

# STRUCTURE

## *Focus Area 5:* Program Orientation

**Indicator Five:** Program services, procedures, and policies reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life to enhance their individual performance and contribution to the community.

### *Overview*

When all stakeholders in the learning community participate in shaping the school's procedures and policies, quality of life is enhanced. Comparisons between approaching schools as "organizations" rather than as "learning communities" are examined. References to establishing Mission Statements and defining Program Values are also documented.

Data are provided in this focus area regarding procedures that guide the operation of adult education programs. Adult Education in the State of Florida is competency-based; therefore, much of the material in this focus area will be structured around Competency-Based Adult Education (CBAE).

Florida Educational Quality Indicator Program (EQuIP)

Table of Contents

Focus Area Five: Program Orientation

Indicator Five: Program services, procedures, and policies reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life to enhance their individual performance and contribution to the community.

Table with 2 columns: Descriptor and Page. Rows include 5.1 References to adult education purposes in Strategic Plan (5-3, 5-5), 5.2 Existence of documents, policies, and procedures which guide the operation of the adult education program (5-7), 5.3 Scope of services provided to the adult population at the program site and/or other sites in the community (5-9), and Teacher/Administrator Evaluation Checklist (5-11).

# STRUCTURE

## *Focus Area 5:* Program Orientation

**Indicator Five:** *Program services, procedures, and policies reflect a commitment to helping adults develop basic and functional literacy skills required of adult life to enhance their individual performance and contribution to the community.*

**Descriptor 5.1** *References to adult education purposes identified in strategic plan.*

Measured by:

- ✓ Established Mission Statement
- ✓ Documentation reflecting value, mission, vision and action statements in Strategic Plan.



### **Module 1:** Mission Statements

**Why?** To ensure that the Adult Education program is guided by an established mission statement.

**How?** A. Documentation of an existing Mission Statement.

B. Create a Mission statement reflecting a community school view.

Mission Statements as well as the overall Strategic Plan should encourage a community school view as opposed to an organizational view. The Community School approach is quite different from one of approaching school policy and procedures from an “organizational” view. When schools are viewed as organizations, the goal is to project rationality and strive to attain legitimacy. When schools are viewed as learning communities instead of organizations, bureaucratic expectations give way to professional values.



**Module 1:**

Organizational bureaucracy *conflicts* with professional values and prevents these values from emerging. The following table illustrates this potential conflict.\*

**School as an Organization**

**School as a professional learning community**

- 1. Teachers are expected to approach their work as involving "...cases, functions, means, codes, roles and behavior".
- 2. Teachers are suppose to strive to attain uniformity in their teaching and in students' learning.
- 3. Priority is efficiency in teaching.
- 4. Bureaucratic values encourage equal treatment of rules to conflicts considered generically the same.

- 1. Teachers understand their work as involving "...people, relationships, ends, norms, persons and intentions".
- 2. Professionally, teachers approach learning and teaching with respect for and appreciation of the uniqueness of the individual.
- 3. Priority is reaching goals and incorporating values.
- 4. Varied solutions are employed to address each unique conflict.

\* Source: T.J., & Starratt, R.J. (1993). **Supervision: A redefinition.** New York, NY: McGraw-Hill.



**Resource for Module 1:**

#5-1: Tutorial-Norms of Professional Virtue; Sergiovanni, T.J. (1993). Supervision: A Redefinition, New York: NY: McGraw-Hill.

#5-4: Worksheet: The Mission of our Adult Education Organization



**Module 2:** Documentation reflecting Value, Mission, Vision, and Action Statements in program materials

**Why?** To ensure that values, mission, vision and action statements are part of the strategic planning process.

**How?** A. Identify that values, mission, vision and action goals are incorporated in your program's strategic plan.

B. Utilize Safrit's strategic planning guidelines to ensure that values, mission, vision and action statements are an integral part of the strategic planning process.

To promote professional values in the strategic planning process, Safrit (1994) designed an innovative approach specifically tailored to adult education classes. Utilization of his method by individual LEA's will provide focus and clarity in four major areas of the organization. These are:

- values
- mission
- vision
- action strategies

Dr. Safrit likens the art of strategic planning to that of building a house. To build a house effectively, specific sequential steps are required, just as they are required for effective strategic planning. His analogy follows.



**Module 2:** Documentation reflecting Value, Mission, Vision, and Action Statements in program materials

## Building a house

- Step 1** Determine the proper placement of the house by first surveying the property.
- Step 2** Build a solid foundation.
- Step 3** Construct the frame of your house.
- Step 4** Envision the finished house (walls, roof, etc.).
- Step 5** Make the house a home by taking actions to furnish it.

## Designing a strategic plan

- Survey your organization to identify strengths, weaknesses, opportunities, and threats. Use Dr. Safrit's "S.W.O.T." form to address these.
- Identify the foundation of your organization: the values held by the members of it.
- The mission of the organization represents its purpose and why it exists. It is like the frame of the house.
- Have a vision for the organization to serve as a guiding, motivating force for plans made and carried out.
- Take the actions to make the vision and mission work by "furnishing" them through actions.



### Resources for Module 2:

- # 5-5: Creating a Vision Together
- # 5-6: Translating our Values, Mission and Vision in Actions
- # 5-7: A S.W.O.T. Profile of our Adult Education Organization (Strengths, Weaknesses, Opportunities & Threats.
- # 5-8: Identifying Organizational Values for our Adult Education Organization.

# STRUCTURE

## Focus Area 5: Program Orientation

**Indicator Five:** *Program services, procedures, and policies reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life to enhance their individual performance and contribution to the community.*

**Descriptor 5.2** Existence of *documents, policies, and procedures* that guide the operation of the adult education program.

Measured by:

- ✓ Existence of Policy and Procedure Manual that emphasizes Competency-Based Adult Education (CBAE)



### Module 1: Competency-Based Adult Education

**Why?** Adult education in the State of Florida is competency-based. Policies and procedures that reflect the existence of procedures that are based on specific competencies or performance standards are the backbone of the success for adult education programs.

**How?**

A. Document the existence of a Policy and Procedure manual. Identify specific procedures that reflect the program's commitment to Competency-based curriculum.

B. Review the guidelines surrounding Competency-Based education. Competency-Based Adult Education (CBAE) is a mode of instruction that adheres to the mandated curriculum frameworks and course performance standards.



## Module 1:

Brevard Community College has been instrumental throughout the State of Florida in the design and distribution of CBAE curriculum. The curriculum is based on individualized instruction using student “learning guides”. The learning packets are tools to guide each student, individually, through each entire course. Pre and Post test measures determine which learning packets each student completes. The model has proved to be effective in the adult education arena where open-entry, open-exit programs are the policy. Furthermore, because CBAE is diagnostic/prescriptive in nature, the model works well with multi-faceted needs of adult learners. CBAE addresses both academic and life skills.

***Be aware of the difference in focus between a “teacher” versus a “facilitator”.*** Because Competency-Based education is individualized, whole group teaching is reduced to a minimum. Most efforts of the classroom facilitator include: providing resources/materials related to the topic for each student, assessing student academic gain and prescribing future endeavors, responding to specific questions of individual students or small groups, and keeping records of scored tests, attendance, etc.

***Identify that students assume a major role in their own learning.*** They engage in goal-setting, maintain their own progress checksheet, seek facilitation when in need, and self-pace their academic program. Measurement of their success in the program is decided with criterion-referenced tests, instead of norm-referenced. Consequently, the student is competing only with himself, not against others. *(For more information on Criterion vs. Norm-Referenced tests, refer to Module 1 of Descriptor 1.1 (Educational Gains): “Standardized Testing”).*



### Resource for Module 1:

- #5-2: Tutorial- CBAE: Student Learning Guides
- #5-3: Section 353 Abstract 1995-1996:  
Brevard County CBABE

# STRUCTURE


## Focus Area 5: Program Orientation

**Indicator Five:** *Program services, procedures, and policies* reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life to enhance their individual performance and contribution to the community.

**Descriptor 5.3** *Scope of services provided to the adult population by the program site and/or other sites in the community.*

Measured by:

- ✓ Scope of services in adult education

 **Module 1:** Scope of Services in Adult Education.


**Why?** To ensure that the Adult Education Program is accommodating the needs of the community.

**How?** A. Adult education throughout the state includes:

- ☒ ABE: Beginning and Intermediate
- ☒ ESOL: Beginning, Intermediate, and Advanced
- ☒ GED preparation
- ☒ Adult handicapped
- ☒ Workplace literacy
- ☒ Drop-out prevention
- ☒ Vocational Training

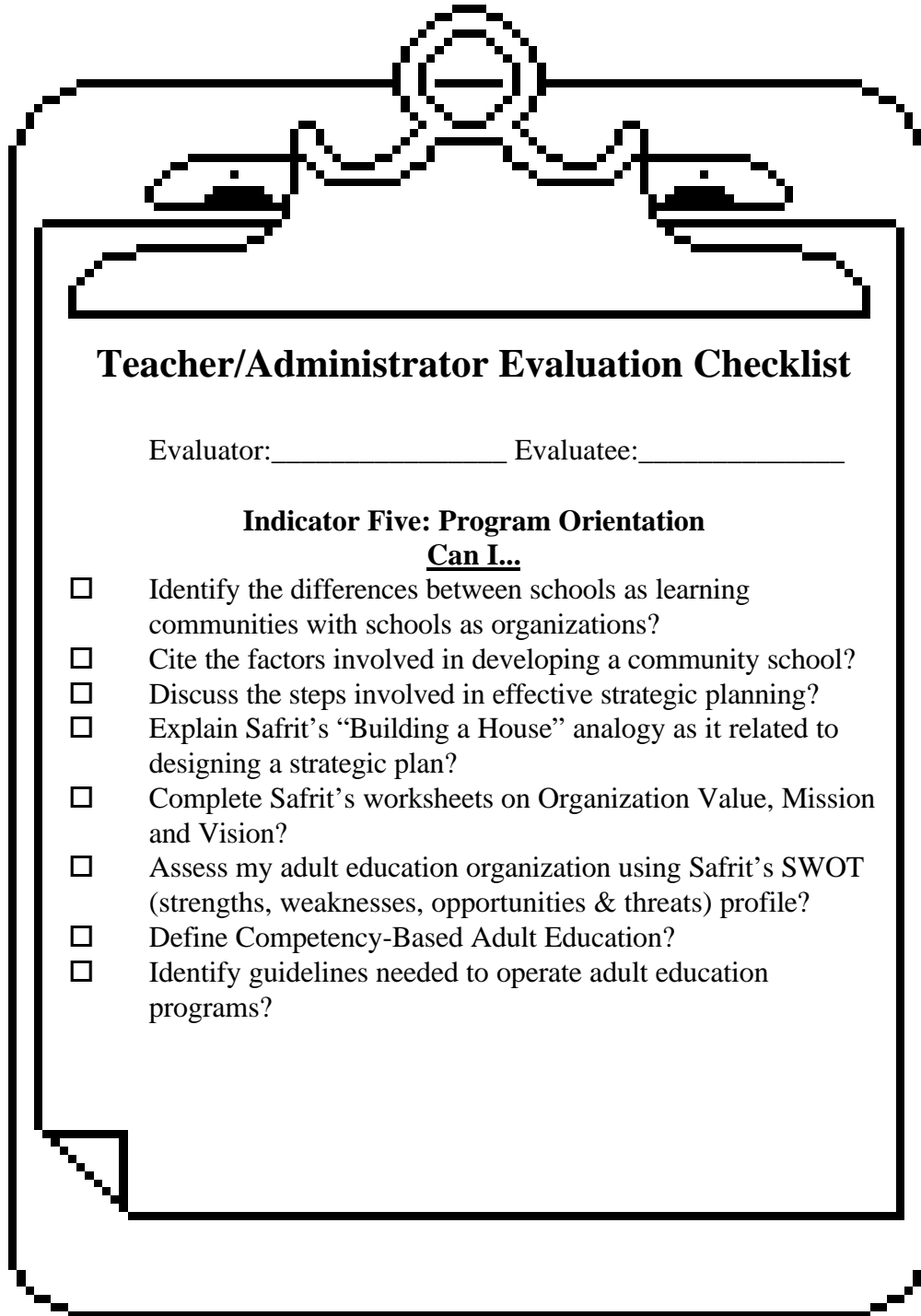
Document the results from a review of those specific program-marketing materials. Ensure that your program is providing the following services:

- ✓ orientation
- ✓ teacher advising
- ✓ current curriculum materials

 **Module 1:** Scope of Services in Adult Education, cont.

- ✓ updated computers, software, etc.
- ✓ transportation
- ✓ course catalogs
- ✓ student services & records
- ✓ services for the disabled
- ✓ library/resource centers
- ✓ child care
- ✓ financial aid

B. Using the services outlined above, identify the areas of greatest weakness. Work with your School Advisory Council, Marketing Coordinator, and other Support Services in your community to establish collaborative partnerships that will contribute to the successful implementation of new services. (*For more information on Support Services, refer to Indicator 8: Support Services*).



**Teacher/Administrator Evaluation Checklist**

Evaluator: \_\_\_\_\_ Evaluatee: \_\_\_\_\_

**Indicator Five: Program Orientation**  
**Can I...**

- Identify the differences between schools as learning communities with schools as organizations?
- Cite the factors involved in developing a community school?
- Discuss the steps involved in effective strategic planning?
- Explain Safrit's "Building a House" analogy as it related to designing a strategic plan?
- Complete Safrit's worksheets on Organization Value, Mission and Vision?
- Assess my adult education organization using Safrit's SWOT (strengths, weaknesses, opportunities & threats) profile?
- Define Competency-Based Adult Education?
- Identify guidelines needed to operate adult education programs?