

Introducing the HSE Curriculum Framework

FEDERAL BUREAU OF PRISONS

ELIZABETH JONES

FEDERAL BUREAU OF PRISONS

EDUCATION SPECIALIST

FBOP JURISDICTION ADMINISTRATOR

Who Am I – Elizabeth Jones

- ▶ Former Systems Engineer
- ▶ Correctional Educator
 - ▶ Virginia Department of Correctional Education, Teacher
 - ▶ Federal Bureau of Prisons
 - ▶ Teacher
 - ▶ Assistant Supervisor of Education
 - ▶ Education Specialist
- ▶ FBOP GED Jurisdiction Administrator

Who Are We – Federal Bureau of Prisons (FBOP)

- ▶ 180,248 Federal inmates
- ▶ 35,610 Federal corrections staff
- ▶ 122 Prisons
- ▶ 5 Different Security Levels
- ▶ 6 Regions
- ▶ 80 years of federal corrections



Who Are We – Education Branch

- ▶ Reentry Services Division
- ▶ Education is mandated by law
- ▶ Staff of 9
 - ▶ Supporting education field staff countrywide
 - ▶ 199 test centers
 - ▶ Programs and Policies
 - ▶ Literacy – GED , Spanish GED, Pre-GED, Special Learning Needs, ESL
 - ▶ Occupational Training and Apprenticeship
 - ▶ Adult Continuing Education
 - ▶ Postsecondary Education
 - ▶ School Psychology
 - ▶ Recreation and Wellness
 - ▶ Leisure & Law Libraries

Now Is The Time



- ▶ Transitioned/activated 199 test centers
- ▶ Supported the field's transition to technology
- ▶ Focused on the process and security of GED and GED Ready testing
- ▶ Request from Education staff across the country
- ▶ GED completions were increasing, but more could be done
- ▶ Professional Development growth and investment

Now Is The Time

Standardized Materials

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Standardized Curriculum

The Most Important Part



Needed For Success: Supporting/Leading Documents

- ▶ College and Career Readiness Standards for Adult Education
- ▶ GED High Impact Indicators
- ▶ Relationships Between the High Impact Indicators and Other Indicators
- ▶ Assessment Guide for Educators
- ▶ Standardized materials
- ▶ Research sample other curricula

Needed For Success: A Process

- ▶ Reviewed the supporting/leading docs
- ▶ Developed the framework
- ▶ Work with the end in mind – what skills do students need to earn a GED
- ▶ Standards and objectives for HSE
- ▶ In person meeting: September 2018 and May 2019
- ▶ Monthly, bi-monthly, as needed webinar platform meetings
- ▶ Independent work by competent passionate professionals

Intended Uses of the Curriculum

The framework is intended to provide comprehensive, assessment-aligned instructional support to FBOP instructors.

The curriculum will:


- ▶ Provide instructors with information related to specific skills and concepts students need to know and be able to demonstrate
- ▶ Equip instructors with strategies, resources, and activities to supplement their work with students

More than Just Objectives

Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CCR Anchor 3				
	Objectives	What learner should know, understand, and be able to do in real-life	Teaching Notes	Suggested Class Activities and Resources
	R3.1 Analyze the connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories) in a text. RI.8.3	Learners can use details in text to determine similarities and differences between characters, ideas, or events.	In addition to an analysis of individual characters, settings, themes, etc., learners must be able to compare these elements to determine how they are the same or different. Textual evidence should be used to show connections and draw conclusions about these connections. Helpful skills include understanding analogies/metaphors and comparison/contrast.	SV LA Textbook pages 34-37, 44-45 SV LA Workbook pages 66-73, 86-89 (R.3.3) Resource(s): Metaphors and Analogies Activity: Print the two passages about Henry Knox and Nathanael Greene from the American Independence Reading Set . Read both passages and, as a group, discuss both to include a comparison of the two historical figures, their similarities/differences, their contributions and possible effects on the Revolutionary War, etc.
H	R3.2 Order sequences of events in texts. R.3.1.	Learners should be able to recognize the order in which events occurred in a given text.	Transition words and phrases – words that provide clues to signal that steps or a sequence is being used; phrases allow for the text to	Activity: Have students define the term sequence and write down the sequence they follow each day before coming to class. Ask students if there are key words that they use when describing a sequence, examples: first

Resources Within

Reasoning Through Language Arts (RLA) Curriculum Framework High School Equivalency (HSE) – Writing

Writing Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>(CCR Anchor 1)</i>				
H, M, L Emphasis	Objectives	What Learner should know, understand, and be able to do in real-life	Teaching Notes	Suggested Class Activities and Resources
H	W1.1 Introduce precise claim(s), identify alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons, and evidence.	Generates text based arguments focused on at least 2 sources. Establishes a purpose that is connected to the prompt provided.	With argument based writing, ensure students can identify different types of evidence in text: <ul style="list-style-type: none"> • Facts • Stats • Personal experience • Expert opinion • Logical reasoning • Emotional appeal 	Activity: Provide opposing articles. Newsela - Pros/Cons Discuss each author's point of view and evidence identified in each text supporting the claim's stated. Have each student share which article they believe had they better argument and give one piece of evidence to support their reasoning. Using Research in Writing Packet NOTES PACKET Word Document: <ul style="list-style-type: none"> • Page 5: Introduce and develop claims, writing the conclusion • Page 6: Formal style • Page 6: Transitions • Page 7: Argument writing vocabulary • Pages 9-12: Techniques to prepare students for argument writing Organizing Argument Writing Maintain a Formal Style and Objective Tone Writing a Conclusion
	W1.2 Use words, phrases, and clauses to elaborate and explain claim(s) and counterclaim(s) fairly using specific and relevant evidence for each point while pointing out the strengths and weakness of both.	Think critically about an author's claim(s) from at least 2 sources. Support claims or assertions using evidence that is tied directly the text(s).	Types of Evidence to Support an Argument Graphic Organizer Follow the Writing Pacing Guide link to guide students through each objective separately to build writing-reading connections.	
	W1.3 Use words, phrases and clauses to link major sections of text to create a cohesive and clear relationship between claim(s) and counterclaim(s) and to create evidence.	Ideas are well developed and logical. Organized progression of ideas with a clear connection between details and main points.	 Writing Pacing Guide (Double click on the icon)	
	W1.4 Establish and maintain a formal style.	Demonstrates awareness of audience and purpose of the writing.		

Preparing for Evidence-Based Writing

Writing Pacing Guide

- Teacher assessment of writing
- Rubric and placement chart
- Pre-GED® and GED® Writing Guide
 - Timeframe
 - Activities
 - Resources

Writing Pacing Guide

Instructional Achievement Level Indicator:

When students start in your class give them the following assignment (or something similar) to assess their writing level:

Write a short essay describing a claim about something happening in current events today, an argument to support your claim with more than one reason, and introduce a possible counterclaim.

Your student may need definitions for the vocabulary of: claim, argument, and counterclaim to help get them started.

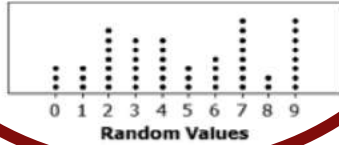
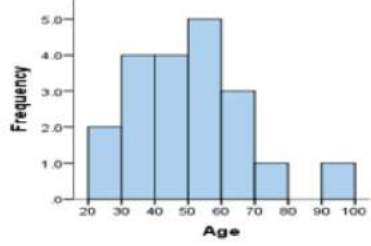
Understanding of where students are in their writing:

Level 4	Writes an argument to support a claim, introduces a counter claim and provides logical reason or evidence to support claim. Has a clear introduction middle and concluding statement. Writing is logical and structured. Writing has a formal style.	Should begin working on week 3 of the GED writing pacing guide.
Level 3	Writes to express an opinion about a topic or text and has a concluding statement. Gives more than one reason to support claim. Gives a reasonable counterclaim. Writing is in a formal style, logical and structured but needs additional detail to support claims.	Should begin working on week 2 of the GED writing pacing guide. Needs to review types of evidence and building details.
Level 2	Writes a claim and an argument to support it with only one reason or piece of evidence. Reason is limited in its explanation. Writing is showing effort in its structure but needed assistance in forming. Writing is written in a piece of informal and formal writing.	Should begin working on week 1 of the GED writing pacing guide. Has a basic foundational skills, but needs
Level 1	Needs complete guidance and support to write a claim and understanding of how to support the claim.	Should begin with the Pre-GED writing pacing guide before. Once student has basic foundational writing skills, reassess their writing for understanding before move them on to week 1 of the writing pacing guide.

HSE Mathematics Curriculum

- ▶ Number Sense and Number Operations
- ▶ Geometric Reasoning
- ▶ Data, Statistics, and Probability
- ▶ Algebraic Reasoning

HSE Mathematics Curriculum

Statistics and Probability Standard 1: Summarize, represent and interpret data on a single count or measurable variable.				
CCR Anchor 1				
H, M, L Emphasis	Objectives	What learner should know, understand, and be able to do in real-life	Teaching Notes	Suggested Class Activities and Resources
	SP.1.4 Represent, display and interpret data involving one variable plots on the real number line including dot plots, histograms and box plots. (Q.6.b)	<p>Given the data set for a single-count variable, learners should be able to select and construct an appropriate data display for reporting results. These include:</p> <ul style="list-style-type: none"> - Dot plots - Histograms - Box plots <p>Learners should be able to determine the appropriate scale or intervals required to best represent information reported in each data display.</p>	<p>Dot plot – Dots plotted on a number line that displays the frequency, or number of occurrences, of a given value; Useful with small data sets.</p> <p>Dotplot of Random Values</p>  <p>Histograms – Similar to a bar graph, but displays a distribution of data within ranges; Useful with larger sets of data</p>  <p>Box plots – Using one chart, box plots show the spread and center of data. This includes the median (middle number in an ordered set), the lower (25%) and upper (75%) quartiles, and outliers (lowest/highest numbers recorded). Sometimes referred to as a box-and-whisker-plot.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Dot Plots Histograms Creating a Box Plot <p>Activities:</p> <ul style="list-style-type: none"> SVMA Student Book: pages 38-39 SVMA Workbook: pages 54-57 Creating Box Plots Creating Histograms

HSE Mathematics Student Progress Chart

Progress Chart allows teachers to

- Track progress of students through curriculum
- Allows for multiple opportunities to record student progress
- Meets Federal Bureau of Prisons requirement
- Can be forwarded if student is moved to another facility

Mathematics HSE Curriculum Framework High School Equivalency (HSE) – Statistics and Probability Student Progress Chart

Statistics and Probability Objectives	Date	Materials, Activities	Initials
SP.1.1 Define categorical & numerical data and identify key characteristics for both types.			
		Mastered Objective - _____ (Date)	
SP.1.2 Describe the nature of an attribute under investigation, how it was measured, and report the number of observations noted within a data set.			
		Mastered Objective - _____ (Date)	
SP.1.3 Calculate the mean, median, mode and range. Calculate a missing data value, given the average and all the missing data values but one, as well as calculating the average, given the frequency counts of all the data values, and calculating a weighted average. (Q.7.a)			
		Mastered Objective - _____ (Date)	
SP.1.4 Represent, display and interpret data involving one variable plots on the real number line including dot plots, histograms and box plots. (Q.6.b)			
		Mastered Objective - _____ (Date)	
SP.1.5 Identify and describe patterns or significant deviations within data sets. Interpret differences in shape, center and spread in the context of data sets, accounting for possible effects of			

The Desired Outcome

**IMPROVED
STUDENT
OUTCOMES!**

What's Next

- ▶ Finalize all documents
 - ▶ HSE and Pre-HSE RLA and Math
 - ▶ Supplemental documents
- ▶ GRAND DEBUT – A Deep Dive
 - ▶ Professional Development
 - ▶ 60 Teachers
 - ▶ 3 days
- ▶ Plans for future PD
- ▶ Individualized/self-paced computer based training



Questions & Answers



WHAT ARE SOME INNOVATIONS
FROM YOUR ORGANIZATION?



THANK YOU!

ELIZABETH JONES

FEDERAL BUREAU OF PRISONS

ETUTWYLER@BOP.GOV

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