

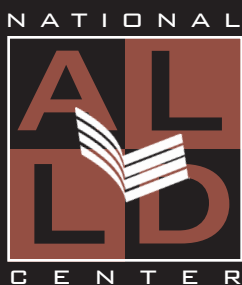
BRIDGES *to* PRACTICE



A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

A Project of the National Institute for Literacy

GUIDEBOOK 3 The Planning Process



A Collaboration Between



**The Academy for
Educational Development**

and

**The University of Kansas Institute
for Research in Learning Disabilities**

Bridges to Practice consists of five guidebooks designed for use by literacy programs to enhance the quality of services provided to adults with learning disabilities. Each guidebook is designed to answer specific questions that literacy program staff might have, such as legal issues, screening for learning disabilities, selection of curriculum options, and the use of effective instructional methods.

Bridges to Practice

A Research-based Guide for Literacy Practitioners Serving
Adults with Learning Disabilities

Guidebook 1

**Preparing to Serve Adults with
Learning Disabilities**

Guidebook 2

**The Assessment
Process**

Guidebook 3

**The Planning
Process**

Guidebook 4

**The Teaching/Learning
Process**

Guidebook 5

**Creating Professional
Development Opportunities**

- Preparing to Develop the Instruction Plan
- Determining a Curriculum
- Developing the Instructional Plan
- Selecting Instructional Materials
- Systems and Program Change

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**The National Adult Literacy and
Learning Disabilities Center**

Washington, DC • 1999



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Guidebook 3

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For more information on the training, contact the National ALLD Center at (202) 884-8185 or (800) 953-ALLD [2553].

THE NATIONAL ALLD CENTER

The National ALLD Center, funded by the National Institute for Literacy, is a collaboration between the Academy for Educational Development and the University of Kansas Institute for Research in Learning Disabilities. The Center's mission is to promote awareness about the relationship between adult literacy and learning disabilities. Through its national information exchange network and technical assistance training, the National ALLD Center helps literacy practitioners, policymakers, and researchers better meet the needs of adults with learning disabilities. We encourage your inquiries and will either directly provide you with information or refer you to an appropriate resource.

THE NATIONAL INSTITUTE FOR LITERACY

The National Institute for Literacy is an independent federal agency jointly administered by the U.S. Departments of Education, Labor, and Health and Human Services. The Institute's primary goals are to provide leadership and coordination for literacy activities across federal agencies and among states, enhance the knowledge base for literacy, and create a national communications system that links the literacy field nationwide.

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Academy for Educational Development
Washington, D.C. 20009
January 1999



NATIONAL INSTITUTE FOR LITERACY

Fall, 1998

Dear Colleagues:

The National Institute for Literacy (NIFL) has a small budget and a huge mission: to assure that all American adults who need to improve their literacy skills have access to services of real quality and effectiveness.

One of the greatest challenges to this mission is the issue of learning disabilities (LD) – our field's historic lack of knowledge about these complex obstacles to learning, and our struggle to help adults with LD gain the skills they need to lead productive, fulfilling lives.

Educators have known for years that learning disabilities are among the major problems faced by adult literacy students and by the programs that serve them. But today the need for solutions is especially urgent. On the eve of the 21st century, when literacy skills are more important than ever before to the success of individuals and our nation, state and local programs are under enormous pressure to show that their services make a difference to all their students. We must learn how to do a better job of serving adults with learning disabilities.

BRIDGES TO PRACTICE is NIFL's major contribution to that goal. BRIDGES is the centerpiece product of our National Adult Literacy and Learning Disabilities Center. It is the culmination of a five-year investment in developing useful, concrete tools related to learning disabilities in adults for literacy and other human resource practitioners. We are convinced that BRIDGES and its accompanying training and technical support will meet critical professional development needs that have never been met in such a comprehensive way.

The publication of BRIDGES is not the end of NIFL's commitment in the area of literacy and learning disabilities. We hope it will be the beginning of an increasingly collaborative process with all of you to find better and better ways of serving this significant population of America's adults.

Sincerely,

Andrew Hartman
Director

Susan Green
Project Officer

Glenn Young
Learning Disabilities Specialist

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Preface

Welcome to *Bridges to Practice*. You are about to embark on a journey designed to help literacy programs enhance the services they provide for adults with learning disabilities. The development of *Bridges to Practice* is centered around the vision of the National Adult Literacy and Learning Disabilities Center (National ALLD Center). This vision consists of the following beliefs:

- Adults with learning disabilities have specific and unique educational service needs.
- Literacy programs can and should meet the needs of adults with learning disabilities.
- By focusing on research-based information, the National ALLD Center can help literacy programs better meet the needs of adults with learning disabilities.

Bridges to Practice is organized around five guidebooks designed to document and reflect “best practices” in working with persons with learning disabilities. What distinguishes these guidebooks from similar products is that the content is based on research. The purpose of these guidebooks is to influence the decision-making process of literacy practitioners in evaluating and selecting screening tools, curricular materials, and instructional strategies that are effective for adults with learning disabilities. Ultimately, by making changes in the provision of services for adults with learning disabilities, literacy programs can help countless adults reach their potential and lead more fulfilling and self-sufficient lives.

By the end of the *Bridges to Practice* training, you will have:

- a broader awareness of learning disabilities and their impact on the provision of literacy services;
- a repertoire of skills and practical tools for tapping the creativity and experience of those you work with;
- a vision of the changes you would like your program to initiate in providing services which are more responsive to the needs of persons with learning disabilities; and
- an action plan for how you intend to achieve those changes.

To derive maximum benefit from these guidebooks, literacy program leaders are encouraged to participate in the companion training/professional development program developed by the National ALLD Center. When used in conjunction with this training and the accompanying video, *Bridges to Systemic Reform*, these guidebooks can provide the stimulus for literacy programs to begin to address overall system change and, thereby, to enhance the quality of services provided to adults with learning disabilities.

For more information on the training, contact the National ALLD Center at (202) 884-8185 or (800) 953-ALLD [2553].

Mary Ann Corley, Ph.D.
Director, National ALLD Center

Foreword

Learning disabilities is an umbrella term that describes a wide variety of disorders, including disorders in one or more of the basic psychological processes involved in understanding or using spoken or written language. Adults who have difficulties with listening, thinking, speaking, reading, or writing are likely to experience problems that significantly affect their academic achievement and their lives.

Varying estimates of the number of American adults with learning disabilities range from 3 to 15 percent of the general population. An even greater incidence of learning disabilities is likely to be found among the population of adults with low-level literacy skills. Research has yet to determine just what that proportion is; estimates range from 30 to 80 percent.

Bridges to Practice: A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities was developed through funding from the National Institute for Literacy (NIFL), which was created by the National Literacy Act of 1991. The NIFL's mission is to maximize the effectiveness of local literacy services nationwide. One of the goals of the NIFL is to enhance the capacity of literacy service providers to identify, teach, and support adults with learning disabilities.

In 1993, the NIFL provided funding to the Academy for Educational Development (AED) to establish the National Adult Literacy and Learning Disabilities Center (National ALLD Center) in collaboration with the University of Kansas Institute for Research in Learning

Disabilities (KU-IRLD). Together, the staff at AED and the KU-IRLD developed a service, research, and development agenda designed to assist literacy practitioners in enhancing services to adults with learning disabilities. This agenda was developed in recognition of:

- the link between low-level literacy in adults and the apparent prevalence of learning disabilities;
- the high student attrition rate nationwide in adult literacy programs;
- the paucity of research studies on adult literacy students with learning disabilities; and
- the need to improve the outcomes of adult literacy programs.

The National ALLD Center developed the *Bridges to Practice* series for adult literacy program supervisors and professional development specialists. The goal of *Bridges to Practice* is to increase awareness among practitioners about learning disabilities and to help program leaders address the changes they might initiate to make their programs more responsive to the needs of adults with learning disabilities.

By setting forth guidelines for best practices and by stimulating discussions among program staff, these guidebooks can be the catalyst that causes some literacy programs to rethink and restructure their delivery systems to be more effective in serving adults with learning disabilities. Programs that are responsive to the needs of adult learners ultimately will assist greater numbers of students in achieving their goals.

Development of the Guidebooks

Research efforts in the fields of literacy, adult education, and learning disabilities are just beginning to yield clear directions for practice. Furthermore, what is known from research on learning disabilities has found its way only sporadically into instructional practice. It has been estimated that less than 10 percent of educational materials and methods currently used in instructional settings has been validated through any type of research (Carnine, 1995). To address this dilemma, the team at the National ALLD Center developed a three-phase research and development plan.

Phase 1: Gather Information From the Field

During the first phase of research and development, the National ALLD Center staff organized focus groups, sent out questionnaires, surveyed

resource centers, and evaluated current screening practices and instructional materials. Through this research, the staff

- identified the beliefs, issues, and values of practitioners in the fields of literacy and learning disabilities;
- identified and validated standards for developing, evaluating, and selecting practices related to screening and instructional materials for serving adults with learning disabilities; and
- identified current practices related to serving adults with learning disabilities.

The last step in this phase was to develop and field-test procedures related to teaching literacy providers to apply the standards to screening practices and instructional materials.

Phase 2: Integrate Research and Write Guidebooks

During the second phase of research and development, the National ALLD Center staff integrated the knowledge they had gathered during the first phase and used this information as a basis for the first four *Bridges to Practice* guidebooks. The staff also developed training for using the program and field-tested the guidebooks to determine how literacy service providers could use the information to improve services for adults with learning disabilities.

Phase 3: Review and Refine Guidebooks

After the first four guidebooks were developed, the National ALLD Center staff used field-test results and reviews of external evaluators to revise the guidebooks. They also collaborated with the four NIFL-funded Learning Disabilities Training and Dissemination (LDTD) hubs and developed the professional development guidebook (*Guidebook 5*) to enhance the dissemination of information contained within the *Bridges to Practice* series.

Because of ongoing research and development in the fields of adult literacy and learning disabilities, additional information will be continuously added to these guidebooks so that they reflect the most current knowledge concerning adults with learning disabilities.

Ensuring Success

The fields of adult literacy and learning disabilities represent many audiences and interest groups. The *Bridges to Practice* guidebooks provide

information about learning disabilities and their impact on literacy programs. However, these guidebooks cannot compensate for the development of specialists in learning disabilities and professional training. Ideally, literacy services for adults with learning disabilities should be organized and delivered by, or under the direct guidance of, a practitioner who is a “master” in providing instruction to those who struggle with learning and learning disabilities.

Terminology Used in the Guidebooks

For consistency throughout these guidebooks, the term “practitioner” is used to describe persons who provide direct services to adults with learning disabilities. Practitioners can be tutors, teachers, program leaders, or volunteers.

These guidebooks specifically focus on adults who are either diagnosed as, or suspected of, having learning disabilities. On occasion, particularly for the sake of simplicity within tables and charts, the term “learner” is used to refer to adults who have, or may have, learning disabilities.

Because of the limited amount of research on programs and practices available for adults with learning disabilities, many of the practices referenced in these guidebooks represent best practices across the field of learning disabilities, and require translation for use in the adult community. Therefore, the terms “person with learning disabilities” or “individual with learning disabilities” imply that learning disabilities are a life-long condition.

In some instances, again for simplicity, the abbreviation LD is used for learning disabilities, as in the term “LD-appropriate literacy services.” When the term “accommodation” is used to describe the responsibilities of adult literacy programs, it refers to changes that are legally required to allow the adult who has been diagnosed with a learning disability to access and profit from the basic or essential services provided by a program. The term “adaptation” refers to the routine changes that a teacher makes during instruction to increase student learning. Adaptations are usually not legally required and may be thought of as good teaching practices responsive to the heterogeneity within any group of learners.

Finally, the term *Bridges* is frequently used to refer to the entire set of guidebooks in *Bridges to Practice*, and the term “guidebook” is used to refer to each of the five guidebooks included in the series.

Seizing the Opportunity!

A Call to Action

Adults come to literacy programs for a variety of reasons: they want to get a job or a better job; they want to help their children with their schoolwork; or they want to be able to read a newspaper or write a letter. In essence, they want to improve their lives. Many of these adults may only consider approaching a literacy program for help when faced with serious personal embarrassment, struggles with friends and family, or the imminent loss of employment. It takes great courage to face these fears and take those first steps to walk through the doors of a literacy program.

Literacy programs may view the provision of services for adults with learning disabilities as a problem or an impossible challenge, especially when faced with limited financial resources, limited or poorly designed professional development experiences, and a shortage of personnel. However, there is no shortage of caring or commitment on the part of literacy practitioners. They know first-hand the joys and rewards felt by learners who have met their goals. Most literacy programs and practitioners will welcome and seize the opportunity to improve services for learners, provided they can identify the necessary resources and tools.

One challenge for literacy programs and practitioners is to change their views about learning disabilities and the impact of learning disabilities on the provision of services to learners. Literacy programs cannot overlook the fact that their learners' real-life responsibilities and obligations, combined with a real history of failure, embarrassment, and fear, shape a set of conditions that require a significant amount of staff planning and creativity. They must thoroughly understand the circumstances which shape their actions to develop high-impact programs.

Shaping an Agenda

In 1994, the National Joint Committee on Learning Disabilities (NJCLD), an interdisciplinary consortium of organizations formed to review issues surrounding learning disabilities for educational and governmental agencies, identified the following eight issues that should be used to shape decisions about programming for adults with learning disabilities (National Joint Committee on Learning Disabilities, 1994):

1. Learning disabilities are both persistent and pervasive throughout an individual's life. The manifestations of the learning disability can be expected to change throughout the life span of the individual.

2. At present there is a paucity of appropriate diagnostic procedures for assessing and determining the status and needs of adults with learning disabilities. This situation has resulted in the misuse and misinterpretation of tests that have been designed for and standardized on younger people.
3. Older adolescents and adults with learning disabilities frequently are denied access to appropriate academic instruction, pre-vocational preparation, and career counseling necessary for the development of adult abilities and skills.
4. Few professionals have been adequately prepared to work with adults who demonstrate learning disabilities.
5. Employers frequently do not have the awareness of, or sensitivity to, the needs of adults with learning disabilities. Corporate as well as public and private agencies have been unaware of the issue, and therefore have failed to accept their responsibility to develop and implement programs for adults with learning disabilities.
6. Adults with learning disabilities may experience personal, social, and emotional difficulties that may affect their adaptation to life tasks. These difficulties may be an integral aspect of the learning disability, or may have resulted from past experiences with others unable or unwilling to accept, understand, or cope with the person's disabilities.
7. Advocacy efforts on behalf of adults with learning disabilities currently are inadequate.
8. Federal, state, and private funding agencies concerned with learning disabilities have not supported program development initiatives for adults with learning disabilities.

In addition to these concerns identified by the NJCLD, adults with learning disabilities are frequently viewed as not having *real* disabilities and, as a result, are often not given access to information about their civil rights and about how to become their own advocates for these rights. Consequently, they are denied the information they need to bring about change for themselves and to take control of their lives.

An Agenda for Action

Improving the overall quality of how our society responds to adults with learning disabilities is a global issue which needs to be addressed by society in general. There are, however, unique responsibilities within the field

of adult literacy. The field must acknowledge that it has a significant history of inaction and that there has been an absence of information about effective services for adults with learning disabilities. With this acknowledgment, program leaders can make a commitment to take the first step in carrying out a new agenda for radically changing current practices in literacy programs. This opportunity to change the lives of millions of adults cannot be missed.

Every literacy program in America can embark on an aggressive campaign to develop high-quality, high-impact literacy services for adults with learning disabilities. To do this, every literacy program should make the following commitments:

- **Understand, use, and demand more research-based practices.** When research is not available to guide practice, literacy programs should demand that federal or state funding be provided to develop practice, and thoroughly test the practices on adults with learning disabilities.
- **Believe that they can improve all literacy services by improving services for adults with learning disabilities.** Practices for serving adults with learning disabilities are based on the idea of providing explicit and structured instruction while honoring and building on the perspectives, knowledge, skills, and experiences of the individual. The process of understanding and then trying to achieve this balance is at the very heart of offering LD-appropriate literacy services.
- **View all those in literacy programs as having a high probability for having learning disabilities.** Not everyone enrolled in literacy programs has learning disabilities. However, most adults with low literacy skills are likely to have learning disabilities. Many of these individuals will not seek formal diagnostic testing to confirm a learning disability. Instruction that is appropriate to learning disabilities—whether or not a learning disability is confirmed—should be the rule rather than the exception in literacy programs. In addition, literacy programs should continuously consider, at all phases of an adult’s participation in a program, whether confirmation of a *suspected* learning disability could provide civil rights protections that might have a positive impact on the adult’s success in life.
- **Make the improvement of LD-appropriate literacy programs a top priority.** To create changes that are required, programs need to embrace policies and procedures that will ensure high-quality services for adults with learning disabilities. These policies include

spending more time learning about learning disabilities, assessing learning problems, developing effective instructional plans, using high-quality instructional methods, and developing necessary community linkages.

- **Enlist private and public organizations to help shape a new system of thinking about civil rights and develop policies and services related to learning disabilities.** Changing current practice in literacy programs is only part of the solution. If literacy programs try to do this alone, their efforts will always be inhibited by resources, time, and the problems associated with transferring new knowledge and skills into the real world. They must develop links to the community that will ensure adequate resources, support, and follow-up. By making these connections, literacy programs can ensure that adults with learning disabilities can continue to be successful, not only in literacy programs, but in life in general.

How practitioners think and interact with adults with learning disabilities affects the adults in many ways, such as their ability to learn or their self-perception, hopes, fears, and accomplishments. Adults with learning disabilities sometimes have few allies to stand by them and champion their cause. Literacy practitioners are among the few professionals that adults with learning disabilities can turn to for help fighting the battles that they face every day of their lives.

Although their resources are few and their numbers small, literacy practitioners possess the greatest asset of all—relentless courage. They have nothing to lose and everything to gain by accepting this call to action to help improve the lives of millions of adults with learning disabilities.

Overview of *Guidebook 3: The Planning Process*

This is the third of five guidebooks in the *Bridges to Practice* series. The purpose of the series is to help literacy programs and practitioners (teachers, tutors, volunteers, and program leaders) develop or improve services to adults with learning disabilities.

Bridges to Practice

A Research-based Guide for Literacy Practitioners Serving
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Guidebook 1

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Guidebook 2

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Guidebook 3

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Guidebook 5

**Creating Professional Development
Opportunities**

- Preparing to Develop the Instruction Plan
- Determining a Curriculum
- Developing the Instructional Plan
- Selecting Instructional Materials
- Systems and Program Change

Guidebook 3 is divided into five sections. The information included in these sections will help program staff to answer the following questions about planning:

- How can literacy program staff ensure that planning practices in adult literacy programs increase the success of adults with learning disabilities?
- When should planning be done?
- How can assessment information guide the planning process?
- How can literacy practitioners effectively select curricular materials?
- How can literacy program staff determine which curriculum options are appropriate for each learner?
- How can literacy program staff decide the balance between the use of accommodations and teaching?
- How can literacy program staff involve the learner in the planning process?
- How can literacy program staff make instructional adaptations for the learner?
- How do literacy program staff write the instructional plan?

Section 1: Preparing to Develop the Instructional Plan

This section first discusses the important role that planning plays in successfully educating adults with learning disabilities. The section then describes how the information that was gathered in *Guidebook 2* is used in the instructional planning process.

Section 2: Determining Curriculum Options

This section includes descriptions of the various curriculum options that are available to educators. Each description includes a section on when the curriculum is appropriate for the learner's needs.

Section 3: Developing the Instructional Plan

This section details the steps in developing the components of an instructional plan: selecting the goals, breaking the goals into short-term objectives, and creating unit and lesson plans. This section also provides suggestions for involving the learner in the planning and determining when adaptations to the instructional plan may be needed for particular learners.

Section 4: Selecting Instructional Materials

This describes the process for selecting instructional materials. An important part of this section is Standards for Selecting Instructional Materials, a validated process created for this guidebook. From this effort, the report cards in Appendix B provide information on many popular instructional materials.

Section 5: Systems and Program Change

This section presents information about how to promote program and systems change related to services for adults with learning disabilities. It also presents indicators of high-quality programs which practitioners may find useful in thinking about change for their programs.

Case Studies

Throughout this guidebook, there are case studies about Alex and Delia which were introduced in *Guidebook 1* and continued in *Guidebook 2*. Their experiences in adult literacy programs are helpful in illustrating the practices described in these guidebooks. Because their needs vary, at a certain location there may be an example using either or both adults.

Bibliography

These suggested readings were selected by special education and adult education professionals during the field-test and review process of developing *Bridges to Practice*.

Preparing to Develop the Instructional Plan

Why Planning Is Important

Planning is the process by which you decide what and how to teach. The effective adult educator collaborates with the adult learner to write plans that identify everything from the overall goals that brought the adult to the literacy program to specific goals for individual lessons. This guidebook describes those plans and the process for writing them.

Planning incorporates your understanding of the learner's needs and learning abilities, and your knowledge of specific curricular options and approaches to instruction. That information guides you and the learner to specify teaching/learning goals that will be broken down into short-term objectives. Each of those objectives will in turn be useful as you and the learner plan corresponding units and lessons together.

Planning does not end after you have developed individual lesson plans, however. Planning is an ongoing process. You continually plan as you select instructional materials, conduct lessons with the learner, and evaluate the effectiveness of his or her efforts.

The appropriateness of the instructional plans (and how well you and the learner follow them) is the foundation for the learner's success, but not the only factor. Skill and motivation, on the part of both you and the learner, are also critical, as are your expertise in teaching adults with learning disabilities and your ability to be flexible (even the best plans have to be modified once they are put into action).

Appropriate planning requires time and effort, but without plans, you are operating on random chance. There are numerous steps in good planning, but when they become a routine part of teaching, they no longer take that much time. Busy educators are bound to tell themselves, “I would plan more carefully had I the time and resources.” But failing to plan for instruction almost guarantees that the learner will not meet his or her goals. The adult learner with learning disabilities (and you) cannot afford another experience where she or he either fails or “just gets by.”

Incorporating Assessment Information

The first stage of developing an instructional action plan is to collect assessment information about the adults. This information is critical for the next stage of determining the best curriculum option(s) for the adult. *Guidebook 2: The Assessment Process* describes the assessment stage in depth. This section provides a brief review of the sources of assessment information that were presented in *Guidebook 2*, and discusses how that information should be summarized into a learner profile. Figure 2.1 shows the types of assessment information you will need to create a learner profile.

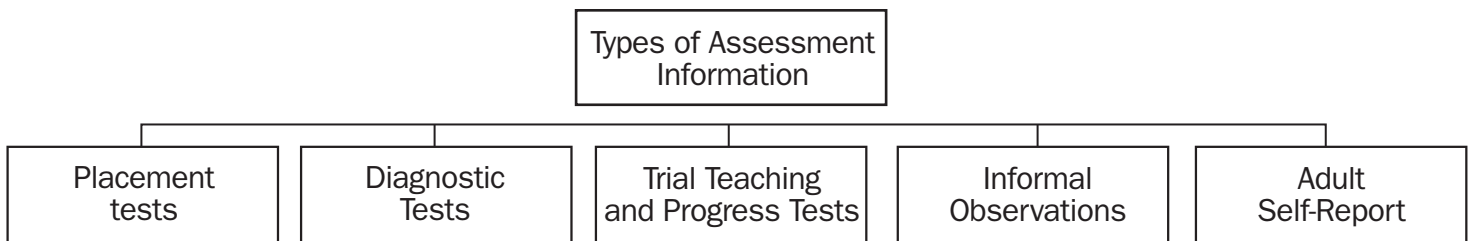


FIGURE 1.1
Types of existing assessment information

Placement Tests

Placement tests are sometimes administered when an adult first enters a literacy program. They are used to determine skills and knowledge levels in areas such as reading, writing, and mathematics. The results of these tests provide general information about achievement. If a learner has been formally diagnosed as having a learning disability, it is likely that in

addition to the assessment for learning disabilities, some placement testing has been included in the diagnostic process.

Diagnostic Tests

Because placement tests generally provide broad information about the skill levels and knowledge of the learner, additional diagnostic assessments may be necessary for planning instruction. A qualified professional frequently administers specific diagnostic tests. For example, if a placement test indicates that the learner has significant difficulty in math computations, a diagnostic test may be given to determine exactly what types of math computations are problematic for the individual. Diagnostic tests are used for making curriculum decisions, planning instruction, and profiling a learner's strengths and literacy challenges.

Trial Teaching and Progress Tests

Many people in the field of learning disabilities believe that the best type of assessment for instruction involves trial teaching and frequent progress testing; that is, once an area of instruction has been targeted, systematic instruction begins, and learning and performance are evaluated as part of almost every practice session. These assessments are often informal and provide you and the learner feedback on how the learner is progressing. If the learner's progress begins to plateau or decline, you need to seek a solution that will enhance progress.

Informal Observations

Many informal sources of information can be used to help you decide what to teach. Sources include:

- your observations as the learner completes tasks (*i.e.*, refusal or reluctance to complete some tasks, difficulty in concentrating on tasks, noticeable distraction by surrounding activity or noises, or increasing frustration demonstrated while completing tasks);
- work samples that the learner completes (*i.e.*, marked differences in the level of achievement in some areas, erratic error patterns, or trouble following procedures);
- informal conversations with the learner in which the conversations have breaks as a result of misperceptions, limited vocabulary, inappropriate humor, or listening comprehension errors;

- observations about the learner's work habits (*i.e.*, difficulty following a sequence or organizing work to get started); and
- comments from other learners or significant others about the learner's performance or work habits.

Adult Self-Report

The learner is an important source of information. A variety of surveys and questionnaires can be used to probe the learner's perceptions. The learner's responses to the following questions will assist you in determining the learner's preferences and needs:

- What prompted you to seek literacy assistance or become interested in our program?
- What problems are you currently experiencing in your life that you feel may be related to problems with reading or writing?
- How comfortable do you feel in social or public situations, interactions, and relationships?
- Are you always able to express your wishes and ideas with others as you would like to?
- What do you feel you need to learn to meet your needs and fulfill your goals?
- What specific types of learning problems and situations have you encountered, and in what settings?

It is important to remember that test scores alone do not indicate what needs to be learned. You need to talk with the learner about his or her goals, learning abilities, and learning history, and provide an opportunity for the learner to volunteer information about any relevant disabilities. All of the findings associated with these discussions, together with those from test scores, then become a part of the information process as you plan specific goals or outcomes to share with the learner.

Case Study

Incorporating Assessment Information

DELIA

Delia is a 47-year-old woman who came to the Community Learning Center (CLC) to improve her reading and writing skills in order to advance in her work at the Green Thumb Nursery. Her intake interview and initial placement tests indicated that she needed to develop her skills in word attack, spelling, and recall. A vision and hearing screening ruled out any vision or hearing problems as a likely explanation for her difficulties in recognizing and applying word endings. After a few weeks of working together, the CLC staff got permission from Delia to screen her for a possible learning disability. Screening results indicated that Delia probably has a learning disability. In a discussion involving Delia and the staff, Delia decided that she did not need to continue with formal assessment to determine whether she had a learning disability. (*Guidebook 2* describes the process the CLC staff followed to develop and implement an LD-appropriate assessment and screening process.)

After the assessment information was collected by program staff and shared with Delia, she and Jan, her tutor, started their next session by reassessing her personal literacy goals in light of the new information. They worked together to list her goals, learning strengths and preferences, and which instructional adaptation seems to work best for her. Next, they listed skill, strategy, and knowledge areas for improvement.

Creating a Learner Profile

A learner profile is a summary of the adult's current assessment information. It should include demographic, educational, and work information, as well as specific assessment information. An essential part of this report is the discussion of what the learner thinks are his or her strengths and literacy challenges (information that the adult realizes needs to be learned).

The learner profile is a summary report of the current situation. It will be used often as you and the learner work together to develop an instructional action plan. (For more information on creating a learner profile, refer to *Guidebook 2: The Assessment Process*.)

Determining a Curriculum

When planning with the adult who has learning disabilities, you have five major curriculum options to choose from. To select the appropriate curriculum option, ask yourself and the adult these five questions:

- **Basic skills:** Does the adult need to learn basic skills for acquiring and expressing information?
- **Learning strategies:** Does the adult need to acquire learning strategies for completing tasks efficiently and effectively?
- **Critical content:** Does the adult need to learn critical content necessary for daily interactions and responsibilities?
- **Social skills:** Does the adult need to learn social skills for interacting successfully with others?
- **Self-advocacy:** Does the adult need to learn self-advocacy strategies for communicating his or her interests, needs, and rights?

You and the learner may determine, based on the learner's needs and goals, that it would be helpful to select more than one curricular option. It is possible for the learner to use more than one type of curriculum simultaneously. This is especially true for the self-advocacy option. It could be argued that self-advocacy skills should be an assumed need unless the learner provides evidence otherwise and should be taught along with any other curriculum chosen. A description of each curriculum option follows.

Basic Skills Curricula

Basic skills curricula are the foundation for most instruction in adult literacy programs. This type of curriculum targets fundamental skills in the academic areas in which the person is experiencing difficulty, such as word decoding, syllabication, or math calculation functions. The goal is to sequentially improve the learner's skills. A basic skills approach is used on the premise that when adults learn individual skills, such as word decoding, the new skills will prepare them for performing more meaningful tasks, such as reading for comprehension.

Key Elements

Effective instruction in basic skills usually involves remediation or reteaching of skills that correspond to the learner's ability levels, usually determined from intake interviews and testing. A basic skills curriculum should include each of the following areas:

READING

Curricular content should emphasize

- explicit instruction in phonological awareness designed to help the learner recognize speech sounds and blend them into meaningful units;
- decoding and word-recognition activities designed to teach the learner how to recognize words;
- oral reading fluency development to help the learner read quickly and effortlessly; and
- reading comprehension strategies to help the learner understand and remember what has been read.

MATHEMATICS

Curricular content should include information related to

- the language of mathematics to help adults learn the meanings of symbols and words used in math problem solving;
- the “big ideas” or concepts central to mathematics to help learners organize their thinking about math; and
- strategies for solving math problems.

WRITTEN COMMUNICATION

Curricular content should include information related to

- the means of writing—to address problems related to prerequisite skills (for example, holding the pencil, directionality, spatial orientation), handwriting, and word processing;
- the mechanics of writing—to address problems in spelling, capitalization, grammar, and punctuation; and
- the composition process—to address problems in planning and organizing, semantics, crafting sentences and paragraphs, editing, and revising.

Appropriate Use of Basic Skills Curricula

A basic skills curriculum is usually necessary for adults who have failed to learn from traditional instruction. Basic skills teaching is based on the assumption that the learner should first be taught a sequence of individual skills; instruction can then progress to applying those literacy skills to meet life demands.

Proponents of basic skills curricula contend that this instruction directly addresses each of the student's learning problems in the order in which they need to be addressed. Critics of this curricular option, on the other hand, suggest that progress in acquiring basic skills is often slow and, therefore, the learner loses motivation easily.

Most individuals need to read at least at a 4th- or 5th-grade level to meet everyday literacy demands. Adults who are reading below that level may be excellent candidates for intensive basic skills instruction. Adults reading at or above that level may profit more from other curricular options.

Effective instruction in basic skills requires intensive and frequent practitioner-directed instruction and practice opportunities. The work involved in acquiring basic skills should be thoroughly explained to the learner when goals are set. If the learner does not wish to invest the amount of time required to attain the desired level of literacy skills, other instructional options should be considered. For many learners who are engaged in a basic skills curriculum, it may be appropriate to simultaneously learn related skills through one of the other curricular options.

Learning Strategies Curricula

A person's approach to a task is called a strategy. It includes how a person thinks and acts when planning, executing, and evaluating

performance on a task. Strategies that focus on how the learner acquires, stores, and expresses information or demonstrates competence are called learning strategies. A learning strategy helps individuals wisely use what they already know in order to enhance their learning and performance. It should help learners apply the basic skills they have already learned to complete complex tasks. Learning strategies usually consist of sets of steps or procedures that guide the learner in ways to act and think.

Key Elements

A learning strategies curriculum is composed of strategies that are important for the completion of tasks. Learning strategies help adults address common challenges, such as

- what to do when they come to an unknown word (*e.g.*, a decoding strategy for word recognition),
- how to ensure that they understand and remember information as they read (*e.g.*, a strategy for self-directed comprehension questions as they read),
- how to integrate visual and text information (*e.g.*, a strategy for repeatedly viewing a graphic as they read about it),
- how to ensure that they write complete and interesting sentences (*e.g.*, a paragraph composition strategy), and
- how to take a test (*e.g.*, a strategy for keeping track of testing time remaining).

A good learning strategy should give the learner an efficient and effective approach to completing a task. Therefore, the strategy should contain steps that help the learner approach, think through, and complete the task.

Learning strategies should include as many of the following six features as possible:

1. INFORMATION ON HOW TO USE THE STRATEGY

Identifying characteristics of situations and conditions under which the strategy should be used will help promote appropriate use and generalization. This includes information on why, when, and where to use the strategy.

2. SPECIFICATIONS OF ENTRY-LEVEL OR PREREQUISITE SKILLS

Entry-level skills, such as being able to understand sentence capitalization and punctuation in order to write sentences, need to be spelled out if they are required. Then they should either be taught before teaching a specific strategy or included as a step of the strategy itself.

3. A CLEARLY DEFINED STEP-ORIENTED APPROACH

An efficient strategy is a collection of the best ideas for how to complete a task. These ideas should be organized into a clear sequence of steps. Although there is not always one “best” approach to a task (each adult may have a different best approach), there is always one outcome used to judge success: Did the learner successfully complete the required task?

The step process should do the following:

- **Limit the number of steps to seven or fewer.** Fewer steps reduce the memory load on the learner and aid recall of the strategy. If a step is complex, it should be broken down into mini- or sub-strategies.
- **Contain appropriate words.** The words selected for the steps of the strategy should be familiar, easily understood, and meaningful. Essential, but unfamiliar words should be taught as part of instruction. Each strategy step should begin with a verb or an action word that relates to the physical or cognitive action to be taken. Words such as underline, ask, decide, and mark convey more meaning and are easier to remember because they describe activity.
- **Prescribe observable actions.** A strategy must lead to both information processing and physical action. The physical action, such as listing information, allows both the learner and instructor to observe and monitor progress. Steps that involve observable actions should reflect the thinking behind them. These explanations provide guidance for how to think about meeting the demands of the task. For example, if the steps of a strategy involve self-questioning to improve comprehension, then the explanation for the strategy should provide guidance on how to pose questions to oneself.
- **Include a remembering system for the steps.** Adults with learning disabilities often have difficulty memorizing information. Each step of the strategy should be short and to the point, so that minimal memorization is required. In addition, a remembering system, such as a mnemonic device, is useful for promoting recall. The mnemonic device should use easily memorized key action words. For example, if

an employee whose duties included taking messages off an answering machine needed to remember and organize the steps, he or she might use the mnemonic PHONE.

Play the messages

Hear each message and write it down

Organize the messages by the person for whom each message is intended

Notify each person of his or her messages

Erase messages

The mnemonic device should relate to the overall process. For example, a mnemonic such as CONVERT, related to the steps necessary to convert fractions to decimals, would more easily prompt the appropriate steps than the acronym RADIO.

4. SPECIFIC COGNITIVE STRATEGIES

Most learning systems include information-processing strategies, such as organizing, interpreting, selecting, storing, and retrieving information. Without information-processing strategies, a procedure is nonstrategic.

5. ENCOURAGEMENT FOR THE STUDENT TO USE FEEDBACK

It is important to include cues related to self-evaluation, self-monitoring, reviewing, and evaluating in the steps of a strategy. These cues encourage adults to ask questions such as “What do I need to do?” “How should I do it?” and “How did I do?” Many adults with learning disabilities do not realize that good learners “talk to themselves” during learning.

6. TIME LIMITS

Most strategies must be performed in a short time period. If a strategy needs to be performed over an extended period, it may be ineffective.

Appropriate Use of Learning Strategies Curricula

Because adults with learning disabilities often lack a strategic orientation to learning, it is difficult for them to achieve independence without instruction in learning strategies. The research on the effectiveness of this approach provides a compelling argument for selecting it. For adults who are functioning at or above a 4th- or 5th-grade reading level and who wish to become more effective and efficient readers and writers, serious consideration should be given to this type of instruction.

A learning strategy benefits adults most if it can address problems encountered across many situations. The more often that learners use the strategy, the more likely they see its relevance and use it. Likewise, a learning strategy should also address problems that learners encounter regularly.

Critical Content Curricula

Many adults with learning disabilities possess limited background knowledge about the world simply because of their difficulties in obtaining information through typical reading and listening activities. This lack of knowledge may put the adult at a disadvantage in work and social situations. The purpose of this curricular approach is to provide instruction in information that the adult needs immediately. Critical content curricula involve a specific knowledge base, for example, information required for a job, knowledge needed to pass a driver's test or gain citizenship, or specific science or social studies content to pass the GED Tests.

Key Elements

Critical content curricula should

- relate to a life need (e.g., driving, passing the GED Tests);
- address knowledge that is immediately useful to the adult;
- be taught directly; and
- contain sufficient practice to ensure intensity.

Appropriate Use of Critical Content Curricula

Many adults with learning disabilities need to learn large amounts of content. Typically, they have not yet learned the strategies necessary to independently acquire the knowledge needed for daily life experiences. This option is appropriate for the adult who presents a specific need for information. For example, a young man purchasing a car for the first time will need to know about insurance. If he has never learned that information and does not have the necessary reading skills to acquire the information independently, then it is appropriate to teach him about insurance.

Instruction in critical content requires that you sort through the conceptual information, select the most important concepts and supporting information, and then help the adult acquire the information. However, be aware that, without a strategic approach to learning new information, the learner will not be able to function independently. For this reason, incorporating a learning strategies approach as well may be advisable.

Social Skills Curricula

Instruction in social skills involves teaching adults how to interact with others appropriately. Although social skills instruction is not typically considered part of academic literacy, it is an area in which many adults with learning disabilities need assistance. For example, the top five skills that Fortune 500 companies have listed as desirable in employees involve social skills: teamwork, problem solving, interpersonal skills, oral communication, and listening.

Key Elements

Social skills curricula should teach the learner how to

- interpret a social situation,
- select appropriate social skills,
- apply skills fluently,
- modify a social skill as a situation changes, and then
- integrate a variety of social skills to meet the demands of a variety of life situations.

The following list, taken from *Social Skills for Daily Living* from American Guidance Associates, provides examples of the areas that might be targeted:

CONVERSATION AND FRIENDSHIP SKILLS

- actively listening: making sure one understands what's being said by listening and asking questions
- greeting someone by saying "hello" and asking a question
- ending a conversation in a friendly way
- answering questions appropriately, honestly, and completely
- asking questions for clarification, for more information, or to start a conversation
- introducing oneself: saying one's name clearly and shaking hands, if appropriate
- joining conversations appropriately, not being rude, and not talking when others are talking

GETTING ALONG SKILLS

- accepting thanks and compliments appreciatively
- thanking others and giving compliments sincerely
- apologizing for mistakes and offering to make amends appropriately
- accepting “no” for an answer without arguing
- resisting peer pressure: gracefully saying no to friends when they suggest an undesirable activity and/or suggesting an alternative activity
- accepting criticism: listening and understanding criticism without anger and explaining how one will try to change what’s being criticized, if appropriate
- giving criticism in a calm manner

PROBLEM-SOLVING SKILLS

- listening to instructions and carrying them out accurately and in a pleasant way
- asking for help when needed
- asking for feedback and suggestions for improvement
- giving solid reasons for doing or believing something
- solving problems: analyzing a problem, developing solutions, choosing the best alternative, planning, and carrying out the solution
- persuading others to agree with something or do something
- negotiation: when in a conflict, coming to a compromise and reaching an agreement by engaging in a calm discussion
- appropriately joining group activities
- initiating activities with others and making the needed arrangements
- helping others when needed (without doing the task oneself)

Appropriate Use of Social Skills Curricula

Adults with learning disabilities often have difficulty learning and using social skills. Difficulties with short-term memory, attention, expressive and receptive communication, and an inability to interpret facial expressions or gestures may predispose adults with learning disabilities to poor

social skills. However, social skills can be taught so that adults with learning disabilities not only possess the skills and strategies necessary to function in everyday life but also face less of the discouragement and isolation often created by poor social skills. With appropriate instruction, an adult can develop the social skills necessary to be more successful in all aspects of daily life. Social skills instruction may be a priority for some adults who are concerned with maintaining employment or a circle of friends.

Self-Advocacy Curricula

A curriculum in self-advocacy involves teaching information that will enable adults with learning disabilities to: (a) make informed decisions; (b) set goals; (c) communicate interests, needs, and rights to achieve goals; (d) take responsibility for decisions and advocacy; (e) apply self-advocacy information, skills, and strategies across a variety of situations; and (f) link with support resources or agencies in the community that will provide the adult with opportunities to develop self-advocacy skills over time.

Key Elements

To many people, literacy is more than being able to read. Being literate means being able to perform a variety of functions independently and to fully participate in and enjoy life. Teaching an adult to be a self-advocate involves a combination of strategies, social skills, and knowledge. Self-advocacy curricula should include the following characteristics.

UNDERSTANDING OF THE INDIVIDUAL'S LEARNING DISABILITY

Adults need to know the characteristics of their learning disability and how these characteristics affect their learning. They should learn how to detect situations in which their learning disabilities may cause a learning or performance problem.

INFORMATION ABOUT THE LEARNER'S LEGAL RIGHTS AND RESPONSIBILITIES

Adults should be fully informed of their rights under the law, the responsibilities of employers and agencies related to providing equal access to services for adults with learning disabilities, and the mechanisms that are in place to obtain these rights. Advocating for these rights should include instruction in self-understanding and self-assertion.

SOCIAL SKILLS FOR SEEKING HELP AND COOPERATION

Adults should be taught social skills for situations such as requesting the information they need about testing or other situations in which they may need accommodations. They also need to be taught the appropriate ways to share specific and relevant information with professionals and employers.

WAYS TO REQUEST ACCOMMODATIONS

Learning about accommodations puts emphasis on discovering useful ways of coping with and getting around the functional limitations of an individual's learning skills. Adults need to know the types of accommodations which are appropriate for their specific disabilities, how accommodations should be provided, the conditions under which accommodations should be used and will be helpful, how to request accommodations, and how to seek and use accommodations independently. The challenge of requesting accommodations also may require instruction in specific social skills.

EMPHASIS ON MEETING INDIVIDUAL RESPONSIBILITIES

Self-advocacy involves accepting the responsibility for one's own success. Adults need to learn the actions necessary in specific situations to function independently and responsibly.

Appropriate Use of Self-Advocacy Curricula

Adults with learning disabilities often face situations or conditions in their lives that they feel helpless to improve. For example, they may not have been given equal access to a desired employment opportunity because reasonable accommodations were not provided. When conditions in an adult's life demand change, a self-advocacy curriculum should be considered. In most instances, this approach simply enhances other options selected.

Case Study

Determining a Curriculum Option

DELIA

After Delia and Jan made their goal list, they reviewed each goal and discussed what was required to reach each goal. They then began to target specific objectives to achieve goals. They agreed to focus on reading and writing skills for her job, including learning strategies for improving her comprehension. They decided to work on paraphrasing to encourage Delia's comprehension as she reads and a self-questioning strategy as a way for her to check her own comprehension. Jan had attended several workshops provided by the CLC to develop her teaching skills in these strategies.

After the planning meeting with Delia, Jan began to consider how to help Delia achieve her goals. Jan decided that she herself has to keep three instructional goals in mind. First, she needs to consider which curriculum options will best facilitate meeting Delia's needs in the areas of reading, writing, and comprehension skills and strategies. Second, she wants to help Delia retain and retrieve information by developing some effective strategies that will maximize the skills that she already has. Third, she wants to teach Delia how to communicate and advocate for how she learns best.

Based on the information that they had collected about Delia (Jan was careful not to assume Delia has a learning disability, despite the results of the screening tests), Jan was able to think about the nature of instruction that would be most appropriate for Delia. Jan knew that an effective instructional plan for Delia will need to include explicit instruction, so that Delia understands why things are being taught and practiced in a particular way; the plan will also need to involve *significant* structure and guidance in the learning activities.

Jan determined that basic skills and learning strategies curriculum options are the most effective approaches for Delia, because they seem to be the best match for Delia's goals and learner profile.

Developing the Instructional Plan

Learning is a journey. Planning for that journey starts with a vision of the broader routes and destinations and the means for reaching them. The journey begins with the formulation of program goals and objectives, then moves on to how instruction is organized into units and lessons.

Effective instructional planning for adults with learning disabilities incorporates sensitivity to a wide variety of learning disabilities, creates an environment that promotes strategic learning and performance, and addresses the different levels of instruction.

Instructional plan development includes three major steps:

1. set realistic and attainable goals
2. break down goals into short-term objectives
3. transform short-term objectives into unit and lesson plans

Because of the characteristics of adults with learning disabilities, certain instructional principles (described later in the section “Making Instructional Plans LD-SMART”) must be ingrained into this planning process.

Step 1: Set Realistic and Attainable Goals

Adult learners enter programs for specific reasons. The learner profile described on page 9 provides the springboard for the adult to clearly

define and prioritize his or her reasons for seeking literacy instruction. From this profile, realistic and attainable goals can be generated. The learner's levels of commitment will correlate with his or her involvement and agreement with the program direction. However, you have an obligation as a professional to advocate what you think are appropriate goals.

Adults with learning disabilities may have difficulty setting goals because they may not have learned how to do so. Sometimes they select goals that are not easily or immediately attainable. You need to help learners identify what they want from your literacy program. For example, a long-term goal might be getting a new, more interesting job or buying a new home. A more specific, immediate goal may be obtaining information from the newspaper to locate job or real estate opportunities.

Adults with learning disabilities are at risk of selecting unattainable goals, not because they cannot achieve them, but because they set unreasonable time criteria for attaining their goals. The learner can become more realistic about the amount of time necessary and available to achieve a goal by using a calendar to keep track of deadlines, assignments, and meetings.

Case Studies

Setting Realistic and Attainable Goals

ALEX

Alex explained at his first appointment at the Community Learning Center (CLC) that he wants to read and write so that he can get a better job and read to his child, due in another month. Joel, the program coordinator, Alex, and Wilma, his tutor, discussed the fact that his placement scores are low and that decoding is his primary deficit.

Together they concluded that the best curriculum option is basic skills instruction in reading and writing. Wilma explained that it will take time for Alex to acquire these basic skills, but the fact that he is motivated to start now is encouraging. With steady progress, he should be able to read to his child by the time the child is a toddler.

Alex and Wilma agreed to meet again with Joel, but in the meantime, they will work together to determine his goals and develop an instructional plan. His initial goals, "to read and write better," are too broad and need to be better focused.

After discussion, Alex came up with three goals: "I want to be able to

read the weekly memo from my boss,” “I want to be able to write a note to my boss at work on my own,” and “I want to be able to read an article I have about fatherhood.”

DELIA

After Jan had time to think through the various curriculum options, she shared her conclusions with Delia. Delia asked a few questions, and then she and Jan began to discuss a goal attainment plan. Delia did not contribute much to this conversation, because she was not sure how she could meet her goals. By asking questions, Jan was able to get Delia to give more input. For example, Jan asked Delia if she would stick with the program if the lessons involved rehearsing the pronunciation of words and practicing writing them. (This would help build skills in reading comprehension and spelling, but Delia had difficulty attending to final digraphs and recalling procedures such as decoding skills.) Delia agreed that this goal is achievable.

The first goal they agreed to work on involved a basic skills curriculum. Jan explained to Delia that, although the goal of pronouncing and spelling words may sound boring, it is an integral step toward achieving Delia’s broader goals of being able to read and write well enough to advance at her work place. Delia seemed to trust Jan’s expertise, but she did not appear convinced that she would meaningfully improve her reading and writing. Fearing that Delia might get bored without an initial goal that seemed practical to her, Jan suggested they incorporate into the goal that Delia would bring lists of difficult words that she encountered at work to serve as the basis for some of the practice.

Jan and Delia agreed it would be best to meet twice a week to keep the momentum going. Delia said she was busy with work, but she would try to participate twice a week.

Step 2: Break Down Goals into Short-term Objectives

After the goals have been set, the second step in the instructional plan development process is to break down the relatively large, long-term goals into short-term objectives.

Many adults who enter adult education or literacy programs have at least one relatively long-term goal (*i.e.*, to pass the GED Tests). However, adults need to break such a long-term goal into a series of smaller

objectives or tasks. Short-term, explicit objectives are met more easily, keep learners motivated, and allow learners to see progress. Short-term objectives also provide greater focus for learners who have low self-esteem, especially if they have had trouble meeting unrealistic long-term goals. An example of an explicit short-term objective for the goal of passing the GED Tests could be to learn to calculate fractions.

Many adults with learning disabilities have difficulty breaking goals down into smaller objectives or tasks. In fact, in many cases, lack of goal attainment is directly related to lack of understanding of the components needed to reach specific goals. During this stage of instructional planning, learners may need specific and direct assistance in task analysis.

To construct short-term objectives, consider the following principles.

Objectives Can Be Sequential or Concurrent Components of a Goal

SEQUENTIAL ANALYSIS

When analyzing a particular goal, it may be appropriate to think about the sequence of steps to reach the goal. For example, if the goal is to get a new job, a sequence of objectives for the adult might be to

- locate resources listing job opportunities,
- match qualifications and interests to available jobs,
- make inquiries,
- complete applications,
- schedule interviews,
- participate in interviews using appropriate behaviors, and
- make a decision about job offers.

CONCURRENT ANALYSIS

Another way to analyze a goal is to think of the components without reference to a particular order. These are called concurrent objectives because the learner can work on elements of each objective simultaneously. For example, using the same goal of getting a new job, objectives (which might not be sequential) could be to

- explore career alternatives,
- use appropriate interactive communication and social skills,

- obtain information from resources,
- complete job applications appropriately, and
- use a decision-making strategy.

Objectives Should Be Clear and Specific

Vague objectives are not helpful to the learner. The following are examples of how vague objectives can become specific objectives:

Vague: “I want to get along better with the people at work.”

Specific: “I want to be able to join a conversation at the lunch table at work.”

Vague: “I want to learn how to use the manuals at my factory.”

Specific: “I want to read the manual that describes the operation of the machine I run at work.”

Vague: “I want to read the newspaper.”

Specific: “I want to read the sports section of the newspaper.”

Objectives Should Be Measurable

It is essential that learners have specific criteria against which to measure their performance. Answering questions with 100% accuracy, building a fence around the entire yard, paying all the monthly bills, or going to the store and returning with everything on a list are all objectives that can be measured accurately. Each time the learner visits the literacy program, some record of progress toward meeting goals should be recorded.

Objectives Should Be Attainable

The steps toward achieving a goal must be attainable if the goal is to be met. When learners master those steps, they meet their goal. Time is an important consideration in selecting attainable goals and objectives. Targets that can be reached in a period of six weeks are different from those that require a longer time period. If reaching the objective takes too long, learners may become frustrated by not achieving desired outcomes and give up.

Case Study

Breaking Down Goals into Short-Term Objectives

ALEX

Because Alex wishes to read and write memos at work, he discussed the steps to get there with his tutor, Wilma. Although those were his goals, he realized he needed to gain some basic skills in reading.

Alex readily agreed that he has trouble with sounds and syllables. “I never knew how to figure out a word,” he explained. Wilma described a step-by-step way to teach sounds. She explained that multisensory, structured language teaching gives a student an understanding of word construction so that guessing no longer is necessary. “When you learn sounds in this way,” said Wilma, “you learn to blend them together to read a word and also pull apart the sounds in a word in order to spell it. Rather than learning all the sounds at once, you learn some and then you practice reading and spelling with those sounds.” She then cautioned, “This way of learning takes time. You won’t be able to read the memo or write a note to your boss right away. However, you will be able to figure out words without memorizing them and eventually read the things that you want to read. To do this, however, you need to agree to first learn some of the sounds and build from there. We could write a short-term goal and see how that goes.”

Alex agreed to set short-term goals. He wants to learn how to read so that he does not have to memorize everything and guess. Together, he and Wilma wrote two short-term goals (one for reading and one for writing).

Goal 1: I will read one-syllable, short-vowel words with 95% accuracy.

Goal 2: I will write dictated sentences containing one-syllable, short-vowel words and proofread them for spelling, punctuation and capitalization with 90% accuracy.

Step 3: Transform Short-Term Objectives into Unit and Lesson Plans

In the third step of the instructional plan development process, decisions about curriculum and instruction need to be translated from short-term objectives into working plans for the teacher. There are two levels of planning: unit planning and lesson planning. Usually, most unit and lesson plans are written as sketchy notes. The quality and nature of these

plans can dramatically change when you create plans to share with the learner and invite the learner to contribute to the plans, thereby actively including the learner on the journey. You can increase the likelihood that the instruction is appropriate for different adults by planning with other literacy instructors, discussing plans, and revising plans in collaborative planning and teaching arrangements. You may find it helpful to consider the suggestions on collaborative planning for units and lessons.

Unit Planning

Unit planning focuses on thinking about how chunks of content will be organized meaningfully for adults so that they can learn the major ideas included in a learning sequence. A unit is a series of two or more related lessons.

For example, a unit on how to accept criticism might be composed of four lessons: (1) rules of accepting criticism, (2) conditions for accepting criticism, (3) nonverbal skills for accepting criticism, and (4) skills steps for accepting criticism. Figure 3.1 shows a sample social skills unit plan about accepting criticism.

Unit planning includes creating plans necessary for launching the unit, ensuring that the big ideas in a unit are pulled together and learned, and deciding how many lessons will be necessary for the unit. A unit usually ends in some type of summary activity, such as a test or mastery check.

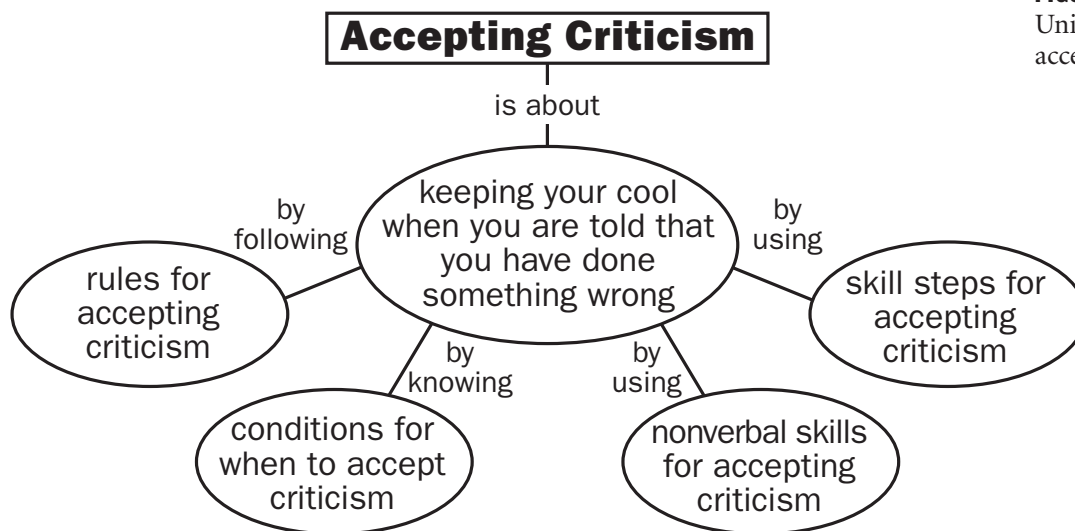


FIGURE 3.1
Unit organizer for accepting criticism

Lesson Planning

Lesson planning focuses on how a lesson is organized and taught in one or two sessions. Lesson planning involves determining ways to show the adult how the single lesson supports the bigger unit and goal and developing procedures that ensure that the learner masters the content. At this level of planning, practitioners incorporate principles of best instructional practices to design specific activities with appropriate materials.

Case Study

Developing a Unit Plan

ALEX

Wilma explained that they will study sounds and how these sounds work in words. She said this will take time, but that it will be worth it in the end. Alex is glad to do this because he is frustrated trying to figure out new words. Of course, he wants to be able to read everything immediately, but he understands that it will take time. At first, he will practice with words and sentences that have the sounds he is learning.

Joel, the program coordinator, assigned Wilma to work with Alex because of her training in multisensory, structured language teaching. With this background, Wilma is able to create a unit plan for the two short-term goals that had been set. The unit plan includes these steps and critical questions:

- Determine which consonant sounds were known by Alex and then teach others using a keyword mnemonic. “What are the consonant sounds and how do you remember them?”
 - Teach all short vowel sounds using a keyword mnemonic. “What are the short vowel sounds and how do you remember them?”
 - Instruct how to blend three sounds together, to decode short vowel words (from /b/ /a/ /t/ to “bat”). “How do you blend three sounds together?”
 - Instruct how to segment three sounds (from “bat” to /b/ /a/ /t/) and spell, associating the letter with each segmented sound. “How do you segment three sounds?”
 - Progress to longer words such as *clash*, *stump*, and *script* (still one-syllable, short-vowel words) after mastery with three sounds. “How do you pronounce longer one-syllable words?”
-

Making the Instructional Plan LD-SMART

Certain instructional methods are uniquely appropriate for adults with learning disabilities. When it comes to planning for instruction, however, the practices described in this section are appropriate for all learners.

The following planning process has proven helpful in teaching all adults, including those with learning disabilities. It can be used for one-to-one or group teaching. This process is useful for making decisions at all levels of planning. Note that the steps begin in planning and go through completion of instruction.

In planning, you should consider the following SMART planning steps (SMART planning was adapted from Lenz, Bulgren, Deshler, and Schumaker [1994]):

- Shape the Critical Questions**
- Map Critical Content**
- Analyze for Learning Difficulties**
- Reach Instructional Decisions**
- Teach Effectively**

The following process will assist you in translating the portions of the instructional plan developed with the learner into working plans for the teaching sessions.

Shape Critical Questions

It is helpful to turn the goals and objectives of the instructional plan into questions that you and the learner can use during instruction. For example, if the program goal is to improve reading comprehension, the question might be: “How do I make sure that I am comprehending what I read?” For another example, if one of the units focuses on learning a paraphrasing strategy to improve reading comprehension, the question might be: “How do I paraphrase as I read to make sure that I understand what I am reading?”

You and the learner can use critical questions as the basis for conversation, and thereby monitor the learner’s progress and help the learner maintain focus as instruction progresses. By translating performance objectives into open-ended critical questions, you can help the learner master information.

Map Critical Content

Keeping the critical questions in mind, you then map the critical content of what is to be learned. A concept map is a graphic representation of the

organization of information (*i.e.*, content, skills, and strategies) to be learned. You might ask yourself the following questions to help prompt your thinking about how the map will be constructed.

“If I stopped the learner on the street and asked him or her to describe what I had taught, what would I like the learner to say about the information?”

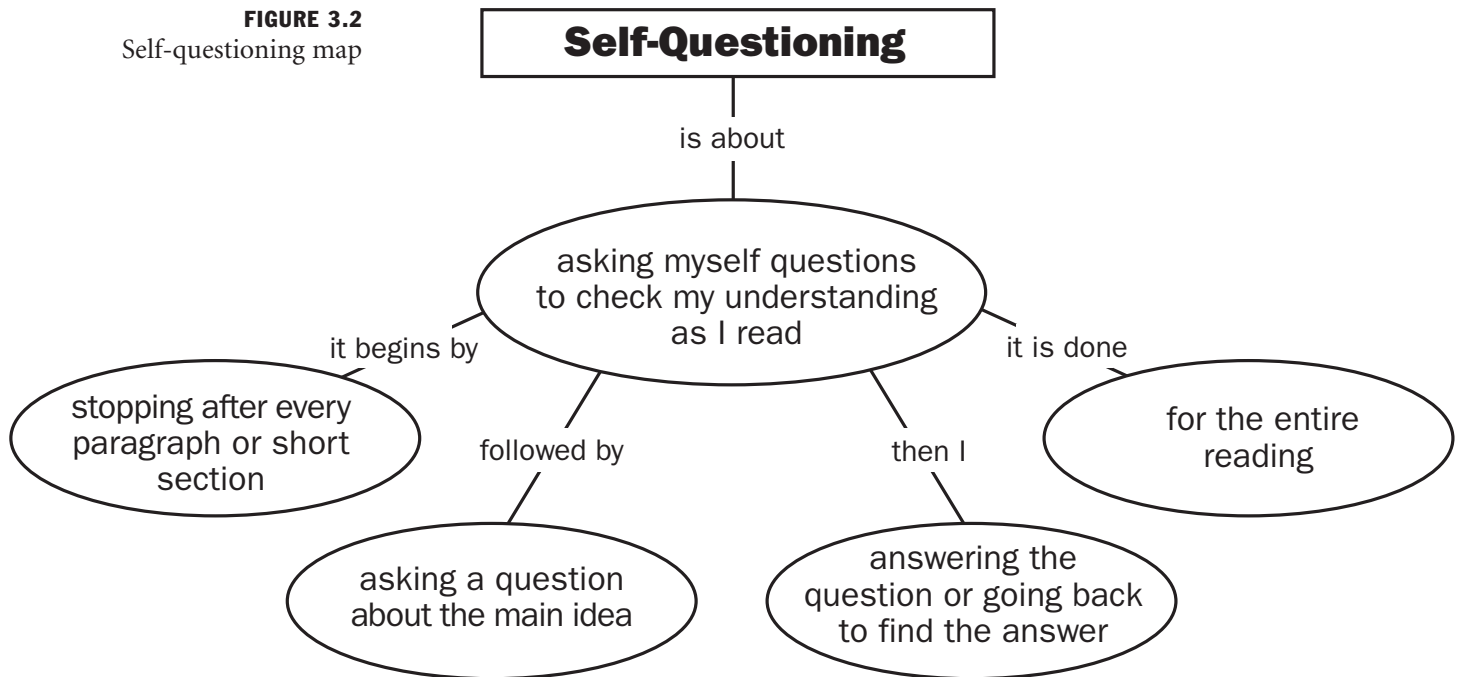
“How would I like the learner to organize information so that the map will help the learner understand the information, answer questions, and perform tasks?”

“What is the first chunk of information that I want to teach?”

These questions are used to create a graphic map that represents one way of structuring how the content might be learned. Figure 3.2 shows a self-questioning map as an example.

Although critical questions help focus attention on what to learn, there

FIGURE 3.2
Self-questioning map



is still a need to help learners understand the information and answer the critical questions. It is your responsibility to help the learner think about the information in meaningful ways. Once the learner understands the information, he or she can be encouraged to reorganize it in a way that might be more personally relevant.

The concept map in Figure 3.2 is designed for a lesson on self-questioning, and is used to help the practitioner organize what to teach. This map can also be used during the lesson to help the learner organize the information.

A good concept map is characterized by its content and its structure. The content of the concepts being taught should be based on the “big idea” paraphrase process. The structure of the concepts, or how the concepts are graphically displayed, should be based on the “component structure” principles.

CONTENT OF THE MAP: BIG IDEA PARAPHRASE

To make the concept map more accessible to the learner, the major points, or big ideas, should be paraphrased. By restating the concepts in another form, you can help the learner understand the meaning. Paraphrases should include the following characteristics:

- The paraphrase should capture the idea in a few words.
- The paraphrase should be composed of words that are meaningful to the learner.
- The paraphrase should be understood by all learners or be easily explained.
- All outcomes that you expect learners to master can be linked to the paraphrase during instruction.

STRUCTURE OF THE MAP: COMPONENT STRUCTURE

The graphic in the heart of the concept map represents the various components to be learned. A good concept map shows learners how to think about information, skills, and strategies so that they can use the structure to recall the information for later use in lessons. When it is important for the learner to recall the structure of the content, the map should be limited to seven or fewer parts. Thus, the concept map can help the learner limit his or her attention to the big ideas that you and the learner will use to organize the curriculum. Sometimes the learner may not be expected to recall the structure, but will be expected to refer to the structure to help organize discussion and references.

Other characteristics of the structure of a good concept map are as follows:

- Each section of the map should be connected with lines to the other sections of the map where an important relationship is to be established during the lesson. Arrows may be included to show additional relationships.
- Although not all thinking and organizational patterns are linear, the map should present a linear representation of the order in which the content will be learned, or it should show when the components will be presented and how they will be mastered. Some maps may illustrate both. In general, the sections on the left side of the map indicate what will be learned first, progressing to the right side of the map that shows what will be accomplished later.
- Each section of the map should allow for the development of subtopics and associated details. The connecting lines should show the hierarchical relationships between the “big idea” paraphrase and the supporting information. Subcomponents should also be linked by lines to the associated topic. You can use different shapes or color to show the relationship between a component and the associated subcomponents.
- Lines and arrows should be labeled with words that explain the relationship that will be explored during instruction. You can check the clarity of the labels by making sure that a complete sentence is created when you link the topic, the “big idea” paraphrase, and each part of the information structure. The example map for “Accepting Criticism” (Figure 3.1) shows how line labels can be used.
- Adult learners will be better able to use the concept map to help organize their ideas if the maps are simple (*i.e.*, a small number of parts, clear language and vocabulary, and few words).

Analyze for Learning Difficulties

Once you have structured the critical components of the curriculum, you need to review the map and question the potential difficulty of the information. These questions are based on your knowledge of the information and its complexities, your previous experiences in teaching the information, and the characteristics of the learner. You then review what is known about the learner and begin to consider this information.

The following criteria and accompanying questions are included in many successful practitioners’ analyses of potential areas of learning difficulty:

- **Abstractness:** Will learners find that new ideas presented in this unit/lesson are easy to connect to other ideas, and be able to describe the new ideas with concrete examples?
- **Organization:** Will learners readily see how the important ideas in the unit/lesson are structured and connected, or will they have to study the information in order to perceive the structure?
- **Relevance:** Will learners readily see how the information in the unit/lesson can be used for immediate and future personal benefit?
- **Background:** Do learners have the necessary background knowledge to make sense of the information in this unit/lesson? Will they readily recognize concepts and ideas learned from previous learning experiences that will be important in this unit/lesson? Will learners know how to relate new information to what they already know?
- **Complexity:** Will learners readily understand how to explain the various aspects of unit/lesson information in a straightforward manner, using language that demonstrates their comprehension to others?
- **Quantity:** Because of the volume of information, will learners readily be able to frame self-test questions and then recall the critical unit/lesson information in order to answer these questions and demonstrate competence on various tasks?
- **Relationships:** Will learners readily see how relationships in the content of the unit/lesson are used as the basis for assignments, tasks, and tests?
- **Language:** Does learning the information make demands on the learner that are beyond his or her ability to acquire, store, and express information or demonstrate competence?

Reach Instructional Decisions

This step is important for planning. Decisions are made about how information will be taught, what types of activities will be needed, and what types of materials will be required. Within this broad preparation phase, decisions also are made regarding how learning difficulties will be addressed. Specific planning activities should include the following:

- **Prepare devices and/or tactics.** Review the list of potential learning difficulties and select devices that might be used to guide learning. For example, decide whether a story or analogy might best promote comprehension, and select learning tactics that might help the

learner with his or her learning difficulty. Select instructional devices that will address the problems listed in the previous section, “Analyze for Learning Difficulties.”

- **Select devices to enhance instruction.** Decide how the instructional device will be used effectively with the learner. It is often helpful to give a learner a mnemonic device to remember a chunk of information or have some pictures ready to make a point. It also is helpful to use a concrete example for a concept or an analogy to introduce a concept.
- **Develop plans for informed and explicit instruction.** Make decisions and develop procedures related to how the instructional devices will be used and how adults will learn the targeted information.
- **Determine rules.** Decide on conditions, agreements, and rules and determine how these rules will be translated into specific practices during lesson implementation.
- **Select and prepare any materials that you may need to carry out the instructional plan.**

Teach Effectively

For methods of teaching effectively, refer to *Guidebook 4: The Teaching/Learning Process*.

Case Studies

Making the Instructional Plan LD-SMART

ALEX

Wilma went on to create a lesson plan to help Alex perform the skill and answer the critical question. She also created a content map for each lesson so that Alex can keep track of where he is during each lesson. Wilma knew that part of the lesson should be devoted to reading (decoding) the short-vowel words and part of the lesson should be devoted to spelling (encoding) the short-vowel words. She planned the first lesson to cover the consonant and vowel sounds, helping Alex learn them with a keyword. For example, she taught him to say “aaaaaapple” to get the short vowel sound of “a.” Subsequent lessons involved practicing with each sound and then working to blend the sounds together into words. The lesson included reading words in isolation as well as in sentences. The spelling part of the lesson began

with segmenting words into separate sounds using sound cards. The lesson included spelling sounds, spelling words with cards, and spelling words on paper both in isolation and in short sentences.

Wilma selected the instructional materials for her sessions with Alex with several factors in mind. First, the instructional material was designed to address the chosen curriculum option of basic skills in reading and spelling. The curriculum content emphasized explicit instruction in phonological awareness, speech sounds, decoding, syllabication, and spelling. The material also was selected because of appropriateness and effectiveness with adults with learning disabilities.

Although Wilma had some training in multisensory teaching, she selected materials which would guide her through the instruction. She realizes that she will need to put in study time, but she also knows that Alex requires specialized teaching to succeed. The instructional material chosen had been used in studies with adult students. A research study which had demonstrated the effectiveness of the materials helped Wilma to feel confident using it with Alex. Also, the material provided a means to assess progress, so that Wilma and Alex can measure his growth toward his stated goals.

DELIA

Jan kept track of Delia's progress in the basic skills curriculum designed to develop her ability to recognize word endings. After 5 weeks of steady attendance, Delia was making only slow progress, primarily because she had difficulty remembering the digraph sounds she needed to master. Together, they developed a progress chart and Delia marked her own progress.

Although Jan was pleased with Delia's progress, she was concerned that a "drill-and-kill" routine could cause Delia to drop out of the program. To keep Delia motivated, Jan suggested that they start working on one of Delia's related reading goals. She and Delia decided to work on a self-questioning learning strategy, which will help Delia with her recall of content and, therefore, with her comprehension. The two had planned to begin work on this goal as soon as Delia began to master the digraph recognition skills.

In thinking through how she would teach Delia a self-questioning strategy, Jan reminded herself to use the LD-SMART planning steps. First, she decided that she needed to develop the following critical questions to focus instruction: How do you create good questions to guide your reading? How do you use self-questioning

to monitor your reading? How do you know that the self-questioning strategy is improving your comprehension?

Second, Jan drew a graphic organizer that showed the content parts of the lesson on self-questioning. She thought about the central reason that she wanted Delia to learn how to self-question during reading, and used this reason as the big idea portion of her content map. Jan thought carefully about the tasks involved in the self-questioning strategy. She considered the steps of the strategy that were appropriate for Delia's current skill levels. The steps of the strategy were included in a general way in the content structure portion of the content map she developed. Jan knew that her instruction with Delia had to explicitly account for each one of these steps.

Reviewing her content map, Jan thought about the skills Delia would need for each step of the strategy. She also thought about the type of instruction Delia would require to master each of those steps. Her continued work with Delia convinced her that, because of Delia's difficulties in remembering skills and information, she requires explicit instruction that is heavy in guided practice. Jan also noted that Delia benefits most from feedback while she performs tasks, not after she has completed the task. As she reflected on how to teach the steps of the strategy, Jan kept in mind that Delia will generally attend the CLC only twice a week, so she planned short lessons in which Delia could master one simple skill at a time and practice it.

Fourth, Jan began to develop her lesson plans and to identify the following specific tactics and devices that might help Delia learn the strategy:

- She listed the steps of the self-questioning strategy on a card, so that Delia would not have to write them out.
- She developed some flash cards to help her rehearse the steps.
- She thought of several mnemonic devices that Delia might want to use to help her remember the steps of the strategy.
- She made a list of different places where Delia might try the strategy, including the greenhouse where she worked.
- She prepared a graphic organizer and her own set of teaching notes to make sure that the instructional session would be structured and provide explicit information about the strategy and how it might be used.

Finally, she went through the principles of LD-appropriate instruction described in *Guidebook 4: The Teaching/Learning Process* and revised

her notes. Regardless of whether Delia had a learning disability or not, Jan wanted to make sure that her instruction was going to help Delia learn the self-questioning strategy.

Involving the Learner in Developing the Instructional Plan

This section contains recommended procedures for involving the learner in the planning process. A suggested sequence is presented for steps you may find effective in preparing to meet with the learner, in the actual interaction with the learner, and in following up on work with the learner.

Preparation Activities

In preparing to write the instructional plan, you should do the following (refer to *Guidebook 2: The Assessment Process*):

1. Gather all information collected during the assessment phase from multiple sources.
2. Organize the information in a manner that will help tell the story of the adult's learning and performance. The organization might be chronological (covering the learner's history), thematic (based upon content or skill areas), or evaluative (indicative of a pattern of performance).
3. Draft a learner profile, including strengths as well as literacy challenges.

Practitioner/Learner Interaction Activities

The following are suggested steps for including the learner in developing the instructional plan:

1. **Share gathered information, including test results.** You need to explain that you are sharing this information to help the learner make well-informed decisions in planning for instruction. In summarizing the sources of information, be sure to describe the importance of the learner's contributions to the overall picture. Tell the story slowly, allowing time for the learner to consider the information.
2. **Develop with the learner a profile of his or her strengths and literacy challenges.** Explain that you wrote down some "pieces to the puzzle" to help get started, but that the final profile is a joint venture with the learner. Present your draft profile, explaining the strengths first, and then ask the learner what conclusions he or she

can make based on the information provided. After listening carefully to the learner's concerns or interpretations, complete the profile, revising the draft as necessary.

- 3. Make a list of what is important to learn from the learner's perspective and prioritize the list.** Based on a discussion of the learner profile, construct with the learner a list of items most important to learn. You should assist the learner in identifying problems that (a) have been encountered frequently, (b) have had a significant negative impact on his or her life, and (c) have occurred across a variety of situations. The discussion should center around available curriculum options and the appropriateness of curriculum options in light of the learner's needs. You may find it helpful to make a list of possible directions and prioritize recommendations, editing the priority list as the learner talks.
- 4. Write an instructional plan.** Many different formats may be used for instructional planning. It does not matter which format you use, but be sure to include the following actions on your part:

Work with the learner to set instructional goals. Review the list of priorities, encourage the learner to ask questions, target the curriculum areas that you believe should be addressed initially, and discuss the short- and long-term benefits of addressing these priorities in the learner's situation. Then explain the areas that need to be covered under each curriculum option and give an estimate of the time it will take to master the information. Because the learner may want to work on other areas that have not been targeted, it is important that you give him or her the opportunity to react to these recommendations and to state preferences based on options offered. Be prepared to recommend a direction, and then to adjust and work with the learner to target appropriate goals. While striving to be responsive to the learner's reactions and recommendations, be sure that the goals set are both realistic for and attainable by the specific learner, based on your knowledge and experience.

Analyze goals into specific objectives. Break each goal down into smaller pieces by doing either a sequential or concurrent analysis. (Refer to pages 26-27 for information on sequential and concurrent analysis.) These elements are specific objectives under each goal; for example, if the goal is "I will understand what I read at work," a specific objective may be "I will know what to do when I come to a word that I don't know." It is helpful to ask for the learner's input in

this step, although you should be aware that many learners have difficulty with this type of analysis.

Begin to design an action plan. Consider the selected goals and objectives, keeping in mind what is needed from the standpoint of agreement on duration of intervention, number of sessions, schedule for sessions, and ground rules for program implementation. Other components of the action plan will need to be generated after this meeting with the learner. These elements are described below under “Follow-up Activities.”

- 5. Obtain commitment from the learner for the instructional plan.** The portions of the implementation plan that have been negotiated with the learner and recorded provide the elements of the learner’s commitment. The learner may be asked to agree to the plan by signing a written document.
- 6. Obtain the learner’s input about ways to approach teaching.** Ask the learner to think about how he or she learns best, and what techniques have worked in the past. This input from the learner is often extremely helpful when you are writing the instructional plan.

Follow-Up Activities

As a follow-up, you should first review the instructional plan with the learner. Then decide how to go about implementing the instruction, including considerations about programs, materials, techniques, and activities that would be appropriate. Finally, keeping in mind the big picture of the learner’s goals, organize your ideas into specific plans for each teaching/learning session. In writing these plans, keep in mind best practices for teaching adults with learning disabilities. (Refer to *Guidebook 4: The Teaching/Learning Process*.)

Adapting the Instructional Plan

In planning curriculum and instruction, you should strive to match materials, techniques, and activities to the needs of the adult with learning disabilities. Keep in mind that “one size does not fit all.” Even materials that have been found to be effective with adults with learning disabilities cannot be used in exactly the same way for all learners. Adaptations may be needed.

It is important to understand the distinction between adaptations and accommodations. When the term “accommodation” is used to describe

the responsibilities of adult literacy programs, it refers to changes that are legally required to allow the adult to access and profit from the basic or essential services provided by a program. The term “adaptation” refers to the routine changes that a teacher makes during instruction to increase learning. Adaptations are usually not legally required and may be thought of as good teaching practices responsive to the heterogeneity within any group of learners. Any curriculum that you select will need adaptations for some adults.

You should consider possible adaptations to curriculum, materials, and/or instruction in the planning process. You should not wait for adults to experience frustration or failure before making adaptations. Their consideration is an essential part of planning. (For more detailed information on accommodations and instructional adaptations, refer to *Guidebook 4: The Teaching/Learning Process*.)

Summary

Now it is time to teach “LD-SMART.” Certain instructional methods are uniquely appropriate for adults with learning disabilities. When it comes to planning for instruction, however, the best practices for planning for adults with learning disabilities are appropriate for all adults. Because adults often participate in literacy instruction intermittently, it is important to consistently reinforce how individual activities and lessons fit into the big picture so that the adult learner stays with the program on the “journey.”

Selecting Instructional Materials

An important part of planning is the selection of appropriate instructional materials. This section includes a description of the instructional standards to assist practitioners in making decisions about which curriculum to select.

The best materials to use with learners are those that help them acquire desired skills, strategies, or knowledge effectively and efficiently. Selecting best materials for adults with learning disabilities, then, requires consideration of the adult's learning needs, the appropriateness of the materials, and the need to offer instruction in alternative formats.

Not all materials designed for literacy teaching are suitable to the unique needs of adults with learning disabilities. The standards discussed in the following section will serve as guidelines for making decisions. These standards, which have been identified as important by practitioners in the fields of literacy and learning disabilities throughout the United States, will assist literacy providers in making good decisions about choosing instructional materials.

Eight Standards for Selecting Instructional Materials

The following eight standards for selecting instructional materials are presented in brief below and then described in further detail in this section.

1. The instructional material is effective for teaching adults with learning disabilities.

2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about learning disabilities.
4. The learning outcomes that can be expected are clearly described.
5. The results achieved by using the instructional material can be used to make decisions regarding further instruction.
6. The procedures for checking the learner's progress are clear and easy to use.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.
8. The instructional material can be used in a variety of instructional situations within the literacy program.

The following explanations also provide essential information for completing the Report Card on Instructional Materials. (For a sample report card, refer to Appendix A of this guidebook.)

Standard 1. The instructional material is effective for teaching adults with learning disabilities.

Determine whether the instructional material has ever been used successfully and is likely to work for an adult with a specific type of learning disability.

A learning disability can affect an adult's learning in subtle ways. Adults who do not have learning disabilities sometimes display characteristics similar to those who do. But adults with learning disabilities have needs which are distinctly different from those of their peers. Adults with learning disabilities learn and think about information and express it differently from other adults.

You may need to select materials that lack research-proven effectiveness. Such a decision needs to be determined case by case. "It's better than nothing" is not always the best rule. Adapting instructional materials to make them more appropriate can help. However, you should always be cautious; changing an instructional material can be time-consuming, and even minor changes can alter the effectiveness of the material.

When applying this standard, you also need to consider the visual presentation of material in the text(s). The following considerations are

important for the selection of materials, not only for adults with learning disabilities, but also for all adult learners served in literacy education programs:

- large type size (15 points or larger is recommended)
- generous use of white space
- clear graphics
- easy-to-follow layout

Standard 2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.

Many literacy skills taught to adults are the same as those traditionally taught to school-age children and adolescents. However, adults and children learn in different ways. Therefore, some instructional materials may be inappropriate for adults because the content is immature; *e.g.*, stories that include inappropriate topics, such as children on the playground or activities that are unsuited to adults, such as reciting nursery rhymes.

Standard 3. The instructional principles used to promote learning are clearly stated and consistent with what is known about learning disabilities.

An instructional principle is a belief about how teaching must be done in order for a student to learn. For example, one such belief is that adults must master basic skills before they are able to perform complex tasks.

The publisher of the instructional material should provide information that explains the instructional principles influencing the design of the materials. Typically, this information does not identify a theory of learning but explains the approach or potential learning outcome in theoretical terms. For example, a curriculum might be described as “providing opportunities for repeated practice.” This description indicates the material is based on theories that consider drill and practice necessary. Another instructional material may explain why the instruction is effective for adults with learning disabilities. For example, a reading program might provide a description of how multisensory teaching improves word decoding.

Identifying sound instructional principles generally is not too difficult. Good materials identify the specific principles on which they are based.

Standard 4. The learning outcomes that can be expected are clearly described.

Look for information that indicates what students typically learn as a result of using the curriculum. A curriculum is usually selected to accomplish a specific learning goal. Examples of accomplishments include mastering long vowel sounds or acquiring communication skills appropriate for a job interview. Learning outcomes can almost never be guaranteed. However, evidence of gains that similar students have made is a good indicator of what to expect.

Some potential outcomes are stated too globally to be useful. For example, claims such as “helps with basic math skills,” “builds multiplication ability,” and “useful for careers involving math” are too general. A more helpful outcome statement would be one such as “student will be able to independently multiply whole numbers and decimal fractions.” This statement conveys a sense of just what the adult should be able to do if he or she successfully completes the instructional material.

Standard 5. The results achieved by using the instructional material can be used to make decisions regarding further instruction.

Completing one instructional material rarely results in the learner’s fully accomplishing his or her literacy goals. The most useful instructional materials not only measure how well the learner has done (that is, a final “progress” check) but also identify subsequent instructional materials. Ideally, guidelines will be provided both for those who accomplish their goals and those who do not.

Standard 6. The procedures for checking the learner’s progress are clear and easy to use.

In addition to knowing the learning outcomes you can expect (Standard 4), you and the learner should be able to determine how well the learner is progressing. An instructional material should include information about procedures to determine how a student is doing and suggested methods for keeping records of the learner’s progress. Mastery levels might be set for a learner to attain before moving to the next part of the instructional material. For this purpose, there may be “end-of-section tests” or informal inventories to administer.

The instructional material may not always include materials for checking progress, but guidelines should specify how evaluations might be made. This information should include when to conduct a progress check, how

to conduct the check, what materials to use, how to evaluate the learner's work, and how to continue the instructional material using results of the progress check. Procedures for checking progress should be convenient enough so that busy practitioners will not object to using them and learners will consider them worthwhile.

Standard 7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.

Look for a description of what instructors should do to learn how to approach and apply the instructional material, including how long such “training” will take. The instructional material should include guidelines for use. In some instances, guidelines will be extremely precise, leaving little to the instructor's discretion. In other instances, appropriate teaching practices will be suggested. In all cases, staff should be able to determine how to use the instructional material effectively. Even the many instructors who are skilled at adapting and designing their own materials benefit from knowing how to use an instructional material to maximize efficiency and learning outcomes.

Standard 8. The instructional material can be used in a variety of instructional situations in the literacy program.

Look for information that indicates whether the instructional material can be used with different types of instructional groupings, such as self-paced or small groups, and with multiple teaching approaches, such as tutoring or discovery learning.

The most useful materials often are those that are adaptable to many situations, such as multiple instructional approaches, different learning goals, and varying student levels. This standard also means that instructional materials need to be adaptable and easy-to-move from one place to another.

Steps in the Selection Process

The steps described on the following pages refer to the Report Card on Instructional Materials. For a sample report card, refer to Appendix A of this guidebook. The instructional materials report card was designed to help you organize the information you have gathered on various instructional materials for adults with learning disabilities. Once that information is organized, it is easier to compare materials.

Step 1: Know the Standards

Allow adequate time to review the standards and the report card. The first few times that you complete a review, the lack of familiarity will likely slow you down. With practice, you will become more aware of the specific information needed and where you will be likely to find it, and, therefore, will complete the task in less time.

Step 2: Consider Selection Priorities

The standards that are important in one literacy program may differ from those of another program. The decisions about which standards to give the most consideration are best determined by each program. The eight standards are not ranked in order of importance. If you are selecting a material to add to your program's resource collection, consider its appropriateness for teaching the types of skills for which you intend to use it. If you are selecting a material with a particular learner in mind, consider what you know about that learner's capabilities and interests as you review the materials.

Step 3: Gather Information About Instructional Materials

Gather all of the sources of information you have about a curriculum. Information resources may include:

- publisher's catalogs
- instructor's manual
- the materials
- comments by colleagues or other professionals
- notes on the materials
- published reports or reviews

Step 4: Review Materials Using the Standards

The report card provides each of the eight standards, explains what each standard means and why it is important, and tells what type of information to look for and sometimes where to look.

Determine how well curricula satisfy each standard. Several persons working together can simplify the review process. As they find information, they should write it in the "Evidence" section of the report card. Resist the temptation to just write "yes" or "no," but write down what you found and where you found it. It may be helpful to review some report

cards in Appendix B to see how this is done. While reviewing the material, make your own evaluative judgments. In other words, ask yourself if the material meets the standard based on the information available within the material's contents.

Allow adequate time to review the standards. Many curricula contain little information on one or more of the standards. In some instances, you may feel discouraged about this lack of information, but you should not be. Materials that do not address these standards do not deserve to be used, regardless of how polished the packaging or how convincing the author or publisher. The best recourse options are to (a) continue searching for more appropriate materials, and (b) make adaptations to the less than desired materials (while keeping in mind the caution that extensively adapting a material may negatively affect what was good about it.)

Step 5: Develop Conclusions

Discuss your findings with your colleagues. Be tentative about conclusions until all information has been collected. If other staff have also evaluated curricula using the report cards, share results. Sometimes program staff get into discussions about which curriculum is better. This is premature. The first question should be "Is the curriculum good enough?" You should consider adopting a material only if it meets your minimum standards. Once you have several materials that warrant further consideration, compare them using the report card standards.

Frequently Asked Questions About Instructional Materials Selection

What if I can't find the information?

A material may not meet a standard. In such a case, write on the report card that no information was found. Be sure that you have checked all of the resources you locate, and that you have reviewed them carefully.

Can I accept information that partially answers the standards?

Yes. You often will have to make do with information that only hints at how well a material meets standards. If that is the best information you can find, write it down. Be sure to word it in such a way that you are clear it is not the information you were after.

How can I trust that the information I find is accurate?

There is no guarantee that the information you find is accurate. For that reason, it is best to look for as much relevant information as possible. Once you find information relevant to a particular standard, continue to review your other resources. You may find additional information or contradictory information. You are your own quality control; be confident that you believe what you are writing. Otherwise, look for more information, or make note that you are uncertain about what you found.

Can I really know if something will be a “best practice” before I actually use it?

Here, too, there can be no guarantee. A thorough evaluation of a practice using these carefully developed standards increases the likelihood that the practice you select is the most appropriate one to use.

Why these standards?

Remember, these standards have been identified by adult educators as the most important to consider when selecting practices that will best serve the needs of adult learners with learning disabilities and their literacy educators. These standards are appropriate to use for all adults, regardless of the presence of a learning disability.

Systems and Program Change

A critical part of creating successful literacy programs is altering the way program leaders and practitioners think about change. Because all aspects of society can have an impact on the life of an adult, the mission for change is broad. Several interfacing systems, rather than one system, should be the target for needed change; *i.e.*, the social, educational, economic, judicial, and political support structures that affect individuals with learning disabilities.

To the practitioner, the notion of systemic change can be overwhelming. Therefore, the opportunity to create change must begin with those systems, or those aspects of an individual system, over which practitioners have direct control. Most certainly, practitioners have direct control over their own actions and their interactions with adults who have learning disabilities. From this perspective, personal growth through professional development is an important factor in systemic change. It is essential that practitioners commit to developing actions based on (1) understanding learning disabilities in adults, (2) valuing each learner, (3) creating partnerships with learners, and (4) creating a best-practices approach to assessment and instruction.

Practitioners are also in the position to influence the people with whom they work and to begin to shape the policies and procedures that define their programs. For this kind of program change to occur, dialogue among program staff is critical. Practitioners must use a shared knowledge base and work toward a shared vision. For this reason, professional

development opportunities must be designed to foster interaction among practitioners.

Gradually, practitioners can begin to move out of their own programs and begin the work of shaping other parts of the system that affect adults with learning disabilities. If all practitioners (whether they are working in a national agency or in a local literacy program) begin to work together to create change at the level at which they have control, then systemic change can occur.

The following assumptions about systems change can be used to guide program staff's thinking about improving services to adults with learning disabilities:

- Change is a process, not an event.
- Change is rooted in a shared vision of the need to change, and a clear understanding of the needs and goals of adults with learning disabilities.
- Change, and the goals for change, are defined at multiple levels within a system and are played out in each level; change is both a top-down and a bottom-up process.
- Work at change involves ensuring that people at different levels within the system understand their roles and responsibilities.
- Shared as well as unique actions are expected of those at each level.
- Commitment, leadership, communication, and compromise are required at all levels.
- Equal attention must be given to the processes of planning, implementing, and evaluating actions and outcomes.
- Success is not contingent on a single person, group, or political agenda.
- Research-based practice in learning disabilities, appropriately adapted and translated for use with adults, is used to guide the formulation of policy, procedures, and actions.
- High-quality conversations about improving the life of those with learning disabilities are consistent, persistent, and pervasive.

Creating a Shared Vision and Developing an Action Plan

To develop a literacy program that is appropriate to the needs of adults with learning disabilities, program leaders must engage their staff members and other stakeholders within the larger community of service providers to review the literacy services currently being offered. Together, they may identify components of the program which could be improved to be more responsive to the needs of persons with learning disabilities. As they engage in this process of self-examination and strategic planning, they will be well served by creating a vision centered around the following program features.

Integrate Services with All Literacy Services

Services for adults with learning disabilities should not be thought of as a separate set of policies, procedures, and practices to be used with a few adult learners. Rather, it is more productive to conceptualize services for adults with learning disabilities as an integral part of *all* services that are provided to *all* adults who enter literacy programs. Once this perspective has been adopted, then all services can be systematically modified to address the significant number of adults in literacy programs who may have learning disabilities.

Ensure that Services Reflect Best Practices

It is true that many practices suggested in *Bridges to Practice* are built around practices that are good for all learners who may be struggling with literacy. However, it is also true that best practices related to serving adults with learning disabilities are based on the premise that good practices are already in place in adult literacy programs. Therefore, when adults do not learn, even though usually effective practices are in place, then more structured, direct, and intensive instructional practices are needed. These practices should be implemented and blended with appropriate legal accommodations and instructional adaptations, as necessary.

Adult literacy services that are appropriate for adults with learning disabilities are characterized as follows:

- Accommodations are provided to ensure access to services that would otherwise be available if learning disabilities were not present.
- Accommodations are provided based on the determination of learning disabilities by a formal diagnostic evaluation performed by a psy-

chologist or other qualified professional (e.g., clinician or diagnostician who is licensed to administer psychoeducational test batteries).

- Practitioners are involved in advocacy and creating linkages to community resources. These linkages (including helping the adult obtain testing for confirming or ruling out learning disabilities) should promote understanding and change. This process increases the chances of success for adults with learning disabilities.
- Assessment practices allow for intensive probes to identify performance patterns. These patterns can indicate that an adult is processing information (i.e., acquiring, storing, retrieving, expressing, and performing) differently from other adults. In other words, just providing more practice, independent learning activities, and presentation that include little interaction, guidance, or feedback will not significantly enhance performance. (For further information on the assessment process, refer to *Guidebook 2: The Assessment Process*.)
- A carefully thought-out process for screening for learning disabilities is embedded in the overall assessment process. This process should involve a review of multiple information sources that eventually leads to a decision to discuss the possibility of learning disabilities and the potential advantages and disadvantages of seeking formal diagnostic testing by a qualified professional. (For further information on the assessment process, refer to *Guidebook 2: The Assessment Process*.)
- Staff are trained and have the resources to plan, select, and implement a variety of curriculum options, including self-advocacy. (For further information on the planning process, refer to *Guidebook 3: The Planning Process*.)
- Individual and group instruction incorporates research-based principles for teaching individuals with learning disabilities. (For further information on the teaching/learning process, refer to *Guidebook 4: The Teaching/Learning Process*.)

Initiating Change

The following five steps are critical to initiating the change process:

1. Bring all stakeholders together to create a shared vision and develop an action plan.
2. Enlist administrative support.

3. Provide meaningful and ongoing professional development opportunities.
4. Identify resources.
5. Continuously monitor and improve the change process.

These five steps are described in greater detail below.

Step 1: Bring the Stakeholders Together

There are many specialized programs available to persons with disabilities in various public and private community organizations. Unfortunately, the potential impact of these programs is often weakened because they do not connect with other local programs to create a more comprehensive network of services. Adults and literacy programs need to enlist the assistance of a broad base of community organizations for two major reasons:

- The more that groups are enlisted as partners in the change and development process, the more likely systemic change will occur. Literacy providers are in a unique position because they can bring a variety of these stakeholder groups together to create a shared vision and to develop an action plan to bring about change.
- The resources and costs needed to provide appropriate services can be significant. Literacy practitioners are in a position to understand the needs of adults with learning disabilities and to locate community resources that are free or available at a reasonable cost. In addition, literacy practitioners can work with other community organizations to arrange collaborative partnerships that can create access to resources and advocate for changes in policies and procedures that could improve access for adult learners.

By developing community linkages, literacy programs may be able to

- help adults who desire testing to confirm learning disabilities to gain access to formal and professional diagnostic testing administered by a psychologist;
- obtain training opportunities needed for family, community, and employment success that are beyond the mission of the literacy program;
- obtain social and emotional support for adults to discuss issues involving living with learning disabilities; and

- promote advocacy by assisting in securing civil rights protections and appropriate accommodations for learners.

The following state and community services may assist adults with learning disabilities. Contact information for many of these organizations can be found in the Resources for Learning section in this guidebook.

CHILDREN AND ADULTS WITH ATTENTION DEFICIT DISORDERS (CHADD)

This group can provide information, support, and advocacy for persons with learning disabilities who have been diagnosed with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD). They may also be able to connect adults with learning disabilities specialists and, in some cases, to arrange for lower-cost diagnostic testing or other services.

DEPARTMENT OF VOCATIONAL REHABILITATION OR DEPARTMENT OF REHABILITATIVE SERVICES

This is a federally supported, state-run agency that provides employment services to adults with disabilities. Policies related to testing and services vary from state to state. Services provided may include covering costs for literacy training, diagnostic testing, job training, or college courses. Diagnostic testing for learning disabilities to determine eligibility for support can be provided as part of entrance into programs.

DISABILITY COUNCILS

Many communities have representatives from a variety of community groups working together to coordinate policies and services and to advocate for people with disabilities.

EMPLOYER-SPONSORED JOB-TRAINING PROGRAMS

Many businesses sponsor literacy or job training. Their personnel departments may have individuals who coordinate or deliver these training activities.

HOSPITALS

Some large hospitals collaborate with community agencies to provide diagnostic testing for learning disabilities. Some literacy groups have cultivated these relationships because hospitals regularly deal with Medicaid regulations and procedures, which allow for payment for diagnostic testing. While most literacy programs do not have the infrastructure to access these funds, large hospitals do.

INDEPENDENT LIVING PROGRAMS

These programs may pay for some literacy services.

INTERNATIONAL DYSLEXIA ASSOCIATION

This group, formerly known as the Orton Dyslexia Society, can provide information, support, and advocacy for persons with learning disabilities. They may be able to connect adults with learning disabilities specialists and, in some cases, to arrange for lower-cost diagnostic testing or other services.

LEARNING DISABILITIES ASSOCIATION (LDA)

This group can provide information, support, and advocacy for persons who have or may have learning disabilities. There are LDA chapters in most states. They may be able to connect adults with learning disabilities specialists and, in some cases, to arrange for lower-cost diagnostic testing or other services.

MEDICAID/MEDICAL INSURANCE PROGRAMS

Some medical programs may pay for literacy services and diagnostic testing. Early Periodic Screening Diagnosis and Treatment (EPSDT) services may be available. The Health Care Finance Administration (HCFA) is responsible for Medicaid and has policies for covering the expenses of some diagnostic testing.

POSTSECONDARY EDUCATIONAL INSTITUTIONS

Most universities, colleges, and community colleges have testing and other services for persons with disabilities or suspected disabilities. Faculty may also be willing to collaborate in providing free or reduced-cost testing and other services as part of psychologist and teacher training efforts. For example, groups of programs can arrange to have graduate students perform testing under the supervision of a psychologist.

PRIVATE PSYCHOLOGISTS

The yellow pages include the names of certified psychologists who can provide formal diagnostic testing and may arrange follow-up services. Some psychologists work with community agencies, and a group of local organizations might be able to contract for testing at a reduced cost.

PRIVATE SCHOOLS

Some private schools offer services and diagnostic testing for adults with learning disabilities, and may be willing to make flexible payment arrangements for adults with limited resources.

PROGRAMS SUPPORTING WELFARE REFORM

Many individuals on welfare may have learning disabilities. A number of agencies addressing welfare are supportive of efforts to identify adults with learning disabilities and find appropriate interventions to help them move to self-sufficiency.

PUBLIC SCHOOLS

Special education services provided through IDEA may be available for young adults under 22 without high school diplomas. These services can include diagnostic testing.

SUPPLEMENTAL SECURITY INCOME (SSI)

This program can provide direct income to persons with disabilities. Diagnostic testing to determine eligibility for support is also provided.

SUPPORTED EMPLOYMENT SERVICES

This program can provide for job training and job coaches.

VOCATIONAL EDUCATION AND TRAINING PROGRAMS

Vocational programs have education and training services that can meet the needs of adults with learning disabilities. These programs may need information about accommodations and how to provide better instruction in mixed-ability classrooms.

Programs that provide testing may have a psychologist test adults with learning difficulties. However, the psychologist may determine after testing that the difficulties are not severe enough to qualify for the learning disabilities diagnosis. For others, the severity will be sufficient to qualify for this diagnosis. The psychologist's report will provide documentation that enables the adult to become qualified for the rights to protections as a person with a disability, including the right to accommodations in testing and in the workplace. More information on issues related to obtaining formal diagnostic testing is included in *Guidebook 2: The Assessment Process*.

Step 2: Enlist Administrative Support

Literacy teachers and tutors cannot effect broad-sweeping change by themselves. They may be able to make some changes in the way they work with adults with learning disabilities, but they need the support of program administrators, from the chief executive officer level to the literacy program leaders, to make the change process successful.

Program leaders can bring together the various community stakeholders, encourage the creation of a shared vision, and work toward identifying

agencies to which learners can be referred for issues such as diagnosis of learning disabilities, vision and hearing screening, employment support, and health care. Program leaders can also ensure that literacy program staff have the opportunity to meet frequently and engage in meaningful dialogue about the change process and their progress toward their stated goals.

Step 3: Provide Meaningful and Ongoing Professional Development Opportunities

Literacy programs should have a vision about the nature of, practices for addressing, and legal issues associated with learning disabilities. This vision is most effective when shared by program staff and a variety of community organizations, and requires an investment in high-quality professional development opportunities focused on improving services for adults with learning disabilities.

Staff should select program and professional development activities based on a long-term commitment to increase the success of adults with learning disabilities. Most practices require an initial investment of three to five years to introduce a practice to the staff in a literacy program. After a practice is in place, continued success of the practice requires an ongoing investment of resources and staff time to update and review the practice and to ensure that it stays effective.

Step 4: Identify Resources

To effect change, literacy program leaders and staff need to work with other stakeholders to identify resources which will allow for increased contact time with learners, frequent high-quality professional development opportunities, specialized program staff (lead teachers or learning disabilities specialists), and other elements which will improve the quality of services provided to adults with learning disabilities.

Step 5: Continuously Monitor and Improve the Change Process

After developing an action plan, literacy program staff need to continuously monitor their progress toward goals and adjust the plan, as appropriate. To assess the process effectively, program staff should consider the following questions:

- What are the criteria for evaluating the change process? (For example, how will success be measured?)
- Who will provide the evaluation input?

- Who will review the results?
- How will the results be used?
- Who will monitor the desired outcomes?
- How will new ideas and needs be incorporated?
- How will the need for continuous improvement be communicated and encouraged?

Indicators of High-Quality Services

Literacy program staff can evaluate their progress toward developing high-quality programs by ensuring that the programs have the following characteristics on this checklist:

Program action plans are collaboratively developed with adults and are based on assessment information and the learner's goals.

- Written policies, procedures, and practices ensure that assessment information is used to develop learner profiles that can be used for instructional planning.
- Written policies, procedures, and practices ensure that learner profiles are used to create action plans that define the learner's participation in the literacy program.
- Written policies, procedures, and practices ensure that learners are involved in charting the direction of program action plans.
- Follow-up sessions are held with students to review assessment results and cooperatively design an instructional plan that builds on student strengths.
- Written policies, procedures, and practices ensure that additional assessment information is collected as needed.

Appropriate curricular options for adults with learning disabilities are used in program action plans.

- Written policies, procedures, and practices ensure that appropriate curricular options and resources available for enhancing basic skills, learning strategies, social skills, content mastery, and self-advocacy are used in instructional plans.
- Written policies, procedures, and practices ensure that the best mix of curricular options are appropriately selected and implemented for each learner.
- Written policies, procedures, and practices ensure that the selection of instruments and activities for use in screening for learning disabilities is based on research-based standards of best practice.
- Staff know whether the screening instruments selected for use in the process of screening for learning disabilities meet national standards for best practice, and compensate for shortcomings by collecting other assessment information.
- There are clear guidelines for altering instruction based on different types and levels of assessment information.

Instructional plans lead to instructional activities that are sensitive to the information-processing characteristics and needs of adults with learning disabilities.

- Written policies, procedures, and practices ensure legal accommodations and adaptations are appropriately included in instructional plans.
- Written policies, procedures, and practices ensure instructional plans are derived from program action plans.
- Instructional plans are developed prior to instructional sessions and are modified as needed during interactions with the learner.
- Instructional plans respond to how the learner acquires, stores, retrieves, expresses information, and demonstrates competence.
- Instructional plans are verbally and graphically shared with the learner through the use of critical questions, graphic organizers, and cumulative reviews.

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Comprehension

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LANGUAGE

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EXPOSITORY

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CONTENT-RELATED KNOWLEDGE

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Sample Report Card on Instructional Materials

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, irrelevant, un/motivating, un/meaningful, and affirming or stereotypical and biased for a given individual.</p>	<p>Look for:</p> <p>a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for:</p> <p>a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for:</p> <p>a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	

<p>5. The instructional material results can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress, that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	

EVIDENCE

EVALUATION PROCESS

STANDARDS

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

National ALLD Center Report Card on Instructional Materials

Instructional Material	The ADD Program	Product Contents	<input checked="" type="checkbox"/> Teacher Handbook <input checked="" type="checkbox"/> Videotape <input type="checkbox"/> Computer <input checked="" type="checkbox"/> Student Workbook <input checked="" type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) <u>Clinical kit</u>
Publication Date	1975	<i>(Check all that apply)</i>	
Edition	2nd Edition	Non-English Version	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Author	Charles and Patricia Lindamood	Other Product Information	<u>Revised version of ADD to come out in mid-</u>
Publisher	Gander Publishing	<u>November 1997, entitled Lindamood Sequencing Program. The revision expands on older stu-</u>	
Address	416 Higuera St.	<u>dent audience, and is more centered around multisyllable phonemic awareness.</u>	
Phone	San Luis Obispo, CA 93401	Conclusions	
Fax	(800) 233-1819	_____	
Initial Cost	(805) 782-0488	_____	
Usage Cost	Manual 1 \$36; manual 2 \$59; Clinical Kit \$349	_____	

EVIDENCE

- Book 1, pp. 4-5: for kindergarten, beginning readers, ESL students, slow learners or students with LD, remedial and intermediate and adults levels (with modifications).
- Book 1, pp. 47-52: Review of related research provides information on adult auditory discrimination studies (although most recent is 1974).
- Lindamood Process Video shows interviews with adult learners who have been successful with the product.

EVALUATION PROCESS

Look for:
 a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

STANDARDS

1. The instructional material is effective for teaching adults with LD.
 Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

STANDARDS

EVALUATION PROCESS

EVIDENCE

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/denigrating, relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Book 1, p. 5: States that the product can be used for all age levels with some modification for intermediate and adult levels. Book 1, p. v: Says that pilot use and development of program done in widely varying ethnic, cultural and academic environments and levels.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Book 1, p. 4: A multisensory preparatory program that develops auditory-perception skills (i.e., phonemic awareness) basic to reading, writing, and speech. Book 1, pp. 13-16 state: "General Teaching Techniques." This section provides information on diagnostic teaching, tools, verbal mediation, self-monitoring, and self-correction. Book 1, p. 6: Says the material is effective with functional articulation problems, i.e., hard of hearing, delayed speech, aphasia, and ESL.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Book 2, "Implementing the Program"; The activities are broken into sections. At the beginning of each section of activities the purpose and goals are stated for that particular section to follow. (i.e., pp. 16-18 tell the goals/purpose of "identifying and classifying speech sounds").

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • There is no indication of exact materials to use next. • However, Book 1, p. 5 states that when the learner completes this program he or she should now be able to (if ADD concepts are carried over into the regular reading program) function properly in regular reading programs.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • In Book 2, the activities are divided logically to build on one another. There is no indication as to exactly how to chart their progress, though Lindamood suggests "a target rate of 80-90% correct...before students are overlapped onward." • In Book 1, p. 34: Says that there is no absolute way to tell if students are ready for progression. However, "the progressions are structured so that one element from the previous step is carried into the task for the next step." This page also gives examples of this idea.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • The Publisher's information gives information about ordering training videotapes but no indication of whether or not this is necessary to use the material correctly.

S T A N D A R D S

E V A L U A T I O N P R O C E S S

E V I D E N C E

<p>8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).</p>	<p>Look for: information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. You should find:</p> <ul style="list-style-type: none"> • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective. 	<ul style="list-style-type: none"> • Book 1, pp. 4-5: States that the material can be used preventively, developmentally, and remedially with kindergarten, beginning readers, ESL, students with LD, remedial and intermediate adult learners. • Book 1, p. 5: States that it can be used as a complete preconditioning program or as supplementary to ongoing reading programs. It can also be introduced in a classroom setting, but follow-up activities should be in small groups and sometimes individually.

National ALLD Center Report Card on Instructional Materials

Instructional Material	Affective Skills Curriculum	Product Contents <i>(Check all that apply)</i>	<input checked="" type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) _____
Publication Date	1993		
Edition	5th Printing		
Author	Patti McLaughlin		
Publisher	ABLE Network of Washington		
Address	NWLRC		
Phone	2120 S. Jackson St., Seattle, WA 98144	Non-English Version	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Fax	(206) 344-4488	Other Product Information	_____
Initial Cost	(206) 344-4377	Conclusions	_____
Usage Cost	\$35.00		_____
	Some PC costs		_____

S T A N D A R D S

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

E V A L U A T I O N P R O C E S S

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

E V I D E N C E

- Pp. v-vi (intro. of each book): Talks about adults and studies of their needs. Though LD is never mentioned, learning difficulties of homeless adults are addressed.
- Developed by The Adult Basic and Literacy Education (ABLE) Network.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Says the material is for the homeless adult learner, however, it can be used by any adult. (The information that students see is not exclusive to the homeless population.)
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Again, LD is not specifically mentioned. However, principles and strategies explained in all the books are consistent with promoting learning in LD students. Examples, pp. xxii-xxiv, xiii-xvii: Explains "ways" in which students learn and give suggestions for teaching. Pp. xxii-xxiv: Gives ideas like goal planning, ongoing assessments, experience charts, learner/teacher communications, etc.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Learner objective stated at each exercise.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • There are no further suggestions of materials to use.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • There are clear descriptions of procedures to follow. • There are checklists and graphs to address what the learner needs to learn and wants to learn. • There are many prompts for questions to ask throughout all the lessons. • There are no "tests," but worksheets, discussions, and group activities to learn thoroughly.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • There is no indication of formal training needed or of the skills the practitioner/teacher should have.

S T A N D A R D S

E V A L U A T I O N P R O C E S S

E V I D E N C E

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as group-ing format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

- There are many different suggestions of how to use the material. It can be used in group or individual settings. The material uses visual imaging, pairs learning together, individual reading, group exercises, etc. Each lesson uses different ways to expose the learner to the information.

National ALLD Center Report Card on Instructional Materials

Instructional Material Building Learning Power for Children and Adults 1994 1st Nancie Payne Payne & Associates 205 Lilly Rd., N.E., Bldg. B, Suite A Olympia, WA 98506-5070 (360) 491-7600 Fax Initial Cost \$24.95 Usage Cost	Product Contents (Check all that apply) <input checked="" type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) _____ _____ _____ _____ Non-English Version <input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____ Other Product Information Manual is a list of accommodations and strategies applicable to individual or small group _____ Conclusions _____ _____
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EVIDENCE

EVALUATION PROCESS

STANDARDS

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

- P. 3: Author specializes in services for youth and adults with LD, etc. Purpose of the manual is to provide strategies and techniques that may be used with children and adults with LD, attention deficit and others.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/denigrating, irrelevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> P. 3: Information in the manual was collected from a variety of locations throughout the United States by people who work with individuals with special needs in various settings.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> The entire book is a list of various teaching practices to be used in different settings.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> There are no lists of specific outcomes that can be expected. P. 3: The primary goal or purpose is to select the appropriate accommodations and/or strategies to enhance learning.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • There are no recommendations about what skills to target next or what materials to use next.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • P. 7: Success is measured by trying different accommodations and strategies. • No charts or graphs to plot progress.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • No information about training requirements or what skills the practitioner needs to know. • There are no specific instructions on how to use the manual.

S T A N D A R D S

E V A L U A T I O N P R O C E S S

E V I D E N C E

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

- Selecting an accommodation is individualized, based on learner strengths, so the setting may vary from person to person. May therefore be more difficult to apply and less effective in large group settings.

National ALLD Center Report Card on Instructional Materials

Instructional Material Breakthrough to Math 3

Publication Date Guide and Workbooks, 1993

Edition Guide and Workbooks, 1st

Author Workbks, Irwin; Books 1-5, Banks & Pullano

Publisher New Readers Press, Laubach Literacy

Address Dept. 597, P.O. Box 888
Syracuse, NY 13210-0888

Phone (800) 448-8878

Fax (315) 422-5561

Initial cost Level 3 Set \$49.00

Usage cost _____

Product Contents
(Check all that apply)

Teacher Handbook
 Videotape Computer
 Student Workbook
 Audiotape CD-ROM
 Instruction Guide
 Other (Specify) Teacher's Guide

Errata, Mastery Checkup, Placement
Inventory, Profile

No Yes (Specify) _____

Non-English Version _____

Other Product Information Workbook for Level 3 contains work-
sheets that correlate to skill books.

Conclusions _____

STANDARDS

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

EVALUATION PROCESS

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

EVIDENCE

- TDir, p. 4: Developed at Adult Ed Resource Center, pilot tested in adult resource centers throughout New Jersey.
- P. 8: May be for variety of students, "remedial" and special ed included.
- TGuide p. 4: "Adults returning to classroom."

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> TDir, p. 4: Developed at Adult Ed Resource Center, pilot tested in adult resource centers throughout New Jersey; no specifics in composition.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> TGuide, pp. 4-7: Foreword gives 2 purposes: 1) meet the special needs of adult learners; 2) meet needs of adult ed math teachers. Then goes on to address adult learners and problems they may have. Pp. 8-9: Advises teacher to 1) go slowly; 2) be open; 3) stress correct process; 4) have reading and writing sensitivity.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Level 3 separated into 5 books (5 skills) each divided into chapters. Each book has pre/post test to measure.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • TDir, p. 6: Mastery Checkup is a post-test for entire level; refers to books or chapters if further instruction is needed at this level. Student profile is for all 4 levels—for use in conjunction with Mastery Checkups and Placement Inventory to show “student’s progress in the series and identify remaining weakness.” If teacher feels satisfied with student performance in one level, should move on to next level. There is no posttest for Book 5.
<p>6. Procedures for checking the learner’s progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner’s progress. 	<ul style="list-style-type: none"> • No graphs or visuals to monitor progress. Placement Inventory recognizes first level to begin at; each book in each level has pre/post test and refers to pages for further review if necessary. Posttest requires retest if needed.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. “Training” may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • Catalog: “Even easy for ‘nonmath’ teacher to use.” • No training requirements mentioned.

S T A N D A R D S

E V A L U A T I O N P R O C E S S

E V I D E N C E

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

- TDir, p. 4: Individual instruction “can be self-administered with little teacher involvement.”
- P. 10: To suit students and teacher in a variety of teacher situations.
- Pp. 8-9: “Suggestions for Classroom Management” may be more self- or teacher-directed, although not independent as some checkup and inventory questions require another teacher to look at student’s procedures in solving the problems.

National ALLD Center Report Card on Instructional Materials

Instructional Material	<u>Challenger 6, Adult Reading Series</u>	Product Contents	<input checked="" type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input checked="" type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) <u>Books 5-8 Answer Key, Placement Tool, Puzzles</u>
Publication Date	<u>Manual and Book 6, 1988</u>	<i>(Check all that apply)</i>	
Edition	<u>1st (all materials)</u>		
Author	<u>Corea Murphy</u>		
Publisher	<u>New Readers Press, Laubach Literacy</u>		
Address	<u>Dept. S97, P.O. Box 888</u>	Non-English Version	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Phone	<u>Syracuse, NY 13210-0888</u>	Other Product Information	<u>Report card done on a portion of the "Challenger" series.</u>
Fax	<u>(800) 448-8878</u>		
Initial Cost	<u>(315) 422-5561</u>		
Usage Cost	<u>Manual \$7.50; Book 6 \$10.00</u>	Conclusions	_____
	_____		_____

S T A N D A R D S

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

E V A L U A T I O N P R O C E S S

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

E V I D E N C E

- Manual, p. 12: Book 6 appropriate for students who score in 6.5–7.5 range on standardized reading achievement test.
- Pp. 8, 12, 14: Often mentions GED.
- P. 8: List of suitable settings includes various literacy programs, remedial, ABE, etc.

STANDARDS

EVALUATION PROCESS

EVIDENCE

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Catalog: Adults and older teens. "Adults" mentioned in title and throughout text.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Manual, p. 14: Teachers should think in terms of improvement rather than mastery. Pp. 12-24: Gives implementation and instruction info and strategies; often mentions comprehension, reasoning, oral reading and discussion, correction, etc. Pp. 16, 19, 21,23: Lists "A Summary of Dos and Don'ts."
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Manual: Lesson notes begin with primary and secondary list of emphasis for each lesson. Chart on pp. 9-11. P. 14: Students do not have to demonstrate mastery of material in one lesson. Mastery will come with...practice." "Teachers should think in terms of improvement rather than mastery."

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • Manual, p. 8: Scoring 85% or better on final review in each book indicates readiness for next book.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • Manual, p. 8: Series based on sequenced skill building. • P. 14: Mastery of one lesson not necessary to move on. • Workbook and Manual, p. 12: Comprehensive review every fifth lesson. • Manual, p. 29: Scoring of 80% or better should be considered excellent.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • Manual, p. 7: Teachers should familiarize themselves with chapters that deal with teaching preparation and technique. • No training mentioned or who should instruct.

S T A N D A R D S

E V A L U A T I O N P R O C E S S

E V I D E N C E

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

- Manual, p. 8: Lists various instructional settings that series is used successfully in; can also be used in one-on-one tutoring and group setting and classrooms.
- Catalog: “Suitable for individualized instruction or larger groups” with benefit of “flexible teaching format.”

National ALLD Center Report Card on Instructional Materials

Instructional Material	Cooper Sight/Sound Reading System	Product Contents	<input type="checkbox"/> Teacher Handbook <input checked="" type="checkbox"/> Videotape <input type="checkbox"/> Computer <input checked="" type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input checked="" type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) _____
Publication Date	1989	<i>(Check all that apply)</i>	
Edition	1st		
Author	Richard Cooper		
Publisher	Learning Disabilities Resources, Inc.		
Address	P.O. Box 716 Bryn Mawr, PA 19010		
Phone	(800) 869-8336 (610) 525-8336	Non-English Version	
Fax	(610) 525-8337	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____	
Initial Cost	Guide \$16.95; Video \$19.95; Workbook \$9.95	Other Product Information	
Usage Cost			
		Conclusions	

S T A N D A R D S

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

E V A L U A T I O N P R O C E S S

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

E V I D E N C E

- Guide 1, p. 1: Many individuals with LD have used this tool.
- Workbook, p. 2: Can be used by readers of all ages and levels.
- Video: Designed for individuals with learning problems from LD to learning differences.
- For individuals who are nonreaders at elementary, high school, or college level.

STANDARDS

EVALUATION PROCESS

EVIDENCE

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Guide, p. 3: Uses high school-level reading material. Workbook, p. 2: Can be used by readers of all ages and levels.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Video: Says that it is based on the principles underlying the characteristics of LD, but does not specify what those are. Individualized. Emphasizes self-confidence.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Guide, p. 4: Re: setting goals—very individualized, very specific, concrete, and attainable. No list of specific objectives or outcomes.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • No mention of what materials to use next or what should be taught next.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • No description of measuring progress. • No charts or graphs; lists of sight words the student needs to learn (p. 45).
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • Workbook, p. 2: "To the teacher, tutor, parent or friend" (assumes any of these can teach). • Catalog: For parents or teachers. • Video: Explains how to teach reading using this system.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>8. The instructional material may be used in a variety of instructional situations in the literacy program.</p> <p>Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).</p>	<p>Look for:</p> <p>information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.</p> <p>You should find:</p> <ul style="list-style-type: none"> • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective. 	<ul style="list-style-type: none"> • Video: Meant to be individualized.

National ALLD Center Report Card on Instructional Materials

Instructional Material	<u>Cooper Individualized Spelling Program</u>	Product Contents	<input type="checkbox"/> Teacher Handbook <input checked="" type="checkbox"/> Videotape <input type="checkbox"/> Computer <input checked="" type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) _____ _____ _____
Publication Date	<u>1991</u>	<i>(Check all that apply)</i>	
Edition			
Author	<u>Richard Cooper</u>		
Publisher	<u>Learning Disabilities Resources, Inc.</u>	Non-English Version	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Address	<u>P.O. Box 716</u>	Other Product Information	_____
Phone	<u>Bryn Mawr, PA 19010</u>		_____
Fax	<u>(800) 869-8336</u>		_____
	<u>(610) 525-8337</u>		_____
Initial Cost	<u>Books \$30.00; Video \$18.00</u>	Conclusions	_____
Usage Cost	_____		_____

S T A N D A R D S

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

E V A L U A T I O N P R O C E S S

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

E V I D E N C E

- P: 1: Designed to improve the spelling skills of individuals with learning disabilities...designed for all ages and education levels.
- Video: Mentions that Dr. Cooper has an LD and the spelling program helps him daily; gives many examples of students helped.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> The material covered is decided by the student and teacher depending upon what the student has difficulty spelling.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> The workbooks are divided into sections for each learning step. Video: Consists mostly of principles Dr. Cooper teaches about: successful spelling, teaching, and learning for students with "learning problems or disabilities." Suggests that writing and spelling go hand in hand, and students need to be able to do both.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Measurable skills are not listed because the words the students learn to spell are first determined by a writing exercise. Goals are then set depending on that individual activity. However, if successful, this material will teach the students to spell words they previously could not.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • No indication of further materials or skills to use after this material.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • Instructor works closely with individual student and can see his or her progress. However, there are no graphs, test, or reviews.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • No training mentioned. However, one must have watched the entire video to use this material. • Video: Background and description of the program are in the video with an accompanying section in the workbook on "How to Use This Workbook."

EVIDENCE

EVALUATION PROCESS

STANDARDS

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

- Workbooks: States “some students will be able to use this workbook without assistance, while others require extensive instruction. Those who can work on their own should do so.”
- Video: States that the program is individualized, but can be used in many ways.

National ALLD Center Report Card on Instructional Materials

Instructional Material	English Day by Day _____	Product Contents
Publication Date	1989	<i>(Check all that apply)</i>
Edition	1st	<input type="checkbox"/> Teacher Handbook
Author	Michael Roddy	<input type="checkbox"/> Videotape <input type="checkbox"/> Computer
Publisher	Academic Therapy Publication	<input type="checkbox"/> Student Workbook
Address	20 Commercial Blvd.	<input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM
Phone	Novato, CA 94949-6191	<input type="checkbox"/> Instruction Guide
Fax	_____	<input checked="" type="checkbox"/> Other (Specify) <u>Textbook/Workbook</u>
Initial Cost	\$18.00	for both teacher and student use
Usage Cost	PC costs	combined.
		<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
		Non-English Version
		Other Product Information
		Conclusions

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD. 	<ul style="list-style-type: none"> • P. 9: For "ESL Adult Education" • No mention of "LD."
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STANDARDS

EVALUATION PROCESS

EVIDENCE

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> P. 10: Directly talks about the diverse ethnicities in the reading selections.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Nothing stated in relation to LD. Lessons are broken into sections by real-life situations for students with ESL.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Goal: To meet the needs of students who want to learn English. No list indicating what will be learned; however, each section contains objectives for competency, structure, and pronunciation.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • States at the beginning that learners can go to the beginner's version of English Day by Day if the material here is too difficult. • No indication of what to do at end of program.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • No reviews or tests. • No graphs for determining learner's progress.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • Pp. 9-11: Does not describe what experience the teacher may need. • No indication of formal training needed.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).</p>	<p>Look for: information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. You should find:</p> <ul style="list-style-type: none"> • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective. 	<ul style="list-style-type: none"> • P. 11: States “it should not be handed out for students to do alone...requires ongoing instruction” and interaction.

National ALLD Center Report Card on Instructional Materials

<p>Instructional Material <u>Everyday Reading and Writing</u></p> <p>Publication Date <u>Stud. 1979; IG 1978</u></p> <p>Edition <u>Stud. 3rd, IG 1st</u></p> <p>Author <u>Laubach, Kirk, and Laubach; Tussing</u></p> <p>Publisher <u>Peoples Publishing Group, Inc.</u></p> <p>Address <u>230 West Passaic St.</u></p> <p>Phone <u>Maywood, NJ 07607</u></p> <p>Fax <u>(800) 822-1080</u></p> <p>Initial Cost <u>(201) 712-0045</u></p> <p>Usage Cost <u>Student \$16.95; \$15.00</u></p>	<p>Product Contents <i>(Check all that apply)</i></p> <p><input checked="" type="checkbox"/> Teacher Handbook</p> <p><input type="checkbox"/> Videotape <input type="checkbox"/> Computer</p> <p><input checked="" type="checkbox"/> Student Workbook</p> <p><input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM</p> <p><input type="checkbox"/> Instruction Guide</p> <p><input type="checkbox"/> Other (Specify) _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Non-English Version <input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____</p> <p>_____</p> <p>Other Product Information</p> <p>_____</p> <p>_____</p> <p>Conclusions</p> <p>_____</p> <p>_____</p>
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S T A N D A R D S

E V A L U A T I O N P R O C E S S

E V I D E N C E

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

- Teacher Guide p. 3: Used for adult ed. and high school class where students are teenagers or adults.
- Catalog, p. 28: For students at low reading levels.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Teacher Guide, p. 3: Appropriate for teenagers or adults.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Catalog, p. 28: "Hands-on and learn-by-doing approach."
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Teacher Guide, p. 3: "To teach skills in areas of reading and writing that we meet in our daily lives." Outcomes are not clearly described.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • No information about what skills to be taught next or what materials to use next.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • Teacher Guide, p. 4: There are check-up and homework assignments at the end of each lesson. • Table of Contents p. 2: There are review lessons after every second unit.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • Teacher Guide, p. 3: A list of procedures to follow for each lesson is included and described in detail for each lesson. • No mention of training requirements or what skills needed.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>8. The instructional material may be used in a variety of instructional situations in the literacy program.</p> <p>Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).</p>	<p>Look for:</p> <p>information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.</p> <p>You should find:</p> <ul style="list-style-type: none"> • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective. 	<ul style="list-style-type: none"> • Teacher Guide, p. 3: Used for ABE, junior, and senior high classes, and tutor-student situations. • Catalog, p. 28: “Adaptable to most reading programs.”

National ALLD Center Report Card on Instructional Materials

Instructional Material	Framing Your Thoughts _____	Product Contents <i>(Check all that apply)</i>
Publication Date	1993	<input checked="" type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input type="checkbox"/> Student Workbook
Edition	1st	<input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide
Author	_____	<input type="checkbox"/> Other (Specify) _____
Publisher	Language Circle Enterprise	_____
Address	P.O. Box 20631	_____
Phone	Bloomington, MN 55420	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Fax	(612) 884-4880	Book is one product of the Project
Initial Cost	(612) 884-6787	Read/Language Circle Program
Usage Cost	\$45.00	Seems to need an instruction guide,
	_____	but none mentioned in manual or cata-
	_____	log

E V I D E N C E

E V A L U A T I O N P R O C E S S

S T A N D A R D S

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

- Catalog: "Though Project Read is an early intervention program for grades 1-6...can be used with adolescents and adults as well." For child/adolescent who needs a "systematic learning experience."
- No specific mention of LD.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Catalog: "Though Project Read is an early intervention program for grades 1–6...can be used with adolescents and adults as well."
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Manual, p. E1–E2: Visual, auditory, kinesthetic, and tactile application. A-1 process of "bare bone" sentence to "complex sentence design" by direct concept teaching, concrete and systematic. Catalog: "Emphasis on sentence structure and paragraph development." No specific mention of LD.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Mastery tests given only periodically (five total)—no information given if these are successfully completed or not, no final test, no comparative pre/post test.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • No guidelines or recommendations for further instruction given.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • Practice sheets and mastery tests are comprehensive. Mastery tests are scored by percent—though no benchmarks given as to what is a satisfactory % of mastery to move on with the next concepts. • Manual 12-1: “Elements of Written Expression Rating Scale,” an observation scale, though no directions on how to use or when or how to score.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. “Training” may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • Catalog: Classroom teacher in collaboration with special education teacher; special education, Chapter One, and reading teachers. • No instruction guide or how to implement. • No specific training mentioned.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).</p>	<p>Look for: information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. You should find:</p> <ul style="list-style-type: none"> • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective. 	<ul style="list-style-type: none"> • Catalog: Project Read designed for regular classroom; can be used by special ed., Chapter One, and reading teachers, as well—where child or adolescent with language learning problems receives instruction.

National ALLD Center Report Card on Instructional Materials

Instructional Material	Jordan Prescriptive Reading Tutorial	Product Contents	<input checked="" type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input checked="" type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) _____
Publication Date	1989	<i>(Check all that apply)</i>	
Edition	1st	Non-English Version	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Author	Dale R. Jordan	Other Product Information	_____
Publisher	Pro-Ed	Conclusions	_____
Address	8100 Shoal Creek Blvd.		_____
Phone	Austin, TX 78757		_____
Fax	(800) 897-3202 (512) 451-3246		_____
Initial Cost	(800) 397-7633		_____
Usage Cost	\$69.00		_____

E V I D E N C E

E V A L U A T I O N P R O C E S S

S T A N D A R D S

<p>1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults with LD. You should find:</p> <ul style="list-style-type: none"> • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD. 	<p>• No indication.</p>
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EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> At times, the way the sounds are taught, the alliteration begins to seem childish. All ages are seen in the examples. There are references to "God," "the church," and other Christian terms.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Units in workbook are divided into sounds. Pp. 38-40: Lists some ideas for accommodations for poor vision. Within the lesson, instructors are told to do extended practice, discussion, reteaching, and reviewing.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> The beginning of each lesson lists the goals for that lesson.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • There is no indication of instruction or skills to learn next.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • The lessons are easy to understand, and there are precise steps to follow. • No graphs for documentation or progress.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • P. 3: "The instructor who uses the Jordan... need not be a highly trained specialist...by following this step-by-step program, any intelligent adult can guide learners toward higher level reading and spelling."

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).</p>	<p>Look for: information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. You should find:</p> <ul style="list-style-type: none"> • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective. 	<ul style="list-style-type: none"> • Does not state which instructional situations are most appropriate or useful.

National ALLD Center Report Card on Instructional Materials

Instructional Material	Keystrokes to Literacy	Product Contents <i>(Check all that apply)</i>	<input checked="" type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) _____
Publication Date	1991	Non-English Version	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Edition	1st	Other Product Information	<u>Requires computer hardware and software. p. 189.</u>
Author		Conclusions	_____
Publisher	NTC Contemporary Publishers		
Address	4255 West Touhy Ave.		
Phone	Lincolnwood, IL 60646-1975		
Fax	(847) 679-4210		
Initial Cost	\$23.95		
Usage Cost			

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults with LD. You should find:</p> <ul style="list-style-type: none"> • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD. 	<ul style="list-style-type: none"> • Manual pp. vii-viii, ix, x: Mentions literacy levels and the impact in job employment and relating learning to “real world” and technology. • Catalog: All reading levels—“adult learners.” • No specific mention of LD, only literacy.
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STANDARDS

EVALUATION PROCESS

EVIDENCE

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Manual and Catalog: Directed in general to adults and literacy. Addresses “student” and “learner.”
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Manual, pp. 4–7: Guiding Principles Activities include magical control, mating computer and literacy objectives, hands-on or learn by doing, printing for product produced for feedback each session, menu memorization, discussion, etc. Pp. 11–14: Gives suggestions on how instructor should relate to student. P. 18: “Tips from Other Tutors” provides experienced suggestions, such as “keep activity short,” “limiting activity,” and “using familiar literacy content.”
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Manual back cover and p. 12: “To help adult beginning readers acquire both computer knowledge and literacy. Catalog: “Students will master standard business applications.” Although no mention of mastery in manual, business applications are divided into 5 parts: computer comfort, word processing, data bases, spreadsheets, and graphics.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • No documents of learning progress or recommendations of further skills or materials to use next.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • No check of progress, test, or benchmarks.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • Manual front cover and pp. 1–6: "Read This First" includes pp. 7–11: "How to Use This Book" requires instructors to familiarize themselves with manual and computer first and describes how to prepare for activities and set-up. • Can assume some computer knowledge helpful.

EVIDENCE

EVALUATION PROCESS

STANDARDS

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

- Manual, p. 2: "Any and all of these activities can be revised, edited, or personalized by you for your learners; literacy content of activities can be adjusted by you to reflect whatever level of learning your students have achieved and whatever type of curriculum you are using"; no specifics on how to implement these suggestions.

National ALLD Center Report Card on Instructional Materials

Instructional Material	Language!
Publication Date	1997
Edition	2nd
Author	Jane Fell Green
Publisher	1140 Boston Ave. Longmont, CO 80501 (800) 547-6747 (303) 776-5934
Initial Cost	Manual \$75; Student \$5.25; Sounds & Letters \$9.95; J&J Readers \$49; Level Vocabulary Cards \$21.95
Product Contents <i>(Check all that apply)</i>	<input checked="" type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input checked="" type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) <u>Sounds & Letters,</u> <u>J&J Language Reads Levels I-III, "Middle and High School Students: Effects of an Individualized Structured Language Curriculum" study by Fell Greene [from Annals of Dyslexia, 46, 97-121, 1996], Pub. Catalog</u>
Other Product Information	<u>The J&J Language Readers are supplementary materials containing short stories emphasizing phonology, morphology, and syntax of English (Manual, p. 4). Appendix in manual gives add'l info. on each product and combined implementation.</u>
Conclusions	<u>Study provides nearly all info. on the standards found within actual material.</u>

EVIDENCE

EVALUATION PROCESS

STANDARDS

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

EVIDENCE

- Catalog: A curriculum for at-risk and ESL students, grades 2-12 "based on years of research...tested extensively in classrooms."
- Fell Greene study: Provides information on learning focused on the structure of language, and specific Language! pilot testing.
- Manual, p. 3: "Middle school, high school, and adult students are all appropriate populations" needing reading, writing, spelling, and language.
- P. 5: Appropriate for use when student is not making gains through conventional methods.

STANDARDS

EVALUATION PROCESS

EVIDENCE

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, irrelevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Manual, p. 3: "Middle school, high school, and adult students are all appropriate populations." Fell Greene study: Pilot study on 12-month individualized curriculum (L-language) "provided to middle and high school juvenile offenders" (p. 97).
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Manual, pp. 1-7: Gives Philosophical Basis, Program Objective, Material Description, and Teaching the Program sections. Manual, p. 1: Centered around concepts and mastering the code of English language (phonology, orthography, morphology, semantics, syntax); p. 2: "Research proves that 87% of English language is phonologically predictable," p. 3: Designed to bridge gap between each student's actual functioning level and each student's own potential. Sounds and Letters provides phoneme awareness drills. Fell Green study: Provides basic info. and cited research on role of language structure (phonology, morphology, and syntax) for poor readers/spellers.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Each student book contains 6 units, each beginning with a list of phonemic, orthographic, grammatical concepts, reading and spelling vocabulary and J&J Reading assignments. Each unit has a spelling test. Manual, p. 1: "Individual progress is based on each student's mastery of concepts rather than a predetermined class schedule or curriculum."

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • No mention of further instruction.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • Manual, p. 7: Unit tasks and concept application should be at a minimum of 80% mastery—each unit task has criterion reference box of student score, minimum and maximum master score. • Fell Greene study, p. 110: Section on “Student Progress and Evaluation” outlines 5 requirements for 80% mastery for each unit.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. “Training” may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • Manual, p. 4 and Fell and Greene study pp. 108-109: “Requires special instructors” with “specific training in the structure of the English language.” Background in Structured Language, advanced degree in reading or language, or other postgraduate training/experience helpful...teacher training provided through Trainer-of-Trainers model. Trainer should be 1) willing to develop an individualized setting; 2) “trained in program’s delivery”; 3) committed to Structured Language teaching logic. • Conversation with Author: There are 9 nationally certified trainers; may be reached through the National Institution for Continuing Education at (504) 832-5135.

S T A N D A R D S

E V A L U A T I O N P R O C E S S

E V I D E N C E

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

- Catalog: “Fills a void for students in resource, ESL, EFL, and inclusion programs.”
- Manual, p. 5 and Fell Greene study p. 109: For both classroom and clinical settings, but designed for ease of individualization.”

National ALLD Center Report Card on Instructional Materials

Instructional Material	Laubach Way to Reading	Product Contents	<input checked="" type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input checked="" type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) <u>Optional supplemental materials include: crossword puzzles, Focus on Phonics books, More Stories readers, read along tapes</u>
Publication Date	1991	<i>(Check all that apply)</i>	
Edition	Revised Edition	Non-English Version	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Author	Laubach, Kirk, Laubach	Other Product Information	<u>Available in an adapted version that can be used with ESOL learners.</u>
Publisher	New Readers Press, Laubach Literacy	Conclusions	_____
Address	P.O. Box 888		_____
Phone	Syracuse, NY 13210-0888		_____
Fax	(800) 448-8878		_____
Initial Cost	(315) 422-5561		_____
Usage Cost	Complete set \$96.00 (Includes 4 each: student workbooks, teacher's manuals, checkups, correlated readers, diplomas, and cursive writing materials.)		_____
	Workbooks for additional students \$7.50-\$9.00 each		_____

EVIDENCE

EVALUATION PROCESS

STANDARDS

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

- LWR Manual, p. 4: For adults with little or no reading ability.
- No mention of LD.

STANDARDS

EVALUATION PROCESS

EVIDENCE

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/denigrating, irrelevant, un/motivating, un/meaningful, and affirming or stereotypical and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> LWR Manual, p. 4: Can be used for speakers of English. Can be used with high school dropouts or students in remedial reading programs. LWR Skill Book Cover: For adults and teenage students.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> LWR Manual, p. 5: "Principles on which Lessons are Based" —lists 9.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> LWR Manual, p. 10: The objectives for each lesson are clearly defined.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • LWR Manual, p. 79: Checkups are scored with 75% being satisfactory. Students then go to Skill Book 3. If they score less than 75%, supplementary lessons and materials can be used until they are ready for Book 3. • P. 80: Chart used to document scores on checkups to be used to make decisions regarding further instruction. • P. 79: Focus on Phonics books can be used for further instruction plus accompanying readers.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • LWR Manual, p. 6: Says chart on pp. 8–9 can be used to guide students' progress. Checkups for Skill Book 2 should be given to evaluate progress after Skill Book 2 is completed. P. 80: chart used with checkups. • LWR Skill Book: Every other lesson has a checkup; every lesson has a homework assignment.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • LWR Skill Book (cover): Training workshops are available but not required. • LWR Manual, p. 4: Classroom teachers, teacher aides, and volunteer tutors can all use books effectively.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).</p>	<p>Look for: information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. You should find:</p> <ul style="list-style-type: none"> • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective. 	<ul style="list-style-type: none"> • LWR Manual, p. 21: Apply to one-on-one teaching situations, but suggestions are made for classroom use. P. 24: Example of instructions for adapting materials to classrooms are in each lesson. • LWR Manual, p. 20: In each lesson, there are instructions for meeting individual needs.

National ALLD Center Report Card on Instructional Materials

Instructional Material	Learning Wrap-Ups & Math Facts	Product Contents <i>(Check all that apply)</i>	<input checked="" type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input type="checkbox"/> Student Workbook <input checked="" type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input checked="" type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) _____
Publication Date	1985	Non-English Version	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Edition	1st	Other Product Information	Math Facts can be used with or without Wrap-Ups
Author	Marion Stuart	Conclusions	_____
Publisher	Learning Wrap-Ups		
Address	2122 East 6550 South		
Phone	Ogden, UT 84405		
Fax	(800) 992-4966		
Initial Cost	(801) 476-0063		
Usage Cost	Math Facts Intro Kit \$44.95; Math Facts \$9.95		

EVIDENCE

EVALUATION PROCESS

STANDARDS

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

- Manual, p. 1: Author's degree is in elementary education. P. 9: Uses "child" to refer to student mentions middle school and second graders. Pp. 9-10, 73-75: Content does not seem appropriate for adults; badges and certificates and suggested activities are childish.
- No mention of LD.
- No studies included.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Manual, pp. 10–12: Suggestions do not seem appropriate for an adult. No mention of gender, race, or ethnicity. No studies.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Manual, p. 4: Underlying principles are: see, say, wrap-up, write. P. 9: Mentions that the program should be individualized; teachers must be observant to strengths/needs of students.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Manual, pp. 7, 8, 16: Expected outcome is addition, subtraction, multiplication, and division at the fastest time possible.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • No mention of what materials to use next or what skills should be taught next.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • Manual, pp. 16–17: Self-recording chart and teacher record chart. P. 6: Pretests and posttests for each section.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • Manual, p. 3: "Please read through this entire workbook." • No mention of training requirements or skills needed to teach wrap-ups.

EVIDENCE

EVALUATION PROCESS

STANDARDS

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

- Manual, p. 9: Says it's important to individualize. Pp. 10–12: Many suggestions for different ways to teach the wrap-ups to a classroom (though again, they appear childish).
- No description of different contexts.

National ALLD Center Report Card on Instructional Materials

Instructional Material Number Sense, Fractions

Publication Date 1990

Edition 1st

Author Allan D. Suter

Publisher NTC Contemporary Publishers

Address 4255 W. Touhy Ave.
Lincolnwood, IL 60646-1975

Phone (800) 621-1918

Fax (800) 998-3103

Initial Cost TRG \$8.95; Wbk \$6.58; \$Tests \$19.29; Key \$4.95

Usage Cost _____

Product Contents
(Check all that apply)

- Teacher Handbook
- Videotape Computer
- Student Workbook
- Audiotape CD-ROM
- Instruction Guide
- Other (Specify) Teacher's Resource Guide, Diag./Place, & Mastery Tests, Answer Key

Non-English Version

No Yes (Specify) _____

Other Product Information

Conclusions

S T A N D A R D S

E V A L U A T I O N P R O C E S S

E V I D E N C E

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

- TRG, p. 7: Lists various settings in which appropriate, including ABE, special ed., ESL, developmental ed. P. 6: Grade level of student may be from grade 4-adult depending on student ability.
- Catalog: Reading level 3-5.

STANDARDS

EVALUATION PROCESS

EVIDENCE

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> TRG, p. 6: Appropriate for grade 4–adult depending on student ability. P. 7 and Catalog: ESL appropriate.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> TRG, p. 3: Gives NCTM 5 goals and the Number Sense objective to meet these, also gives a list of how it “helps students....” Pp. 1–12: Gives various helpful hints and practices, including use of the material, questions and answers, and Basic Level of Understanding sections. P. 75: Understands fractions by proceeding from “concrete to abstract.” Activities are either “concept” or “enrich” directed. Key to using is flexibility; should repeat skills using different activities to avoid student frustration.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> D/P and Mastery Tests: “The Mastery Test ensures that solid mastery has been achieved in all skill areas.” Skill areas are identifying fractions and simplifying fractions. Review is encouraged for missed problems.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • Mastery Test given, but no further direction upon successful completion and no way given to score such.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • D/P and Mastery Test (back page): Gives "Fractions Student Progress Report" graph for assigned pages and dates started and completed. • Workbook, pp. 30,60: Two reviews given but no way to gauge progress throughout or to score these reviews.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • TRG, pp. 12-13: "Notes to Assist Tutors, Aides, and Volunteers." • No format mentioned.

S T A N D A R D S

E V A L U A T I O N P R O C E S S

E V I D E N C E

<p>8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).</p>	<p>Look for: information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. You should find:</p> <ul style="list-style-type: none"> • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective. 	<ul style="list-style-type: none"> • TRG, p. 7: Appropriate for “basic classroom instruction, tutoring, or independent study” (however, text is directed towards an instructor while TRG is geared toward “classroom activities”); gives list of various settings. P. 75; Key is “flexibility”; can “easily adjust to class or individual students”; maximum results may require modifications to meet individual student needs.

National ALLD Center Report Card on Instructional Materials

Instructional Material	<u>Paraphrasing Strategy</u>	Product Contents <i>(Check all that apply)</i>	<input checked="" type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) _____
Publication Date	<u>1984</u>	Non-English Version	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Edition	<u>1st</u>	Other Product Information	<u>Paraphrasing is only 1 of 6 strategies</u>
Author	<u>Schumaker, Deshler, McBride</u>		<u>within the Acquisition Strand, which is 1 of 3 instructional strands</u>
Publisher	<u>University of Kansas</u>		<u>within the Learning Strategies Curriculum</u>
Address	<u>Lawrence, KS 66045</u>		
Phone	_____		
Fax	_____		
Initial Cost	_____		
Usage Cost	<u>will need tape recorder, audio tape, overhead projector</u>		

S T A N D A R D S	E V A L U A T I O N P R O C E S S	E V I D E N C E
<p>1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults with LD. You should find:</p> <ul style="list-style-type: none"> • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD. 	<ul style="list-style-type: none"> • P. 3: "Designed to help students deal more effectively with the complex reading demands of the secondary and postsecondary settings." • P. 8: Most appropriate grades 5–6 to postsecondary ed.; reading skills 4th grade level or higher; at-risk, culturally different, emotionally disturbed, or LD. • No specific mention of adult appropriateness.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> P. 8: Most appropriate grads (5–6)—postsecondary ed.; reading skills 4th grade level or higher; at-risk, culturally different, emotionally disturbed, or LD.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> P. 1: “Learning strategy instruction focuses on both how to learn and how to effectively use what has been learned.” Intro, pp. 1–10: Gives info “What are Learning Strategies” and “How to Teach Learning Strategies” based on an 8-stage instructional procedure.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Intro, p. 7: Two dimensions of mastery performance; correct performance and fluent use of strategy. Appendix A, p. 59: Progress chart; mastery requires 80%.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • Appendix B: Progression and mastery charts. Each learning strategy stage offers "Where to go from here" based on next strategy. • P. 6: Actual application of mastered strategy requires student to be placed in actual curricular setting. • P. 2: Gives recommended, though not required, sequence of Acquisition Strand Strategies (self-questioning would follow the paraphrasing material).
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • Appendix A: Provides scoring instructions, calculation procedures, and how to plot progress chart. • Appendix B: Provides verbal practice checklist, score sheet, progress chart, and management chart. 80% or above required for mastery.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • No mention of who should use, though addresses "teacher" throughout and appropriateness for use with other curriculum.

EVIDENCE

EVALUATION PROCESS

STANDARDS

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

- P. 6: Gives instructional groupings and setting appropriate; especially good in small group settings, but works well one-on-one and in large groups as well; can be taught in remedial setting and learning centers.

National ALLD Center Report Card on Instructional Materials

Instructional Material	Personal Stories, Book 2	Product Contents	<input checked="" type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input checked="" type="checkbox"/> Student Workbook <input checked="" type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) _____
Publication Date	1986	<i>(Check all that apply)</i>	
Edition	1st	Non-English Version	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Author	Koch, Mrowichi, Ruttenburg	Other Product Information	Tapes are audios of stories.
Publisher	Linmore Publishing, Inc.	Conclusions	_____
Address	P.O. Box 1545	_____	_____
Phone	Palatine, IL 60078	_____	_____
Fax	(800) 336-3656	_____	_____
Initial Cost	(847) 382-0409	_____	_____
Usage Cost	Student \$7.95; Teacher \$6.95	_____	_____

EVIDENCE

EVALUATION PROCESS

STANDARDS

- Teacher's, p. 1: For nonliterate and semiliterate adults beginning to read.
- Catalog, p. 3: For adult learners.

Look for:
 a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

1. The instructional material is effective for teaching adults with LD.
 Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

STANDARDS

EVALUATION PROCESS

EVIDENCE

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Teacher's, p. i: Can be used as a supplement to ESL material. P. vi: Each story is about a different 3rd or 4th generation American family. Characters vary in age, gender, occupation, and race.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Teacher's, p. ii: Students bring experiences, beliefs, and values to the reading process. P. ii-iii: The theory of reading influences their activities, etc.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Teacher's: Lists activities involved in the reading process and corresponding page numbers. P. i: Goal is to develop the ability to comprehend new information presented in print.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • Teacher's, p. i: If student has 10 or more errors on the Check Your Understanding Section, he/she may need to begin with Book 1. • No information provided on what material to use next.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • There are lessons after each story to be completed to check their understanding and develop their own writing skills (example: Teacher's, p. 9). • No graphs to chart progress.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • There are no lists of what areas/skills the teacher needs to be trained in or the training requirements.

EVIDENCE

EVALUATION PROCESS

STANDARDS

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

- Teacher's, p. i: Can be used in a classroom or tutor situation. Also appropriate for ESL supplementary texts. P. x: The lessons should be adapted to the needs of the students.

National ALLD Center Report Card on Instructional Materials

Instructional Material	Pre-GED Writing	Product Contents <i>(Check all that apply)</i>	<input type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input checked="" type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) _____
Publication Date	1992	Non-English Version	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Edition	1st	Other Product Information	_____
Author	Joan Phiffer	Conclusions	Material is intended for self-directed use, but can be used in classroom instruction.
Publisher	Steck Vaughn Co.		
Address	P.O. Box 26015		
Phone	Austin, TX 78755		
Fax	(800) 531-5015 (512) 343-8227		
Initial Cost	\$11.93 1-4 copies; \$8.95 5 or more copies		
Usage Cost			

S T A N D A R D S

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

E V A L U A T I O N P R O C E S S

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

E V I D E N C E

- Catalog: For reading levels 6-8.
- Catalog: and Workbook back cover: Easy to read, bridges gap between ABE studies and GED separation.
- No mention of LD.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Catalog: Multicultural approach. Features a wide variety of ethnic and cultural topics. ABE and GED appropriate.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Workbook, p. v: Five step writing process: write, edit, revise, polish, publish. Catalog and Workbook, p. v: Self-directed and self-checked. Catalog: Skills taught within real-life situations. No mention of LD.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Workbook, pp. 1–13, 204–216: Correlation charts help determine strengths and weaknesses in grammar and writing skills. P. iii, iv: Text divided into sections such as: writing process, narrative, descriptive, letter, report writing, etc. P. v. "In this book you will learn 9 types of writing you can use in everyday life." No mention of "mastery" specifically.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • Workbook, p. vi: Student advised to compare inventory and Posttest to see if skills improved. Correlation chart to use with tests indicate areas within text that may need further practice. P. 216: Score of less than 122/135 on posttest indicates further review within text. • No reference to further instruction or areas to address next. Assume that successful completion will prepare student for GED (writing) test.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • Workbook, p. vi: Student to compare Inventory and Posttest to see improvement; a review after 10 sections of Part A with reference to additional practice sections in Part B; p. v: Refer to writing samples in personal notebook from time to time to see progress while using book. • No direct way to document progress, again only 1 review, Inventory and Posttest.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • Workbook, p. v and Catalog: "Designed for independent study...does not require a teacher's guide." • Book is self-directed with no mention of literacy practitioners, training, or requirements needed.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>8. The instructional material may be used in a variety of instructional situations in the literacy program.</p> <p>Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).</p>	<p>Look for:</p> <p>information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.</p> <p>You should find:</p> <ul style="list-style-type: none"> • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective. 	<ul style="list-style-type: none"> • Workbook, p. v and Catalog: “Designed for independent study.” • No description of how to accommodate for different settings.

National ALLD Center Report Card on Instructional Materials

<p>Instructional Material <u>Reading in the Content Areas, Lit. 2</u></p> <p>Publication Date <u>1990</u></p> <p>Edition <u>1st</u></p> <p>Author <u>Laura Stark Johnson</u></p> <p>Publisher <u>New Readers Press, Laubach Literacy</u></p> <p>Address <u>Dept. S97, P.O. Box 888</u> <u>Syracuse, NY 13210-0888</u></p> <p>Phone <u>(800) 448-8878</u></p> <p>Fax <u>(315) 422-5561</u></p> <p>Initial Cost <u>TG \$7.50, Lit. Anthol. \$10, Photocopy Master \$34</u></p> <p>Usage Cost <u>_____</u></p>	<p>Product Contents <i>(Check all that apply)</i></p> <p><input checked="" type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) <u>Student Reader,</u> <u>Photocopy Master</u></p> <hr/> <p><input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____</p> <p>Non-English Version <u>Report card done on a portion of the</u> <u>"Reading in the Content Areas" series.</u></p> <hr/> <p>Other Product Information <u>_____</u> <u>_____</u></p> <hr/> <p>Conclusions <u>_____</u> <u>_____</u></p>
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S T A N D A R D S

E V A L U A T I O N P R O C E S S

E V I D E N C E

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

- TG, p. 5: Designed for adults and older teens who need help in comprehension. Relies on studies of Boom and Herber (gives hierarchy and 3 level process).
- TG: Author works with ABE, GED, and literacy programs.
- Catalog: "For critical thinking skills development and GED test preparation." Reading level 7-8.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, irrelevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> TG, p. 5: "Designed for adults and older teens."¹
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> TG, p. 5: Two principles 1) Within the content of the reading material are the skills necessary to comprehend it; 2) prior knowledge or experience readers bring to material can give it meaning. Pp. 7–13: Tells instructor "How to Use the Program" and "How to Use the Literature Program" specifically, including teacher's role, presentation, lesson format (e.g. pre-reading, reasoning, discussion, group reports). P. 7: It's a holistic approach.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> TG: Lists objectives for each reading throughout Guide, though no way given to measure if these are met.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • TG: Post-reading activities suggested for each reading. P. 7: "Closure" for each lesson achieved by group reports and teacher's relating of lesson concepts and objectives. • PCM: No further instruction or materials for specific skills that should be addressed next.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • No progress measurement, graphs, or tests, just basic worksheets in Photocopy Master for review of each reading and furthering comprehension. No way to measure if lesson objectives in Teacher's Guide are satisfactorily met.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • No formal training mentioned. Uses "teacher" and "student" with no other indication given.

EVIDENCE

EVALUATION PROCESS

STANDARDS

STANDARDS	EVALUATION PROCESS	EVIDENCE
<p>8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).</p>	<p>Look for: information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. You should find:</p> <ul style="list-style-type: none"> • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective. 	<ul style="list-style-type: none"> • TG pp. 7–14: Gives various lesson formatting suggestions, how to work with groups, prepare students, integrate fine arts, pre/post-reading activities suggested in each lesson overview, often using discussion techniques. • No specific programs or setting situations given.

National ALLD Center Report Card on Instructional Materials

<p>Instructional Material <u>The Self-Advocacy Strategy for Ed. and Transition Planning</u></p> <p>Publication Date <u>1994</u></p> <p>Edition <u>1st</u></p> <p>Author <u>Van Reusen, Bos, Schumaker, Deshler</u></p> <p>Publisher <u>Edge Enterprises</u></p> <p>Address <u>708 W. 9th St.</u></p> <p><u>Lawrence, KS 66044</u></p> <p>Phone <u>(913) 749-1473</u></p> <p>Fax <u>(913) 749-0207</u></p> <p>Initial Cost <u>\$15.00</u></p> <p>Usage Cost _____</p>	<p>Product Contents <i>(Check all that apply)</i></p> <p><input checked="" type="checkbox"/> Teacher Handbook</p> <p><input type="checkbox"/> Videotape <input type="checkbox"/> Computer</p> <p><input type="checkbox"/> Student Workbook</p> <p><input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM</p> <p><input type="checkbox"/> Instruction Guide</p> <p><input type="checkbox"/> Other (Specify) _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Non-English Version <input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____</p> <p>Other Product Information <u>Material was designed for use with adolescents and young adults in secondary schools, but has been found to be effective with adults in various programs.</u></p> <p>_____</p> <p>Conclusions _____</p>
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S T A N D A R D S

1. The instructional material is effective for teaching adults with LD.
 Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

E V A L U A T I O N P R O C E S S

Look for:
 a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

E V I D E N C E

- P. 3: "Adolescents and adults in a variety of situations benefit from learning the Self-Advocacy Strategy...can be implemented with all types of students, but especially for those who have developed patterns of negative attitudes.... These skills are complex and numerous so that learning might be difficult for students with learning disorders...but it has been carefully sequenced in a way that promotes success, students with learning problems can readily master..." P. 4-5: Describes studies with LD adolescent and young adult students and how the instructional material works well with these populations.
- Materials can readily be adapted successfully for use with adults outside of education.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> P. 4-5: Lists research on a wide range of middle school and high school students.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> P. 1: "This idea of teaching students how to make effective learning and development decisions and use these self-advocacy skills is based upon research which has shown...they are more willing to be successful." Pp. 5-14: Lists the specific teaching stages and practices to follow when using the material. Each of these steps details goals of the step, what is needed, how to prepare, and how much time to allow. Advanced organizers are provided.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> P. 4: Section "What results can be expected from students who learn this strategy?" states outcomes that are research-based. P. 5: Lists 8 benefits of learning the strategy. Pp. 101-124: Gives descriptions of teaching the student other uses for this strategy.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • P. 3: Once this strategy is learned, students can apply it to all aspects of their lives to advocate for themselves. • Pp. 120–121: Of the step for preparing students for further use of the strategy, discusses the process of updating their goals and “further education and training” after they have learned the strategy.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • Practitioners work in close contact with the students as they learn. Though there are no “tests” or review, the contact between the teacher and student makes it easy for the teacher to see first-hand what's being learned. The steps for teachers to use to accomplish this are clearly described in detail throughout the entire material. • Pp. 5–14: Gives detailed description of procedures to use. These steps include procedures on charting and evaluating student progress and performance. • Charts for documenting learner progress are available on pp. 174–193.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. “Training” may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • No formal training for practitioner is addresses. • P. 3: “Who might want to teach the strategy?” states “Four considerations are necessary in deciding to teach The Self-Advocacy Strategy.” 1) Desire to enhance motivation; 2) willing to create and maintain correct learning environment; 3) willing to accept that difference exists; 4) willing to give students a say in their learning.

S T A N D A R D S

E V A L U A T I O N P R O C E S S

E V I D E N C E

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

- P. 4: States research has found that “students typically spend 6 or 7 50-minute classes on consecutive days in groups of 4–8; also mentions a few adaptations to this and supplemental work, but it is fairly rigid on the fact that research shows it works best in these ways. P. 8: Can also be used in one-on-one situations. Larger groups can be used if they are broken up for feedback and modeling practices.
- P. 3: Describes the setting in which the student can use the strategy once he or she becomes familiar with it.

National ALLD Center Report Card on Instructional Materials

Instructional Material <u>Starting Over</u> <hr/> <hr/> <hr/>	Product Contents <i>(Check all that apply)</i> <input type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) <u>Teacher Manual & Student Textbook combined, pub. catalog</u>
Publication Date <u>1986</u> Edition <u>June 1995 printing</u> Author <u>Joan Knight</u>	Non-English Version <input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Publisher <u>Educators Publishing Service, Inc.</u> Address <u>31 Smith Place</u> <u>Cambridge, MA 02138-1089</u> Phone <u>(800) 225-5750</u> Fax <hr/>	Other Product Information <hr/> <hr/> <hr/>
Initial Cost <u>\$17.55</u> Usage Cost <hr/>	Conclusions <hr/> <hr/>

S T A N D A R D S	E V A L U A T I O N P R O C E S S	E V I D E N C E
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	Look for: a description of research that indicates the instructional material is effective for adults with LD. You should find: <ul style="list-style-type: none"> • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD. 	<ul style="list-style-type: none"> • Catalog: "...Literacy program is for an adult or older student who is ready to try to learn to read again." • Also ESL appropriate. • P. vii: For the student reading on any grade level from 0-13.0 with decoding and spelling difficulties. • P. 2: Designed for beginning ABE and higher level dyslexic.

STANDARDS

EVALUATION PROCESS

EVIDENCE

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Pp. 1–9: Introduction addresses issues of adult students and education.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> P. v: In the “Foreword,” the author addresses the dichotomy of “objective linguistic and cognitive factors” and the student’s life situations by “basing the organizing principle on linguistic structure, using a judicious choice of examples...illustrative of linguistic structure and topically learner-centered.” P. vii: Uses variety of techniques: multisensory, phonics, whole words, and language experience. Pp. 2–15: Gives theoretical basis and basic outline of program based on 2 main approaches: saying a word as a whole unit (the sight-word, whole word, or meaning approach) and saying each symbol to build a unit (the sound or phonic approach).
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner’s proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> P. 2: “Teaches mastery in many language areas,” with an emphasis on decoding. P. 9: A Mastery Measure is given at the end of every other Consonant Unit. P. 284: “The tests will show particular weaknesses in areas such as short-vowel sounds, certain types of blending, application of the Guides to spelling and pronunciation, and the syllabication of process.” “Mastery comes for all students at their own pace.”

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • No mention of further instruction.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • Material begins with interview and battery of 10 pretests. • P. 9: A Mastery Measure is given at the end of every other Consonant Unit. • P. 284: There is no scoring mechanism—"There are no grades on the tests because the emphasis is not on the percentage of information remembered, but on the process of learning." • Pp. 13–14: Chart available for individual progress record.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • Catalog: "Design of book enables a teacher or interested adult to use its materials without previous instruction or preparation." • P. vii: Is for "teachers, tutors for use with the older student." Step-by-step approach will enable even the inexperienced instructor to teach reading, spelling, handwriting, vocabulary, and sentence composing."

EVIDENCE

EVALUATION PROCESS

STANDARDS

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

- P. vii: For use “in a whole class, small group, or tutorial setting.”

National ALLD Center Report Card on Instructional Materials

Instructional Material	Studying for a Driver's License	Product Contents	<input type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input checked="" type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) _____
Publication Date	1994	<i>(Check all that apply)</i>	
Edition	1st	Non-English Version	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Author	Kenel & Vaillancourt	Other Product Information	_____ _____ _____
Publisher	People's Pub. Group, Inc.	Conclusions	_____ _____ _____
Address	230 West Passaic St.		
Phone	Maywood, NJ 07607		
Fax	(800) 822-1080		
Initial Cost	\$13.95		
Usage Cost	_____		

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD. 	<ul style="list-style-type: none"> • No specific mention of LD. • Catalog: Worked for "remedial, ABE, & ESL students appropriate for "low level readers."
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EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> No studies, no mention of age except "ABE" reference catalog. Glossary in English and Spanish.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Designed for self-study.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> P. 5: "Purpose of book is to make you a safe driver." Catalog: "Makes State Driving manuals comprehensible to even lowest level readers." Each section has terms to know before beginning and what student should know or be able to do after reading the chapter.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • No skills addressed, no instructional recommendations given, or specific competencies. • Purpose of this material is to aid student in passing driver's test.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • Each section has a review; book ends with a sample driver's test.
<p>7. The requirements for literacy practitioner-learners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • Self-directed. • No training mentioned.

EVIDENCE

EVALUATION PROCESS

STANDARDS

STANDARDS	EVALUATION PROCESS	EVIDENCE
<p>8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).</p>	<p>Look for: information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. You should find:</p> <ul style="list-style-type: none"> • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective. 	<ul style="list-style-type: none"> • Catalog: “Worked for...remedial, ABE, ESL students. Though does not further address these situations. • No description of how to teach or accommodate certain individuals or if applicable to group or student-teacher settings.

National ALLD Center Report Card on Instructional Materials

Instructional Material	Tic Tac Toe Math	Product Contents	<input type="checkbox"/> Teacher Handbook <input checked="" type="checkbox"/> Videotape <input type="checkbox"/> Computer <input checked="" type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input checked="" type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) _____
Publication Date	1989	<i>(Check all that apply)</i>	
Edition	1st	Non-English Version	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Author	Richard Cooper	Other Product Information	One video for each workbook level. _____ _____
Publisher	Learning Disabilities Resources, Inc.	Conclusions	_____ _____
Address	P.O. Box 716		
Phone	Bryn Mawr, PA 19010		
Fax	(800) 869-8336		
Initial Cost	(610) 525-8337		
Usage Cost	Guide \$15.95, Video \$XX, Workbook \$4.75		

S T A N D A R D S

E V A L U A T I O N P R O C E S S

E V I D E N C E

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

- Guide, p. 1: Children and adults with learning differences, problems, or disabilities.
- P. 39: Example of use with an adult with an LD.
- Video: Useful for individuals with learning problems.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Video: Author works with both children and adults. Catalog: "This method is not just for everyone," but does not clarify.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Video: Relies on patterns to teach math rather than memory. "Weighted-learning" only teaches one side (even numbers). Guide: Based on patterns that are easily learned and interrelated.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Video: Does not teach times tables, but teaches math and raises self-esteem.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • No mention of what materials to use next or what skills to teach.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • No graphs or charts. • No description of procedures to check progress.
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • Catalog, p. 1: Instruction guide is for parents, teachers, or self-study students. • P. 1: Instructional video can be used to learn how to use it or to teach others. • Videotape accompanies each workbook.

EVIDENCE

EVALUATION PROCESS

STANDARDS

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

- Catalog: Can be used individually or with tutors.
- Videotape accompanies each workbook.
- Student may use it alone or with tutor, etc.

National ALLD Center Report Card on Instructional Materials

Instructional Material	Visualizing and Verbalizing	Product Contents	<input checked="" type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) <u>V&V storybook, 10 colored pictures, 4 colored transparencies, word cards, colored squares, pub catalog excerpt</u>
		<i>(Check all that apply)</i>	
Publication Date	Manual 1991; Stories 1997	Non-English Version	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Edition	Manual 2nd; Stories 1st	Other Product Information	<u>Manual included in kit, though also sold separately</u>
Author	Nanci Bell	Conclusions	_____
Publisher	NBI Publications		
Address	416 Higuera Street		
Phone	San Luis Obispo, CA 93401		
Fax	(800) 554-1819		
Initial Cost	Manual \$39.95; Kit \$99.95		
Usage Cost			

S T A N D A R D S

E V A L U A T I O N P R O C E S S

E V I D E N C E

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

- Pp. 26–27: Studies done using the clinical intervention. Ages ranged from 11–59 years. Example: Individuals were given the GORT-R reading test before using this material and scored an average of 43.94%. After using the V&V technique, scores averaged 75.5%
- P. 199: Reader and overheads are for grades K–8 and may be inappropriate for adult learners, though instructor may use visuals other than ones offered if appropriate.

STANDARDS

EVALUATION PROCESS

EVIDENCE

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Pp. 26–28: Studies were done with individuals ranging from 11 to 59 years of age. No further breakdown of demographics given, no control groups were used. A study including Native American elementary students also mentioned.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Pp. 14–18: Background research information to back up and explain why the visual and verbalizing technique is used and effective. Pp. 28–30: Gives studies and research about left/right hemispheres and how the imagery techniques are supported by this research. Pp. 200–201: Upper levels of program recommend higher age level material (e.g., SAT, GED workbooks; taking notes from textbooks). P. 202: V&V technique is for “teaching processing, not content.” Pp. 227–242: Gives suggestions and basic information on the process.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> P. 33: An overview of the program states “once developed, it enables the individual to 1) image parts and gestalts from oral and written language; 2) recall and relate the imagined gestalts; and 3) recognize and verbalize concepts.” Also lists that results include improved reading and oral comprehension, oral language and written language expression, and critical thinking.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • No indication of other instructional materials to use preceding V&V. The outcomes are not tied to what should be addressed after this program is completed.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • Stories Book (K–8) Introduction: States that the instructor is the “diagnostician in deciding when to move from one V&V step to another.” • Appendix: Contains a checklist to use to keep a record of the areas the student is fluent in or needs improvement in.
<p>7. The requirements for literacy practitioner to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. “Training” may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • No indication of training required.

S T A N D A R D S

E V A L U A T I O N P R O C E S S

E V I D E N C E

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

- P. 34: States “The following pages [indicating the beginning of actual lesson] will present the treatment process for V&V in a one-to-one setting.” However, Chapter 17 discusses classroom management and each summary page describes how to use the process with groups.

National ALLD Center Report Card on Instructional Materials

Instructional Material	VAK Tasks for Vocabulary & Spelling	Product Contents	<input checked="" type="checkbox"/> Teacher Handbook <input type="checkbox"/> Videotape <input type="checkbox"/> Computer <input checked="" type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) <u>Research article</u> titled "Summary of Test Scores from Three Orton-Gillingham Practicums"
Publication Date	VAK 1995, TM 1994	<i>(Check all that apply)</i>	
Edition	VAK 4th, TM 2nd	Non-English Version	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Author	C. Wilson Anderson	Other Product Information	<u>This material was created to be used by</u> <u>those trained in Orton-Gillingham multisensory method; and as a supple-</u> <u>mental material for student review and practice, not to be used alone.</u>
Publisher	Educational Tutorial Consortium	Conclusions	_____
Address	400 S. 44th St.		
Phone	Lincoln, NE 68516		
Fax	(402) 489-8133		
Initial Cost	(402) 489-8160		
Usage Cost	VAK \$7.00, VAK Teacher's Manual \$4.00		

S T A N D A R D S

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

E V A L U A T I O N P R O C E S S

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

E V I D E N C E

- VAK Teacher's Manual Author's Note: States book is intended for sophomores in high school who need to learn how language works to improve skills.
- VAK Teacher's Manual, p. 1: Uses visual, auditory, and tactile-kinesthetic approach, particularly TK.
- P. 13: Each student has various degrees of language competence, if advice on pp. 1-12 is followed "language disabled students can learn."
- Studies were conducted on effectiveness. In "Summary of Test Scores from Three Orton-Gillingham Practicums," students ranged in age from "9-adult."

STANDARDS

EVALUATION PROCESS

EVIDENCE

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/denigrating, relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> VAK Teacher's Manual Author's Note: States "book is intended for sophomores in high school who need to learn how language works" to improve skills. Studies were done and are in "Summary of Test Scores from Three Orton-Gillingham Practicums," however, these studies only include students' ages. There is no indication of other personal characteristics.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> VAK p. 2: This whole program is based on "a multisensory approach to writing." P. 8: Multisensory approach to spelling, encouraged saying the word, sounding it out, writing and rereading. P. 13: Says the material is for "language disabled" students. In the Teacher's manual each topic for learning is addressed specifically and there are detailed descriptions of what learning practices the teacher must follow at each step.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> VAK Teacher's Manual, p.13: VAK covers various aspects (e.g, pre/suffix, roots, homonyms, etc.) "As each of the elements covered in the exercises is mastered, students will improve their ability to express themselves in written and oral ways."

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • No guidelines or recommendations for further instruction are given in the Teacher's Manual or Workbook. However, in the research article it is explained that Orton-Gillingham approaches, like VAK Tasks, use posttests to check what the learner has accomplished. No indication of what to do next. The VAK books do not illustrate this point, therefore, the teacher has to be trained in or very familiar with the details of the Orton-Gillingham approaches to know to use these posttests.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • VAK Tasks: has pretest and review after various sections. • Nothing to document or graph process. • According to the research article, when using Orton-Gillingham-based materials, separate pretests and posttests are used for checking learner progress and placement. "These tests are not formal ones used for diagnosis or screening assessment but to identify skills which are mastered and skills needing attention. This is done by analyzing error patterns and then individualizing instruction."
<p>7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • No training requirements mentioned in the catalog, or in the materials themselves, simply directs materials to "teacher" and "student" throughout. • There is a "Teacher Training" section of the research article, "Summary..." that states, "It takes 3 years of [Ortin-Gillingham] use before teachers internalize and use the approach automatically."

EVIDENCE

EVALUATION PROCESS

STANDARDS

STANDARDS	EVALUATION PROCESS	EVIDENCE
<p>8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).</p>	<p>Look for: information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. You should find:</p> <ul style="list-style-type: none"> • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective. 	<ul style="list-style-type: none"> • The materials do not indicate instructional situations or environments in which the material is effective; only that it must be used with an Orton-Gillingham approach and trained instructor.

National ALLD Center Report Card on Instructional Materials

Instructional Material	Wilson Reading System	Product Contents	<input checked="" type="checkbox"/> Teacher Handbook <input checked="" type="checkbox"/> Videotape <input type="checkbox"/> Computer <input checked="" type="checkbox"/> Student Workbook <input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM <input checked="" type="checkbox"/> Instruction Guide <input type="checkbox"/> Other (Specify) <u>flashcards, sounds cards, suffix cards, "Rules book"</u>
Publication Date	1996	<i>(Check all that apply)</i>	
Edition	3rd	Non-English Version	<input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Author	Barbara A. Wilson	Other Product Information	<u>Formal training is available and recommended, but not required.</u>
Publisher	Wilson Language Training Corporation	Conclusions	_____
Address	175 West Main St.		_____
Phone	Millbury, MA 01527-1441		_____
Fax	(508) 865-5699		_____
Initial Cost	Standard set \$229.00		_____
Usage Cost	_____		_____

S T A N D A R D S

1. The instructional material is effective for teaching adults with LD.

Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

E V A L U A T I O N P R O C E S S

Look for:

a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

E V I D E N C E

- Instructor's Manual, p. 3: "The Wilson Reading System was originally written for dyslexic individuals. This 3rd edition is appropriate for elementary students as well as students well beyond elementary grades who have not internalized sounds and word structure."
- P. 3: Explains the Wilson Reading System's concepts were based upon "successful experience with thousand of dyslexic students." These studies do include those dealing with LD coupled with the use of reading with phonics and multisensory language teaching.

STANDARDS

EVALUATION PROCESS

EVIDENCE

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/detractory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Instructor's Manual, p. 6: "The Wilson Reading System is designed for any students who are reading and/or reading [????] below their expected level." In the article titled "Effectiveness of WRS used in Public School Testing," a study was done using 220 students ranging from grades 3–12.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> Instructors Manual, p. 3: "It [WRS] is based upon the multisensory language techniques and principles described by Dr. Samuel Orton, Anna Gillingham, and Bessie Stillman." Overall, the program is organized in a very detailed and precise manner. It uses many learning principles such as breaking lessons into manageable pieces (12 steps), using advanced organization, using verbal, written, and visual stimulation, etc.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> Instructor's Manual: At the beginning of each of the twelve "steps" there is a list of skills the student should know when they complete that step of the Wilson Reading System.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • Instructor's Manual, p. 28: Explains what to do if a student has trouble in certain areas. It tells how these trouble spots should be remembered throughout each lesson and consequently addressed. • Appendix (pp. 108–110): Lists organizations and materials to use with students. These materials are divided by students' age, subject content, and learning level.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • Instructor's Manual, p. 21: Discusses the use and importance of charting students' progress and how to do it. Appendix, p. 103: Chart to evaluate progress. The manual takes the instructor through each of the necessary steps in the implementation and use of the WRS, learner progress being a very important part of this.
<p>7. The requirements for literacy practitioner to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • Intensive workshops are available and important in order for instructors to learn how to use the WRS. There is a pamphlet available that tells dates and locations of training sessions. There is also an option available in which WRS trainers will come to your program and do an "in-service" for a minimum of 25 people. • Instructor's Manual, p. 7: "If Wilson training is not available to you, this program can be used without training...If using this program without training we recommend the following: <ul style="list-style-type: none"> • Read manual thoroughly; Watch videos, if available; • Write lesson plans and practice; Work 1:1 before implementing in group settings; If possible, visit classrooms with Wilson certified teachers."

EVIDENCE

EVALUATION PROCESS

STANDARDS

8. The instructional material may be used in a variety of instructional situations in the literacy program.

Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).

Look for:

information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment.

You should find:

- descriptions of multiple ways to teach/study using the material or practice;
- descriptions of different learning tasks and/or contexts in which the material or practice can be effective.

- Instructor's Manual, p. 17: Describes the exact procedures for using Wilson Reading System in both 1:1 learning situations and group instruction situations.

National ALLD Center Report Card on Instructional Materials

Instructional Material	Your Learning Styles and...		Product Contents <i>(Check all that apply)</i>
Publication Date	1991		<input type="checkbox"/> Teacher Handbook
Edition	1st		<input type="checkbox"/> Videotape <input type="checkbox"/> Computer
Author	Gail Murphy Sonbuchner		<input checked="" type="checkbox"/> Student Workbook
Publisher	People's Publishing Group		<input type="checkbox"/> Audiotape <input type="checkbox"/> CD-ROM
Address	230 West Passaic St.		<input type="checkbox"/> Instruction Guide
Phone	Maywood, NJ 07607		<input type="checkbox"/> Other (Specify) _____
Fax	(800) 822-1080		
Initial Cost	\$5.99 each		Non-English Version <input type="checkbox"/> No <input type="checkbox"/> Yes (Specify) _____
Usage Cost			Other Product Information _____ _____
			Conclusions _____ _____

E V A L U A T I O N P R O C E S S

S T A N D A R D S

• No mention of "adults" or "LD."

Look for:
a description of research that indicates the instructional material is effective for adults with LD.

You should find:

- studies that included adults with LD;
- comparisons to other approaches;
- statistical or descriptive results that describe how the instructional material worked with adults with LD.

1. The instructional material is effective for teaching adults with LD.
Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.</p> <p>Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.</p>	<p>Look for: a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> studies that included adults with the same characteristics as persons with whom you will use the instructional material. 	<ul style="list-style-type: none"> Material says it is good for low-level literacy students.
<p>3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD.</p> <p>Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.</p>	<p>Look for: a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD.</p> <p>You should find:</p> <ul style="list-style-type: none"> statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples). 	<ul style="list-style-type: none"> No teaching practices included or described.
<p>4. The learning outcomes that can be expected are clearly described.</p> <p>Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.</p>	<p>Look for: a statement of objectives or competencies that the student should achieve by using the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material. 	<ul style="list-style-type: none"> No outcomes listed; materials contain strategies, not measurable skills.

<p>5. The results achieved using the instructional material can be used to make decisions regarding further instruction.</p> <p>Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)</p>	<p>Look for:</p> <p>materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next.</p> <p>You should find:</p> <ul style="list-style-type: none"> • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next. 	<ul style="list-style-type: none"> • No indication of what to use or do next. • Review worksheets at the end of each book check student's learning style, however, the student is not told what to do with this information after completed.
<p>6. Procedures for checking the learner's progress are clear and easy to use.</p> <p>To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.</p>	<p>Look for:</p> <p>an easy-to-follow description of how learner progress is documented.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress. 	<ul style="list-style-type: none"> • No checks for progress throughout book, only an end review.
<p>7. The requirements for literacy practitioner to learn to use the instructional material are reasonable.</p> <p>To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.</p>	<p>Look for:</p> <p>a description of training requirements for learning how to use the instructional material.</p> <p>You should find:</p> <ul style="list-style-type: none"> • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient. 	<ul style="list-style-type: none"> • For independent student learning.

EVIDENCE

EVALUATION PROCESS

STANDARDS

<p>8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).</p>	<p>Look for: information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. You should find:</p> <ul style="list-style-type: none"> • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective. 	<ul style="list-style-type: none"> • Self-directed, with no indication of how to adapt to different learner settings.

Report Cards on Instructional Materials

The following instruments have a completed report card:

The ADD Program
Affective Skills Curriculum
Building Learning Power for Children and Adults
Breakthrough to Math, 3
Challenger 6, Adult Reading Series
Cooper Sight/Sound Reading System
Cooper Individualized Spelling Program
English Day by Day
Everyday Reading and Writing
Framing Your Thoughts
Jordan Prescriptive Reading Tutorial
Keystrokes to Literacy
Language!
Laubach Way to Reading
Learning Wrap-Ups and Math Facts
Number Sense, Fractions
Paraphrasing Strategy
Personal Stories, Book 2
Pre-GED Writing
Reading in the Content Areas, Lit. 2
The Self-Advocacy Strategy for Ed. and Transition Planning
Starting Over
Studying for a Driver's License
Tic Tac Toe Math
Visualizing and Verbalizing
VAK Tasks for Vocabulary and Spelling
Wilson Reading System
Your Learning Styles and...

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Learn to Read Volunteers of Miami, Florida
Learning Disabilities Association, Minneapolis, Minnesota

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Critical Questions for Adult Literacy Programs

To develop an adult literacy program that is responsive to the needs of adults with learning disabilities, literacy program staff may find it helpful to use the following critical questions as a framework for discussing and planning services. Each of the five guidebooks will provide information that can be used to help practitioners answer these critical questions:

- ▶ What makes adult literacy services sensitive to the needs of adults with learning disabilities?
- ▶ What is the nature and impact of learning disabilities on adults?
- ▶ How does the law affect the quality of life of adults with learning disabilities?
- ▶ What linkages to other community agencies are critical for literacy programs to increase the success of adults with learning disabilities?
- ▶ How can literacy program staff ensure that systemic change will increase the success of adults with learning disabilities?
- ▶ How can literacy program staff ensure that assessment practices in adult literacy programs increase the success of adults with learning disabilities?
- ▶ How can the choice of curriculum and curriculum materials affect the success of adults with learning disabilities?
- ▶ How can instructional planning become more sensitive to the needs of adults with learning disabilities?
- ▶ How can literacy program staff ensure that instruction increases the success of adults with learning disabilities?
- ▶ How can literacy program staff ensure that accommodations and instructional adaptations are appropriately selected and used to increase the success of adults with learning disabilities?

GUIDEBOOK 1

Preparing to Serve Adults
with Learning Disabilities

GUIDEBOOK 2

The Assessment Process

GUIDEBOOK 3

The Planning Process

GUIDEBOOK 4

The Teaching/Learning Process

GUIDEBOOK 5

Creating Professional
Development Opportunities

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