



Promoting Standards for College and Careers

National Meeting for Adult Education State Directors
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Agenda

- Welcome
- Project overview
- Introduction to the Common Core State Standards (CCSS)
- Validating standards for adult education: an evidence-based approach
- Validation practice
- Reviewing the alignment between the validated CCSS and the National Reporting System (NRS) outcome measures for educational gain
- Reflections



Background

The Promoting College and Career Ready Standards in Adult Basic Education project is designed to:

- Continue strengthening state capacity to implement adult education standards by supporting and encouraging states to adopt standards that are aligned to college and career readiness



Project Goals

- Validating the relevance and importance of the CCSS in English Language Arts (ELA)/literacy and mathematics in preparing adult students for postsecondary success.
- Determining how well the CCSS align with the NRS.



Project Milestones


Validation of CCSS for adult education	Sept 2011– Sept 2012
Analysis of validation results and report on findings	Oct 2012 – Mar 2013
Review of the alignment of the validated standards and NRS	Apr – Dec 2012
Analysis of alignment review results and report on findings (internal document for OVAE)	Jan – Aug 2013
Workshops at National Meetings of State Directors of Adult Education	2012–2014

Project Outcomes

- Increased awareness and understanding of the critical skills and knowledge that colleges, universities, and employers expect from incoming students and employees.
- Guidance for states to adopt and use valid standards specifying the knowledge that adult students need to succeed in credit-bearing college courses and training.
- Guidance to OVAE on the outcomes of the review of the validated standards and implications for the NRS.




Common Core State Standards Initiative

- In 2009, governors and state chiefs from 48 states committed to developing a common core of standards.
 - Implemented a state-led initiative; coordinated by National Governors Association and Council of Chief State School Officers.
 - Developed K-12 learning progressions based on each set of exit college and career readiness standards.
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Common Core State Standards Initiative (Cont'd)

- Obtained multiple rounds of feedback from states, teachers, researchers, higher education, and the general public.
 - Final Common Core State Standards released on June 2, 2010.
 - To date, 46 states and DC have adopted the CCSS.
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Major Design Goals of the CCSS

- Align with best evidence on college and career readiness expectations.
 - Build on the best standards work of the states.
 - Benchmark standards internationally so that all students are prepared to succeed in our global economy and society.
 - Include rigorous content and application of knowledge through high-order skills.
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Design and Organization of CCSS: ELA/Literacy

Three main sections


- K-5 (cross-disciplinary)
- 6-12 English Language Arts
- 6-12 Literacy in History/Social Studies, Science, and Technical Subjects


Four strands

- Reading (including Reading Foundational Skills)
 - Writing
 - Speaking and Listening
 - Language
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Key Advances in ELA/Literacy


- Text complexity and academic vocabulary
 - Literacy in History/Social Studies, Science, and Technical Subjects
 - Reading, writing and speaking grounded in evidence from text
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Design and Organization of CCSS: Mathematics


Standards for Mathematical Practice

- Apply across all grade levels
 - Describe habits of mind of a mathematically expert student
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Design and Organization of CCSS: Mathematics (Cont'd)

Standards for Mathematical Content

- K-8 standards presented by grade level
 - Organized into domains that progress over several grades
 - Grade introductions give 2-4 focal points at each grade level
 - High school standards presented by conceptual theme (Number & Quantity, Algebra, Functions, Modeling, Geometry, Statistics & Probability)
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Key Advances in Mathematics


Focus

- Significantly narrow the scope of content.
- Focus deeply only so that students gain strong foundations.

Coherence

- Carefully connect learning within and across grades so that students can build new understanding on foundations.

Rigor

- Devote equal intensity to conceptual understanding, procedural skill/fluency, and application.
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Validation of CCSS for Adult Education

Purpose


- Validate a set of college and career readiness standards for states and adult education programs to use as a model for developing or updating standards.
- Help adult educators apply standards designed for K-12 to adult education.
- Close gaps in expectations between K-12 and adult education.
- Close gaps in expectations between adult education and postsecondary education.
- Create a consistent application of college and career readiness in adult education.

Process

- Convene two reviewer panels with a wide cross-section of experience and expertise.
- Establish an “evidence-based” process and equip the panels with the right kind of background information.
- Establish a series of checks and balances:
 - ◉ Deliberations over 9 months
 - ◉ Feedback from colleagues
 - ◉ Feedback from CCSS writers





Work Accomplished to Date

- Consulted a Reference Document that summarized evidence of college and career readiness and how it connects to the CCSS.
 - Focused on the CCSS “exit” high school standards and the evidence that supports those standards.
 - Made initial decisions about CCSS that are relevant and important to adult education.
 - Catalogued their reasons for deciding which CCS standards are relevant and important to adult education, and which are not.
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Evidence for Panel Decisions


- Judgments of postsecondary faculty on the importance and relevance of a variety of concepts and skills and how those relate to the CCSS (ACT & EPIC).
 - Judgments of employers on the importance and relevance of various knowledge and skills and how those relate to the CCSS (P-21).
 - Content currently part of (or planned for inclusion in) assessments relevant to adult students (e.g., new GED®, ACCUPLACER, and COMPASS).
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*Practice with the Reference Document and the
“evidence” of college and career readiness*




Using the Reference Document...

- Do some standards have more evidence supporting them than others do?
 - How do the various sources rate the importance of each standard?
 - Are some sources of evidence more important than others to adult education? Why?
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Next Steps

- Panels will review their initial decisions.
 - Panels will select a coherent set of prerequisite standards from the K-8 CCSS necessary for students to be prepared for “exit level” standards.
 - Panel members will seek feedback from their peers.
 - CCSS Lead writers will review the selected standards and provide feedback.
 - Panels will verify decisions they make throughout the process.
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Outcomes


- Provide a set of CCSS standards appropriate to adults to serve as the basis for the review of the alignment of the CCSS with the NRS.
 - Produce a report describing the validation review and the potential applicability of the CCSS in preparing adult students for college and career success.
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Outcomes (cont'd)

The report will:

- Provide guidance to states that want to update their standards
 - Help states organize around college and career readiness in concrete ways
 - Provide specific advice about curricular and instructional priorities
 - Identify related professional development priorities
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Questions & Answers




Reviewing the Alignment of Validated CCSS and NRS

Purpose


- Assess the degree of alignment with the NRS educational functioning level (EFL) descriptors, assessments, and validated CCSS.
- Determine the extent to which the validated CCSS work with the adult education accountability system; identify gaps.

Process

- Convene reviewer panels using the Webb alignment model
 - State and local staff with expertise in NRS and content standards
 - Qualitative expert judgments, and analysis of standards and assessments
- Conduct preliminary analysis to assess the following:
 - Do content of standards, EFLs and assessments address the same content?
 - Are standards and assessments addressing the same level of complexity?
 - Are standards and assessments addressing the same breadth of knowledge?




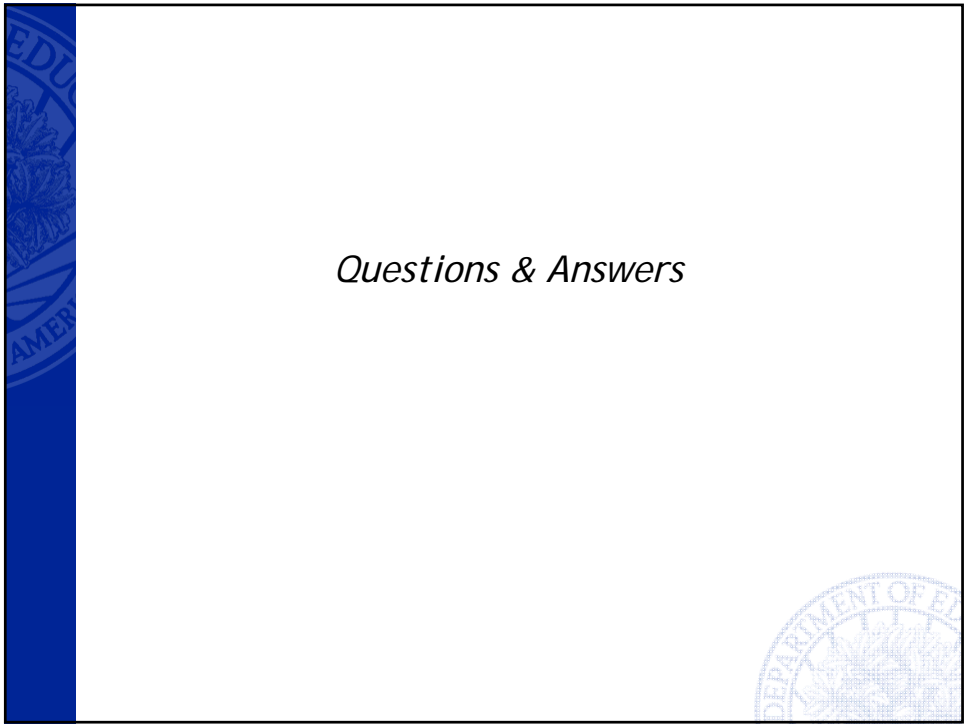
Process (cont'd)

- Identify skills within each EFL
 - Identify implications for students' skills to be assessed for CCSS selected content descriptors
 - Summarize areas assessed by NRS-approved assessments for EFLs
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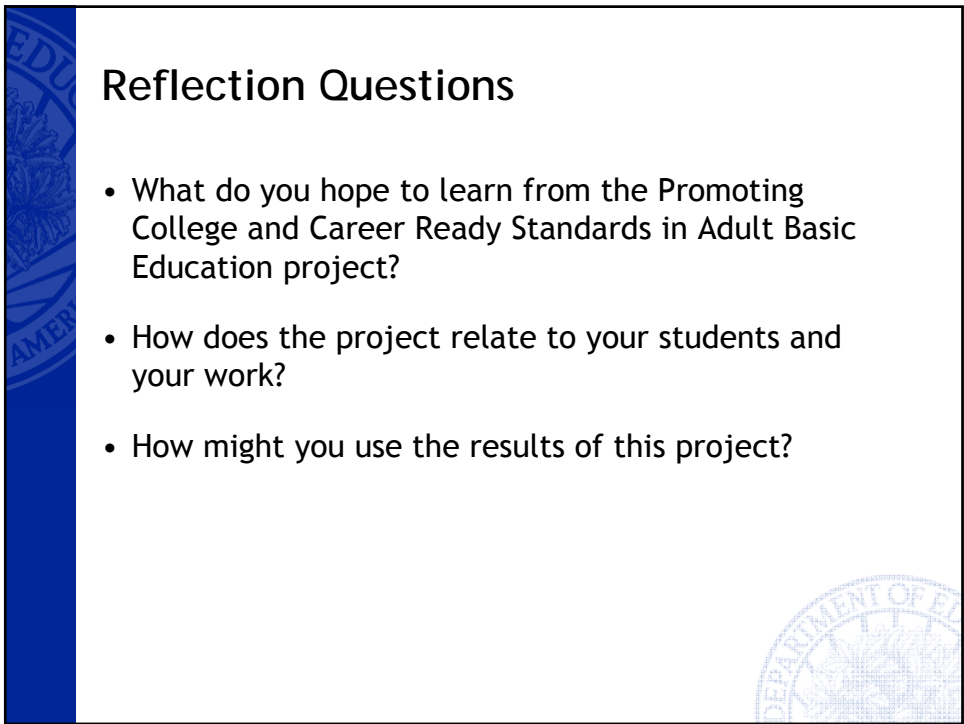


Outcomes

- Identification of appropriate levels
 - Degree of alignment of NRS descriptors to CCSS validation results
 - Degree of alignment with approved-NRS assessments
 - Identification of gaps
 - Report that will allow OVAE to assess implications for the NRS
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Questions & Answers



Reflection Questions

- What do you hope to learn from the Promoting College and Career Ready Standards in Adult Basic Education project?
- How does the project relate to your students and your work?
- How might you use the results of this project?