Building a Standards-Based Professional Learning System

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Arizona Department of Education
Adult Education Services
AZ & the Adult Education System

Capital: Phoenix (Maricopa County)

State Population: Over 7 million people (U.S. Census)

Square miles: 113,998 (size of PA + New England States)

15 counties and 12 Local Workforce Areas

23 authorized adult education providers
- 8 Community Colleges
- 5 LEAs/School Districts
- 5 Community Based Organizations
- 4 County Agencies
- 1 Department of Corrections

FY 18: Approximately 14,000 enrolled students in Title II adult ed programs

Approximately 80% AZ adult ed teachers-P.T.
AZ Adult Education System

- **Federal & State Laws, Rules, & Policies**
  - Adult Education Grant Contract
    - Program and Fiscal Requirements
    - Grant Assurances
    - PL Standards
      - Teacher Standards
      - Content Standards
- Teaching and Learning
WIOA Section 223 Requirements & Permissible Activities

Required Activities

(B) The establishment or operation of high quality professional development program to improve instruction...including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners... and dissemination of information about models and promising practices related to such programs.
(I) ...the eligible agency will, if applicable, **align** content standards for adult education with State-adopted challenging academic content standards, as adopted under section 4 1111 (b)(1) of the Elementary and Secondary Education Act of 1965.

(I) Identifying curriculum frameworks and aligning rigorous content standards that specify what adult learners should know and be able to do in the areas of: reading, language arts, mathematics, and English Language Acquisition.
AZ Adult Education System

- Federal & State Laws, Rules, & Policies
- Teaching and Learning
- Adult Education Grant Contract
  - Program and Fiscal Requirements
  - Grant Assurances
    - PL Standards
    - Teacher Standards
    - Content Standards
AZ Grant Contract Requirements for Professional Learning

✓ The program will allocate and expend a minimum of 10% of adult education grant funds and earned income for approved professional learning activities aligned to the Learning Forward Professional Learning Standards and the AZ Adult Education Teacher Standards.

✓ The program administrators and teachers must hold a current AZ Adult Education Teaching Certificate.

✓ The program will compensate all certified adult educators for participating in required Professional Learning activities, including job-embedded activities, which focus on improving teacher effectiveness...
AZ Grant Contract Requirements for Professional Learning

✓ The program will use adult education grant funds to plan, implement, and evaluate professional learning for adult educators aligned to the Learning Forward *Standards for Professional Learning*.

✓ The program will ensure that print and digital curricular resources used for instruction are aligned to the *Arizona Adult Education Content Standards*.

✓ The program will provide sufficient paid time for adult education instructors to plan and prepare for instruction aligned to the *Arizona Adult Education Content Standards*.
Reporting requirements for programs include:

- Completion of an Annual Narrative Report
- Program professional learning plans submitted bi-annually for review using newly created interactive planning guides (*draft*)
  - *Planning for Professional Learning Guide for ABE*
  - *Planning for Professional Learning Guide for ELAA*
- Fiscal monitoring through the AZ Grants Management System
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AZ Adult Education System

Federal & State Laws, Rules, & Policies

Adult Education
Grant Contract

Teaching and Learning

Program and Fiscal Requirements

Grant Assurances

PL Standards
Teacher Standards
Content Standards
Teaching and Learning

Purpose of Professional Learning...

is to improve educator effectiveness and student outcomes.

(Learning Forward)
Essential Components of Quality Professional Learning

Professional Learning fosters collective responsibility for improved student performance and must:

1. align with rigorous academic standards and related program and agency improvement goals

2. be conducted among educators at the program/site facilitated by well prepared administrators, professional developers, master teachers and teacher leaders, and coaches

3. primarily occur several times per week among established teams of teachers, administrators, and instructional leaders with teams engaged in a cycle of continuous improvement
Standards for Professional Learning

Learning Forward

Standards for Professional Learning

https://learningforward.org/

• Outlines the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.

• These standards were adopted by the Arizona Department of Education
# Learning Forward

## Standards for Professional Learning

| Professional learning that increases educator effectiveness and results for all students ... |
| LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. |
| LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. |
| RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. |
| DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. |
| LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes. |
| IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change. |
| OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. |

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High Fidelity Implementation

Joyce & Showers, 2002

Coaching/Study Teams/Peer Visits/PLCs
- 80-90%

Practice and Low Risk Feedback
- 10-15%

Modeling
- 5-10%

Presentation Of Theory
- 5 -10%

Job-Embedded Professional Learning

% of Application & Problem Solving
AZ Adult Education Teacher Standards guide what teachers need to know and be able to do.

AZ Adult Education Content Standards guide what students need to know and be able to do in subject areas.
AZ Adult Education Teacher Standards

- Three sets of teacher standards in:
  - ABE English Language Arts
  - ABE Mathematics
  - English Language Acquisition

Specifies what adult education teachers should know and be able to do to:
- Guide teacher preparation
- For teacher self-assessment
- Provide a framework and guide for professional learning planning and implementation
AZ Adult Education Teacher Standards - A Multi-Layer Process

• Convened three panels of expert—for English Language Arts, mathematics, and English Language Acquisition—consisting of adult educators and college faculty.

• Two years of task force work through a series of face-to-face and virtual meetings to identify the skills, behaviors, and practices that characterize effective instruction.

• Established an evidence-based process where teams analyzed:
  ▪ Research on adult learning theory
  ▪ Research on effective instructional strategies for each discipline
  ▪ Research on professional teaching knowledge
  ▪ State, national, and international models of teacher standards
AZ Adult Education Teacher Standards

• STANDARD I. *Foundational Knowledge:* The teacher demonstrates knowledge of adult learning and the process by which learners acquire a new knowledge and skills.

• STANDARD II. *Ongoing Assessment:* The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to make decisions about planning and instruction.

• STANDARD III. *Instructional Design/Planning:* The teacher demonstrates knowledge of the AZ Adult Education content standards and designs instruction to ensure learner engagement and achievement.
AZ Adult Education Teacher Standards *cont.*

STANDARD IV. *Instructional Delivery:* The teacher understands and uses a variety of student-centered instructional strategies to build on what learners already know and to encourage learners to apply new knowledge and skills.

STANDARD V. *Teacher Quality and Leadership:* The teacher is a reflective practitioner who strives to strengthen the effectiveness and quality of instruction and collaborates with colleagues to improve student performance.
## Example of a Teacher Standard Common Across the Disciplines

<table>
<thead>
<tr>
<th>Indicators &amp; Guiding Questions</th>
<th>Sub-Indicators</th>
<th>Sample Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Adult Learners and Development</td>
<td>1. Knows and addresses who adult learners are and their sources of motivation</td>
<td>• Teacher models respectful attitudes toward students from various cultural communities, educational experiences, and economic and professional backgrounds</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrates knowledge that:</td>
<td>• Teacher connects lessons to student goals and interests</td>
</tr>
<tr>
<td></td>
<td>a. Adults have accumulated a foundation of life experiences and knowledge from work- and family-related activities, and/or previous education that is valued and connected to instruction</td>
<td>• Teacher fosters motivation and builds student confidence</td>
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<td></td>
<td>b. Adult learning differs from children’s learning in that it needs to be largely self-directed, problem-centered, experiential, goal-oriented, and of immediate value to students’ personal and professional lives</td>
<td>• Students have ample opportunities to actively participate in their learning</td>
</tr>
<tr>
<td></td>
<td>c. It is important to reduce anxiety and improve self-esteem and motivation in learners (i.e., the affective filter) through a variety of methods in order to break down barriers to learning</td>
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<td></td>
<td>3. Knows the importance of:</td>
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<td></td>
<td>a. Engaging learners in decision-making about key aspects of their learning</td>
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<tr>
<td></td>
<td>b. Creating classroom climates that are sensitive to student diversity and student goals</td>
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<tr>
<td></td>
<td>c. Providing advice and referral to support students’ learning, college, and career readiness goals</td>
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<td>4. Knows and addresses learning differences in students and applies accommodations and adaptations as needed.</td>
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<tr>
<td>B. English Language Arts Proficiency</td>
<td>1. Models speaking, listening, reading, and writing standard academic English</td>
<td>• Teacher uses appropriate grammar</td>
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<td></td>
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<td>• Teacher demonstrates conventions such as correct spelling and grammar</td>
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AZ Teachers Self-Assessment Tool

- AZ developed and piloted a teacher self-assessment tool using the AZ Teacher Standards.
- The self-assessment is completed by ABE and ELAA teachers at the program level. Data is aggregated by the professional learning staff at the state office.
- The aggregated data is then sent to the program administration and instructional leaders and used to: Inform professional learning goals for ABE and ELAA teachers at the local level AND to inform state leadership priorities.
Resources

- LINCS Professional Development Portal
  - Teacher Competencies Self-Assessment Tool to help guide professional learning needs
  - Professional Development Portal for Adult Educators

https://lincs.ed.gov/
AZ Teacher Proficiency Assessments

- AZ Department of Education has contracted with Pearson to review and revise current certification tests in early childhood – secondary education.

- The scope of work includes the development of and administration of AZ Adult Education Teacher Proficiency Assessments in four areas: Professional knowledge, ABE English Language Arts, ABE mathematics, and English Language Acquisition.
AZ Teacher Proficiency Assessments

- The assessments are based on the AZ Adult Education Teacher Standards and the AZ Adult Education Content Standards

- Assessments are currently being developed and are in the test item writing phase.

- Assessments will be piloted in the spring of 2020
Revising the AZ Adult Education Content Standards

– Title II: Workforce Innovations and Opportunity Act (WIOA) - Adult Education and Literacy Requirements

(I) ...the eligible agency will, if applicable, align content standards for adult education with State-adopted challenging academic content standards, as adopted under section 4 1111 (b)(1) of the Elementary and Secondary Education Act of 1965

(I) Identifying curriculum frameworks and aligning rigorous content standards that specify what adult learners should know and be able to do in the areas of:

– reading and language arts, mathematics, and

– English language acquisition...
The AZ Standards Revision Process

Standards Task Force

- Oversees the standards revision process and standards products

Four Content Work Groups

- English Language Arts
- Mathematics
- Social Studies
- Science
## AZ Adult Education Standards Revision Project and Implementation Timeline

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>February 2017</td>
<td>Kick-off with Standards Task Force</td>
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<td>Content Work Groups - Social Studies, Science, English Language Arts, and Mathematics</td>
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<tr>
<td>March – October 2017</td>
<td>ELA and Mathematics Content Work Group Revision Meetings</td>
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<tr>
<td>September 2017</td>
<td>Kick-off with Social Studies and Science Content Work Groups</td>
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<tr>
<td>Winter 2018</td>
<td>Review of ELA and math standards – Task Force and State team</td>
</tr>
<tr>
<td>September 2017 – June 2018</td>
<td>Social Studies and Science Content Work Groups Revision Meetings</td>
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<td></td>
<td><strong>Currently</strong></td>
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<td></td>
<td>Review of social studies and science standards – Task Force and State team</td>
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<tr>
<td>Summer 2018 – ongoing</td>
<td>Implementation of revised Adult Education Content Standards</td>
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</tbody>
</table>
AZ Adult Education Standards for English Language Arts

The ELA Standards
Overview of the ELA Standards

Focus on

- Text Complexity and Vocabulary
- Using Textual Evidence to Support Thinking
- Building Background Knowledge
The Anchor Standards

- 10 for Reading
- 10 for Writing
- 6 Speaking and Listening
- 6 Language
Arizona Adult Education Standards for Mathematics

College and Career Readiness Standards
Overview of the Math Standards

Balanced Approach to Rigor*

*Balanced rigor means equal emphasis, not necessarily equal time.

Arizona Adult Education Mathematics Standards
## Overview of the Math Standards

### The 8 Mathematical Practices

<table>
<thead>
<tr>
<th>Reasoning and Explaining</th>
<th>Modeling and Using Tools</th>
<th>Seeing Structure and Generalizing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MP1</strong>: Make sense of problems and persevere in solving them. <strong>MP6</strong>: Attend to precision.</td>
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<tr>
<td><strong>MP2</strong>: Reason abstractly and quantitatively.</td>
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<tr>
<td><strong>MP3</strong>: Construct viable arguments and critique</td>
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<td><strong>MP4</strong>: Model with mathematics.</td>
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<td><strong>MP5</strong>: Use appropriate tools strategically.</td>
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<tr>
<td><strong>MP7</strong>: Look for and make use of structure.</td>
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<tr>
<td><strong>MP8</strong>: Look for and express regularity in repeated reasoning.</td>
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</tbody>
</table>
Three key areas that math instruction should focus on include:

- Focus
- Coherence
- Rigor

These concepts are *integral* to teaching mathematics.
Resources

- Access and use the College and Career Ready Standards, developed by OCTAE. Available on the LINCS website at:

- Need resources to help administrators and teachers implement the standards? The Standards-in-Action materials are available for states at:
  - [https://lincs.ed.gov/state-resources/federal-initiatives/college-career-readiness](https://lincs.ed.gov/state-resources/federal-initiatives/college-career-readiness)

- Many other state resources are available on LINCS at:
  - [https://lincs.ed.gov/state-resources](https://lincs.ed.gov/state-resources)
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