

Adult Education Class Outline
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2.1060 ESL Vocational / Workplace

Date Posted: 5/24/2006
Title: VESL/Business/A, B & C
Submitted by: LAUSD/DACE

CBE
Competency-Based Education
COURSE OUTLINE

COURSE NO.: 50-01-60*, 50-01-66**, 50-01-67***

NEW: April/1988

TITLE: VESL/BUSINESS/ A, B, & C

DEPARTMENT: Adult ESL/Amnesty/Citizenship

CREDITS: 2.5 each

HOURS: 60 each

ADULT EDUCATION COURSE NO.: 03.031.205

COURSE DESCRIPTION:

These competency-based courses delineate basic English language competencies essential for adults of limited English proficiency to function in an English-speaking environment. The competency-based performance objectives are designed to teach listening, speaking, reading, and writing skills within the context of work-related situations. These language skills, including grammatical structures taught, are Included in ESL Beginning High (50-01-52), ESL Intermediate low (50-01-53) and ESL Intermediate High (50-01-54).

PREREQUISITES:

*ESL Beginning low (50-01-51) or (50-01-71) for VESL/Business A,

**ESL Beginning High (50-01-52), (50-01-72), or (50-01-92) for VESL/Business B,

***ESL Intermediate low (50-01-53), (50-01-73), or (50-01-92) for VESL/Business C.

For students in the Employment Preparation Centers, enrollment in a vocational training class.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office

A MESSAGE to CBE COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having an interest in the course.

Before enrolling, students can read the course competencies listed to help them decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of text book titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make them aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been in serviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for

approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There all information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped “Draft Copy Only”, is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there. it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to produce copies for counselors and teacher, Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE

COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions states the major emphasis and content of a course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of a course.

Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills or knowledge he/she will demonstrate after instruction.

A competency is stated 'as a minimum. This is the least a student has to demonstrate or

know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

ACKNOWLEDGMENTS

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