

Table 2

Standard Operating Procedure for: ABE/ASE Curriculum Guide

(Insert SOP Required Area outlined in Table 1)

Date Adopted or Revised	Staff Responsible	Program Name/Site/Location
9/21/2015	Kimberly Vinton Elaine Buckley Wendy Christensen	Education Service Center, Region 20 AEL Alamo Consortium
Process Guidelines		
Audience		
Instructional and supervisory staff.		
Purpose		
To provide consistent, vertically aligned curriculum guides for AEL Consortium providers.		
Materials and Resources	List any items that are needed in implementing a procedure (For example: all items needed for conducting an assessment)	
Array of readily available and often implemented text and technology sites including but not limited to : Steck-Vaughn, New Reader's Press, Kaplan, TABE Preparation Manuals,		
Detailed Procedure	List all the steps, with necessary details, including sequential procedures and decision factors. You may address the "what ifs" and the possible interferences or safety considerations. Use RFP section references to guide details for required SOPs.	

Consortium providers were presented with an overview of commonalities of highly effective adult education programs in the United States. In addition to components including appropriate community education, comprehensive assessments, and program self-reviews were curriculum guides with content organized in sequence and strand. The sequencing and strands provided a comprehensive coverage of skills required and a developmental presentation for maximizing comprehension and application of knowledge. Alamo Consortium Providers differed in levels of organization regarding curriculum. In an effort to raise and add consistency in instruction, Consortium providers decided to generate a sequential curriculum guide to inform instructional direction and depth. A committee was developed with representatives from each of the Providers and met approximately once a month.

The final product, Curriculum Guides, offer the necessary sequence and objectives for:

- Introductory, intermediate, and advanced math
- Introductory, intermediate, and advanced language arts
- Social studies
- Science, Writing and history are currently being worked on (as of 9/21/15).

Curriculum Guides are designed for teachers to “hide” the columns of texts they do not use making the Guide individualized to the resources of the Provider. The Curriculum Guides are to be used in concert with a variety of effective instructional strategies designed to result in high impact progress for the adult learner.

Additional sections to the Curriculum Guides include *Technology Connections* and *Workplace Life Relevance* of specific lessons and/or objectives. **Adult education instructors are encouraged to contribute lessons and vetted sites to both areas further enhancing the impact of the Curriculum Guides.** See below for timeline to submit your contributions.

The Curriculum Guides are posted on the ESC-20 AEL Program website at <http://tinyurl.com/aelcurriculum> for viewing access or printing by all teachers. This is a TEMPORARY home until the AEL Alamo Consortium webpage is live.

Curriculum Guide Committee Timeline:

- Summer 2015 – development
- Sept 2015 – release
- Nov 2015 – survey for implementation
- Nov-Dec 2015 – compile survey results from Nov
- Jan 2016 – survey for input on Technology Connections and Workplace Life Relevance
- Feb 2016 – compile survey results from Jan
- May 2016 – reconvene committee for updates
- June/July 2016 – release 16-17 updates

**Definitions
(if needed)**

Define any uncommon phrases and terminology. Identify and define acronyms and abbreviations for clarity and continuity.

Curriculum Guide – print copy or electronic version of GED objectives and resources sequenced for best instruction.

References

List resources that may be useful when performing a procedure. (For example: handbooks, test administration guides, existing policy manuals)

Curriculum Committee members utilized the following resources to allow programs to use resources already owned while offer a broad range of options for additional materials. Steck-Vaughn: Reasoning Through Language Arts, Steck Vaughn: Higher Order Thinking Skills, ScoreBoost: Writing Across the Tests, Writing for GED Test 4, Steck – Vaughn TABE Fundamentals Level D, Student Workbook: Level D Building Skills w TABE, Writing for GED Book 2: Reading Comprehension, Writing for GED Test Book 3, Extended Response and Short Answer, Achieving TABE Success In Mathematics Level M, TABE Skill Workbooks Level M, Contemporary's Achieving TABE Success – Math Level A, Pre-High School Equivalency Math 1 Workbook, GED Connection (Teacher Resource-Skill Practice).

Other:

Use this field for any commentary, notes or to cover an area not mentioned in the above sections.

The contributions and suggestions provided by Consortium instructional staff and supervisors will be integrated in annual updates to Curriculum Guides.