Maryland Department of Labor, Licensing and Regulation
Division of Adult Education and Literacy Services

Maryland Content Standards for Adult ESL/ESOL Training Guide
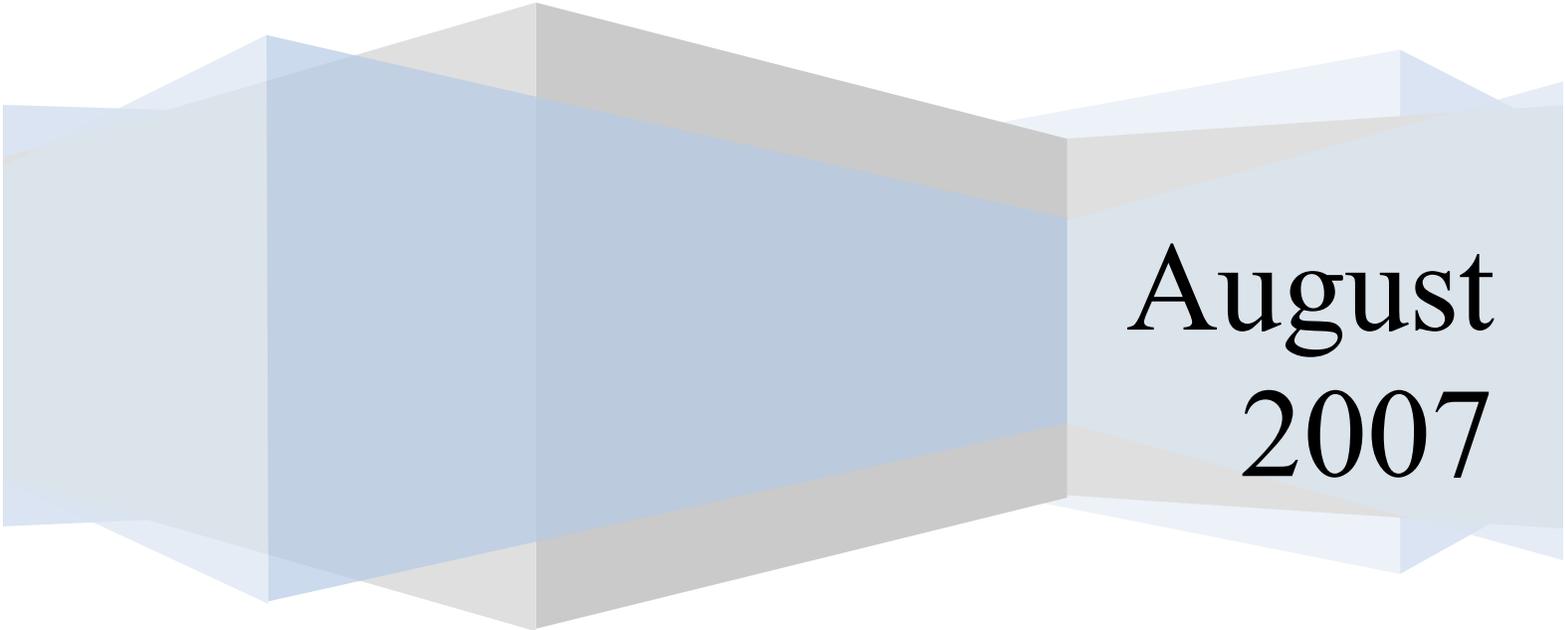
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Maryland Department of Labor, Licensing and Regulation

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Introduction to Guide

The purpose of this training guide is to provide local and state trainers the information they need to train other instructors in their programs about the purpose and use of the content standards document. It is the intention of this training guide to provide consistent training in all Maryland Adult Education Programs while allowing adjustments to meet the needs of individual programs. Those conducting the training must have completed the state content standards training, used the content standards to deliver instruction, and completed the Maryland Content Standards Training Activities. Handouts for each session are in the *Maryland Content Standards for Adult ESL/ESOL* can be found on the Adult Literacy Resource Center Website: http://gogedgo.org/trainingguide.html

This training was designed using teaching strategies that instructors can use in their classes. Part of the training can be used to debrief strategies and to discuss why those strategies are important to ESL learners.

Additional readings and resources are included in each session to assist the trainer in preparing for the training. The preparation material can also be used as pre-readings to a session, provide additional information to participants following training, or used for discussion as a part of professional development activities beyond this training.

Length of Training

The training averages approximately six hours. It is recommended that the training be divided, if possible, into three two-hour sessions so that participants are given time to analyze and use the information presented. Provide time before each session for participants to ask questions, review previous information, or to report on implementation experiences. Gather feedback prior to training sessions via surveys, observations, or instructor self-evaluations.

Maryland Content Standards for Adult ESL/ESOL
Training Guide Session I

Introduction to Session I
The first session of the training will familiarize participants with the content standards document. Participants will understand how the document will be useful to them in planning instruction for their learners.

Session Length:
Session 1: 2 hours

Resources Needed for Session I
- Agenda: *Sample Content Standards Agenda*
- Ice Breaker Activity: *Four Corners Activity*
- PowerPoint Presentation: *Content Standards Training Module*
- Lesson Ideas Chart
- Resource Document: *Maryland Content Standards for Adult ESL/ESOL*
- Cooperative Reading Activity: *Maryland Content Standards for Adult ESL/ESOL*
- Practice Activities: *Search and Find Worksheet*
- Evaluation: *What Square's up?*

Preparation for Session I
Participants should be sent information about the training dates well in advance. Participants will need to be provided a copy of the content standards, which can be downloaded from this link: http://www.umbc.edu/alrc/eslcs09.pdf

It is suggested to hole-punch the pages and place in a binder with dividers.

Useful Readings for Trainers and Participants prior to the training or for future reference:

- Using Adult ESL Content Standards
  http://www.cal.org/caela/esl_resources/briefs/usingcontstandards.html
- Understanding Adult ESL Content Standards
  http://www.cal.org/caela/esl_resources/briefs/contentstandards.html
- Guide for Establishing Standards
  http://www.adultedcontentstandards.ed.gov/howto.asp

Opening for Session I (5 minutes)
- Welcome the group and introduce yourself.
- Review the outcomes for the session.
- Review the agenda. Be sure to include time for breaks and the location of the bathrooms.
- Check that all participants have the necessary materials for the training.

Participant Introductions for Session I (10 minutes)
In the corner of the room, you will have posted pictures of four different types of tools or you can bring the real tools to use in groups: calendar, clock, map, and compass. The activity will be completed using these steps:
- Ask participants to look at the four posters and choose a tool they find useful. (You may have to ask some participants to move to another poster, if some of the groups are too large.)
- Have each group identify a reporter and a recorder to write general notes on the poster.
- Participants will introduce themselves and give a reason why this tool is helpful to them.
- Reporters from each group will share the group's thoughts with everyone and introduce the members of the group.
- At the conclusion of the introductions, explain that today they will be using a new tool, the *Maryland Content Standards for Adult ESL/ESOL* that will be helpful to them as they plan instruction. Just as a calendar, clock, map, and compass provide organization and direction; content standards will help them as well.

Background and Purpose for Session I
During this section of the training, you will complete the following:
- Explain the background and purpose of the content standards using the PowerPoint presentation
- Lead the participants through a cooperative learning activity using the *Maryland Content Standards for Adult ESL/ESOL: How to Use Content Standards that* will provide a deeper understand to the participants of the purpose and use of the content standards.
- Participants will complete the Search and Find using the content standards document

PowerPoint Presentation (50 minutes)

When using the PowerPoint, you will notice the explanation for each slide in the notes. These are the same notes the participants will receive in the "How to" reading. It will be imperative that you become familiar with the important points of the document to explain during the PowerPoint presentation prior to presenting the slides. **Please do not read the text to them.**

To allow participants to use a variety of learning styles, it will be important to interject strategies to reinforce comprehension. The following are activities to reinforce comprehension:

After Viewing Slide 3:
- Have participants complete a Think-Pair-Share activity.
- Have participants think about what the term content standards means to them or how they might define content standards based on their experience.
- Then, have participants pair with a neighbor and share their responses.
- Ask a few members to summarize what content standards means to them.
- Ask if there are any questions at this point.

After Viewing Slide 5:
- Have participants complete the activity called the Top 5.
- Have participants think about the reasons for having content standards.
- Ask them to pair with a neighbor and write their top five reasons for content standards.
- Have participants call out their reasons.
- Show slide 6.
- Participants can compare their answers.

After Viewing Slide 11:
- Have participants walk through the document with you.
- Explain the key features of each section.
- Continue with the next four slides.

After Viewing Slide 17:
- Provide participants with the following short scenario.
- After completing a needs assessment on a group of learners tell participants that the assessment indicated that the learners need help with completing personal information forms.
- Divide the participants in half. Consulting the Content Standards document, Group 1 will determine the language skills Low Beginning learners will need for completing personal information.

- Group 2 will determine the skills High Intermediate Level learners will need in order to complete personal information.
- Have participants call out some skill examples.

Viewing Slide 18:
- Tell the participants that we know the language skills the learners need and we have identified the competency, personal information.
- Ask participants, if we asked the learners why they needed to know their personal information, what reasons or goals might we get from learners?

View Slides 19 and 20:
- Give the learners a blank chart that is taken from slide 21, titled, *Lesson Ideas*.
- Have participants work in pairs to complete the chart based on the information in slides 19 and 20.
- Have participants view slide 22 and ask for items that were different. Continue to the end of the presentation.

View Slide 23:
- Explain the purpose of standards based instruction. Stressing the following points:
  - Allows instructors and learners to understand the concepts and skills that need to be mastered at each level.
  - Provides a common language for instructors to discuss approaches and practices.
  - Articulates expectations for learners
  - Involves challenging activities that are reflective of the standards.
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- Ask participants to examine the standard *Write simple letters.*
- Reassure them that they may not know all the answers, but they should take a guess at answering the following questions:
  - What is the concept/content of the standard?
  - What is the language skill the standard addresses?
  - What thinking skill is involved?

View Slide 24:
- Have them compare answers.
- Give a brief explanation of the New Bloom's Taxonomy. http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
- Ask if there are any questions.
- As a group brainstorm possible activities that would align with the standard.
  Are the activities reflective of the skill, thinking level, and standard?
- Complete another language standard as a group.

- Have participants work in groups of three to complete two more standards
- Have participants explain the activities they have chosen and why the activities align with the standards as was modeled earlier.
- Have others evaluate if they are reflective of the skill, thinking level and standard
- Ask participants what they learned from this activity

 *Cooperative Reading Activity (*30 minutes)

You will use a jigsaw activity to complete this portion of the training.   It is good to provide a model and have pairs raise their hands as you are setting up the groups.

Set-up Directions:
- Divide the participants into groups of 4 counting off by 4.
- Have participants sitting in a square with a person next to them, a shoulder partner, and someone across from them, a knee partner.
- Explain that for the first part of the activity, they will work with their shoulder partner.
- One pair should be called team 1 and the other pair team 2.

Content Directions:
- Divide the *How to Use the Content Standards* reading in half.
- Have team one read pages 2-3.
- Have team two read pages 4-6.
- After the teams have read silently, the shoulder teams discuss what they have read. By doing this they become experts on the material they have read.
- Have participants jot notes on a piece of paper for reference during the discussions.
- Then, have the knee partners share their expertise.

When the knee partners are finished sharing, everyone will be informed on all the information in the *How to* reading. When this is completed, bring the whole group back together for additional comments or questions they might have.

Search and Find (20 minutes)

This activity can be used as practice for finding information in the content standards document or as a review activity for session two. The *Search and Find* is completed using the content standards document and can be completed individually or in groups. Review the answers as a whole group when the activity has been completed.

Summary for Session I (5 minutes)

This ends session one, if completing the training in three separate sessions. Distribute the *What Squares Up* evaluation, thank participants, and collect the evaluations. The evaluations will help you plan the next session and help you improve this portion of the training for the next group of participants.

**Maryland Content Standards for Adult ESL/ESOL
Training Guide Session II**

Introduction to Session II
The purpose of Session II is to explain how curriculum, assessment, and instruction link in meeting the needs of the learner. After completing this session, participants will be able to:
- Analyze needs assessment forms and class profiles to develop an instructional plan
- Complete the unit plan format using the content standards document

Session Length
Session 2: 2 hours

Resources Needed for Session II
- Agenda: *Sample Content Standards Agenda II*
- Ice Breaker Activity: *Find Someone Who*
- Review Activity: *Search and Find Worksheet*
- PowerPoint Presentation: *Needs Assessment*
  Needs Assessment Cluster Map Handout
- Resources for Needs Assessment Activity: Practitioner Toolkit: Working with Adult English Language Learners, Part II, Pages 5 -28 (*Just the needs assessment forms; you will need to print them out.*)
  http://www.cal.org/caela/tools/instructional/prac_toolkit.html
- Group Activity: *Needs Assessment Organizer*
- Resources for Unit Planning Activity: *Class composite*
  Unit Plan Form
- Evaluation: *One-Minute Summary* (You will need 3"X5" Post-It Notes)

If you are completing this as one-day training, plan on 90 minutes for this part of the training.

Preparation for Session II
Participants should be sent information about the training dates well in advance. Participants will need to be reminded to bring a copy of the content standards.

Useful Readings for Trainers and Participants prior to the training or for future reference:

- Needs Assessment for Adult ESL Learners
  http://www.cal.org/caela/esl%5Fresources/digests/Needas.html
- Assessing the Literacy Needs of Adult Learners of ESL
  http://www.ericdigests.org/pre-9220/esl.htm
- A Process for Working with Adult ESL Students on Short-Term Goals
  http://www.arlington.k12.va.us/15401081182015517/lib/15401081182015 517/reepcurriculum/goalsprocess.html

Opening for Session II (5 minutes)
- Welcome the group and introduce yourself.
- Review the outcomes for the session.
- Review the agenda. Be sure to include time for breaks and the location of the bathrooms.
- Check that all participants have the necessary materials for the training.

Participant Introductions and Review of Previous Session (20 minutes)

Search and Find
This activity can be used as a review for session one and get to know each other.
- Distribute the *Search and Find* Worksheet to the participants.
- Have participants circulate the room introducing themselves.
- Ask a participant a question from the worksheet.
- Write the person's name and the answer on the worksheet.
- Using content standards document may be permitted.

After this activity, review the answers; ask for questions and sharing of their experiences using the content standards since the last session.

Background and Purpose of this Session:
During this section of the training, you will complete the following:
- Lead the participants through the goal setting activity.
- Guide participants in an activity and discussion on the immediate needs of English language learners.

- Explain how to plan a unit of study using the content standards

PowerPoint Presentation (20 minutes)
The first part of the presentation helps participants understand the needs of second language learners and provides motivation for assessing learners' needs. The second part of the PowerPoint explains needs assessment. The *Needs Assessment Cluster Map* accompanies the PowerPoint, providing an opportunity for participants to take notes on this section. Directions for the PowerPoint are included in the note section of the slides and are described below:

After Viewing Slide 1:
- Ask participants, "What life would be like for you if you were to leave the U.S. to live in another country? What might be different for you?"
- View the next six slides slowly.
- Let the pictures sink in.
- Ask for comments on the sixth slide.

On Slide 8
- Ask participants to think about what their life would be like in a country where they could not speak the language.
- Ask participants to write some notes about the issues that would concern them the most.
- Have participants share their notes with a partner.
- Have participants select a goal for his or her partner, based on what your partner has told you.
- Have participants turn to the *Competencies Section* of the Content standards document.
- Have participants find competencies related to the goals selected.

On Slide 14
- Have participants go back to the goal they selected for their partner.
- Ask participants to discuss how they could improve the goal selection process.

*Needs Assessment Activity (*30 minutes)
The purpose of this activity is to allow participants to become familiar with the variety of needs assessment forms available, the purpose of each form, and how these forms compare to the forms they currently use with learners. Guide the participants through the following steps:
- Have participants work in groups of three. Divide the group by counting off.
- Distribute copies of the assessment forms from the *Practitioners Toolkit.* To save time, divide the assessment forms among the groups so that each group has two or three forms to preview.

- Distribute one *Needs Assessment Organizer* to each group.
- Have groups select a recorder, presenter, and timekeeper.
- As a group, participants will discuss the needs assessment forms by answering and recording information on their organizer.
- At the end of the designated time, ask each group to briefly summarize their discussion.

Unit Planning Activity (40 minutes)

This part of the content standards training will provide participants the time to work together to use the content standards document to complete a sample unit. This activity will tie curriculum and assessment together so that participants understand the links required to provide effective instruction. To complete this activity have the participants complete the following steps:
- Have participants turn to the *Unit Planning Section* of the content standards document.
- Have participants take turns reading the introductory pages by *Spirit Reading* (Participants read when they feel like it. You do not call on them; nor do they read based on how they are seated.)
- After completing the reading, have participants review silently the next three pages.
- Ask if there are any questions.
- Point out the differences between the goal and objectives. The objectives begin with an action word. Stress that the objectives are what learners will be able to <u>do</u>. An objective is not information/facts they have learned. An objective is what they will <u>do</u> with the information.

For this activity, you may want to provide sample needs assessment and class profile charts required by your program, or you can use the *Class Composite* provided in this guide. Participants will work in groups of three or four to complete the next activity.
- Distribute the *Class Composite* to each group.
- Have the participants turn to the blank forms section and find the *Unit Planning Form*.
- Based on the *Class Composite,* they are to write a sample unit plan in their groups to share with others.
- When the groups are finished, they are to combine with another group to share their plans.
- Ask for any questions or comments on the activity.

It is a good idea to bring a variety of texts and authentic materials to the training for the groups to use in planning their units.

 Summary for Session II (5 minutes)

This ends session two. Distribute a Post-It Note to each participant. Have participants write a *One Minute Summary* of this session. Encourage participants to include ideas that were most beneficial, ideas that remain unclear, and/or ways to improve this training session. Have participants post the note as they leave the room on a door or near by wall. The evaluations will help you plan the next session and help you improve this portion of the training for the next group of participants.

Maryland Content Standards for Adults ESL/ESOL
Training Guide Session III

Introduction to Session III
Participants completing this session will be able to analyze and write lesson plans
using the lesson plan format incorporating the *Maryland Content Standards for
Adults ESL/ESOL.*

Session Length
Session 3: 2 hours
If you are completing this as one-day training, plan on 90 minutes for this part of
the training.

Resources Needed for Session III
- Agenda: *Sample Content Standards Agenda III*
- Ice Breaker Activity: *Name Tag ID*
- Review Activity: *Unit Plan page 56*
  http://www.umbc.edu/alrc/Unit_Planning_08.pdf
  Lesson Plan page 61
  http://www.umbc.edu/alrc/Lesson_Planning_08.pdf
  Venn Diagram
- PowerPoint Presentation: *Lesson Planning*
- Analyzing Lesson Plans Activity: You will need at least three or more
  different lesson plans depending on the size of your groups. Four links
  have been included to plans you may use, or you may choose your own.
  Telephoning School Office (Page II 35)
  http://www.cal.org/caela/tools/program_development/elltoolkit/Part2-
  29LessonPlanning.pdf
  Medicine Labels
  http://www.arlington.k12.va.us/15401081182015517/lib/15401081182015
  17/reepcurriculum/lessonplanindex.html
  The Buffalo
  http://www.umbc.edu/alrc/elcivicslp_buffalo.doc
  Lesson Planning Activity: *Lesson Plan Form*
  http://www.umbc.edu/alrc/Lesson_Planning_08.pdf
- Evaluation: *Looks Like/Sounds Life Summary Chart*

Preparation for Session III

Participants should be sent information about the training dates well in advance. Participants will need to bring a copy of the content standards and the sample unit plan from the previous session.

Useful Readings for Trainers and Participants prior to the training or for future reference:
- Practitioner Toolkit: Working with Adult English Language Learners, Part II, Pages 1 – 12.
   http://www.cal.org/caela/tools/instructional/prac_toolkit.html
- Write a Lesson Plan Guide
   http://www.eduref.org/Virtual/Lessons/Guide.shtml
- On-line Lesson Builder (requires registration)
   http://www.adultedlessons.org
- NCRTEC Lesson Planner
   http://www.ncrtec.org/tl/lp/

Opening for Session III (5 minutes)
- Welcome the group and introduce yourself.
- Review the outcomes for the session.
- Review the agenda. Be sure to include time for breaks and the location of the bathrooms.
- Check that all participants have the necessary materials for the training.

Participant Introductions (10 minutes)
This icebreaker activity is called, *Name Tag ID.* Provide participants with a blank piece of card stock paper. Have participants fold it in half. Ask participants to put a symbol or picture in each corner that describes something about their personality, likes, or dislikes. Collect all the cards. Shuffle the cards and pass them back. Participants take the card they have received and guess the owner, or participants may circulate the room to find the correct owner. When the owner is found, have participants write the name on the card.

Review of Previous Session and Preview of Session III (10 minutes)
The purpose of this activity is to review the steps to writing a unit plan and introducing the steps to writing lesson plans.
- Have participants review page 56 of the Unit Planning Section and Preview page 61 of the Lesson Planning section.
- Distribute the *Venn Diagram* graphic organizer.
- Have participants work independently to complete the organizer by comparing and contrasting the steps for unit and lesson planning.
- Review as a large group.

Background and Purpose of this Session:

During this section of the training, you will complete the following:
- Define the parts of a lesson plan and explain the importance of each part.
- Assist participants in analyzing lessons.
- Guide the lesson planning activity using the content standards.

PowerPoint Presentation (20 minutes)
The Power Point presentation is designed to explain the components of a lesson plan and the percent of time spent on each component. Included in the presentation is a model lesson. Your task is to walk participants through the process. The model in the PowerPoint is on the same topic as the sample lesson plan in the content standards document. You may want participants to review the sample before beginning the PowerPoint presentation. In addition, activities and strategies are introduced to the participants as a part of the model lesson. The PowerPoint includes the directions to the next activity.

Lesson Planning Analysis Activity (40 minutes)
The purpose of this activity is to allow participants to analyze lessons to determine if the lesson plan contains the necessary components, practice strategies, and the appropriate language skills.
- Participants will work in groups of three or four to complete the next activity.
- Divide the group by counting off.
- Distribute copies of the lesson plans to the home groups. You will need a different lesson plan for each person in the group and additional copies for all the participants when the experts report out. One way to organize this, with little confusion, is to staple a lesson on the front of a large envelope and put the copies in side. Mark on the envelope; *do not open until you report out.*

- Participants will then move to the expert group.
- In this group, everyone will have the same lesson plan. They will discuss if the plan they have is a good lesson plan based on the information they received in the PowerPoint presentation and the information in the section on lesson planning in the content standards guide.
- Participants will then return to their home group. Each will take a turn at reporting on the lesson plan. As the expert reports out, they will distribute the copy of the lesson plan that is in the envelope.
- At the conclusion of this activity, ask for any questions or comments.

Writing a Lesson Plan Activity (30 Minutes)
Participants will write a lesson plan using the lesson plan format included in the content standards in the *Blank Forms* section.
- Have participants review the unit plan they created from the last session or have participants review the unit plan included in the content standards document on pages 58-60.
- Participants, working in pairs, will write a lesson plan to follow the unit using the lesson planning form and the steps for writing a lesson plan contained in the content standards.
- Plans can be written on large chart paper for a "gallery walk", written on transparencies for reporting out, or explained orally to the group.
- If you are short on time to complete the report out as a large group; have participants form small groups and share with each other.

In addition, participants also like collecting the plans and having a copy to take with them, or plans could be scanned and emailed to participants.

Summary for Session III (15 minutes)
This ends session three. Distribute the handout titled*, A Good Lesson Looks Like and Sounds Like*. Workings in groups or as a large group have participants complete the chart on a large piece of chart paper. Have participants think about lesson planning. What would be included in a good lesson? If the lesson were implemented, what would you hear if you were observing this lesson? What would learners be doing? What would the instructor be doing and saying? Have each group post it around the room. Have participants walk around the room comparing and contrasting the charts. This is called a gallery walk. Have participants return to their seats, and ask them for final comments on how the content standards will help them implement effective lessons. The charts and comments may help you plan the next session and help you improve this portion of the training for the next group of participants.