**Michigan**

 **ESL Professional Advisory Committee**

# 1120 S. Harrison Road

East Lansing, Michigan 48823

Michigan Adult Education

College and Career Readiness Framework for ESL:

Technical Paper

|  |  |  |
| --- | --- | --- |
| **Benchmark(s)** **Student Competencies** | **Academic Applications**  | **Pre Career/Employability Applications** |

“Four out of every 10 new college students, including half of those at two-year institutions, take remedial courses, and many employers comment on the inadequate preparation of high school graduates.” (National Governor's Association)

**Background**

Adult education in Michigan represents a diverse group of individuals- program administrators, instructors and students- with a wide range of experiences. These programs have distinctive qualities, needs and resources. Specifically, English as a Second Language (ESL) programs play an integral part in helping to prepare adult learners for postsecondary opportunities, high school diploma or equivalency completion (HSD and HSE), and employment.

According the Migration Policy Institute, there were 64,000 Limited English Proficient Michiganders in 2013, aged 16 and older. In addition, there were 101,000 low-income and 427,000 low-educated individuals with young children.

Previously, the Michigan ESL Professional Advisory Committee created ESL Competency Standards that were endorsed by the State Adult Education Office and utilized readily by those in the field. These standards were in a easy-to-use format, ready for teacher integration in the classroom. These standards were used for a number of years with great success.

In 2013 the Office of Career and Technical Adult Education (OCTAE, previously OVAE) released the new College and Career Readiness (CCRS) Content Standards with the expectation of curriculum aligned to K-12 standards and a seamless transition to postsecondary and employment opportunities.

Due to the changes in adult education and the Limited English Proficient population, this created the urgency for revamping the state curriculum. These rigorous standards help students prepare for the transition to postsecondary and attainment of unsubsidized employment.

**Rationale and Overview**

The Michigan English as a Second Language Professional Advisory Committee has adapted the College and Career Readiness Standards specific for implementation in ESL programs for use in a variety of educational settings. This tool is for use in adult education ESL, classroom, volunteer tutoring, and large and small group instruction environments. The tool creates a link between K-12, career pathways and postsecondary and employment partners.

Standard-based education is an integral part of the Office of Career, Technical, and Adult Education (OCTAE) program. Clearly identified standards allow educators to understand where to focus their efforts and shape overall instruction. The resulting curriculum includes classroom activities, assignments, and assessments to help students attain the skills and knowledge included in the standards.

The intent of these standards is to support adult learner programs in integrating College and Career Readiness standards and aligning them with NRS (National Reporting System) approved assessments.

The document provided through this project will provide a stronger link between English as a Second Language (ESL) adult education and student success in colleges, technical training, and employment.

The implementation of the CCRS presents key shifts in standards of instruction. The materials and language are more academically based. Utilizing Blooms taxonomy and Webb’s Depth of Knowledge allows learning to be more focused on critical thinking versus rote memorization. Key shifts are:

* Complexity - *Regular practice with complex text and its academic language*. Students need to focus on a variety of complex texts and academic vocabulary across disciplines of literature, science, history and the arts.
* Evidence - *Reading, writing and speaking grounded in evidence from text, both literary and informational.*  Students need to be able to cite evidence, analyze resources, and focus on purposeful academic talk as opposed to relying on prior knowledge or experience.
* Knowledge - *Building knowledge through content-rich nonfiction*. Informational text makes up the vast majority of required reading in college and the workplace. Focusing on literacy in the domains of science, history, and technical subject areas builds the knowledge that will prepare them for college and careers.

**The College and Career Readiness Standards**

**What are the Standards in CCRS for ESL?**

* The English as Second Language Standards are divided into the 5 strands below. Math standards will follow.
* Each strand is directed by a strand-specific set of CCR anchors (or goals) that is identical across all Educational Functioning Levels (EFL).
* These anchors, which are skills, have level-specific expectations or benchmarks.
* The ESL committee has taken it further by adding competencies that students should be able to achieve to show mastery or understanding with each anchor.

**Reading Standards: Foundational Skills**

The Reading Standards: Foundational Skills are directed toward fostering students’ understanding and working knowledge of concepts of:

* Print
* The alphabetic principle
* Basic conventions of the English writing system.

**Reading Standards**

To become college and career ready, students need to use a variety of materials that are beyond basic stories and workbooks. Readings include:

* A wide range of genres including cultures and readings by past and present authors.
* Complex readings for students to evaluate, analyze and cite arguments

**Writing Standards**

Historically in ESL, writing has played a lesser role in the classroom. Many times instructors do not feel comfortable or want to take the challenge of developing writing or correcting papers. To be college and career ready writers, students must understand the task and purpose when crafting a document. Instructors need to help students by:

* Shaping arguments
* Writing to inform and explain
* Creating narratives about real or imagined experiences.
* Ability to cite evidence from literacy and informational texts.

**Language Standards**

The Language Standards include the essential “rules” of standard written and spoken English. Students focus on:

* Understanding words, phrases, nuances, relationships
* Acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

**Speaking and Listening Standards**

Speaking and listening is one of the most important part of the College Career Readiness Standards. Every student who enters the program wants to be able to speak and understand. These standards require students to:

* Present a formal presentation
* Understand interpersonal skills
* Learn to work together
* Express and listen carefully to different ideas
* Integrate information from oral, visual, quantitative, and media sources
* Evaluate what they hear
* Use media and visual displays help achieve communicate ideas and opinions
* Adapt speech to context and task

**CCR standards abbreviations and Descriptors**

|  |  |
| --- | --- |
| Abbreviations | Descriptors |
| RI | Reading Informational Text |
| RL | Reading Literature |
| RH | Reading Historical/Social Studies Text |
| RST | Reading Scientific and Technical Text |
| W | Writing |
| WHST | Writing for history/social studies, scientific and Technical Subjects |
| SL | Speaking and Listening |
| L | Language |
| RF  | Reading Foundations |

**Correlation of CCR Standards with National Reporting System and Educational Functioning Levels & CASAS**

The CCR standards while focused on reading, writing, speaking, listening, and language are compiled into five grade-level groupings that align adult National Reporting System (NRS) benchmarks with Educational Functioning Levels (EFL). Below is a table that correlates CCR standards with the EFL/NRS Levels (Literacy, Intermediate, and Advanced) and the CASAS scores. Standards are placed into the ESL curriculum according to their appropriateness to each EFL.

|  |  |  |
| --- | --- | --- |
| CCR Standards/Grade Level | EFL/NRS Levels | CASAS Scores |
| A (K-1) | Beginning Literacy-High Beginning Literacy | 1-200 |
| B (2-3) | Low Intermediate | 201-210 |
| C (4-5) | High Intermediate | 211-220 |
| D (6-8) | Advanced ESL | 221-235 |
| E (9-12) | Adult Secondary/Proficient Skills | 236+ |

**Delivery of Instruction**

By using the information above, we can take each standard, look at the anchors and further divide it by the levels as in Anchor 1 and then further by benchmarks. In our adaption of the CCRS for Michigan, the ESL committee took each standard and divided the standards by EFL levels. This makes it easier to look at and use. We further delineated the benchmarks by creating competencies. These competencies explain benchmarks in simple swbat. After numerous meetings and feedback, we created columns that support the teacher with academic applications and pre career/employability applications. Notice that both applications are not created as a check list or have time constraints. This allows fluidity between competencies and for instructors to be creative!

Notice the CASAS score. If your class is divided by levels, you can use this as a framework for your lessons.

**Example of Organization**

***Level (EFL): Low Intermediate ESL***

 ***CASAS: 201-210***

***Writing - Level B (Note-Level B does not have Anchor 9)***

Benchmarks and added competencies

|  |
| --- |
| **riting Standard****CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.****Level B: Write opinion pieces on topics or texts, supporting a point of view with reasons.** |
| **Benchmark****On exit the student will be able to:** | **Academic Applications** | **Pre Career/Employability Applications** |
| 1. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
2. Provide reasons that support an opinion.
3. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
4. Provide a concluding statement or section.

**COMPETENCIES:** 1 a. Create a topic ‘1 b. Develop an opinion 1 c. Provide supporting details1 d. Construct a conclusion  | * Identify a main idea from a source
* Construct an outline analysis of a topic (i.e. print ad, current event, editorial)
* Examine support reasons
* Separate fact from opinion
* Summarize concepts
* Develop compound sentences
* Write an effective introduction, thesis statement/supporting paragraph/conclusion
 | * Write simple notes to an employer
* Infer meaning from a memo
* Construct a basic cover letter
* Categorize the cause/effect of workplace topics (i.e. being late for work, unsafe equipment, etc.)
* Organize multi step procedures (i.e. safety procedures, equipment/tools)
 |

**Concluding Remarks**

 The ESL Professional Advisory Committee has aligned each anchor in a standard with applications and ideas to use in the classroom that incorporates both academic learning as well as employability skills. Educators implement CCR can scaffold each level and develop and use higher level thinking skills. This prepares students for postsecondary education and the work place.

Remember:

* The standards do not specify a national or federal set of mandates but are a framework of standards to help create a cohesive and strong adult education programs that will help students transition to college and career readiness.
* The order of the standards within a level does not represent an order in which they are to be taught also, because of the repetitive nature, it can be scaffolded and spiraled so instruction can always be repeated until they have mastered the concept.
* The ESL Professional Advisory Committee supports the standards and we do not specify how instructors should teach, but define the competencies so that instructors can create their own lessons utilizing the standards.
* The standards are not a curriculum, and programs should complement the standards with high-quality curriculum and contextualized materials
* The standards are not specific for all students especially those with special needs or disabilities.
* The standards are not the end all! Much is purposefully left to the discretion of teachers and programs.
* The CCRS helps prepare students for college and career readiness, however, they do not mean they are totally prepared for college or the workforce. Students depend on a variety of readiness skills and preparation including habits of mind such as stamina, persistence, punctuality and time and workload management skills.

**Resources**

Susan Pimentel, 2013, College and Career Readiness Standards, retrieved from:
[https:Uwww.vrae.org/images/customer-files/CCRStandardsAdultEd.pdf](http://https:Uwww.vrae.org/images/customer-files/CCRStandardsAdultEd.pdf)

National Governor's Association, 2007, Common Core State Standards Initiative
[http:Uwww.corestandards.org/ELA-Literacy/CCRA/R/](http://http:Uwww.corestandards.org/ELA-Literacy/CCRA/R/)

Rhode Island Adult Education Content Standards
http://www.ride.ri.gov/Portals/O/Uploads/Documents/Students-and-Families-Great-Schools/Educational-
Programming/Adult-Education-Standards/AE-Program-Quality-Content-Stds-2006.pdf

OCTAE
<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html>

Avi Yashchin, 2014, Understanding the Workforce Innovation and Opportunity Act <http://www.huffingtonpost.com/avi-yashchin/understanding-the-workforb5595193.html>

LINCs

https://lincs.ed.gov/professional-development/resource-collections/profile-521

Minnesota Adult Basic Education

mnabe.org/

Florida Adult Education-Department of Education

www.fldoe.org/academics/career-adult-edu/adult-edu/

CASAS

[www.casas.org](http://www.casas.org)

IPDAE

edm@floridaipdae.org