Promoting Teacher Effectiveness in Adult Education

Presentation
OVAE's State Directors Meeting

AMERICAN INSTITUTES FOR RESEARCH

OVAE's Goals and Priorities for Promoting Teacher Effectiveness

Patricia Bennett,

OVAE

OVAE's Commitment to Teacher Effectiveness

- Establish high expectations for teachers

- Recruit, retain, and reward effective teachers

- Create opportunities to foster instructional leadership

- Nurture a culture of innovation and results

- Measure what matters

Introduction to the Teacher Effectiveness Project

Mark Kutner

American Institutes for Research

Goal of the Teacher Effectiveness Project

To improve the effectiveness of teachers and the achievement of learners in the adult education system through the development of instructor competencies, a resource toolkit and an induction model that are designed to meet the demands of the 21st Century.

Key Products

Induction Model
- A training model to field test and implement the instructor competencies and toolkit
- Evidence-based induction models include attention to the following features: training, mentoring, practical experience, assessing, administrative leadership and ongoing support

Toolkit
- An interactive, online collection of resources and tools to support instructors, local program administrators and policy-makers in implementing the model competencies

Competencies
- Codifies what AE instructors need to know and be able to do
- Reflect contemporary understanding of teacher effectiveness
- Provides clear indicators of performance and examples in practice

E-Scan
- Research and evidence to inform the development of all other tasks, products and activities
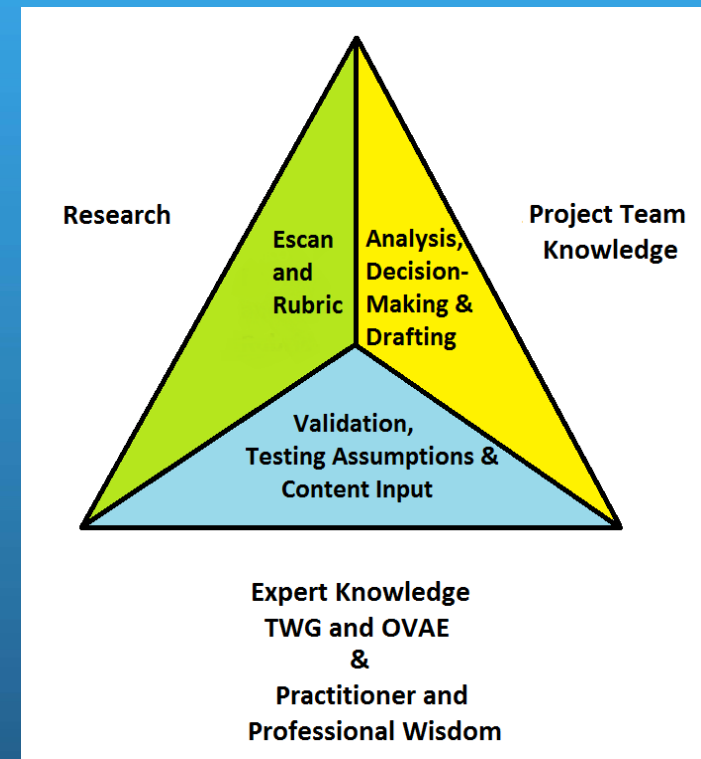
Introduction to the Draft Adult Education Instructor Competencies and Validation Effort

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Adult Education Instructor Competencies

A core task of the Promoting Teacher Effectiveness project includes developing and validating model adult education teacher competencies. The development methodology takes a triangulated approach, including:

- An understanding of research through an Environmental Scan (E-Scan)

- Analysis by the project team

- Input from exerts on the Technical Work Group and professional wisdom from the field

Research

Escan and Rubric

Analysis, Decision-Making & Drafting

Project Team Knowledge

Validation, Testing Assumptions & Content Input

Expert Knowledge
TWG and OVAE
&
Practitioner and
Professional Wisdom

Adult Education Instructor Competencies

Teacher competencies, as discussed in research and literature, create a model for the teacher as a professional by delineating what a teacher should know and be able to do. Dubois (1998) provides the following definition of competencies:

" Those characteristics—knowledge, skills, mindsets, thought patterns, and the like—that when used whether singularly or in various combinations, result in successful performance

Adult Education Instructor Competencies

Research on teacher competence is prominent in the discussion of teacher effectiveness. There has been much attention given to the traits and behaviors of teachers that maximize student learning and achievement. Anderson (2004) argues that,

" …effective teachers must have the knowledge and skills needed to attain the goals [they are expected to meet]… Thus, those who investigate and attempt to understand teacher effectiveness must be able to link teacher competence and performance with the accomplishment of teacher goals."

Adult Education Instructor Competencies

Competency models are tools used to identify competencies needed to perform in the role of a teacher within a specific organization (e.g., school, program, district, state).

Through the E-Scan many competency models were reviewed, and most included competencies in the following general areas: subject knowledge/content expertise, pedagogic knowledge, collaboration & communication skill, and professionalism.

Adult Education Instructor Competencies

The general corpus of literature on teacher effectiveness and teacher competency indicates the importance of managing and monitoring student performance and assessing learners' prior knowledge, skills, learning needs, and learning goals.

Attention was paid throughout the literature to instructional practices shown to be effective with adult learners, and the teaching of higher order thinking & problem-solving skills, communication & collaboration skills, technology and media literacy skills, and content knowledge.

Competencies Development

Comment from you and your colleagues will help shape revision and refinement of the competencies. The draft version that you will be reviewing today includes the following components;

- Domains: broad areas of activity

- Competencies: The individual competencies articulate the knowledge, skills, and abilities that an adult education instructor should possess to be effective within each domain

Also included in the draft competencies document:

- A description of each competency

- A rationale from the literature on teacher effectiveness *and competence*

Competencies Development

Comments provided through the period of field engagement will be analyzed by the project team and the project's technical work group and the domains and competencies will be revised.

The performance indicators and sample illustrations will be written for each revised competency to articulate how the competency is operationalized in an adult education program context and provide examples of the competency in practice in different classroom setting (ABE, ESL, GED, Bridge Programs).

Competencies Development

The following exhibit shows an example of the architecture and organization of a completed competency (from Domain 2. *Plans and Deliver High Quality Instruction*) including each of the hierarchies:
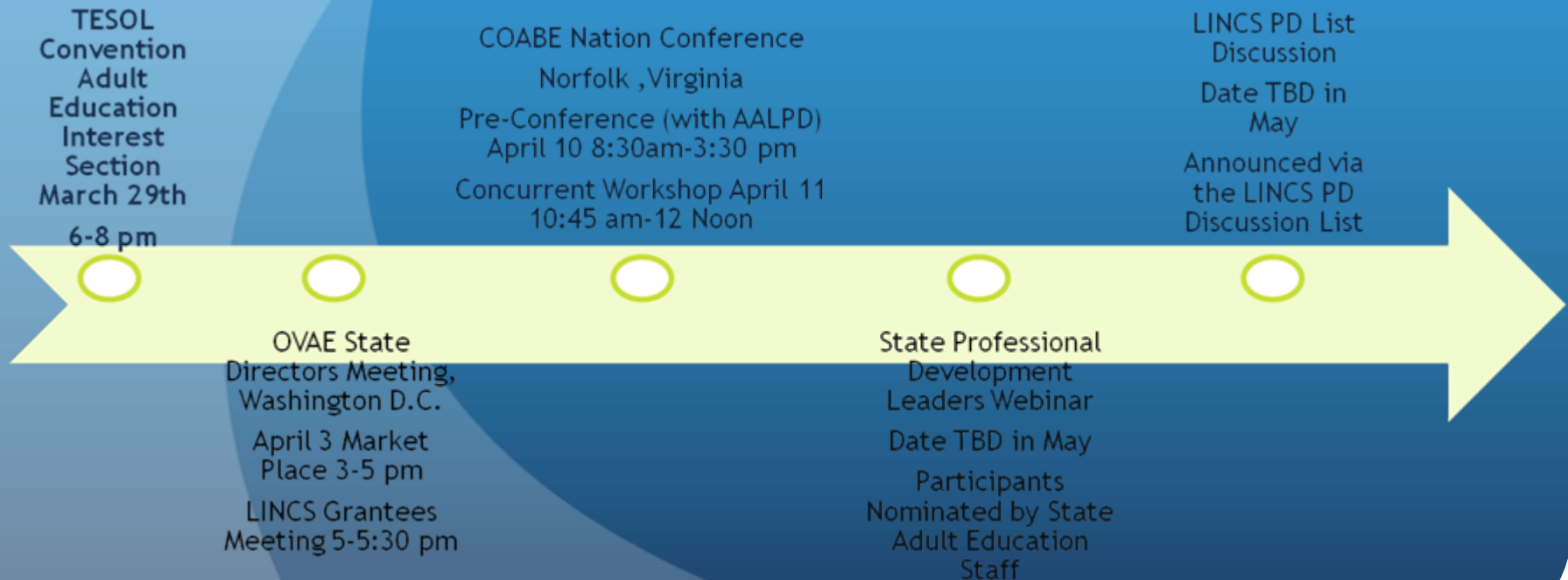
Exhibit : Sample domain and competency with indicator and illustration

Domain	Competency	Performance Indicators	Sample Illustration
2. Plans and Delivers High Quality Instruction	2.3 Uses Instructional Techniques Appropriate to Adult Learners	2.3.1 Engages students actively in their own learning process.	2.3.1 Sample: An ABE math instructor gives students tracing paper which they use to compare the angles formed when a transversal crosses a pair of parallel angles. After making comparisons, the students share their observations and develop a general rule that will be true for all angles formed in these instances.
		2.3.2 Varies instructional activities to address a range of learning goals, including improved conceptual understanding, "habits of mind", and skill development.	2.3.2 Sample: A GED instructor moves students through a series of activities that emphasize different ways of engaging with a new text. Students practice annotating the reading with questions and comments, define new vocabulary, summarize and paraphrase, discuss the reading in groups, and present discussion points to the whole class.
		2.3.3 Organizes student groupings and the physical classroom environment to support the learning objectives of a particular task or activity.	2.3.3 Sample: In a multi-level ESOL classroom, the instructor develops a co-operative learning activity to teach new vocabulary. The co-operative activity has students working in small multi-level groups to develop communication and co-operation skills.
		2.3.4 Connects instruction to real-world contexts that show understanding of students' everyday lives, and their college and/or career interests.	2.3.4 Sample: An ABE unit on U.S. history draws on population figures from the U.S. Census, and the instructor connects this to modern uses and debates around the Census. The instructor and students clarify the difference between a survey and a census, and do basic analysis of data contained in census tracts where students live.

Competencies Validation

The Teacher Effectiveness project would like to hear from you and your colleagues!

In order for the final competencies to truly reflect what adult education teachers need to know and do to be effective we need the input of many stakeholders in adult education. We will take a multimodal approach to engaging the field and providing opportunities for collaboration and comment on the model competencies through face-to-presentations, and electronic forums. Below is a timeline of validation activities. We ask that you or your colleagues join us at one of these events.

TESOL Convention Adult Education Interest Section March 29th 6-8 pm

COABE Nation Conference
Norfolk , Virginia
Pre-Conference (with AALPD)
April 10 8:30am-3:30 pm
Concurrent Workshop April 11
10:45 am-12 Noon

LINCS PD List Discussion
Date TBD in May
Announced via the LINCS PD Discussion List

OVAE State Directors Meeting, Washington D.C.
April 3 Market Place 3-5 pm
LINCS Grantees Meeting 5-5:30 pm

State Professional Development Leaders Webinar
Date TBD in May
Participants Nominated by State Adult Education Staff

Introduction to the Draft Competencies

Instructions for small groups validation of competencies

- *Working with the group at your table*

- *Each group identify: 1. someone to record notes on the easel paper, and 2. someone to present and discuss your groups findings with the whole group*

- *Individually review the draft competencies then in your group discuss the competencies, and respond to the guiding questions to provide comment. (see handout)*

    - *Note-taker records comments and suggestions on the easel paper provided*

Getting Your State's Adult Education Staff Involved

- *Materials to introduce the competencies in your state or agency: Provide your email address today*

- *Process for recommending someone from your state to participate in the State AE Leader webinar: Recommend someone today or email us at TEproject@air.org*

- *Induction model and field test beginning January 2013: States consider applying*

- *Join us at COABE*
  COABE Nation Conference
  Norfolk ,Virginia
  Pre-Conference (with AALPD) April 10 8:30am-3:30 pm
  Concurrent Workshop April 11 10:45 am-12 Noon

- *Join us on the LINCS PD List Discussion: Date TBA*

For More Information About the Project

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