

SERVICE

Focus Area 7: Curriculum & Instruction

Indicator Seven: The adult education program provides curriculum and instruction geared toward individual student needs and learning styles.

Overview

Many important factors should be considered when addressing appropriate curriculum and instruction for adult education students.

Focus Area 7.0: Curriculum & Instruction provides four modules related to tailoring instruction around effective learning environments as well as individual learning styles.

Focus Area 7 is researched through three descriptors and accompanying modules. Resources related to these modules are also identified.

Legislation adopted during the current legislative session introduced performance-based funding as a means for adult education programs to be accountable. Therefore, all adult education programs will now be held directly accountable for all progress students make. Appropriate curriculum for adult education programs along with effective instruction is critical to ensure success within the performance-based funding structure.

Florida Educational Quality Indicator Program (EQuIP)

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Focus Area 7: Curriculum & Instruction

Indicator Seven: The adult education program has curriculum and instruction geared toward individual students' needs and learning styles.

Descriptor 7.1 Use of student *needs assessment* information in guiding instructional process.

Measured by:

- ✓ Student needs assessment



Module 1: Student Needs Assessment

Why? Student success is greatly enhanced when the instructional process is based upon specific identified needs of the student.

How? A. Compare current needs assessment information with the program curriculum plans. Determine if the curriculum is meeting the diverse needs of the students. Ensure that models of teaching that draw on the individual student's past experiences, knowledge-base and skills are being implemented.

B. To incorporate the adult learner's past experiences, skills, and knowledge into his/her new learning environment, instructors must accept, appreciate, and explore the uniqueness of each individual student. In the student intake process utilize an assessment instrument that includes assessment of knowledge, goals and past experiences. Use teaching tools that facilitate recognition of the uniqueness of each student including:

- learning contracts
- anecdotal records
- personal interviews and inventories
- case records



When available, implement computer-assisted instruction, including Integrated Learning Systems (ILS), to identify the individual needs of each student. Numerous ILS's are designed to instruct students at their own level and pace, as well as to consistently monitor their individual progress. *(for more information on Computer-Assisted Instruction, see [Indicator 10: Technology](#)).*

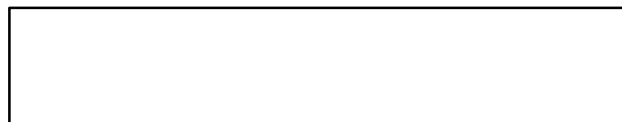
The adult education teacher's role is both as instructor and facilitator. To be only one denies many learners affective and physical needs. Adult learners often need assistance in developing self-knowledge and critical awareness. Helping students modify existing patterns of thinking, perceiving, and/or behaving is crucial for most adult education learners. Provide alternative approaches to obtain success of student goals

It is important that many adult learners seek clarity in understanding their needs. Facilitators of adult education students cannot always accept students' "identified needs." Helping students analyze their own behaviors and seek other approaches to daily situations enables their *real needs* to surface. Such development of self-awareness often requires that student behaviors, ideas, values, and attitudes be examined. The adult education teacher's role becomes more than a resource bank of skills and knowledge. The Student Needs Questionnaire will assist the facilitator in identifying real needs.



Resources for Module 1:

- #7-1: Advance organizers
- #7-2: Example of advance organizers
- #7-12: Anecdotal record form
- #7-10: Tutorial on learning contracts
- #7-11: Example of learning contract
- #7-13: Tutorial on peer learning groups
- #7-14: Tutorial on journal writing
- #7-15: Tutorial on case records
- #7-16: Example of personal interview
- #7-5: Learning Styles
- #7-7: Tutorial: Integrated Learning Systems
- #7-8: Summary: Adult education computer assisted instruction/ILS
- #7-3: Student needs questionnaire



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Indicator Seven: The adult education program has curriculum and instruction geared toward individual students' needs and learning styles.

Descriptor 7.2 Existence of *student goal-setting process* linked to decisions of instructional materials, approaches, and strategies.

Measured by:

✓ Student goal-setting



Module 1: Student Goal-Setting

Why? Instructional materials, approaches and strategies directly impact student success in setting and attaining goals.

How? A. Identify the existence of student goal-setting materials. Ensure that student goals are considered in identification of instructional materials and teaching strategies.

B. Integrate goal-setting into the curriculum. Students must be taught how to plan their future, giving them more control over their life. Achieving a satisfactory degree of self-direction, however, often eludes many adult education students. Part of the problem is that adults are often striving for self-control, not only in their knowledge-base, but also in other realms of their life, including physically and emotionally. Facilitators, therefore, can assist students in goal-setting within the student's holistic framework.

Most people CAN become more self-directed in their learning. There are three factors to assist students in learning self-guidance:

- Demonstrate that control in decision-making can lead to greater self-direction.



Module 1: Student Goal-Setting, cont.

- Discuss with students the importance of time management on goal completion
- Explain short term goal-setting.

Integrate into the curriculum instructional activities that help assess student goals. These may include: learning contracts, cooperative learning strategies, journal writing, case records, interviews, conferences, and performance-based activities.

Help students determine where they are and where they want to be. Together, map out a tentative route. Provide outlines to aid students in learning to organize their thinking and to help them move from step A to step B.

With the onset of performance-based funding, short term goals are going to be extremely important. Teachers will need to provide evidence that each student has met his/her goal within a specified period of time.



Resources for Module 1:

#7-4:	Student goal-setting questionnaire
#7-10:	Tutorial on learning contracts
#7-11:	Example of learning contracts
#7-13:	Tutorial on peer learning groups
#7-14:	Tutorial/Example on journal writing
#7-15:	Tutorial/Example on case records
#7-16:	Example of personal interview
#7-17:	Literacy Completion Points
#7-18:	GED Standard Score Increases and Fee Increases

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Focus Area 7: Curriculum & Instruction

Indicator Seven: The adult education program has curriculum and instruction geared to individual students needs and learning styles.

Descriptor 7.3 *Instructional strategies used in relationship to prevalent learning styles.*

Measured by:

- ✓ Learning environment
- ✓ Learning styles



Module 1: Learning Environment

Why? Successful instruction incorporates individual student differences and provides a learning environment that welcomes diversity.

How? A. Identify that instructional plans incorporate the educational experiences of all groups. Conduct and document interviews with teachers to ensure that the learning environment nurtures growth and exploration for all students.

B. The term “multicultural” has grown to represent those not only of specific color or ethnic groups, but also those of various religions and social classes. A school culture must have, as its primary focus, the equal opportunity of educational experiences for all groups within the setting.

Realize the diversity that adult learners’ motivation reflects diversity within the educational setting. Adult learners desire to:

- gain or retain employment,
- appease family or parents,
- satisfy a judicial or a public assistance agency requirement by receiving alternative schooling,
- address personal plans that require a GED based on standard diploma.



Module 1: Learning Environment, cont.

Effective facilitators appreciate the diversity of all students and strive to provide a school culture that accepts and encourages their uniqueness.

Identify steps that enhance the learning environment. The term “learning” relates to a long-term change in one’s behavior. This change may be a result of study, training, and/or experiences. Learning may encourage new ways of interacting with others and promote personal growth. Numerous factors influence how a person learns. The following steps create a positive learning environment:

- Match the curriculum to the student’s present self-concept.
- Build on the student’s prior learning and experiences.
- Provide a reason for the student to learn what is taught.
- Structure the emotional climate to be positive and enthusiastic.
- Reward efforts, not just right answers.
- Give immediate feedback to student responses.
- Inject different methods of teaching into the curriculum to prevent boredom.
- Allow students to be part of the curriculum planning process.
- Determine the needs of individual students, and then build curriculum and instruction around those needs.
- Refer to the Florida Revised Adult Basic Education Curriculum Frameworks.
- Develop curriculum that enhances employability skills.



Resources for Module 1:

#7-13: Tutorial: Peer-learning groups

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Curriculum & Instruction

Descriptor 7.3: Instructional strategies used in relationship to prevalent learning styles.



Module 2: Learning Styles

Why? Adult learners learn in a variety of ways. Identifying the learning styles of the students and designing appropriate instruction targeted at each learning style ensures that individual student needs are being met.

How?

A. Document the existence of Learning Style inventories for each student. Identify in the instructional approach that learning is designed around different learning styles.

B. Conduct a learning style workshop for teachers and staff. Explain that we all have certain ways in which we learn best. These are called learning styles. Students may prefer more than one learning style.

Identify the *five types of learning styles*.

- | | | |
|----|--------------------------------------|--|
| a. | <u>visual</u> | (learns by seeing) |
| b. | <u>haptic and kinesthetic</u> | (learns by touching) |
| c. | <u>interactive</u> | (learns by talking) |
| d. | <u>auditory</u> | (learns by listening) |
| e. | <u>print-oriented</u> | (learns by reading & writing) |

Assess students to determine their preferred learning style. Helping adult learners identify their favored learning style may also help them understand their lack of success in some previous learning environment.

Structure the learning environment to accommodate students' differing learning styles. Vary activities and balance instructional strategies in the classroom.



Resources for Module 2:

#7-5: Table: Learning styles

#7-6: Tutorial: Learning styles



Teacher/Administrator Evaluation Checklist

Evaluator: _____ Evaluatee: _____

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Teacher

Administrator

DO I...

- Employ models of teaching in my instruction, such as advance organizers?
- Implement teaching tools such as learning contracts and case records, that are conducive to recognizing the uniqueness of each student?
- Have computer-assisted instruction?
- Act as a facilitator?
- Identify individual student needs?
- Model goal-setting, as the student's facilitator?
- Integrate instructional tools, such as case records, journal writing, learning contracts, and performance-based activities which promote student goal- setting?

Teacher/Administrator Evaluation Checklist

Evaluator: _____ Evaluatee: _____

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Teacher	Administrator
	DO I...
	Help students break down their long term goals into small attainable steps?
	Identify unique characteristics of student?
	Provide a learning environment that allows multi-cultural students to flourish?
	Assess students to determine their preferred learning styles?
	Employ teaching methods that consider the learning styles of all students?
	Identify and employ methods such as the Myers-Briggs Instrument to assist me in meeting individual students' learning styles?