Innovation and Opportunity at Work: Meeting the Challenge of Implementation

WIOA and Using Rigorous and Challenging Adult Education Standards

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Session Objectives

• To review how standards apply to all adult learners and services—and help meet some requirements in Sections §463.32, §463.37, and §463.38.

• To consider how scaling and sustainability of standards can help scaffold States’ success—and ensure a more effective use of Section 223 funds.
Guiding questions

• How do we know content standards will help prepare our students for the purposes of educational or career advancement?

• What training and technical assistance resources are available to support standards?

• What do effective practices in teaching and learning look like that are indicative of standards-aligned lessons?
What do rigorous and challenging content standards for adult education represent?

Adult education standards for English language arts and literacy and mathematics:

• Ensure core requirements for adult learners to meet real-world demands of postsecondary education and training and employment; but

• Also keep the overall content demands manageable for adult educators and learners.
How do you know if your standards are anchored in what today’s employers demand of employees?

Your standards represent:

• Critical knowledge and skills used on a regular basis in the workforce;

• Complex tasks identified as critical for advancing through a career pathway;

• Knowledge and skills linked to training needed to earn a living wage in high-growth industries; and

• Consensus by leading economists, researchers, and large-scale surveys of employers
How do you know if your standards are anchored in what educators demand of students?

Your standards represent:

• Content typically taught in more advanced algebra and geometry, and data analysis and statistics classes;

• Robust analytic and reasoning skills and strong oral and written communication skills;

• The opportunity to be prepared for college without needing remediation; and

• The judgments of postsecondary faculty.
How do you know if your standards are anchored in relevant assessment information?

The two expert panels, who identified standards, examined the content of *assessments* important to adult students:

- ACT 2011
- American Council on Education n.d.
- College Board 2011
Questions to guide review

Using evidence,

• …what content in the area of English language arts/literacy is relevant to preparing adult students for success in higher education and training, and employment?

• …what content in the area of mathematics is relevant to preparing adult students for success in higher education and training, and employment?

• …which standards in each content area are most important for adult students?
Bottom line

• Standards represent knowledge and skills essential to enabling students to meet the real-world demands of postsecondary training and education, work, or citizenship.

• Effective integration of standards provides evidence that services are for the purposes of educational and career advancement.
In your State, how does the use of standards contribute to meeting the requirement that ELA programs lead to:

- Attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training, or employment?
In your State, how does the use of standards contribute to:

• Identifying a single set of learning objectives that identify specific adult education content, workforce preparation activities, and workforce training competencies?

• The purposes of educational and career advancement?
State leadership requirements

In your State, how does the use of standards contribute to:

• The establishment of high quality professional development (PD) programs?

• The provision of technical assistance?

• The monitoring and evaluation of the quality of and improvement in adult education and literacy activities?
State leadership requirements (cont’d)

• PD around the use of content standards to guide teaching and learning is a natural element of a high quality PD program.

• Planning to implement PD to implement standards-based education must also include planning for implementing State-adopted standards—sustainably and at-scale.
Strategic consideration of sustainability

• Expanding the reach of standards-based education depends on the extent to which States focus—from the outset—on sustaining them.

• It also depends on forming an implementation team of stakeholders and early adopters able to help to develop your long-range strategic plan, implement plans, and guide scale-up.
Significance of implementation teams

- In their studies of reforms in thousands of schools, Vernez et al. (2006) and Aladjem & Borman (2006) found that about 10% of the reforms were used as intended (with fidelity) after 5 years of funding without an implementation team.

- On the other hand…
Significance of sustainability teams (cont’d)

• *With* the support of a competent Implementation Team, over 80% of attempted implementation sites met criteria for certification (fidelity).

• *Without* the support of Implementation Teams, only 30% met certification requirements (Fixsen, Blase, Timbers, & Wolf, 2001).
Standards training and technical assistance and expert trainers are available!

- Foundational- and Advanced-Level Standards-in-Action (SIA) Resources and Professional Development Units
  
  https://lincs.ed.gov/programs/ccr

- To request SIA training and assistance with sustainability planning, contact Kaye Beall at: pdcenter@lincs.ed.gov.
Available resources to support effective standards implementation

- Employability Skills Framework
  
  https://lincs.ed.gov/professional-development/resource-collections/profile-775

- Guide for Managing Higher Level-Level Content Standards in Mathematics
  
  https://lincs.ed.gov/professional-development/resource-collections/profile-992

- Realizing Opportunities for English Language Learners Through State Academic Content Standards
  
  https://lincs.ed.gov/professional-development/resource-collections/profile-962

- Handbook for Sustaining Standards-Based Education in Adult Education
  
Standards-in-Action Observation System

The protocol answers three basic questions:

- How well are lessons aligned to the demands of rigorous and challenging standards?
- How can instructional practices be improved?
- Based on feedback from observations, what do staff identify as priorities for professional development to strengthen standards-based instruction?
Observing effective practices that are indicative of standards-aligned lessons

- English language arts and literacy lesson
- Created by Sarah Simpson, Martin County Adult Education Program, Kentucky.
- This lesson is focused on how to find the claim of and supporting evidence in a text.
- Intended level: High Intermediate/Low Adult Secondary
Questions to focus on as you watch

• Does the content of the lesson match the demands of the standards (listed on handout)?

• Are students working with texts that are at or above the expected level of complexity for the course?

• Are students’ levels of understanding assessed throughout the lesson and is instruction adjusted accordingly?
Video

• Video
Share and discuss findings
Questions?
For more information about OCTAE’s standards-based initiatives, contact Ronna Spacone at:

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