

3.4 Overview of Curriculum, Instructional Activities and Student Support Services



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I. Policy:

The curriculum, instructional activities and support services will assist adult learners to achieve academically, obtain a GED or adult high school credential, obtain and retain employment, and/or qualify for post-secondary education and training. The selected activities will focus on outcome-based results and demonstration of learning gains.

II. Applicability:

This applies to all Adult Education offices and employees associated with the Technical College System of Georgia.

III. Related Authority:

P.L. 105-220 Section 231

IV. Definitions:

Adult Learner Daily Attendance Sheet: the sign-in sheet utilized in Georgia's Adult Education classrooms to document adult learner attendance and clock hours submitted for the funding formula.

Contact Hours: the number of instructional hours the learner receives. The time the learner spends in program-sponsored activities designed to promote student learning in the curriculum should be counted. Activities to count include:

- time in class receiving instruction;
- time in a learning lab;
- time spent with a program – sponsored tutor;
- assessment and follow-up
- And time on assessment activities, including initial pre-tests and post-tests excluding GED Administration. (NRS)

Contextual Learning: learning that occurs only when adult learners process new information or knowledge in such a way that it makes sense to them in their frame of reference (their own inner world of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context – this is, in the environment where the person is located – and that it does go through searching for relationships that make sense and appear useful.

Content Standards: what the learner should know and be able to do within each content area is specified. It defines and organizes the critical skills and content knowledge of each educational level. Content Standards are the foundation for building a sustainable curriculum framework to ensure high levels of achievement for all adult learners and to provide critical accountability for reporting outcomes.

Curriculum: what should take place in the classroom, delineating in greater detail the topics, themes, units, and questions contained in the content standards. Curriculum serves as a guide for instruction. Unlike content standards, curricula can vary somewhat from program to program, provided the focus is on delivering the concepts that the standards require learners to understand and apply.

Curriculum Framework for Adult Education: a guide of what to teach in adult education programs and not how to teach. It identifies the competencies and minimal skills required to demonstrate educational gains. It describes the components that can be used to design the curriculum. The framework allows curriculum flexibility based upon local needs, adult learner achievement levels and individual learning difference. It also serves to ensure statewide uniformity of program offerings.

Disabled Adults: persons who are sixteen years of age and older with a physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working. This definition may include adults who are alcohol and drug abusers, hearing-impaired, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impairment, and adults with specific learning disabilities.

Documentation of Disabilities: a written or printed paper that determines a specific diagnoses and recommendation of appropriate accommodations, and must be made by a qualified professional diagnostician whose credentials are appropriate to the disability. Documentation is maintained locally.

Evidence-Based Practice: the integration of professional wisdom with the best available empirical evidence from scientifically based research in making decisions about how to deliver instruction.

Functional Context: refers to a curriculum that utilizes job related materials or work manuals to teach basic skills to improve employees overall job performance.

Instructional Methodologies: methods employed in the classroom such as individual instruction, peer tutoring, whole group instruction, role playing, lecturing, tutoring, small group instruction, and computer assisted instruction.

Learning Disabled Adults: are adult learners with IQs in the low-average and above (70+ to any level) who have deficits (related to neurological impairments) in capacity in defined limited areas related to learning, including dyslexia (reading disability), dysgraphia (writing disability), dyscalculia (math disability), and who have a history of previous educational efforts. (NRS)

Learning Disability: a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences. (National Joint Committee on Learning Disabilities, 1994, p. 16).

Performance Standard: a performance standard indicates the level of competences or adeptness learner must demonstrate to show attainment of the content standard.

Real Life Curriculum “life-skills”: building the adult education program upon everyday life skills. The classroom work is grounded in the life of the adult learner outside of the classroom. Classroom activities center on a real life theme that facilitates the acquisition of adult education for day-to-day experience within the context of life. For example, a thematic unit may center on the use of a checkbook if the adult learner has a checking account in real life.

Scientifically Based Research: research that meets particular criteria such as experimental design, published in peer-referred journals, meets thresholds for sample size and selection, etc. and is rigorous, systematic, objective, empirical, and peer-reviewed. It relies on multiple measurements and observations, and is preferably conducted through experimental or quasi -experimental methods. (U.S. Department of Education)

Student Files: a required file that must contain the completed Intake Assessment Form, Student Education Plan, assessment instrument and results, instructional strategies and materials, attendance information and other pertinent information. Counseling notes update changes of information throughout a student's enrollment in the adult literacy program. Files must be maintained for all adult learners included on statistical reports.

Student Record System: a computerized or paper-based system for keeping track of student attendance, intake information, achievement and outcomes.

- V. **Attachments:** (Use the back button on your browser to return to this section after viewing an attachment).

[Curriculum Framework](#)

[Adult Learner Daily Attendance Sign-in Sheet Procedures](#)

VI. **Procedure:**

Attendance

All local eligible programs must utilize the *Adult Learner Daily Attendance Sheet*. It is important to document all adult learner attendance in adult education programs and the sign-in sheet documents attendance contact hours and verifies the clock hours submitted for the funding formula.

Activities to count for contact hours include:

- time in class receiving instruction;
- time in a learning lab;
- time spent with a program – sponsored tutor; and
- assessment and follow-up excluding the actual GED administration.

Additional Reminders:

- Time should be reported as quarter hours when rounded to the nearest quarter hour;
- Daily student contact and attendance hours shall be entered at least monthly by the 10th of the month for the previous month;
- Note that time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress or inform instruction;
- Time used to take the GED tests, for example, should NOT be counted as instructional activity;
- A sign-in sheet to the building is not documentation for adult learner contact hours; and
- The purpose of the sign-in sheet/log is to document the number of instructional hours/contact hours an adult learner spends in the classroom. The Contact Hours are a third of Georgia's funding formula, and must be consistently recorded throughout Georgia.

Class Schedules

- Local eligible programs are to offer flexible schedules to meet the needs of adult learners.
- Classes must be scheduled to provide intensity and duration of instruction to achieve substantial learning gains.

Curriculum, Activities and Instructional Methodologies

The Office of Adult Education provides a curriculum framework for adult education courses to the local eligible programs. The framework will align curriculum in reading, writing, mathematics, ELP, and citizenship test preparation to content and performance standards. Using the framework, local eligible programs may choose curriculum materials that best fit the needs of their students.

- Teachers must implement the assessment policy as outlined in the *Adult Learner Assessment Policies and Procedures Manual*.
- A variety of instructional approaches, e.g. technology applications, group activities, videos, peer tutors, and activities that allow for teacher interaction with students to enhance learning opportunities.
- The accommodation of learning styles must be provided through instructional practices, technologies, materials, and software.
- The instructional activities must reflect the program goals and meet student needs.
- Phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read must be available.
- Activities should provide learning in real life “life-skills” contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
- Activities initiated should be built on a strong foundation of scientifically based research and effective educational practice.
- Books and printed materials should be appropriate, up to date, in fair condition, are/level/content appropriate, etc.
- Advances in technology including the use of computers should be effectively employed to enhance the curriculum.
- Technologies and equipment such as computers, internet, video, audio, etc. should be available to all students including all educational functioning levels, type of class and programs.
- Procedures should be available for teachers and other staff to obtain

maintenance of equipment, supplies, and materials.

- Technology and connectivity should be provided to offer curriculum and related learning products available electronically.
- Instructional staff should participate in trainings designed to foster a variety of instructional approaches.

Disabilities

Documentation of diagnosed learning disabilities should be maintained and an individualized Student Education Plan developed to meet the academic needs of the student.

Student Records

- Instructional staff should maintain student records in a secure location.
- Records must be accurate and up to date.
- Files should include demographics; goals identified and updated assessment documentation, instructional notes and Student Education Plans.
- Often local eligible programs utilize two sets of student folders: 1) for confidential information that is secured and 2) an everyday classroom file for the students to keep their current work papers.

Student Files

The eligible local programs will collect the following for student files on all adult literacy students in all adult literacy programs. The student file includes:

A. *Intake Assessment Form* with:

- Student identification and demographic information;
- Completed emergency contact information;
- Identified current status;
- Identified referral needs or disability identification if applicable;
- Identified obtainable short-term and long-term goals jointly agreed upon by student and teacher;
- Completed signature and dates;
- Identified program status;
- Current and updated assessment data; and
- Updated student conference notes on an on-going basis, quarterly at a minimum.

B. *Student Education Plan* with:

- Demographics;
- Assigned material;
- Dates and results; and
- Goals.

Literacy to Work Plan with:

- Individual's vocational goal;

- Services to be provided;
- Time frame for services;
- Employment objective consistent with their unique strengths, resources, priorities, concerns, abilities and capabilities; and
- Plan for monitoring progress.

C. Assessment instrument and results

D. Instructional Strategies and materials

E. Other pertinent information as determined during the intake process such as Underage Youth Enrollment

F. Individual Student Records required for Data Matching

- a. A social security number;
- b. Student goal;
- c. Separate files for students with each goal on which data will be matched;
- d. Exit quarter for employment outcomes; and
- e. Report to identify students with missing, erroneous, or duplicate Social Security numbers.

Confidentiality

It is a goal of all adult education service providers to provide services in a confidential, trusting atmosphere. Each local eligible program has a responsibility to protect confidential information in accordance with the Family Educational Rights and Privacy Act (FERPA). An authorization will be provided which allows records and information to be disclosed, but also provisions will be available for a student to withdraw the authorization in writing.

In addition to the Confidentiality Notice on the Intake Assessment Form, students registering to take the GED will be provided an additional opportunity to authorize the release of student GED information or to deny the release of student GED information.

Student Support Services

The local eligible program should develop written policies and procedures for serving students with needs for support services that are necessary to enable adult learners, including individuals with disabilities or other special needs, to attend and complete programs.

- Utilize the interviews during the intake process and the quarterly student-teacher conference, to identify students who require services and/or assistance in order to successfully complete an adult education program.
- All categories of special populations are to be treated equally.

- Project activities can be directed toward students from special populations who have special instructional needs – such as low-income.
- Identify community resources that will assist the student.
- As possible through cooperative agreements, support services such as child care and transportation should be offered to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

VII. Records Retention:

Local eligible programs will adhere to the Record Retention Chart which is located in the attachment section of Policy 2.3