



# Getting Ready for WIOA in the Classroom

Content Standards and  
the 13 Considerations

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# Key Contributions of Title II

- 1) to provide more literate employees
- 2) to support parents' skills achievement in support of their children's education
- 3) to assist English language learners to acquire language and citizenship
- 4) to serve incarcerated individuals

Dr. Johan Uvin  
Acting Assistant Secretary  
OCTAE  
2015 National Meeting  
for Adult Education  
State Directors



## Purpose of the State Plan-create a partnership to assist

- Adults become literate and obtain knowledge and skills necessary for employment and economic self-sufficiency
- Adults who are parents become full partners in their children's education



# Purpose of State Plan-to assist

- Adults attain secondary school diploma and transition to post secondary education and training
- Immigrants and other English language learners improve their English and math as well as acquire an understanding of civics and citizenship

# Expectations

- knowledge of Content Standards and the Thirteen Considerations
- integration of Content Standards into instruction
- implementation of the Thirteen Considerations

# Working Definitions- Content Standards



- broadly define what a learner should know and be able to do within a particular content area
- purpose-provide clear outline of content and skills so that programs can develop and ALIGN curriculum, instruction, and assessments

# Working Definitions-Benchmarks

- describe the specific set of skills learners need to develop and achieve in order to meet the standards

benchmark  
+ benchmark  
standard

# Performance Indicators

specify how competent or adept a learner's performance must be to show attainment of the standard

- instructor-made assessments
- student projects/products
- performance samples
- end of unit tests
- rubrics
- worksheets



# Opportunity Act

Section 224.-D (ii)(I) how will the agency “ALIGN CONTENT STANDARDS with State-adopted challenging academic content standards. . . .”



**R.3 Comprehension:** The student will develop and demonstrate a variety of comprehension strategies to derive meaning from literacy, functional, and informational text.

### Benchmark

R.3.2.1 Locate explicitly stated information in functional reading.

R.3.2.2 Locate specific items in an alphabetical listing or a topical listing.

### Performance Indicator

Look at one functional reading sample (invitations, bulletins, signs) and answer at least five questions from information explicitly stated in the reading.

Locate five specific items in one alphabetical listing (e.g., class list, phone directory, dictionary) and five items in one topical listing (e.e., picture dictionary, table of contents)

# Why else are content standards important?

Section 231. Grants and Contracts for Eligible Providers  
(e) the thirteen considerations

- four of the considerations relate directly to the implementation of content standards in the classroom
- Basic Skills local plans are evaluated for these considerations
- local programs are monitored for these considerations

## Consideration #5

A) an eligible program is of sufficient intensity and quality and based on the most rigorous research

and B) uses instructional practices that include the essential components of reading instruction

STAR reading and Evidence-based Reading

## Consideration #6

an eligible provider's activities, including reading, writing, speaking, mathematics, and English language acquisition are based on best practices, including scientifically valid research and effective educational practice

# Consideration #7

an eligible provider effectively uses technology, services, and delivery systems, including distance education to increase the amount and quality of learning

# Consideration #9

provider's activities are delivered by well-trained instructors, counselors and administrators who have access to high quality professional development



These  
considerations  
are the ingredients  
creating quality  
instruction in  
the classroom

# Opportunity Act Classroom integration and implementation



# What Can We Be Doing Now?

- 1) explore the Content Standards (manual and disc)
- 2) attend training about Content Standards (GPS for Success)
- 3) attend credentialing courses
- 4) schedule follow up workshops about lesson planning using Content Standards
- 5) check for implementation of standards in classroom

# What Can Administrators Be Doing Now In The Transition Period?

- 1) help facilitate the vision
- 2) advocate for the Content Standards
- 3) advocate for teaching and learning
- 4) advocate for use of technology
- 5) foster stronger linkages between partners
- 6) identify and disseminate promising practices
- 7) evaluate activities and programs
- 8) increase accountability



# Follow-Up

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