Contextualized Reading and Writing Lesson Plans for Bridge Programs

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Since 1973 . . .
Mobilizing people & organizations to expand educational and employment opportunities for America’s working women.

Increasing access to and success in education & training by:

Increasing financial aid

Improving support services

Improving educational programs
Workshop Objectives

Review the urgent need to improve adult college and career transitions

Explore background and benefits of bridge programs:
- Lesson plan foundations
- Format and sequencing
- Best practices in teaching and learning
We have an urgent need to improve adult transitions into college and careers

- By 2020, 67% of jobs will require a college degree or certificate
- 3 million IL adults don’t have education beyond high school
- Of 100 future jobs, 24 will go unfilled
Pathways to Careers Network

brings together organizations moving adult learners from low skills to good jobs. We:

**Inform**
We provide information on program models that help adults make successful transitions from Adult and Developmental Education into college and careers.
We provide practical resources to increase the number of successful programs in Illinois.

**Connect**
We facilitate connections among education and workforce development practitioners and leaders to:
Share ideas and strategies.
Identify challenges and policy barriers to the expansion of programs.

**Advocate**
We advance a bold policy agenda that makes adult college and career transitions a priority for Illinois.
We identify opportunities to leverage funding, policy, and resources to expand successful programs to serve more adult learners with low basic skills.
The Daily Lesson Plans for Healthcare Are Based on the ICCB Statewide Healthcare Bridge Curriculum and Other Sources

ICCB Statewide Healthcare Bridge Curriculum

Sector knowledge, best-practice models including Carreras en Salud and the Daley College Medical Bridge, practitioner interviews, career cluster information

Detailed daily lesson plans

Central States SER Healthcare Bridge Curriculum

Illinois AE Content Standards

Common Core Standards

GED® 2014

COMPASS
Work was guided by ICCB’s Shifting Gears* Bridge Definition & Core Elements of Bridge Programs

**ICCB Bridge Program definition:**

Programs that prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment. These programs must include three core elements: **Contextualized Instruction, Career Development, and Transition Services.**

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*The Joyce Foundation launched Shifting Gears, a major six-state initiative, in 2007 to assist in efforts to “equip low-skilled workers with the necessary credentials to expand their job opportunities and strengthen economic growth in the Midwest…” Many bridge demonstration projects have been launched under the initiative, and there has been a strong focus on policy development to help promote and sustain bridge efforts.

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**Contextualized Instruction**

...integrates basic reading, math, and language skills and industry/occupation knowledge.

**Career Development**

...includes career exploration, career planning...and understanding the world of work.

**Transition Services**

...include information and assistance...to successfully navigate the process of moving...to credit or occupational programs. Services may include...academic advising, tutoring, study skills, coaching, and referrals to individual support services.

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Delivering Successful Bridge Programs Depends on Qualified Bridge instructors Having the Tools They Need

Challenges:

• Many excellent adult education instructors could be successful in a bridge classroom, but they lack knowledge of and experience in contextualizing instruction to an industry.

• Professional development plays a very important role, but teachers still need ongoing support in the classroom, especially if new to bridges.

• Program managers need to be confident that bridge instruction is consistent and appropriately prepares students for their next steps (GED® test, employment, and transition to occupational programs).

Addressing the challenges:

• The creation of detailed daily lesson plans for bridges was conceived of as a way to strengthen bridge programs by fostering excellence in instruction through a student-centered, project-based approach.

• Periodic professional development sessions can relate back to the lesson plans and the approach to teaching they foster (contextualization, active learning).

• Having the lesson plans as a framework promotes dialog with and among bridge instructors on best practices.
Career Bridge Lessons Were Designed to Meet Three Broad Goals

Bridges prepare students for:

• The 2014 GED®

• Entry-level jobs in their chosen field

• Entrance into community college programs that provide stackable credentials: certificate programs linked to Associate and Bachelors’ degree opportunities
Sample Schedule Includes 8 Hours Per Week of Reading and Writing Instruction

<table>
<thead>
<tr>
<th>Bridge I - 8 wks</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-11:00</td>
<td>Healthcare Bridge High Intermediate Language Arts (4 CH)</td>
<td></td>
<td></td>
<td>Health Related Knowledge/Skills (2 CH)</td>
<td></td>
</tr>
<tr>
<td>11:00-1:00</td>
<td>Healthcare Bridge High Intermediate Math (3 CH)</td>
<td>Computers for Healthcare (1 CH)</td>
<td></td>
<td>Health Related Knowledge/Skills (2 CH)</td>
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<table>
<thead>
<tr>
<th>Bridge II – 8 wks</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
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<tbody>
<tr>
<td>9:00-11:00</td>
<td>Healthcare Bridge Low ASE Language Arts (4 CH)</td>
<td>Health Related Knowledge/Skills (2 CH)</td>
<td></td>
<td>Health Related Knowledge/Skills (2 CH)</td>
<td></td>
</tr>
<tr>
<td>11:00-1:00</td>
<td>Healthcare Bridge Low ASE Math (3 CH)</td>
<td>GED General Skills (1 CH)</td>
<td></td>
<td>Health Related Knowledge/Skills (2 CH)</td>
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Currently, Bridge I and II are being offered together as a 16-week “general” healthcare bridge program.

GED® test & CCC Health Science Programs

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Lessons Written at Three Levels

Bridge I – High Intermediate ABE
• At entry: TABE 6.0-8.9 (considered “High Intermediate” according to the National Reporting System for Adult Education)
• English language learners who can test into the target level on the TABE
• High school graduates and GED® completers who cannot achieve the COMPASS scores needed to enter college occupational program

Bridge II – Low ASE Level
• Midpoint goal: Progressed to Low Adult Secondary – ASE (9th grade) reading level, achieved COMPASS Reading score of 63
• English language learners who can test into the target level on the TABE
• High school graduates and GED® completers who cannot achieve the COMPASS scores needed to enter college occupational programs

Bridge II – High ASE Level
• Midpoint goal: Progressed to High Adult Secondary – ASE (11th grade) reading level
• English language learners who can test into the target level on the TABE
• High school graduates and GED® completers who cannot achieve the COMPASS scores needed to enter college occupational programs
Before Developing The Lesson Plans, Standards Crosswalk Conducted to Focus on Appropriate Academic Outcomes

- Common Core State Standards: Reading, Writing, Language, Speaking and Listening
- 2014 GED® – Correlated to the Common Core State Standards
- Illinois Language Arts Content Standards—also correlated, with some additions, to the Common Core State Standards

Divided into NRS Levels that correspond to 3 bridge levels:
- Bridge 1 – 6.0-8.9 TABE
- Bridge 2 – 9.0-10.9 TABE
- Bridge 3 – 11.0-12.9 TABE

- COMPASS test skill requirements
Standard Sets are Inclusive Without Being Redundant

- Condense standards by eliminating duplication
- Preserve the details of 2014 GED® standards that are singular to the test
- Confirm that all COMPASS measures are covered in the Common Core or 2014 GED® standards

<table>
<thead>
<tr>
<th>CAREER BRIDGE 1: 6.0-8.9 TABE (READING)</th>
<th>CAREER BRIDGE 2: 9.0-10.9 TABE (READING)</th>
<th>CAREER BRIDGE 3: 11.0-12.9 TABE (READING)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused on:</td>
<td>Focused on:</td>
<td>Focused on:</td>
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<tr>
<td>• Illinois Common Core for NRS Level 4</td>
<td>• The specifics of 2014 GED® skills as they relate to the Illinois Common Core for NRS Levels 5 &amp; 6</td>
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The Condensed Standards Are the Foundation of the Lesson Plans

• The project resulted in a set of standards that target the Career Bridge outcomes: GED® attainment, college readiness, COMPASS relevance.

• These standards are, in turn, aligned with all lesson plan activities.

• Students and teachers can use these standards to understand the relationship between what they are learning in the classroom and their academic goals.
The Bridge Reading & Writing Lessons are Contextualized to Career Outcomes

The Bridge 1 course is focused on career planning activities that include investigation of:

- Specifics of career employment options
- Specifics of training options
- Matching of skills and interests to career paths
- Development of a detailed realistic career plan

Contextualization for the other two levels involves critical issues to the industry that also introduce students to required GED® Science and Social Studies topics:

<table>
<thead>
<tr>
<th>4 WEEKS</th>
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</thead>
<tbody>
<tr>
<td>LOW ASE (Bridge 2)</td>
<td>Nutrition</td>
</tr>
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<td></td>
<td>Healthcare Reform</td>
</tr>
<tr>
<td>HIGH ASE (Bridge 3)</td>
<td>Drug Resistance and its Impact on Healthcare</td>
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<tr>
<td></td>
<td>Economics of Medicine</td>
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</tbody>
</table>
# Focus on Investigation of High-Interest Health Issues and Career Exploration

<table>
<thead>
<tr>
<th>READING WEEKS</th>
<th>WRITING WEEKS</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1 - Health Issue Investigation</strong></td>
<td><strong>Week 2</strong>-Your family member’s story and health issue</td>
</tr>
<tr>
<td><strong>Week 3 - Career Exploration in Healthcare:</strong></td>
<td><strong>Week 4</strong>-Explain your learning style, skills you have, why the work environment of a hospital would be a good fit for you, your chosen job title and why this job title is a good fit</td>
</tr>
<tr>
<td><strong>Week 5 - Getting Ready for Lifelong Learning and Earning:</strong></td>
<td><strong>Week 6</strong>-What are your career goals? What training will you need to take for which kinds of jobs and what jobs do you plan to have along the way? What personal issues will you need to address while you are in school and/or work? How will you keep yourself motivated to achieve your goals?</td>
</tr>
<tr>
<td><strong>Week 7 - Preparing the Final PowerPoint Presentation:</strong></td>
<td><strong>Week 8</strong>-Create a PowerPoint that explains why have you chosen the healthcare field, which specific job you have chosen as your career goal, what training will you need to reach your career goal, what jobs you will be working jobs while in school, and what obstacles you will need to overcome to make your career plan work.</td>
</tr>
</tbody>
</table>
Daily Lesson Plans Include A High Level of Detail

• Objectives correlated to the day’s activities.
• Standards that are being addressed.
• Materials—all included as attachments or website links.
• Activities that include:
  - Step-by-step instructions an how to walk students through a specific exercise
  - Approximate minutes each exercise will take
• Homework
The Teaching Principles That Animate Each Activity Foster Active Learning and A Student-Centered Classroom

• All work must be grounded in students’ experience, decisions and goals.

• Teacher must ask, not tell. Teachers should avoid having the answers. They should, instead, set up situations where students can pose questions, come with their own answers, and propose ways of finding out additional information.

• Activity series must lead students through the critical thinking skills—Comprehend, Analyze, and Synthesize/Evaluate—so they can move away from the text and create new meanings on their own.
Teaching principles, continued:

• Activities must incorporate visual, auditory, and kinesthetic techniques in each activity or set of activities to make sure all students can be tuned in.

• Activities must encourage students with varying skill levels to bring their thoughts and experience to the table as equals with other students in the classroom.

• Students need to work in pairs and groups to hear, see, and work with material before they present considered answers to the class.
Teaching principles, continued:

• Writing first drafts needs to be free of worry. Work on penmanship, spelling, and grammar issues needs to part of the rewriting process, not the initial drafting process.

• Grammar is best learned in the context of a writing project in which students are invested in their communication of something important to them.
Multiple Benefits of Using The Lesson Plans

• Teachers have a complete set of Lesson Plans that are leveled and contextualized to a specific sector.
• Teachers using the same set of Lesson Plans can learn from each other about how to best implement them.
• If a substitute is needed, the Lesson Plans ensure that the class stays on track.
• The Lesson Plans and the principles they are based on can become the basis for professional development.
• Classroom observations can be very focused on effective implementation of the active learning strategies supported by the Lesson Plans.
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