American Institutes for Research

Planning for Collaborative Professional Learning

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Introduction and Purpose

AEBG — PARTNERING FOR A STRONG CALIFORNIA WORKFORCE

AEBG ANNUAL PLAN TEMPLATE
2017-18

For 2017-18, what strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Introduction and Purpose

- ## Collaborative Planning

  - » Assess professional learning needs

  - » Establish priorities

  - » Create a plan that leverages available resources and articulates how the consortium will meet unmet needs

- ## Collaborative Professional Learning Methods

- ## Requests for Support

Collaborative Planning

Collaborative Planning

- **Form a PD sub-committee**
- **Use the Adult Education Teacher Competencies and Self-Assessment**
- **Conduct a Survey**
- **Engage with Program-area Work groups**

Collaborative Planning

- **Form a PD sub-committee**
  - **Considerations for forming the group**
    - » **Assure member institution representation**
    - » **May be a cross-program area group that then engages with program-are work groups**
    - » **Include a consortium leader (Director or coordinator)**
    - » **Establish a purpose and parameters**

Collaborative Planning

- **Form a PD sub-committee**
  - **Function of the group**
    » **Support the consortium in establishing PD needs, creating a plan, executing that plan over time**
    » **Engagement with program-area workgroups to be sure PD plans align with needs and program plans**

Assess Professional Learning Need

Questions: please respond in chat pods:

1. **How does your consortium identify PD needs among teachers?**
2. **What are the PD needs among your consortium's teacher workforce?**

Assess Professional Learning Need

What do we need to know and be able to do?

The *Adult Education Teacher Competencies* identify the core knowledge and skills expected of any adult education teacher. The Competencies support effective teaching practices and enhanced learner outcomes for all adult education learners. The competencies also assist instructional leaders, professional developers, and teacher preparation faculty in planning professional learning for adult education teachers.

Structure of the Competencies

Domains	**There are four domains that represent broad areas of activity for an adult education teacher:** 1. **Monitors and manages student learning and performance through data** 2. **Plans and delivers high-quality, evidence-based instruction** 3. **Effectively communicates to motivate and engage learners** 4. **Pursues professionalism and continually builds knowledge and skills**
Competencies	Within those 4 domains of activity, 17 individual, observable competencies represent the knowledge, skills, and abilities that an adult education instructor should possess to be effective within that domain. Each domain has four to five competencies.
Performance Indicators	Each competency has a set of indicators that articulate what the performance of this competency looks like in an adult education context.
Sample Illustrations	Each performance indicator is accompanied by a sample illustration that provides examples of the practice in different adult education settings (such as a multilevel English as a second language classroom, a basic literacy class for native English speakers, or an Adult Basic Education reading or mathematics class).

The Four Domains

Monitors and manages student learning and performance through data

Plans and delivers high-quality, evidence-based instruction

Effectively communicates to motivate and engage learners

Pursues professionalism and continually builds knowledge and skills

Domain 1: Monitors and manages student learning and performance through data	Domain 2: Plans and delivers high-quality, evidence-based instruction	Domain 3: Effectively communicates to motivate and engage learners	Domain 4: Pursues professionalism and continually builds knowledge and skills
1.1. Assesses learners' prior knowledge, learning needs, and college and career readiness goals	2.1. Designs learner-centered instruction and classroom environments	3.1. Communicates high expectations of learners and motivates them to persist to meet their goals	4.1. Possesses content area knowledge and teaching skills required for subjects and populations taught
1.2. Sets learning goals and a course of study	2.2. Designs standards-based instructional units and lesson plans	3.2. Communicates in a clear and understandable way	4.2. Participates in professional development networks and learning communities
1.3. Monitors learning through summative and formative assessment data	2.3. Uses instructional techniques that are effective with adult learners	3.3. Engages in active listening, dialogue, and questioning to facilitate and support learning	4.3. Refines instructional practices through reflection on experience, evidence, and data
1.4. Adapts instruction based on formative and summative student assessment data	2.4. Designs instruction to build learners' technology and digital media literacy skills	3.4. Models an understanding of diversity	4.4. Participates in and contributes to program improvement efforts
	2.5. Designs instruction to build learners' higher-order thinking, communication, and problem-solving skills		

3 Monitors learning through summative and formative assessment data

Uses a variety of formative assessment tools (such as classroom observations, lesson closure discussions, portfolios, quizzes, and student error logs) to monitor learning and adjust instruction

Monitors and manages student learning and performance through data

Plans and delivers high-quality, evidence-based instruction

Effectively communicates to motivate and engage learners

Pursues professionalism and continually builds knowledge and skills

Self Assessment Tool

- 17 questions – 1 for each competency – with sample performance indicators and illustrations
- Interactive
- Answers in 3 columns subtotaled for each competency and domain related to:

  Relevance to my teaching

  My own proficiency

  Program priority level

- Place to enter reflections on self-scoring and possible PD activities
- Takes about 45 minutes to complete; must be completed in one sitting; can be saved as PDF
- Should be completed periodically and kept as record of formative assessment of continuous learning

Self Assessment Tool

Assessment Form

Competency	Relevance to My Teaching Not Relevant <–> Relevant 1 | 2 | 3 | 4	My Own Proficiency Very Proficient <–> Needs Improvement 1 | 2 | 3 | 4	Program Priority Level Low Priority <–> High Priority 1 | 2 | 3 | 4	Subtotals	Reflections on My Self-Scoring	Possible Professional Development Activities
1. Monitors and manages student learning and performance through data						
Assesses learners' prior knowledge, learning needs, and college and career readiness goals View Performance Indicators View Sample Illustrations	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	0		
1.2. Sets learning goals and a course of study View Performance Indicators View Sample Illustrations	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	0		
1.3 Monitors learning through summative and formative assessment data View Performance Indicators View Sample Illustrations	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	0		
1.4. Adapts instruction based on formative and summative student assessment data View Performance Indicators View Sample Illustrations	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	☐ 1 ☐ 2 ☐ 3 ☐ 4	0		
			Total for Domain:	0		

https://lincs.ed.gov/publications/te/self-assessment.html

Assess Professional Learning Need

- **Survey**
  - **Create a simple easy to complete survey**
    - » **Can be conducted at a face-to-face consortium wide event**
    - » **Can be sent to program-area work groups**
    - » **Can be developed by functional role**
    - » **Can be sent to member program staff using an on-line tool such as**
      - • **Survey Monkey https://www.surveymonkey.com/**

Assess Professional Learning Need

- **Survey Sample by Role**

Mark your top three PD priority areas

Program Administrators:	Instructors:
❑ Supporting collaborative professional learning and planning	❑ Teacher professional growth (i.e. the continual building of skills and knowledge)
❑ Building teacher capacity and competence	❑ Motivating learners and effective classroom communication
❑ Recruiting and inducting new teachers	❑ Collaborative instructional methods (co-teaching, alternate teaching, etc…)
❑ Data-driven decision-making	
❑ Implementing and aligning standards (i.e. CCRS, ELP Standards, CTE standards, etc…)	❑ Data-driven instructional planning
	❑ Implementing and aligning standards (i.e. CCRS, ELP Standards, CTE standards, etc…)
❑ Engagement with agency leadership (superintendents, deans and administrators)	❑ Increasing the rigor of instruction (evidence-based instruction, differentiated instructional methods, curriculum and lesson planning, etc…)
❑ Fiscal management and braiding fund sources	
❑ Use of technology to enhance access and learning	❑ Use of technology to enhance access and learning
❑ Other (please specify)	❑ Other (please specify)

Establish PD Priorities

Method

CAERC members and partners submitted responses to the following two prompts seeking input on current PD strategies and priorities for collaborative PD:

- Table 6.1: Current Professional Development. In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use.
- Table 6.2: Collaborative Professional Development Plan. In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes.

A total of twelve CAERC agencies submitted responses. Twenty-three topics were generated in response to Table 6.1, and twenty individual priorities were generated for Table 6.2. The subcommittee reviewed all submissions and were tasked with identifying the "themes, trends and convergences" that appeared in order to synthesize them into a statement of PD priorities for CAERC. A gap analysis was then conducted seeking answers to questions regarding subject matter, access, modality, and approach to PD. Members of the subcommittee attended the CAERC Summit II and attended multiple program-area discussions to refine understanding of program-area PD needs and interests. The subcommittee then developed draft recommendations for PD that would enable CAERC to address the identified priorities.

http://www.caerc.org/pdf/CAERC_AB86_Regional_Plan-Dec.pdf

Establish PD Plan

Themes

CAERC has identified five themes for PD:

1. Collaboration
2. Evidence-Based Best Practice
3. Pathways and Alignment
4. Instruction for Post-Secondary Skills Development
5. Technology Integration

http://www.caerc.org/pdf/CAERC_AB86_Regional_Plan-Dec.pdf

Establish PD Plan

Based on the analysis of current PD strategies and identified priorities, the subcommittee considered:

• How will all program areas be addressed through PD?

• How can existing PD strategies be leveraged for CAERC as a whole?

• What field experts or subject matter experts can be brought in to support CAERC PD?

• How can PD be delivered (through what modalities and approaches) effectively given the make-up of CAERC?

• How can effective PD methods be best implemented given the make-up of CAERC?

• How can CAERC support the coordination and delivery of PD?

• How can CAERC capitalize on the consortium structure to support Objective 6?

http://www.caerc.org/pdf/CAERC_AB86_Regional_Plan-Dec.pdf

Establish PD Plan

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	
Best Evidence-based Practice in each program area	Each of the five program areas should be supported with an On-line Community of Practice (CoPs) for consortium members. The Cops would allow for peer-to-peer professional learning on topics identified as significant for learners served by the consortium.	All	
Evidence-based instruction in each program area	Existing PD structures (such as those conducted by member institutions, district-wide, offered by the three CDE State Leadership projects CALPRO, CASAS and OTAN, and national projects such as LINCS) can be leveraged through the development of a CAERC on-line learning portal which can serve as a place to share resources and materials available through other PD forums.	ALL	
CAERC Webinars	Webinars on key topics that all members should be aware of and consider within the consortium context such as WIOA, labor market shifts and trends, significant shifts in understanding of AE (such as the current movement to use the CCRS), legislation affecting services for the disabled, Perkins reauthorization..	All	
CAERC-wide face-to-face or online workshops	PD on key topics offered by field or subject matter experts critical to learner success (such as those listed in table 6.1 reading, writing and numeracy instruction, increasing the rigor of ESL instruction, CCRS implementation, integration of common assessments, how to align curriculum, etc…) offered as consortium wide face-to-face or online learning events. The topics can be identified through the program area CoPs and deemed needed if leveraged PD is not sufficient to meet member needs.	All	
Collaborative Planning for Alignment and Pathways	PD that supports the development of clear and well-articulated pathways within CAERC should be offered through on-going planning meetings. Topics addressed should include; Understanding adult learners in CAERC, asset mapping to better understand services offered among members, development of common assessment practices, common goal setting practices, shared referral and guidance practices, standards alignment (and standards development is needed), curriculum alignment, and tracking student data.	All	

Background and Context

Professional Learning Standards

AEBG PD Focus Areas

Background and Context

Standards for Professional Learning

from *Learning Forward, 2011*

1. Learning Communities

2. Leadership

3. Resources

4. Data

5. Learning Designs

6. Implementation

7. Outcomes

Background and Context

- AEBG Professional Development Focus Areas
  - Program Integration
  - Alignment
  - Improve Student Outcomes
  - Acceleration
  - High Quality Instruction
  - Effective Classroom Support
  - Strategies that Foster Learner Persistence and Goal Achievement

Collaboration Fundamentals

- Culture of Continuous Improvement, Collective Participation and Collective Responsibility

- Use of Data

- Identification of Shared Goals

- Selection of Appropriate Professional Learning Designs

- Selection and Implementation of Appropriate Evidence-based Strategies

- Site-based Application of Learning with Local Support

- Use of Evidence to Monitor and Refine Implementation

- Evaluation of Results

What Does a PLC Do?

A PLC answers these questions:

- What knowledge, skills and dispositions do we want our students to acquire in this term/program/pathway/unit?

- How will we know our students are acquiring these essential learnings?

- How will we respond individually and collectively for those experiencing difficulties in learning?

- How will we enrich and extend the learning for students who are capable of moving further?

- How can we use the evidence of student learning to inform and improve our practice?

- adapted from *Team Structure in PLC*, Rebecca DuFour, All Things PLC

Participant Check-in

- Please answer in the chat pods:

  – What's working for your consortium in terms of collaborative professional development?

  – In what areas does your consortium seek to improve in terms of collaborative professional development?

Two PD Project Examples - Writing

- Content-Alike Example
    - ESL Writing

- Cross-Content Example
    - CCR Anchor 1: Writing Arguments to Support Claims

ESL Writing

1. What do the data say?

   – Look at student work.

   – Compare to standards.

2. For each ESL level, agree on student writing expectations. Create a continuum.

3. Instructors complete a KWL chart. Select instructional strategies and resources to review, learn, focus on.

ESL Writing

4. Collaboratively, plan lessons and assessments/rubrics.

5. Implement the plan.

6. Analyze student work.

7. Adjust plans and instruction.

8. Implement refined plan.

Writing Across Content Areas

1. What do the data say?

   – Look at student work.

   – Compare to standards.

2. For each class/program, agree on student writing expectations. Create a continuum.

3. Instructors complete a KWL chart. Select instructional strategies and resources to review, learn, focus on.

Writing Across Content Areas

4. Collaboratively, plan lessons and assessments/rubrics.

5. Implement the plan.

6. Analyze student work.

7. Adjust plans and instruction.
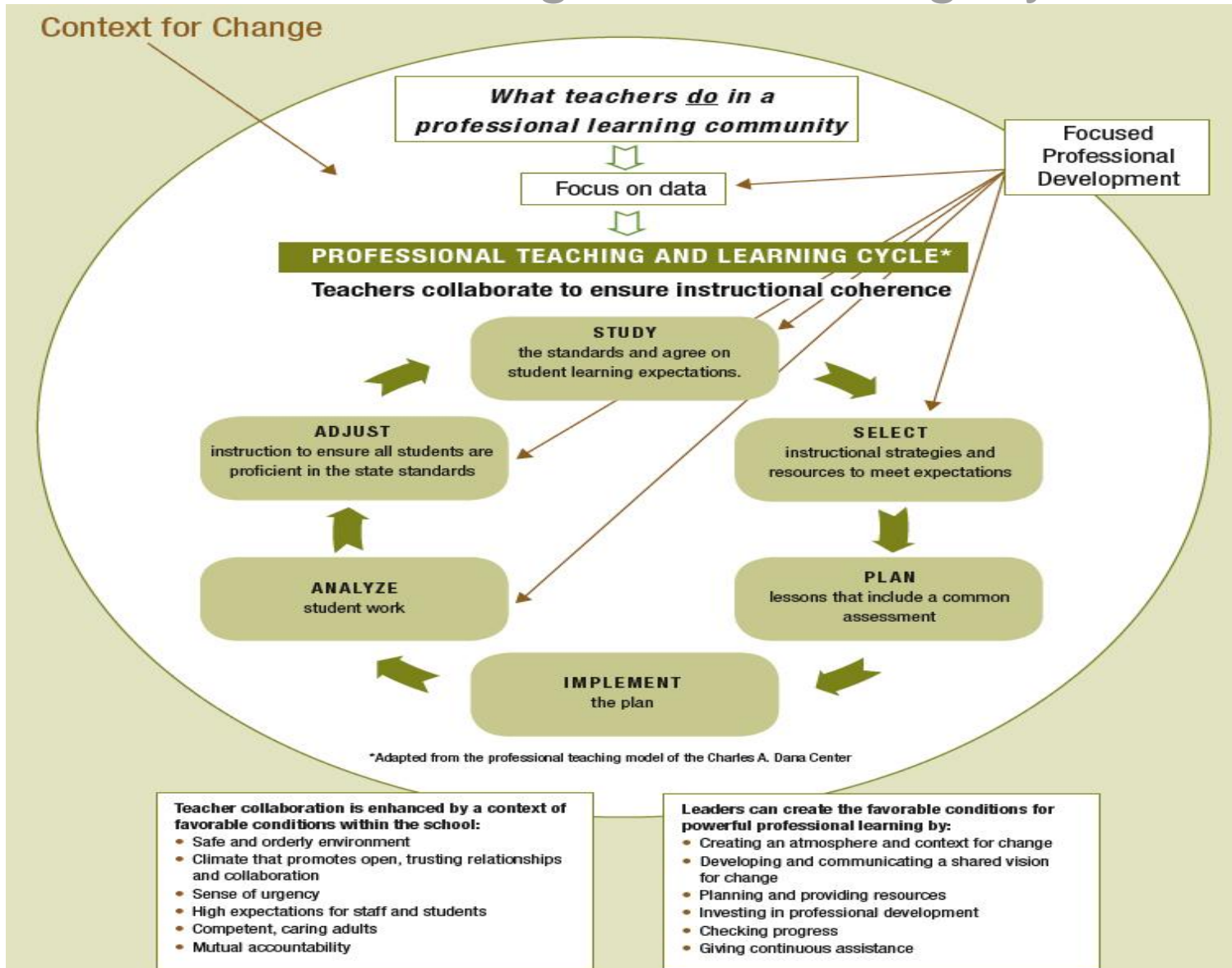
8. Implement refined plan.

Tried-and-True, High-Reward Activities

- Apply PLC Standards and Processes
- Anchor Work in Standards
- Tap into Research, Evidence and Professional Wisdom
- Co-develop and Co-teach Lessons (Try *Lesson Study*.)
- Develop and Use Common Formative Assessments
- Use Data
- Look at Student Work
- Visit Colleagues' Classes

Questions, Comments and Application

Please share in chat pods:

1. What questions and comments do you have?

2. What from today's session might you consider applying in your consortium's PD efforts?

For PD Support

AEBG Technical Assistance Project

http://aebg.cccco.edu/ContactUs

Links to Resources

College and Career Readiness Standards for Adult Education:

https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

English Language Proficiency Standards for Adult Education:

https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf

Lesson Study Protocol:

https://learningforward.org/docs/tools-for-learning-schools/tools6-11.pdf?sfvrsn=2

KWL Chart on p.23
of:http://learningteams.pbworks.com/f/Facilitation+Tools+%26+Strategies.pdf

Learning Forward Reference Guide - Standards for Professional Learning:

https://learningforward.org/docs/pdf/standardsreferenceguide.pdf?sfvrsn=0

The Teaching and Learning Cycle:

http://www.sedl.org/pubs/sedl-letter/v19n01/professional-teaching-and-learning-cycle.html

To contact presenters…

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Thank you for your participation
and best of luck in your consortium PD efforts!