



INDIANA
ADULT EDUCATION



Leadership in Action: Tipping
Points & Paradigm Shifts

Indiana Adult Education Directors Meeting

December 6th, 2013

Why are we at a tipping point?

- Global Competitiveness
- 24/7 communications
- Changes in education
 - Common Core and HS Equivalency
 - Competency-based models
 - Digital learning resources



Why a paradigm shift?

“The adult education system cannot stand still while the world around it is changing.”

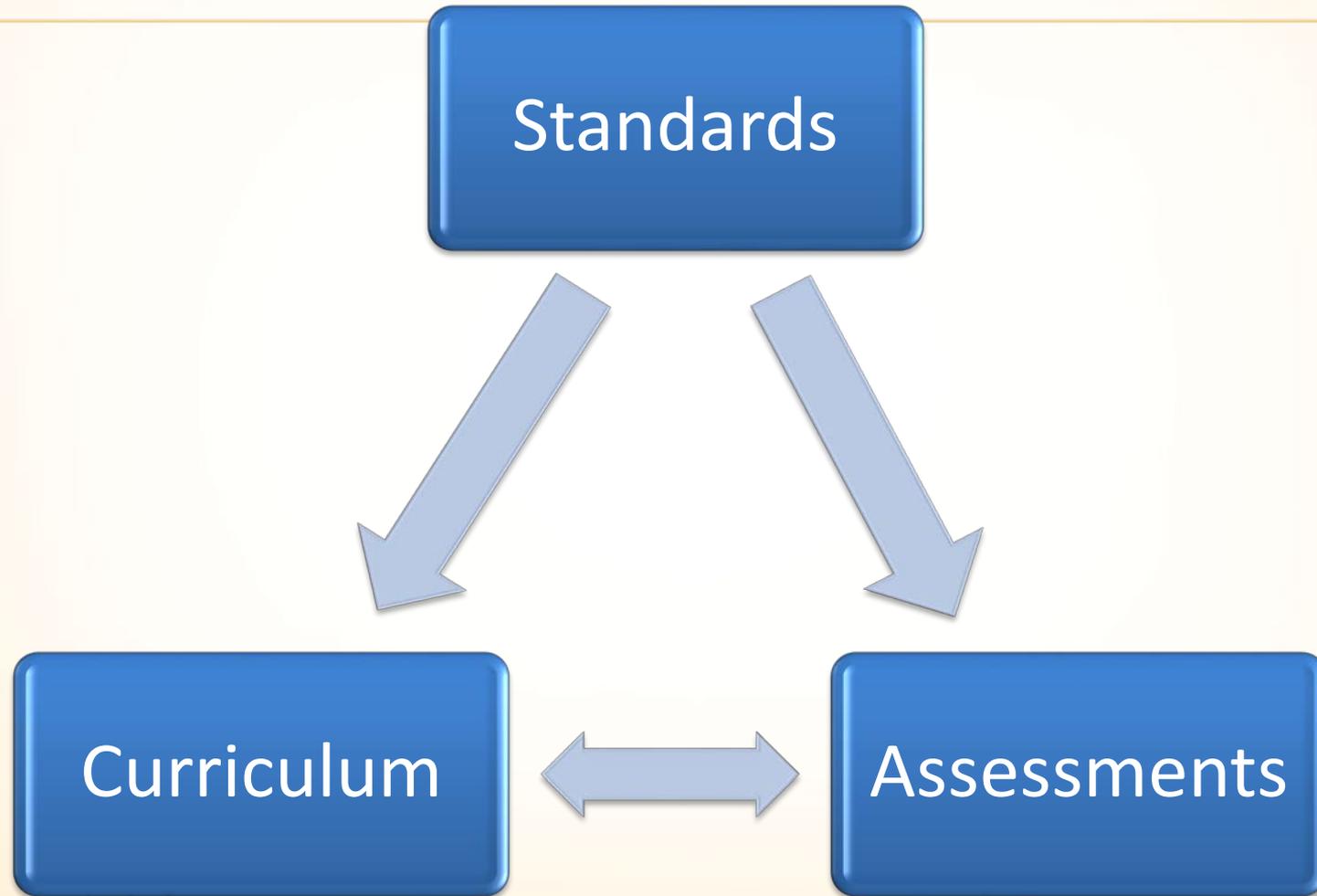
“Standards hold the potential to affect what teachers teach, how learning is measured and how credentials are earned.”

Adult Education must be “perceived as a program that works for getting adult learners reconnected to education pathways that lead to good jobs in demand occupations.” (Cheryl Keenan, OVAE)

Agenda

Time	Topic	Presenters
9:00-9:45 AM	Laying the Groundwork for Standards Based Education in Indiana	Marie Mackintosh Robert Curry
10:00-12:00 PM	College and Career Readiness Standards— Mathematics	Pam Meader
12:00-1:00 PM	Lunch Slideshow: Regional Best Practices	
1:15-3:15 PM	College and Career Readiness Standards— English Language Arts	Robert Curry
3:30 – 4:00 PM	Realizing the Potential of the Standards: Joint Planning Session	Shana McCarron Marie Mackintosh

What is Standards-Based Education?





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College and Career Readiness (CCR)
Standards for Adult Education

December 6th, 2013

Robert Curry

Standards-Based Education provides...

Focus

Clarity

Consistency

Standards-Based Education provides...

Focus

- emphasizes outputs and focuses administrative attention on what is most important
- provides common reference points across education systems and forces the use of data over intuition when making decisions
- resolve disputes over what to teach
- focus on fundamental skills

Adult Education in the 21st Century

- **1 million +** young adults drop out of high school each year; **12 million adults** in the labor force without a high school credential
- Nearly **twice as many jobs** over the next decade will require a postsecondary credential or college degree.
- **93 million** score at the lower levels of national assessments of functional literacy skills
- Adult students must have **the opportunity** to acquire the skills they need for postsecondary success.
- The **College and Career Readiness Standards** offer a framework to provide this education.

Standards-Based Education provides...

Clarity

- clear goals and expectations for student achievement
- basis for teacher and student accountability
- allow for common agreement about the meaning of “proficient”
- assessment is based on concrete, measureable standards

Standards-Based Education provides...

Consistency

- support consistency of teaching emphasis (not just curriculum-based instruction)
- consistency in curriculum development
- consistency in assessment and interpretation of assessment data
- explicitly links standards, assessments, and instructional delivery

Why the CCR standards?

- **Adapted** from the Common Core State Standards, which represent a consensus about what is essential for student success in college and career
- Based on **evidence** of what employers and educators demand
- Alignment with the Common Core allows for a **consistency** of expectations between K-12 and adult education.
- The CCR Standards take advantage of the **resources and human capital** in support of the national implementation of the Common Core.

OVAE's "Promoting College and Career Ready Standards in Adult Basic Education"

Project Rationale

- Raise awareness of the **critical skills** and **knowledge** expected by colleges, technical training programs, and employers in the twenty-first century for success in their institutions.
- Forge a **stronger link** among adult education, postsecondary education, and the world of work.
- Respond to adult educators who asked for help in identifying a **manageable** set of standards most indispensable for **college and career readiness**.



Process: Deliberative and Multilayered

- Panel with a wide cross-section of experience and expertise
- Iterative review process:
 - Deliberated for nine months
 - Gathered feedback from colleagues around the nation
 - Gathered feedback from some of the lead Common Core writers
- Established an evidence-based process:
 - How do the sources rate the importance of each standard with regard to college and career readiness?
 - Do some standards have more evidence than others?



Questions That Guided the Panel's Review:

Using evidence, what CCSS content is *relevant* to preparing adult students for success in higher education and training programs?

Using evidence, which standards are *most important* for adult students?

What is Standards in Action (SIA)?

The Standards-in-Action (SIA) series of innovations, **a process**, for implementing content standards in adult education classrooms.

3 “Big Picture” components:

- **standards** - offer measurable objectives on which instructors can base their curricula
- **curriculum** - transfer content of the standards to students through classroom activities, assignments, and a range of formative and summative assessments
- **accountability** - instructors and programs are accountable for student proficiency and for creating innovative solutions to improve performance

SIA – Trainings 1 & 2

Understanding the Standards We Teach

- unpacking standards into skills, concepts, context, and cognitive level
- create aligned sample instructional activities
- evaluate resources and materials to determine alignment to standards

Translating Standards into Curriculum: The Lead Standards Approach

- identify areas of priority to select of lead standards
- group related standards around leads into coherent units of instruction
- apply learning through Lesson Studies: creating, observing, evaluating and refining standards-focused lessons

SIA – Trainings 3 & 4

Focus on Assignments: Working Together to Improve Teaching and Learning

- align student assessment to the standards
- closely examine student work
- identify gaps between student performance and the rigor of the standards
- refine assignments to target higher levels of cognitive demand

Observing Standards in Action

- administrators and teachers engage in classroom observations
- address staff apprehensions
- identify professional development priorities

SIA Schedule

February 2014	Webinar	Review schedule and expectations; outline contents for SIA Innovation #1 (ELA)
March 2014	Indianapolis	Innovation #1 (ELA): Unpacking & Aligning Resources
		Implementation
April 2014	Webinar	Follow up on implementation; prepare for SIA Innovation #1 (Math)
		Implementation
May 2014	Indianapolis	Innovation #1 (Math): Unpacking & Aligning Resources
		Implementation
June 2014	Webinar	Follow up on implementation; prepare for SIA Innovation #2
		Implementation
July 2014	Indianapolis	Innovation #2: Lead Standards & Lesson Studies
		Implementation
August 2014	Webinar	Follow up on implementation; prepare for SIA Innovation #3
		Implementation
September 2014	Indianapolis	Innovation #3: Lead Standards & Lesson Studies
		Implementation
November 2014	Webinar	Follow up on implementation; decision points/next steps

Early Adopters: Benefits

- strategic step forward in CCR Standards adoption
- shape and influence the statewide CCR standards implementation
- nationally recognized process designed specifically for Adult Education
- deep dive into CCR Standards
- identify resources aligned to the standards
- contribute to a statewide standards warehouse
- reflect closely on instructional practices
- create partnerships between administrators and instructors to identify professional development priorities
- receive select CCR Standards-aligned materials
- receiving a stipend of \$2000.00 per participant



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Break

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