

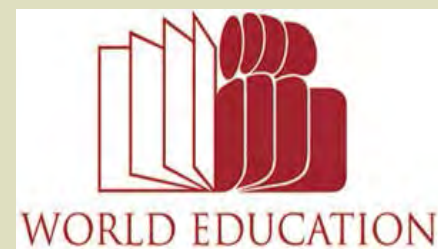
The New England Literacy Resource Center Fall Webinar

Facilitating CCR Implementation: The role and strategies of instructional leaders

John Galli, Community Learning Center, MA

Michelle Folger, Vermont Adult Learning, VT

Kelly Domenico/Keri Marion, Pawtucket Adult Ed, RI



Our presenters



Michelle Folger, Vermont Adult Learning, Rutland, VT



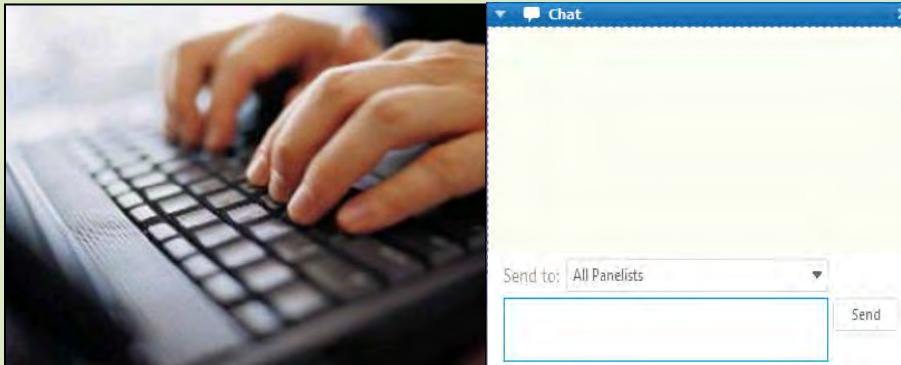
Kelly Domenico and Keri Marion, Pawtucket Adult Ed, RI



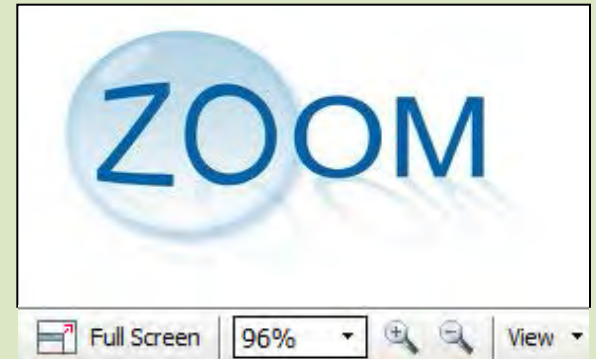
John Galli, Community Learning Center, Cambridge, MA

Webinar Tools

Use chat box for discussion

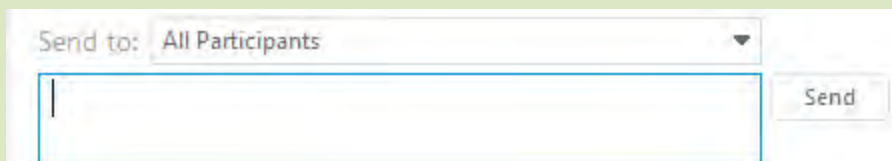


Adjust Screen



Write your questions in the chat box.

*Please remember to please send chats to “**all participants**” **NOT** “all attendees.”*



Our presenters



Michelle Folger, Vermont Adult Learning, Rutland, VT



Kelly Domenico and Keri Marion, Pawtucket Adult Ed, RI



John Galli, Community Learning Center, Cambridge, MA

Program contexts

Community Learning Center, MA	Vermont Adult Learning, Rutland, VT	Pawtucket Adult Ed, RI
Large urban program	Small rural	Small urban
1000+ students, mostly ESL	200+ students, mostly ABE	225+ students
16 FT, 20-35 PT instructors	2 FT, 3 PT instructors	10 PT instructors
State expectations: CCR-aligned curriculum	State expectations: Participation in CCR-focused PD	State expectations: Program readiness for WIOA-based RFP

Vermont Adult Learning, Rutland, VT

- 200+ students annually
- 2 FT, 3 PT teachers



Our Journey

Statewide training (instructors and supervisors together)

- 2013: Training to unpack the CCR Standards
- 2014: CCR math institute
- 2015: ELA statewide training and supervisor support

Program-based implementation (without new resources)

- Develop a plan of action
- Monthly staff meetings
- Observations by outside consultants
- State check-in
- Cross-program sharing

Pawtucket Adult Education, RI

- 200-250 students
- 10 PT teachers



Our Journey

2012: statewide initiative to familiarize programs with the CCRs and their importance

2013: explored our own best practices for implementation

2014: developed and piloted CCR-aligned modules

2015: joined state pilot of Perf-Based Teaching & Learning

- In-house Professional Learning Community from 1-2, daily
- Student portfolios as evidence of progress
- Certificates to indicate levels of mastery according to CCRs

Community Learning Center, Cambridge, MA

- Approximately 1,000 students
- 15 FT, 20-35 PT instructors

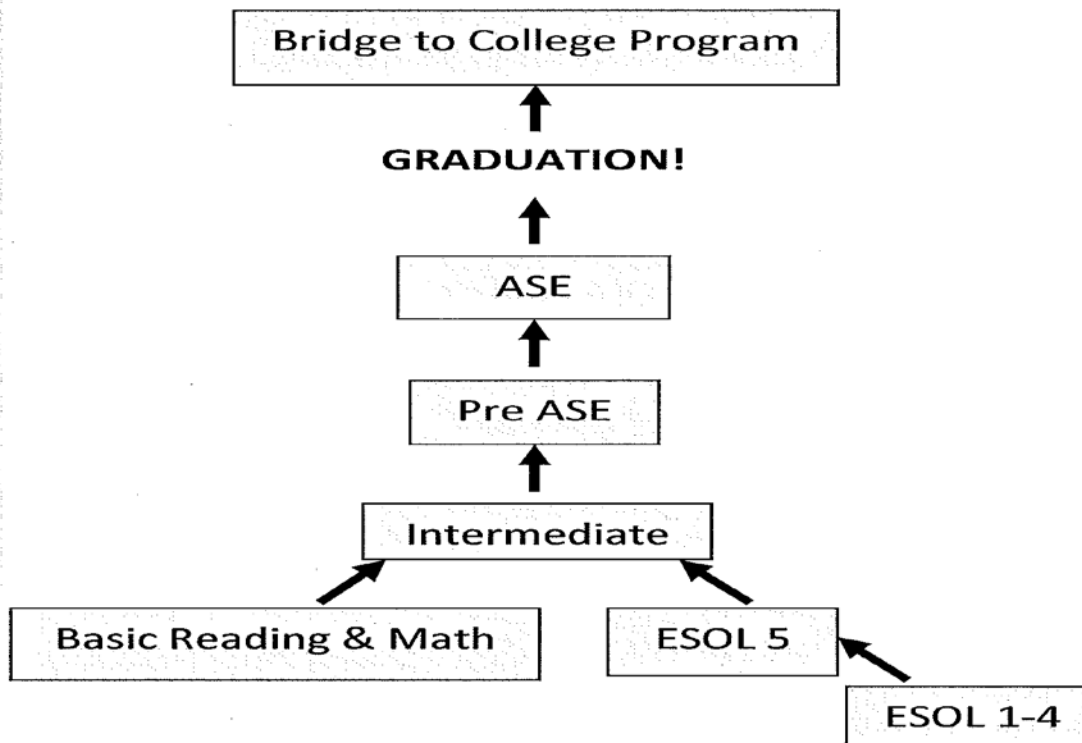


Community Learning Center Pathways to Academic and Career Success

The mission of the CLC is to help adults improve their lives and increase their community participation through educational programs and services.

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Intake and Orientation

- Orientation includes:
- An overview of the Community Learning Center
 - Review of the student handbook
 - Expectations for students
 - Introduction to study skills
 - Class placement test

Instruction

- Instructional Goals Students acquire:
- The academic skills to progress through class levels and graduate
 - Basic computer skills
 - Study skills
 - Knowledge of jobs and working in the U.S.A.
 - Civic knowledge

Education and Career Advising

- Counseling Goals Students have:
- A career/academic plan
 - Short and long term goals
 - Support to achieve goals and overcome barriers to success
 - Support to continue classes with good attendance
 - Individual advising on progress
 - Education and career assessments
 - Referrals to support services as needed

Next Steps

- Long Term Goals for adult learners:
- Enter new or better jobs, college, or training programs that will enable them to have financial stability for themselves and their families
 - Increase community participation
 - Support their

Our Journey

2012: a few ABE teachers – new HS Equiv. test?

- Limited resource sharing

2013: 5 experienced teachers – unpack CCRS and in-house PD

- Integrate CCRS into highest level curricula
- Organize shared resources

2014: Encourage teacher meetings

- In-house PD
- Limited sharing
- Scope and sequence

2015: Intentional CCRS infrastructure

- Level/subject groups with leadership
- Plan for greater PT expenses
- Greater sharing and feeding new scope and sequence
- Test-drive scope and sequence products

Pre-ASE (GLE 6-8.9) **Unit 3: What do we fight for?** *(developed by Eleanor Stafford and Patty Fiorenza)*

Focus C : Women's Rights: 20th Century

Time : 4 weeks/18 hours

Purpose of the Unit, Focus C

Unit 3, Focus C will deepen students' understanding of both the measures 20th century feminists took to establish gender equality and their significant areas of achievement. Additionally, it will empower students to educate an audience about issues of personal and community significance.

Unit Goals and Outcomes

Through reading and research, students will explore the changing emphasis of the feminist movement in the 20th century and the tactics used by feminists to achieve gains in gender equality. Students will understand and be able to inform an audience about the importance of three key causes championed by first- and second-wave feminists: women's suffrage and property rights, the valuing of labor and labor equality, and domestic violence awareness and prevention.

Priority CCRSAE Standards

CCR RI1D, CCR RI2D, CCR RI4D, CCR RI6D, CCR RI9D, CCR RI10D

CCR W2D, CCR W4D, CCR W5D, CCR W6D, CCR W7D, CCR W9D

CCR SL1D, CCR SL4D, CCR SL6D

CCR L1D, CCR L2D, CCR L3D, CCR L4D, CCR L5D

Assessment of Priority Standards and Key Content

Students will demonstrate their knowledge by collaboratively completing a series of graphic organizers delineating the specific legislation and issues associated with each of the central causes as well as the rationale behind each cause. Small groups will collaborate to develop videotaped PSAs educating the public about their chosen cause, e.g., sexual harassment in the workplace.

Main Texts

Nonfiction Print and Web-based

Erez, Edna (January 2, 2002). "Domestic Violence and the Criminal Justice System: An Overview." *The Online Journal of Issues in Nursing*.

<http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Volume72002/No1Jan2002/DomesticViolenceandCriminalJustice.html>

Freedman, Estelle B. (2003). *No Turning Back*. Ballantine Books.

Gray, Emma. (August 27, 2014). "8 Things Women Couldn't Do On The First Women's Equality Day In 1971--And 6 They Still Can't." *Huffpost Women*.

http://www.huffingtonpost.com/2014/08/26/womens-equality-day-things-women-couldnt-do-1971_n_5710075.html

Morrison, Toni (August 22, 1971). "What the Black Woman Thinks about Women's Lib." *The New York Times*.

National Organization for Women (1966). *Statement of Purpose*.

Potter, Kay (1971). "Rape Means Never Having to Say You're Sorry." *Stop Rape [pamphlet]*. CWLU Herstory Project. <http://www.cwluherstory.org/>

Syfers, Judy (1971). "Why I Want a Wife." *Ms. Magazine*.

The Week [staff] (October 22, 2009). "Sexual Harassment: A Fine Line."

<http://theweek.com/articles/500609/sexual-harassment-fine-line>

Speeches

Anthony, Susan B. (1872). "On Women's Right to Vote."

Pankhurst, Emmeline (1913). "Freedom or Death."

Video

Manfred, Tony. (Sept 11, 2014). *James Brown Delivers Powerful Speech About Domestic Violence*. Retrieved from: <https://www.youtube.com/watch?v=6l1o3PEyVxE>

Questions and comments



Our Advice to Program Leaders

Rutland, VT:

- Teachers need to see and feel support from supervisors and the state
- Teachers need to feel that the PD is high quality
- Peer learning (within and across centers) is key
- CCR requires increased intensity of service

Cambridge, MA:

- Need to bring PD in-house with leadership and funding
- Technology resources/organization vital
- Engage students and collaborators

Our Advice to Program Leaders

Pawtucket, RI:

- There needs to be a serious commitment of resources and support
- You need constant re-evaluation and adjustment to fit everyone's needs (student, teacher, admin)
- Teachers should be accountable for documentation of their progress.

Questions and comments



Thank you!

An archive of this webinar, along with referenced resources, will be available on

www.nelrc.org