scores are 6.5 and 8.9 respectively. She does not seem to have any special learning needs. 2. Bob brags that he will accomplish his life goal of a GED this year. At enrollment in September his reading and math scores are 3.4 and 4.7 respectively. On initial interview he reports a diagnosed learning disability--disgraphia. He works a swing shift as a security person so his schedule will be mornings two weeks and evenings two weeks.