

**WEBSTER ADULT BASIC EDUCATION *LINKAGES*  
ADVISING PROGRAM CURRICULUM**

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**Scope and Sequence  
Document**

This scope and sequence was developed by key staff and leadership at Webster Adult Basic Education *Linkages* with support from the SABES Program Support Professional Development Center, housed at World Education Inc., in Boston, MA.



## INTRODUCTION

*Relationships, agency and relevance* are the three words that provide the framework for the Webster Adult Basic Education *Linkages* advising program scope and sequence. Effective advising in Adult Basic Education (ABE) is much more than a single interview or the writing of a goal statement or two. Effective advising must be integrated into classrooms; be sustained throughout the year as new students enroll; and include input and attention from the program director, advisors, teachers, and students. Effective advising and teaching includes fostering meaningful relationships between staff and students; identifying each student's academic and behavioral strengths as well as areas for improvement; and delivering instruction that includes rigorous, targeted academic skill development. This philosophy must be evident in practice from the moment a student contacts a program and throughout the entirety of a student's enrollment. Additionally, student support can and should continue after a student exits a program, as appropriate.

The Webster Adult Basic Education *Linkages* staff is committed to better understanding student persistence by studying the drivers of persistence as outlined in the New England Learner Persistence Project. The three drivers that strongly inform the Webster Adult Basic Education *Linkages* advising philosophy are relationships, agency, and relevance.

**Relationships:** Creating a culture where students feel welcomed, respected, and like they belong provides a sense of community. These are essential elements of a vibrant Adult Basic Education advising curriculum. We include a variety of activities to build

this sense of community. Student testimonial videos are part of the intake process. Icebreakers and team-building activities are included in the orientation section of this curriculum, to be delivered each time new students start in the program.

**Agency:** Agency is defined as “the capacity for human beings to make things happen through their actions” (New England Literacy Resource Center, 2008). Adult learning theory explains that adults want to be seen and treated as independent, responsible, self-directed individuals. The Advisory Block inquiry-based model of instruction that will be explained and illustrated in this scope and sequence provides the opportunity for these characteristics to be developed further.

**Relevance:** Relevance suggests that adults are pragmatic learners. It is important that the instruction is relevant to their lives and to an individual's short- and long-term goals. The Webster Adult Basic Education *Linkages* advisory process helps students to understand their own skills and abilities as well as investigating topics of personal interest to improve their academic skills. The program also helps students develop the skills to be self-directed. Our overarching mission is “to partner with adults to strengthen life-wide potential as workers, family members, and citizens through basic education.” This understanding is captured in our vision statement:

## OUR MISSION AND VISION

We establish a caring, life-long partnership with you to help you identify and follow your career and/or education goals. We accomplish this through:

- Life-wide learning development that teaches you necessary skills to foster greater everyday life confidence in family stability, health and well-being, finances, education, and employment.
- Lifelong learning development to broaden active learning through self-management, critical thinking, organization, time management, and goal setting instruction and activities.
- Developing your growth mindset by expanding and maximizing awareness and strategies for overcoming your learning and life barriers and viewing challenges as opportunities to cultivate a sense of purpose while celebrating every accomplishment.

## WEBSTER ADULT BASIC EDUCATION LINKAGES PROGRAM OVERALL STRUCTURE

Most staff at the Webster Adult Basic Education *Linkages* program are part-time, teaching six hours per week. We run around four daytime classes and five evening classes, as well as four additional evening classes in a second community. In addition to a full-time director, the program also employs a full-time lead advisor and a full-time lead teacher. The program enrolls students using managed enrollment, where the managed enrollment plan is completed approximately once every other month for both Adult Basic Education, PreASE (Pre-Adult Secondary Education), and ASE (Adult Secondary Education)-level students, as well as for ESOL (English for Speakers of Other Languages) students.

Over the twenty-two years of the Webster Adult Basic Education *Linkages* program's existence, staff have tried many methods to

institutionalize the integration of valuable advising activities for all students that can be delivered in a timely fashion. However, despite everyone's best intentions, some advising activities were completed well and others were cumbersome to see through to completion. Many of the challenges have related to a lack of integration with all teaching staff on how, when, and where to complete advising activities, alongside making academic skill gains.

## HOW WE DEVELOPED THIS APPROACH

We began to create an intentional advising program once we had a team of two advisors, a lead teacher, and curriculum coordinator, as well as an intake specialist. Students responded enthusiastically to the ability to work on skills that were important to their own progress. This response led staff to begin thinking more deeply about how to restructure academic schedules to incorporate richer individual learning experiences. As staff members began brainstorming the formalization of advising and the individualization of instruction, a plan developed that began to integrate the delivery of all these goals. Program staff acknowledged the need to build stronger relationships with students and to do so earlier. They also acknowledged the importance of supporting student learning through topics that are authentic and relevant to their students' lives. This was the starting point for the creation of the Advising Block and the inclusion of the inquiry-based process, where students directed their own work and research by asking questions.

Staff collaboration on the development and introduction of this advisory plan has been exceptional. This foundational buy-in may be rooted in the fact that sixty percent of the teaching staff are also K–12 teachers. These teachers have a working knowledge of the inquiry process and can speak eloquently about the outcomes of this process and provide examples of how it works in the classroom.

## FY21 INTAKE, ORIENTATION, AND ADVISORY BLOCK ACTIVITIES

Program staff consider all the activities in this plan to be both academic and advisory. All intake, orientation, and advisory block activities are fully integrated and supported in all classes. We develop classroom calendars that provide teachers and advising staff with a timeframe in which these activities are to be delivered. All teachers and advisors collaborate to complete the activities, with teachers

becoming “advisory teachers” while they complete these activities. For example, at the completion of orientation, students set goals with the advisory teacher, with support from the advisors. Goals are then connected to student’s Individual Learning Plans. Then students create action steps based on those goals with assistance from the advisory teacher and the advisor.

The current Webster Adult Basic Education *Linkages* class structure is as follows:

Class Level	GLE/SPL*	Placement Criteria	Face-to-Face Class Structure
<b>ABE</b>	0–3.9	Reading	ABE students meet with the ABE teacher for all subjects unless their math score warrants meeting with the PreASE/ASE math teacher.
<b>PreASE</b>	4–8.9	Reading	PreASE readers meet for STAR (Student Achievement in Reading) instruction for one hour each evening. The PreASE ELA (English Language Arts) teacher is also the advisory teacher. Students meet with the advisory teacher for one hour each evening. PreASE students then move to math class for the final hour each evening.
<b>ASE</b>	9.0–12.9	Reading	ASE-level readers will meet with the ELA teacher for one hour of advisory. They will then meet with the ASE-level math teacher for one hour of math. The final hour will be a choice of either math lab or a continuation of advisory work.
<b>Beginning/ Intermediate ESOL</b>	0–3	Speaking and Listening and Reading and Writing	Beginning ESOL speakers and listeners will meet with the beginning ESOL speaking and listening teacher for two hours each evening and will regroup for reading and writing for one hour each evening.
<b>Intermediate/ Advanced ESOL</b>	4–6	Speaking and Listening and Reading and Writing	Intermediate/advanced ESOL speakers and listeners will meet with the intermediate/advanced ESOL speaking and listening teacher for two hours each evening and will regroup for reading and writing for one hour each evening.

# HOW TO USE THIS DOCUMENT

To clearly organize and to make all intake, orientation, and advisory block activities more accessible to staff, these activities are captured on an interactive document that includes live links for staff lessons and resources. These lessons and resources are leveled in most instances. In addition to the master chart of activities, Orientation and initial Advisory Block Activities are sectioned into five distinct units:



**UNIT 1**  
**WELCOME OR**  
**WELCOME BACK!**



**UNIT 2**  
**GETTING TO**  
**KNOW YOURSELF**



**UNIT 3**  
**PLANNING FOR**  
**THE FUTURE**



**UNIT 4**  
**CAREER AND**  
**EDUCATION**  
**CONNECTIONS**



**UNIT 5**  
**PERSONAL**  
**LEARNING**

**The following table details a proposed scope and sequence schedule and approximate timing for the opening orientation and advisory block activities, along with alignment to Indicators of Program Quality #6.**



## UNIT 1

# WELCOME OR WELCOME BACK

**LENGTH:** 1 week or 2 hours

**RESOURCES:** Unit 1 Resources Differentiated by Level

UNIT DESCRIPTION	UNIT KNOWLEDGE AND SKILLS	KEY DELIVERABLES AND CHECKPOINTS
<p><b>OVERVIEW</b></p> <p>In the orientation period, advisor/teacher establishes expectations, builds trust, introduces students to the program and classes, selects icebreaker activity to help students get to know one another. Activity should be designed to allow advisor/teacher to collaboratively define expectations and build relationships. The advisor/teacher selects activities to motivate students to problem-solve and work together in order to develop stronger relationships and trust between one another.</p>	<p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"><li>• Become acquainted with the purpose, structure, and expectations of the advising work.<ul style="list-style-type: none"><li>• Establish classroom norms:</li><li>• Establish core values (e.g., trust, respect, having a voice, etc.);</li></ul></li><li>• Develop a set of routines/practices to support core values.</li><li>• Use the advising website.</li><li>• Understand ADA (Americans with Disabilities Act), disclosure, and rights.</li><li>• Understand class schedules, testing, and differences between tests.</li></ul>	<ul style="list-style-type: none"><li>• Take academic assessments.</li><li>• Understand norms.</li><li>• Review advising website.</li><li>• Attend ADA presentation.</li><li>• Attend student learning needs screening interview.</li><li>• Review HiSET (High School Equivalency Test) vs. GED (General Educational Development) tests.</li><li>• Sign Student Rights and Responsibilities Contract.</li></ul>



## UNIT 2 GETTING TO KNOW YOURSELF

**LENGTH:** 2 weeks or 4 hours

**IPQ #6.3 ALIGNMENT:** Integrate lessons to proactively build self-efficacy and raise awareness of persistence, including growth mindset, brain awareness, etc.

**RESOURCES:** Unit 2 Resources Differentiated by Level

UNIT DESCRIPTION	UNIT KNOWLEDGE AND SKILLS	KEY DELIVERABLES AND CHECKPOINTS
<p><b>OVERVIEW</b></p> <p>The advising program will help students discover their learning and working preferences by completing a series of assessments and inventories, setting goal and action plans, and creating a digital portfolio.</p>	<p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"><li>• Create a portfolio in Google sites.</li><li>• Explore learning styles as related to their preferences for acquiring new information.</li><li>• Analyze and discuss the results of their learning style inventory.</li><li>• Explore different learning styles and their implications for learners.</li><li>• Research learning strategies to complement learning styles and enhance achievement.</li><li>• Write and publish learner bio in student portfolio (Google site).</li><li>• Complete diagnostic assessments relative to individual needs.</li><li>• Analyze and discuss skills necessary for success in academic and employment settings.</li><li>• Examine individual strengths/weaknesses through some or all of the following diagnostics: digital literacy, study skills, job readiness, learner needs assessment, and life skills survey.</li><li>• Identify skills to develop for future success.</li></ul>	<ul style="list-style-type: none"><li>• Make learning style inventory.</li><li>• Take digital literacy self-assessment.</li><li>• Assess online readiness.</li><li>• Assess time management.</li><li>• Assess study skills.</li><li>• Review test taking.</li><li>• Assess learner readiness.</li><li>• Attend fire/intruder drill presentations, based on site.</li><li>• Review technology acceptable-use policy.</li></ul>



## UNIT 3 PLANNING FOR THE FUTURE

**LENGTH:** 2–3 weeks or 4–6 hours

**IPQ #6.2 ALIGNMENT:** Addresses barriers to participation by referring students to outside social service agencies.

**RESOURCES:** Unit 3 Resources Differentiated by Level

UNIT DESCRIPTION	UNIT KNOWLEDGE AND SKILLS	KEY DELIVERABLES AND CHECKPOINTS
<p><b>OVERVIEW</b></p> <p>In this unit, students identify potential barriers to success, create SMART goals, and create an action plan that includes ways to address potential barriers.</p>	<p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"><li>• Complete barrier reduction activity.</li><li>• Articulate action steps to address potential barriers.</li><li>• Connect to appropriate outside agencies based on advisor referrals.</li><li>• Complete SMART goals worksheet to identify short- and long-term goals.</li></ul>	<ul style="list-style-type: none"><li>• Fill out barrier reduction plan worksheet.</li><li>• Fill out SMART goal worksheet.</li></ul>





## UNIT 4

# CAREER AND EDUCATION CONNECTIONS

**LENGTH:** 2 weeks or 4 hours

**IPQ #6.1 ALIGNMENT:** Actively pursue options for postsecondary education, training, and employment, based on informed decisions.

**RESOURCES:** Unit 4 Resources Differentiated by Level

**Note:** Students with a clearly identified career and education plan will often bypass Unit 4.

UNIT DESCRIPTION	UNIT KNOWLEDGE AND SKILLS	KEY DELIVERABLES AND CHECKPOINTS
<p><b>OVERVIEW</b></p> <p>In this unit, students explore career clusters, complete interest assessments, and identify career interests. Based on this information, they will identify career goals. Once students identify career goals, they will explore the educational achievement needed to attain that goal, and will chart a pathway, noting the needed or possible education/training programs (e.g., technical training, licensure and certification, career paths and courses, college majors, and apprenticeship programs).</p>	<p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"><li>• Identify work interests and values, based on review of completed self-assessments.</li><li>• Identify occupations of interest based on interest inventory assessment.</li><li>• Identify career goals, based on review of all assessments and activities.</li></ul>	<ul style="list-style-type: none"><li>• Create account in MassCIS.</li><li>• Complete general interest inventory (MassCIS).</li><li>• Identify career goals.</li><li>• Complete work values assessment (MassCIS).</li><li>• Complete Holland code assessment.</li><li>• Complete career cluster inventory assessment.</li></ul>



## UNIT 5 PERSONAL LEARNING

**LENGTH:** Ongoing

**IPQ #6.3 ALIGNMENT:** Integrate lessons to proactively build self-efficacy and raise awareness of persistence, including growth mindset, brain awareness, etc.

**RESOURCES:** Unit 5 Resources Differentiated by Level

UNIT DESCRIPTION	UNIT KNOWLEDGE AND SKILLS	KEY DELIVERABLES AND CHECKPOINTS
<p><b>OVERVIEW</b></p> <p>Students will create and follow a personalized learning plan aligned with their SMART goals, identify areas for increasing knowledge and skills, and employ inquiry-based learning strategies to deepen their understanding of self-selected topics/areas of study. After students select topics of interest, they will conduct research and use their findings to inform future research, and academic and career decisions. (For example: If students have the goal of enrolling in community college, their personal learning activities could focus on topics such as choosing a program of study, budgeting for college, and completing an application packet.)</p>	<p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"><li>• Develop personal learning plans capturing student vision, goals, and student-centered projects.</li><li>• Explore paths of investigation into a topic identified through goal setting and action plan activities in Unit 3.</li><li>• Develop inquiry questions that will result in meaningful research and learning while working towards self-selected goals.</li><li>• Create a personal learning plan articulating a desired result, rationale, description of their process, evidence of completion and assessment criteria, and next steps.</li><li>• Utilize an inquiry-based learning process to identify resources and develop understandings.</li><li>• Complete tasks identified in personal learning plans.</li></ul>	<ul style="list-style-type: none"><li>• Complete student-developed learning plan.</li><li>• Create portfolio.</li><li>• Select portfolio artifacts.</li><li>• Identify and research topics.</li><li>• Complete progress documentation independently.</li><li>• Complete one-on-one check-ins.</li><li>• Attend monthly feedback forum.</li><li>• Prepare exhibition. (Note: The exhibition is a showcase of completed tasks/goals and progress towards completion/achievement. Students prepare for exhibition in the final two weeks of a term. The exhibition occurs at the start of each term, also serving as an introduction to advisory for new students.)</li></ul>

# FY21 Advising Resources Differentiated by Level

## Intake, Orientation, and Advisory Block Activities

ACTIVITY: INTAKE	ABE	PRE-ASE	ASE	BEGINNING/ INTERMEDIATE ESOL	INTERMEDIATE/ ADVANCED ESOL
<b>Review Handbook with important school year dates</b>	IS* *Intake Specialist	IS	IS	IS	IS
<b>Share student testimonials</b>	IS	IS	IS	IS	IS
<b>Review ABE options in southern Worcester County</b>	IS	IS	IS	IS	IS
<b>Discuss demographics/ROI</b>	IS	IS	IS	IS	IS
<b>Administer technology and cell phone survey</b>	IS	IS	IS	IS	IS
<b>Administer initial goal survey</b>	IS	IS	IS	IS	IS
<b>Obtain photo/video publication consent form</b>	IS	IS	IS	IS Part of Handbook Review	IS Part of Handbook Review
<b>Help students download Remind app</b>	IS	IS	IS	IS	IS
<b>Administer locator testing</b>	IS	IS	IS	IS	IS
<b>Student email/Gmail set up</b>	IS	IS	IS	IS	IS
<b>Administer standardized tests (MAPT, TABE CLAS-E Reading, BEST Plus 2.0)</b>	IS	IS	IS	IS Advisor	IS Advisor

Reference Guide for Implementation: Supporting Teacher/Facilitator Needs

# Orientation

ACTIVITY: WELCOME OR WELCOME BACK!	ABE	PRE-ASE	ASE	BEGINNING/ INTERMEDIATE ESOL	INTERMEDIATE/ ADVANCED ESOL
<b>Make academic assessments</b>	<a href="#">Math Diagnostic</a> <a href="#">Math Diagnostic Teacher's Manual</a> DAR	<a href="#">Math Diagnostic</a> <a href="#">Math Diagnostic Teacher's Manual</a> DAR	<a href="#">Math Diagnostic</a> <a href="#">Math Diagnostic Teacher's Manual</a>	N/A	N/A
<b>Set norms</b>	<a href="#">Indiana Adult Education Teachers' Handbook</a> , Creating a Career-Infused Classroom, page 42  <a href="#">Norm-Setting Basics for Teachers</a>  <a href="#">Norm-Setting Ideas for Teachers</a>  Ideas for our classrooms: Discuss purpose and outcomes of advisory; Create calendar or schedule for time management.	<a href="#">Indiana Adult Education Teachers' Handbook</a> , Creating a Career-Infused Classroom, page 42  <a href="#">Norm-Setting Basics for Teachers</a>  <a href="#">Norm-Setting Ideas for Teachers</a>  Ideas for our classrooms: Discuss purpose and outcomes of advisory; Create calendar or schedule for time management.	<a href="#">Indiana Adult Education Teachers' Handbook</a> , Creating a Career-Infused Classroom, page 42  <a href="#">Norm-Setting Basics for Teachers</a>  <a href="#">Norm-Setting Ideas for Teachers</a>  Ideas for our classrooms: Discuss purpose and outcomes of advisory; Create calendar or schedule for time management.	<a href="#">Indiana Adult Education Teachers' Handbook</a> , Creating a Career-Infused Classroom, page 42  <a href="#">Norm-Setting Basics for Teachers</a>  <a href="#">Norm-Setting Ideas for Teachers</a>  Ideas for our classrooms: Discuss purpose and outcomes of advisory; Create calendar or schedule for time management.	<a href="#">Indiana Adult Education Teachers' Handbook</a> , Creating a Career-Infused Classroom, page 42  <a href="#">Norm-Setting Basics for Teachers</a>  <a href="#">Norm-Setting Ideas for Teachers</a>  Ideas for our classrooms: Discuss purpose and outcomes of advisory; Create calendar or schedule for time management.
<b>Review advising website</b>	<a href="#">Advisor</a> Whole group except Beginning ESOL	<a href="#">Advisor</a> Whole group except Beginning ESOL	<a href="#">Advisor</a> Whole group except Beginning ESOL	<a href="#">Advisor</a> Whole group except Beginning ESOL	<a href="#">Advisor</a> Whole group except Beginning ESOL

## Orientation (cont.)

ACTIVITY: WELCOME OR WELCOME BACK!	ABE	PRE-ASE	ASE	BEGINNING/ INTERMEDIATE ESOL	INTERMEDIATE/ ADVANCED ESOL
<b>Make ADA presentation</b>	Advisor Whole group except Beginning ESOL; approximately the second week of class	Advisor Whole group except Beginning ESOL; approximately the second week of class	Advisor Whole group except Beginning ESOL; approximately the second week of class	Advisor Whole group except Beginning ESOL; approximately the second week of class	Advisor Whole group except Beginning ESOL; approximately the second week of class
<b>Conduct student learning needs screening interview</b>	Advisor <a href="#">FY21 Student Learning Needs Screening</a>	Advisor <a href="#">FY21 Student Learning Needs Screening</a>	Advisor <a href="#">FY21 Student Learning Needs Screening</a>	Advisor <a href="#">FY21 Student Learning Needs Screening for ESOL</a>	Advisor <a href="#">FY21 Student Learning Needs Screening for ESOL</a>  or <a href="#">FY21 Student Learning Needs Screening</a>
<b>Review HiSET vs. GED tests</b>	N/A	Advisor (as requested by teacher or student)	Advisor (as requested by teacher or student)	N/A	N/A
<b>Obtain signed student rights and responsibilities contract</b>	Advisor <a href="#">Rights and Responsibilities of Adult Education Students Contract</a>	Advisor <a href="#">Rights and Responsibilities of Adult Education Students Contract</a>	Advisor <a href="#">Rights and Responsibilities of Adult Education Students Contract</a>	Homeroom Teacher  Second review of Student Handbook as class norms and expectations are being set.	Advisor <a href="#">Rights and Responsibilities of Adult Education Students Contract</a>

# Getting to Know Each Other — Teacher Choice

(Choose at least one per first month with new cohort)

## SAMPLE ICE BREAKERS

- Getting Students Off to the Right Start, Indiana Adult Education Teachers' Handbook, pages 64–65  
<https://www.in.gov/dwd/files/Teacher-Handbook.pdf>
- Personality Tree
- Warming Up the Classroom Climate: <https://www.thoughtco.com/fun-classroom-icebreakers-6600>
- Adult Ice Breaker Games for Classrooms, Conferences, and Meetings:  
<https://www.thoughtco.com/classroom-ice-breaker-31410>
- New Friend Scavenger Hunt: <https://www.thoughtco.com/icebreaker-activity-7890>
- Training Games: <http://thiagi.net/archive/www/games.html>
- Ice Breaker Games for ESOL Students:  
<https://www.theclassroom.com/ice-games-adult-esl-students-6516028.html>
- Exploring My Story, Creating My Path Lesson — Getting to Know Your Class, MASSCAP Job Readiness Curriculum, pages 1–2  
[https://www.masscap.org/wp-content/uploads/2020/08/MASSCAP-CurriculumGuide-JobReadiness\\_Rev-2019.pdf](https://www.masscap.org/wp-content/uploads/2020/08/MASSCAP-CurriculumGuide-JobReadiness_Rev-2019.pdf)
- Ice Breakers for Adults To Help Them Overcome Their Inhibitions:  
<https://plentifun.com/ice-breakers-for-adults>

ACTIVITY: GETTING TO KNOW YOURSELF	ABE	PRE-ASE	ASE	BEGINNING/ INTERMEDIATE ESOL	INTERMEDIATE/ ADVANCED ESOL
<b>Conduct learning style inventory</b>	<a href="#">Adapted</a> C.I.T.E. Learning Styles Instrument, <a href="#">Indiana Adult Education Teachers' Handbook</a> , Getting Students Off to the Right Start, Appendix, pages 83–84	<a href="#">MassCIS Learning Styles Lesson Plan</a>	<a href="#">MassCIS Learning Styles Lesson Plan</a>	ESL Learning Styles Questionnaire, <a href="#">Indiana Adult Education Teachers' Handbook</a> , Getting Students Off to the Right Start, Appendix, pages 87–88	<a href="#">Adapted</a> C.I.T.E. Learning Styles Instrument, <a href="#">Indiana Adult Education Teachers' Handbook</a> , Getting Students Off to the Right Start, Appendix, pages 83–84  <a href="#">Learning Styles Lesson Plan</a>
<b>Administer digital literacy self-assessment</b>	FY21 Digital Literacy Student Self-Assessment	<a href="#">FY21 Digital Literacy Student Self-Assessment</a>	<a href="#">FY21 Digital Literacy Student Self-Assessment</a>	Compile answers related to technology found in: technology and cell phone survey completed at intake; ESL student goals assessment; student learning self-assessment.	<a href="#">FY21 Digital Literacy Student Self-Assessment</a>  Teacher Resource: <a href="#">Integrating Digital Literacy INTO ENGLISH LANGUAGE INSTRUCTION</a>
<b>Administer online learning-readiness survey</b>	Online Learning-Readiness Questionnaire	<a href="#">Online Learning-Readiness Questionnaire</a>	<a href="#">Online Learning-Readiness Questionnaire</a>	N/A	<a href="#">Online Learning-Readiness Questionnaire</a>
<b>Administer time-management survey</b>	Time-Management Survey	<a href="#">Time-Management Survey</a>	<a href="#">Time-Management Survey</a>	N/A	<a href="#">Time-Management Survey</a>

ACTIVITY: GETTING TO KNOW YOURSELF	ABE	PRE-ASE	ASE	BEGINNING/ INTERMEDIATE ESOL	INTERMEDIATE/ ADVANCED ESOL
<b>Administer study skills survey</b>	Study Skills Survey	<a href="#">Study Skills Survey</a>	<a href="#">Study Skills Survey</a>	STAND OUT 1, How are your Study Habits? and Study Habits Questionnaire, pages 186–188	<a href="#">Study Skills Survey</a> STAND OUT 1, How are your Study Habits? and Study Habits Questionnaire, pages 186–188
<b>Administer test-taking questionnaire</b>	<a href="#">Test-taking Questionnaire</a>	<a href="#">Test-taking Questionnaire</a>	<a href="#">Test-taking Questionnaire</a>	N/A	<a href="#">Test-taking Questionnaire</a>
<b>Administer learner-readiness survey</b>	<a href="#">Learner-Readiness Survey</a>	<a href="#">Learner-Readiness Survey</a>	<a href="#">Learner-Readiness Survey</a>	N/A	<a href="#">Learner-Readiness Survey</a>
<b>Make fire/intruder drill presentations, based on site</b>	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher
<b>Review technology acceptable use policy</b>	Site Technologist	Site Technologist	Site Technologist	Site Technologist	Site Technologist



# Team/Relationship-Building Activities

ACTIVITY: TEAM/RELATIONSHIP-BUILDING	ABE	PRE-ASE	ASE	BEGINNING/INTERMEDIATE ESOL	INTERMEDIATE/ADVANCED ESOL
<b>Conduct student/teacher interviews</b>	<a href="#">Indiana Adult Education Teachers' Handbook</a> , Getting Students Off to the Right Start, page 55	<a href="#">Indiana Adult Education Teachers' Handbook</a> , Getting Students Off to the Right Start, page 55	<a href="#">Indiana Adult Education Teachers' Handbook</a> , Getting Students Off to the Right Start, page 55	Teacher <a href="#">Indiana Adult Education Teachers' Handbook</a> , Getting Students Off to the Right Start, Appendix, page 63	<a href="#">Indiana Adult Education Teachers' Handbook</a> , Getting Students Off to the Right Start, page 55
<b>Give ADA/accommodation presentation</b>	Advisor	Advisor	Advisor	Advisor	Advisor

## Additional Team/Relationship Building Activities

Teacher Choice — Choose at least one per first month with

- Ten Team Building Activities for Students: <https://tophat.com/blog/team-building-activities-for-students/>
- Eight Quick Relationship Building Activities: <http://the-inspired-educator.com/8-quick-relationship-building-activities/>

# ADVISORY BLOCK ACTIVITIES

## Goal Setting and Academic Learning Plan Development

ACTIVITY: PLANNING FOR THE FUTURE	ABE/PREASE/ASE	PRE-ASE	ASE	BEGINNING/ INTERMEDIATE ESOL	INTERMEDIATE/ ADVANCED ESOL
<b>Determine individual personal goals with associated academic goals and action steps to reach these goals</b>	<a href="#">MASSCAP Job Readiness Curriculum</a> , pages 67–72	<a href="#">MASSCAP Job Readiness Curriculum</a> , pages 67–72	<a href="#">MASSCAP Job Readiness Curriculum</a> , pages 67–72	ESL Student Goals Assessment, <a href="#">Indiana Adult Education Teachers’ Handbook</a> , Getting Students Off to the Right Start, Appendix, pages 61–62	<a href="#">Integrating Career Awareness</a> , Introduction to Goal Setting, pages 34–37
	Add <a href="#">Barrier Reduction Plan Worksheet</a>	Add <a href="#">Barrier Reduction Plan Worksheet</a>	Add <a href="#">Barrier Reduction Plan Worksheet</a>	STAND OUT 1, Making Goals, pages 198–200	and
	<a href="#">Indiana Adult Education Teachers’ Handbook</a> , Meeting the Needs of Adult Learners, Appendix, pages 15 and 16	<a href="#">Indiana Adult Education Teachers’ Handbook</a> , Meeting the Needs of Adult Learners, Appendix, pages 15 and 16	<a href="#">Indiana Adult Education Teachers’ Handbook</a> , Meeting the Needs of Adult Learners, Appendix, pages 15 and 16	STAND OUT 2, Goals and Lifelong Learning, Chapter 8	Setting Goals, pages 106–111
	and	and	and		
Getting to Know Your Students, pages 28–31	Getting to Know Your Students, pages 28–31	Getting to Know Your Students, pages 28–31	Getting to Know Your Students, pages 28–31		
<a href="#">SMART Goal Worksheet</a>	<a href="#">SMART Goal Worksheet</a>	<a href="#">SMART Goal Worksheet</a>	<a href="#">SMART Goal Worksheet</a>		

The key to effective goal setting is detailed action planning. The following activities can be used to support individual student goal setting, action planning, and the creation of personal learning plans. It is suggested that, where appropriate, ABE/PreASE/ASE students should complete these activities using MassCIS and Intermediate/Advanced ESOL students use activities found in Integrating Career Awareness (ICA).

Examples of activities and inventories that can be used to support student goal setting include:

ACTIVITY: CAREER AND EDUCATION CONNECTIONS	ABE	PRE-ASE	ASE	BEGINNING/ INTERMEDIATE ESOL	INTERMEDIATE/ ADVANCED ESOL
<b>Conduct general interest inventory</b>	<a href="#">Integrating Career Awareness</a> , Things I Like, Section II, Lesson 6, pages 48–49	N/A	N/A	STAND OUT 1, I Have Lots of Different Interests, page 201  STAND OUT 1, Personal Inventory, page 197  Adapted Things I Like, Section II, Lesson 6, <a href="#">Integrating Career Awareness</a> , pages 48–49	<a href="#">Integrating Career Awareness</a> , Things I Like, Section II, Lesson 6, pages 48–49
<b>Review new, post-pandemic skills for work</b>	<a href="#">Skill Base</a>	<a href="#">Skill Base</a>	<a href="#">Skill Base</a>	<a href="#">Skill Base</a>	<a href="#">Skill Base</a>
<b>Administer job-readiness checklists</b>	<a href="#">Work-Readiness Checklists</a>	<a href="#">Work-Readiness Checklists</a>	<a href="#">Work-Readiness Checklists</a>	<a href="#">Work-Readiness Checklists</a> (will need to be adapted)  STAND OUT 1, Working on It, Chapter 7  STAND OUT 2, Work, Work, Work, Chapter 7	<a href="#">Work-Readiness Checklists</a>

ACTIVITY: CAREER AND EDUCATION CONNECTIONS	ABE	PRE-ASE	ASE	BEGINNING/ INTERMEDIATE ESOL	INTERMEDIATE/ ADVANCED ESOL
<b>Conduct college, postsecondary training, and career interest inventory</b>	<a href="#">Integrating Career Awareness</a> , Putting It All Together, Section II, Lesson 12, Parts 1 and 2, pages 65–67	<a href="#">MassCIS</a> <a href="#">O*Net Interest Profiler</a> <a href="#">CareerOneStop Interest Inventory</a> <a href="#">Holland Code Career Test</a>	<a href="#">MassCIS</a> <a href="#">O*Net Interest Profiler</a> <a href="#">CareerOneStop Interest Inventory</a> <a href="#">Holland Code Career Test</a>	STAND OUT 1, Personal Inventory, page 197  STAND OUT 1, Schools in the United States, pages 192–194  <b>Adapted</b> <a href="#">Integrating Career Awareness</a> , Putting It All Together, Section II, Lesson 12, Part 1 and 2, pages 65–67	<a href="#">Integrating Career Awareness</a> , Putting It All Together, Section II, Lesson 12, Parts 1 and 2, pages 65–67
<b>Conduct college- and postsecondary training-readiness inventory</b>	N/A	<b>Adapted</b> <a href="#">College-Readiness Checklist</a>  <a href="#">Indiana Adult Education Teachers' Handbook</a> , Getting Students Off to the Right Start, Appendix, page 58	<b>Adapted</b> <a href="#">College-Readiness Checklist</a>  <a href="#">Indiana Adult Education Teachers' Handbook</a> , Getting Students Off to the Right Start, Appendix, page 58	N/A	<b>Adapted</b> <a href="#">College-Readiness Checklist</a>  <a href="#">Indiana Adult Education Teachers' Handbook</a> , Getting Students Off to the Right Start, Appendix, page 58
<b>Conduct career cluster inventory</b>	<a href="#">Career Cluster Inventory</a>	<a href="#">Career Cluster Inventory</a>	<a href="#">Career Cluster Inventory</a>	N/A	<a href="#">Career Cluster Inventory</a>
<b>Administer career-readiness checklist</b>	<a href="#">Career-Readiness Checklist</a> (may need to be adapted)	<a href="#">Career-Readiness Checklist</a> (may need to be adapted)	<a href="#">Career-Readiness Checklist</a>	<a href="#">Career-Readiness Checklist</a> (may need to be adapted)	<a href="#">Career-Readiness Checklist</a> (may need to be adapted)
<b>Conduct advisory block workshop survey</b>	Program Designed	Program Designed	Program Designed	Program Designed	Program Designed

ACTIVITY: CAREER AND EDUCATION CONNECTIONS	ABE	PRE-ASE	ASE	BEGINNING/ INTERMEDIATE ESOL	INTERMEDIATE/ ADVANCED ESOL
<b>Conduct reality check</b>	<a href="#">MassCIS</a>	<a href="#">MassCIS</a>	<a href="#">MassCIS</a>	Adapted <a href="#">Integrating Career Awareness</a> , Reality Checking and What Do I Need To Earn, Section IV, Lessons 1 and 2, pages 98–101	<a href="#">Integrating Career Awareness</a> , Reality Checking and What Do I Need To Earn, Section IV, Lessons 1 and 2, pages 98–101
<b>Review job values</b>	<a href="#">Integrating Career Awareness</a> , Identifying Job Values, Section II, Lesson 10, pages 58–61  <a href="#">Integrating Career Awareness</a> , Prioritizing Job Values, Section II, Lesson 11, pages 62–64	<a href="#">MassCIS</a>	<a href="#">MassCIS</a>	Adapted <a href="#">Integrating Career Awareness</a> , Identifying Job Values, Section II, Lesson 10, pages 58–61  Adapted <a href="#">Integrating Career Awareness</a> , Prioritizing Job Values, Section II, Lesson 11, pages 62–64	<a href="#">Integrating Career Awareness</a> , Identifying Job Values, Section II, Lesson 10, pages 58–61  <a href="#">Integrating Career Awareness</a> , Prioritizing Job Values, Section II, Lesson 11, pages 62–64
<b>Administer skills assessment</b>	<a href="#">Integrating Career Awareness</a> , Things I Have Done, Section II, Lesson 5, Part 2, page 46  <a href="#">Integrating Career Awareness</a> , Identifying Skills, Section II, Lesson 7, pages 50–52	<a href="#">MassCIS</a>	<a href="#">MassCIS</a>	STAND OUT 1, Choosing the Right Job, pages 195–196  STAND OUT 2, What Can You Do? pages 165–167	<a href="#">Integrating Career Awareness</a> , Things I Have Done, Section II, Lesson 5, Part 2, page 46  <a href="#">Integrating Career Awareness</a> , Identifying Skills, Section II, Lesson 7, pages 50–52

ACTIVITY: CAREER AND EDUCATION CONNECTIONS	ABE	PRE-ASE	ASE	BEGINNING/ INTERMEDIATE ESOL	INTERMEDIATE/ ADVANCED ESOL
Review soft skills to get and keep a job	<a href="#">MASSCAP Job Readiness Curriculum</a> , Communication and Interpersonal Skills Section, pages 104–146	<a href="#">MASSCAP Job Readiness Curriculum</a> , Communication and Interpersonal Skills Section, pages 104–146	<a href="#">MASSCAP Job Readiness Curriculum</a> , Communication and Interpersonal Skills Section, pages 104–146	STAND OUT 1, He’s a Good Worker, pages 174–176  STAND OUT 2, A Good Student and Employee, pages 162–164  Being on Time is Very Important, page 177	<a href="#">MASSCAP Job Readiness Curriculum</a> , Communication and Interpersonal Skills Section, pages 104–146
Explore careers	<a href="#">Integrating Career Awareness</a> , Section III, Occupational Exploration, pages 70–95	<a href="#">MassCIS</a>	<a href="#">MassCIS</a>	<b>Adapted</b> <a href="#">Integrating Career Awareness</a> , Section III, Occupational Exploration, pages 70–95	<a href="#">Integrating Career Awareness</a> , Section III, Occupational Exploration, pages 70–95