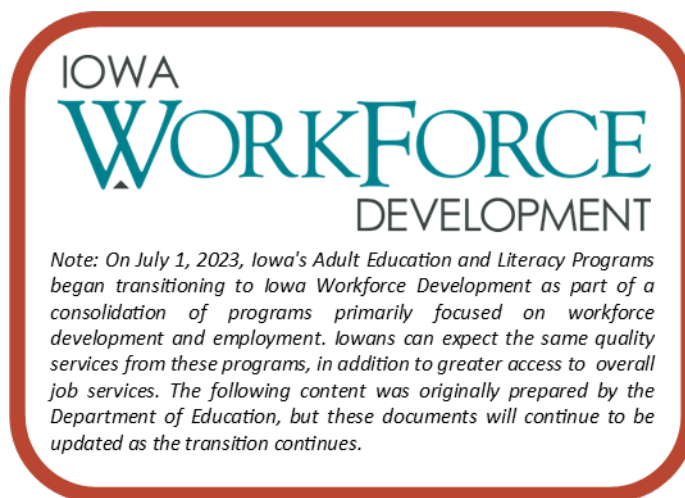


*Workforce Investment Act Title II
Adult Education and Family Literacy Act*

Iowa Adult Education and Literacy Professional Development Standards



NOVEMBER 1, 2012

**Iowa Adult Education and Literacy
Professional Development Standards**

November 1, 2012

Increasingly, there is an emphasis on funding programs that:

- show how their practice is informed by research (particularly scientifically based research and professional wisdom),
- place a continual emphasis on quality instruction as it leads to student success, and
- provide quality professional development to drive quality instruction.

Iowa Adult Education and Literacy supports evidence-based professional development as indicated in the following standards for state and local programs' guidance.

This document is intended to present basic standards for use by Iowa Adult Education and Literacy professional development facilitators.

The following list of terms may aid in using the standards:

AALPD	Association of Adult Literacy Professional Developers “AALPD members are adult educators interested in or working in professional development in adult literacy.” http://www.aalpd.org/
ALWI	Adult Literacy for the Workforce in Iowa Iowa adult literacy initiative to support education and employment simultaneously
CAELA	Center for Adult English Language Acquisition http://www.cal.org/caela/ CAELA was funded by the U.S. Department of Education/Office of Vocational and Adult Education (OVAE) to help states to promote English language learning and academic achievement of adults learning English. http://www.cal.org/caela/esl_resources/
CASAS	Comprehensive Adult Student Assessment Systems https://www.casas.org/home/index.cfm Iowa’s standardized assessment for Adult Literacy. “CASAS-Comprehensive Adult Student Assessment Systems-is the most widely used system for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context. CASAS is the only adult assessment system of its kind to be approved and validated by the U.S. Department of Education and the U.S. Department of Labor to assess both native and non-native speakers of English.” https://www.casas.org/
Exemplar	A sample activity that demonstrates application of standard.
Indicator	A sample concept for implementing a standard.
i-Pathways	Formerly GED-i. An on-line learning project providing GED® test prep curriculum. https://www.ipathways.org/
IRLEN	The Irlen Method is a “research-based method using colored overlays and filters.” http://www.irlen.com/
LINCS	Literacy Information and Communications System “ <i>LINCS</i> continues to support and expand many of the programs, projects, and services initiated by the National Institute for Literacy. <i>LINCS</i> is a national dissemination, resource gathering, and professional development system, providing information on a wide variety of literacy-relevant topics, issues and resources.” http://lincs.ed.gov/
NAEPDC	National Adult Education Professional Development Consortium “Mission: the National Adult Education Professional Development Consortium will advance the leadership of state staff in adult education throughout the states and territories so that every program will be of quality and excellence as we together increase literacy and prepare adults for success as contributing members of our society through work, community and family; and, will be the leading voice in adult education for the nation.” http://www.naepdc.org/
NIFL	National Institute for Literacy NIFL ended its operations on Sept. 30, 2010, and is now overseen by OVAE. A new website with a Literacy Information and Communication System (LINCS) banner opened on September 27, 2010, offering the information and functions that were currently available on the NIFL website. http://bit.ly/LiteracyInformationandCommunicationSystem

OVAE	Office of Vocational and Adult Education “Office of Vocational and Adult Education (OVAE) administers, coordinates programs that are related to adult education and literacy, career and technical education, and community colleges.” http://1.usa.gov/Xny0Ea
Partner Retreat	Meeting of stakeholders in a safe environment to communicate.
PPC	Participatory Planning Committee “Each consortium utilizes a participatory planning committee approach for the development of policy, governance and equality in the distribution of basic skills services throughout the community college district served by the respective consortium. Each PPC consists of 15-20 members representing all of the eligible providers and other literacy partners within the consortium district as specified in Section 203(5) of the Act.” Iowa State Plan 2000-2004
Practitioner	Staff who carry out instructional strategies/support instructional strategies.
Quick Search	A database of instructional material titles coded to skill levels, CASAS Competencies, and skill areas. It provides an essential link between assessment and instruction in the CASAS system. Log on and access QuickSearch Online now!
Scaffolding	Scaffolding instruction describes teaching strategies geared to support learning when students are first introduced to a new subject. Scaffolding gives students a context, motivation, or foundation from which to understand the new information that will be introduced during the coming lesson.
Standard	An overarching guideline.
TPR	Total Physical Response is a method developed by Dr. James J. Asher to aid learning second languages. http://www.tprsource.com

Iowa Adult Education and Literacy

Professional Development Standards

Standard 1 – Strengthens practitioners’ knowledge and application of content areas, instructional strategies, and assessment strategies based on research.		
Indicator	Exemplars	My Notes
a) Uses classroom assessment(s) appropriate to learners.	a) Textbook pre/post tests, informal reading assessments/criterion referenced tests, portfolios, role play.	
b) Provides opportunities for reflective practice.	b) Staff meetings, presentations, journals, conferences, CAELA training.	
c) Provides instructors strategies to address new content.	c) Staff meetings, conferences, online PD, and face to face trainings.	
d) Uses materials that are research/or evidence-based.	d) Quick Search options, CAELA/NIFL/OVAE recommended, Adult Education and Literacy common publishers with correlation guides.	
e) Activities offered in professional development have relevant goals and objectives.	e) CASAS content standards/competencies and staff meeting agendas.	
f) Professional development is available in varied formats.	f) ABE Institute, staff meetings, study circles, list serves, online workshops, share in groups, etc.	
g) Identify best practices of instructional strategies.	g) Classroom data, retention, EFL gains, and classroom observation.	

Standard 2 – Prepares and/or supports practitioners in creating supportive environments that help adult learners reach realistic goals.		
Indicator	Exemplars	My Notes
a) PD planning increases knowledge of diversity of the learners including issues related to age, gender, ethnicity, race, poverty, first language, educational levels and/or disabilities.	a) CAELA training, poverty training, GED® annual Chief Examiner’s training, Irlen, Learning to Achieve, and staff training.	
b) PD providers use differentiated instruction to meet the needs and goals of learners.	b) Scaffolding activities, accommodations for GED®, Total Physical Response, using different modes for learning, Irlen training, and i-Pathways.	
c) PD supports practitioners with in-service/mentoring to address student needs with updated community resources.	c) Staff meetings, peer learning, and PPC meetings.	

Standard 3 – Uses data to drive PD priorities, analyze effectiveness, and help sustain continuous improvement for programs and learners.

Indicator	Exemplars	My Notes
a) Identification of practitioner needs takes into account the perspective of teachers and program leaders to plan appropriate offerings.	a) Instructor surveys, evaluations, and informal input.	
b) Needs are identified through a variety of needs assessment methods . CASAS Pre- and Post-, <u>Practice tests</u> , etc.	b) Survey, conference evaluations, informal input, annual reports, local plan extension, and ALWI grant.	
c) PD plans are related to program improvement plans based on state and program data, which are linked to state priorities and requirements.	c) DE website, state plan, TOPSpro reports to state, and benchmarks.	

Standard 4 – Uses a variety of strategies to guide program improvement and initiatives.

Indicator	Exemplars	My Notes
a) Evaluative information collected at different levels guides program improvement.	a) Annual reports, needs surveys, TOPSpro reports, student survey, LPE, and status update.	
b) The state and local systems utilize formative/summative evaluation processes. (Iowa's Continuous Improvement Model)	b) On-going analysis of data gathering: benchmarks/student progress, TOPSpro reports, and student surveys.	
c) Student learning is evaluated.	c) Benchmark improvement, GED® completion, surveys, and initiatives.	

Standard 5 – Enhances practitioners' abilities to evaluate and apply current research, theory, evidence-based practices, and professional wisdom.

Indicator	Exemplars	My Notes
a) Specific learning activities are designed to help practitioners locate, understand, and/or apply evidence based practices and professional wisdom.	a) Staff meetings, conferences, CAELA training, and CASAS training.	
b) Practitioners are given opportunities to reflect, evaluate, and implement teaching practices.	b) Presentations/reports, staff meeting participation, journals, and NCSAL/CAEALA/LINCS study circle.	

Standard 6 – Models and/or incorporates theories of adult learning and development.		
Indicator	Exemplars	My Notes
a) Professional activities build on theory and application components/participants' prior knowledge.	a) Staff meetings, scaffolding activities, content standards, and CAELA trainings/ESL.	
b) PD activities foster motivation and build confidence of participants.	b) ABE Institute, staff meetings, and i-Pathways training.	
c) PD activities promote active learning, a spirit of inquiry, and reflection.	c) ABE Institute, CAELA training, journal/blog, and NCSAL/CAEALA/LINCS study circle.	

Standard 7 – Fosters program, community, and state level collaboration.		
Indicator	Exemplars	My Notes
a) PD activities build and sustain community collaborations of service providers and other stakeholders.	a) Participatory Planning Committee, joint staff meetings, partner retreats with Iowa Workforce Development, etc.	
b) Professional development activities include planning, facilitation, team-building, and collaboration strategies across programs.	b) NCSALL Study circles, PPC, partner retreats, RSVP, Iowa Works, and community-wide service provider meetings. http://bit.ly/NCSALLTANF	

Standard 8 – Requires leadership at the state and local levels that promotes effective professional development and fosters continuous instructional improvement.		
Indicator	Exemplars	My Notes
a) Staff in leadership roles, such as Iowa Department of Education and program coordinators, is provided with ongoing training and support.	a) LINCS/OVAE training, NAEPDE< coordinator teleconferences/meetings of Iowa Adult Literacy Leadership Committee, IALL/ABE conferences, CASAS, Transition conferences.	
b) Appointed Iowa's State Trainers are providing training and support to assist Iowa Adult Education and Literacy programs.	b) Surveys, evaluations/feedback, and reflection journals.	
c) Leaders solicit input from instructors/staff regarding PD priorities.	c) In-service requests, surveys.	