

Indiana Adult Education Teacher Competencies *Project Update Webinar*

3.13.15

Please announce yourself in the chat window so we can keep an accurate record of attendance. Thank you!

Agenda

- Project Updates
- Overview of Support Tools
 - Self-Reflection Tool
 - PD Plan
 - PD Portfolio
 - Glossary
 - Guide





Project Status Update

Completed

Competencies

Benchmarks

Level 1 Performance Indicators

In Progress

Level 2 Performance Indicators

Self-Reflection Tool

PD Plan

PD Portfolio Guidelines

Glossary

Teacher Induction Training

Not Started

Level 3 Performance Indicators

Guide

The tools...



Competencies

- Guide
- Glossary
- Self-Reflection Tool
- Professional Development Plan
- Professional Development Portfolio



Self-Reflection
Tool

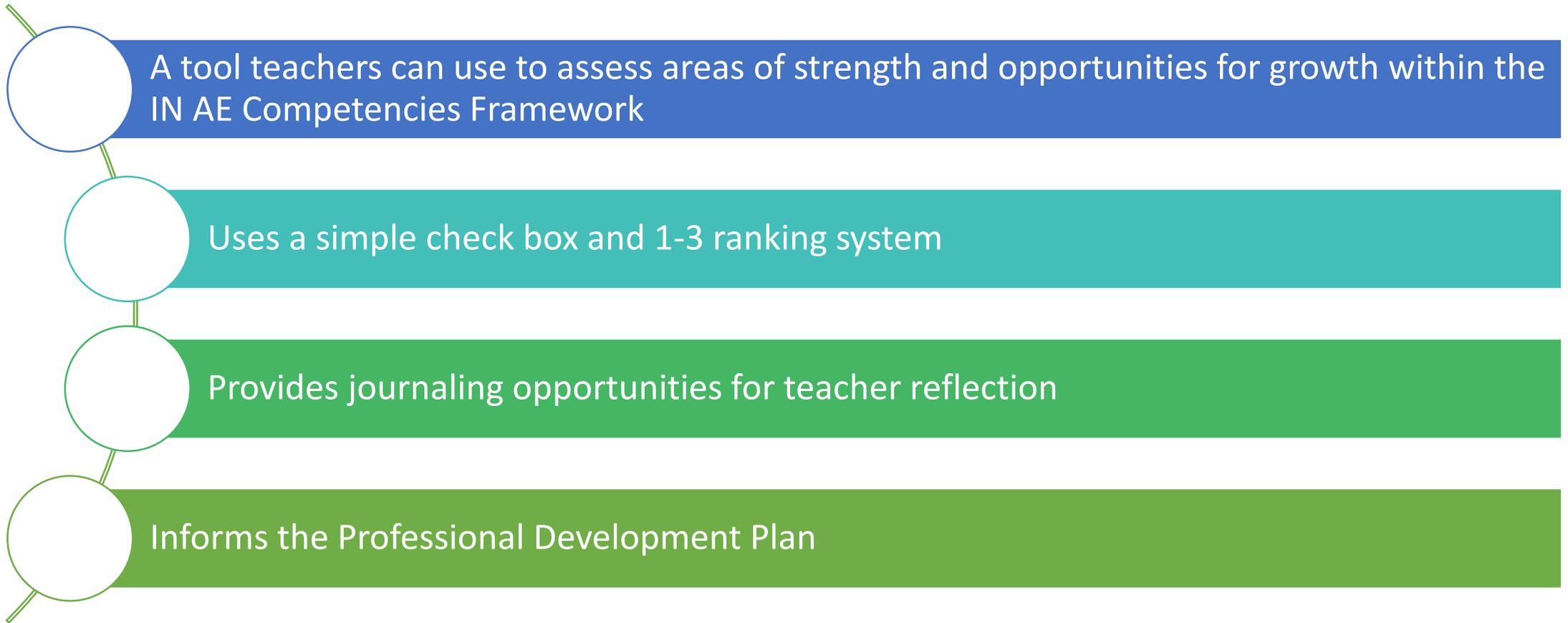


PD Portfolio



PD Plan

Self-Reflection Tool

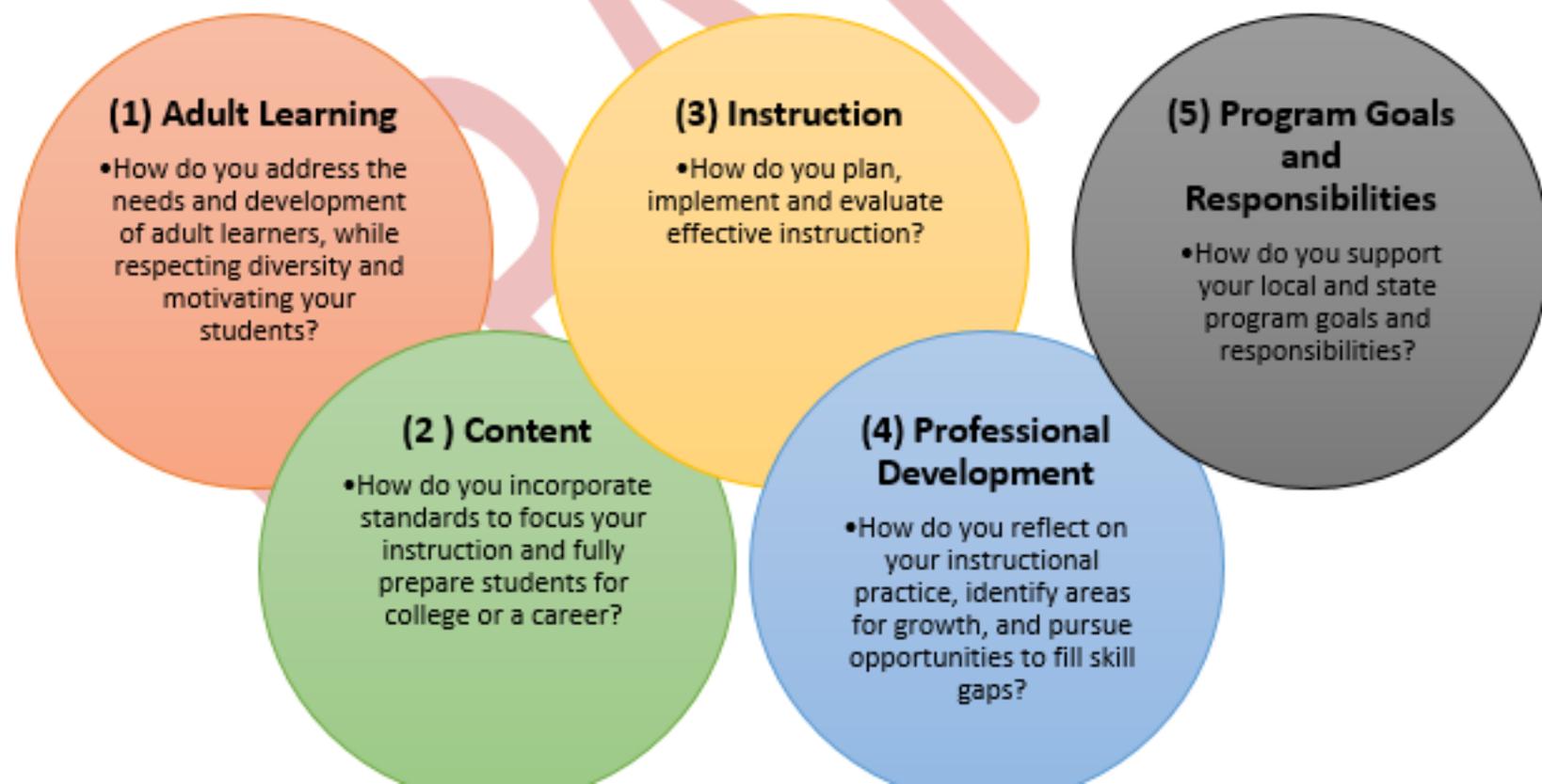


Purpose of this Tool

The Indiana Adult Education (INAE) Teacher Competencies Framework fosters and supports teacher growth and establishes a continuum for professional development. Within the framework, performance indicators are provided in levels to enable IN AE professionals to measure and evaluate their performance and growth. Adult Education Teachers are strongly encouraged to consistently use this self-reflection tool to identify and evaluate areas of professional proficiency. The latest version of the competencies can be accessed at: <http://www.amplifyae.org/view/in-ae-teacher-competencies>.

Self-Assessment and Reflection Forms

This tool has been developed for IN AE teacher self-assessment, self-reflection, and professional growth planning. It is neither designed nor intended to be used by supervisors as an employee rating tool. A scale of 1-3 is provided for teachers to use in evaluating their skills in essential performance areas. Teachers will use this tool to compare their current practices to the performance indicators in each benchmark. By self-reflecting on this comparison, IN AE professionals can generate growth plans to continuously improve on benchmark skills in the five competency areas listed below.



Competency areas reflect the general scope of knowledge and skill that IN AE teachers are expected to develop. Contained within each Competency area are Benchmarks. Benchmarks are objectives that teachers are expected to incorporate in their practice. Within each Benchmark teachers are provided with Indicators. Indicators are specific to the teacher's level of growth/performance. Emerging and Developing, Proficient, or Teacher Leader. Indicators are the most specific and measurable components of the framework. Each Indicator reflects specific best practices that teachers should strive to exhibit at specific proficiency levels.

Level 1: Emerging and Developing Teachers

- Teachers who are brand new to teaching and/or new to adult education OR teachers who are still developing core skills within the field of adult education.
- Performance indicators associated with this level are considered the "core" knowledge, skills, and tasks expected of Indiana Adult Education Teachers.

Level 2: Proficient Teachers

- Proficient teachers have progressed beyond level 1 performance indicators and are extending their knowledge and skills.
- Teachers at this level are more proactive, prepared, and can more readily synthesize and incorporate multiple facets of quality instruction.

Level 3: Teacher Leaders

- Teacher leaders, mentors, and professional developers.
- Teachers at this level are strategic thinkers and advocates for progression and growth. They are masters of their craft and leaders within their program.

Competency 1: Adult Learning

Instructors understand adult learning and development and respect the diversity of the students they teach.

Effective AE teachers recognize the importance of understanding the fundamental differences between adult students and younger learners. Adult learners bring their experiences, beliefs, and perceptions to the classroom. A critical aspect of the IN AE educator's professional development is understanding and applying andragogy, which is the art and science of helping adults to learn.

Self-Assessment

As you consider the following Benchmarks and their Performance Indicators, please use the space following each row of Indicators to record specifics about how you address the Indicator in your classroom. If the Indicator is not applicable to your classroom, record how you would address the Indicator if it were to become applicable. For each Benchmark, you must rate your knowledge, skill, and performance. This aspect of the self-assessment is crucial to Professional Development and should be carefully considered. If you believe that your current level of skill and practice for the Benchmark is that of an Emerging and Developing Teacher, you should place a 1 in the Overall Benchmark Proficiency Level column. A 2 indicates that you feel that you are a Proficient Teacher regarding the Benchmark, and, if you feel that your proficiency in regard to the Benchmark places you in the Teacher Leader category, you would enter a 3. Be aware that teachers may find that they are at different levels of proficiency in different Benchmarks.

Competency 1: Adult Learning					
Instructors understand adult learning and development and respect the diversity of the students they teach.					
Benchmark	Level 1: Performance Indicators For Emerging and Developing Teachers	Level 2: Performance Indicators for Proficient Teachers	Level 3: Performance Indicators for Teacher Leaders	Additional comments, thoughts, or notes	Overall Benchmark Proficiency Level (1-3)
1.1: Instructors are aware of the diverse backgrounds, skills, and cultures of adult learners, and avoid bias and generalizations.	1.1.1a: Use activities and/or diagnostic tools to gain knowledge of student backgrounds and experiences <input type="checkbox"/>	1.1.1b: Design activities and tools that assist in gathering knowledge of student backgrounds and experiences <input type="checkbox"/>	<i>Under Development</i>		
	1.1.2a: Review student registration information to build knowledge of student background and skills <input type="checkbox"/>	1.1.2b: Modify lessons instructional activities to include subjects or materials that relate to students background and experiences <input type="checkbox"/>	<i>Under Development</i>		



1.4: Instructors provide a safe and consistent instructional environment that fosters a classroom culture of respect and collaboration.	1.4.1a: Provide an environment that encourages participation and interaction <input checked="" type="checkbox"/>	1.4.1b: Design lessons that solicit student feedback, encourage questioning, and promote collaboration and discussion <input type="checkbox"/>	<i>Under Development</i>	
	1.4.2a: Discuss classroom norms and expectations with students <input checked="" type="checkbox"/>	1.4.2b: Collaborate with students to formalize classroom norms and expectations <input type="checkbox"/>	<i>Under Development</i>	<i>We develop our classroom norms together, and then post them on the wall.</i>
	1.4.3a: Encourage students to support each other during the learning process <input checked="" type="checkbox"/>	1.4.3b: Use strategies that encourage peer evaluation and teamwork <input checked="" type="checkbox"/>	<i>Under Development</i>	
	1.4.4a: Use a variety of strategies that encourage student collaboration <input checked="" type="checkbox"/>	1.4.4b: Use grouping strategies that provide opportunities for independent, partner, small group, and whole class interaction <input checked="" type="checkbox"/>	<i>Under Development</i>	
	1.4.5a: Model behaviors that support an environment that celebrates growth and successes <input checked="" type="checkbox"/>	1.4.5b: Explicitly teach behaviors that foster a culture of respect and collaboration <input type="checkbox"/>	<i>Under Development</i>	<i>I have never thought about explicitly teaching behaviors that foster respect and collaboration. I think it happens naturally.</i>

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Refer to your self-assessment for each Benchmark above and enter the Benchmark Code for each in the appropriate section below. Record the total number of benchmarks documented at each level at the bottom of the chart. Your current proficiency level for this competency is determined by considering the total number of entries at each level. *A total of **five** or more Benchmarks at a particular developmental level indicates that you are operating at that level.* For example, if you have three benchmarks at level one and three at level two you are progressing towards level two but not quite there. Your designation would be level one.

Please record the benchmark codes you identified at each proficiency level for the six Adult Learning Competency Benchmarks:

#	Level 1: Emerging and Developing	Level 2: Proficient	Level 3: Teacher Leader	NA
1	1.1			
2		1.2		
3	1.3			
4	1.4			
5		1.5		
6	1.6			
Total:	4	2		

Please indicate your overall competency rating: (circle one)

Level 1: Emerging and Developing

Level 2: Proficient

Level 3: Teacher Leader



Journal/Self-Reflection: Adult Learning Competency

In this section you will reflect on your self-assessment and consider areas, methods, and plans for improvement. Please respond to at least two of the following questions, though you are encouraged to respond to more. Additionally, space is provided for you to pose and respond to questions that you create.

1. Did any of your ratings surprise you? Which ones? Why?
2. Which aspect of your ratings do you feel it is most important to improve upon immediately? Why?
3. How will your growth in this competency benefit your students?
4. How will you document growth in this competency?



Formal Feedback...

- Download a copy of the tool by clicking this link:
http://www.amplifyae.org/files/upload/filename/449/Teacher_Comp_etencies_Self-Reflection_Guide_3_6_15.pdf?1425672091
- Access the Survey Monkey Survey by clicking this link:
https://www.surveymonkey.com/r/Self-Reflection_Tool_Feedback

PD Plan

- The next step after completing the Self-Reflection Tool
- A personal plan for your own professional development and growth
- Should align to what you discovered in the Self-Reflection Tool
- Should inform your Professional Development Portfolio

Components of the PD Plan

Targeted
Competencies and
Benchmarks

Short-Term and
Long-Term Goals

Guiding Questions
for Personal
Development and
Growth

Action Step Matrix

List of Potential PD
Opportunities

Reflection/Follow
Up Questions

Reflection
Narrative



Professional Development Plan

Program Year:	Region/ Program Name:	Date:
Teacher Name:	Title:	Mentor:

Indiana Teacher Competencies Targeted:	Specific Benchmarks/Indicators Addressed:
<input type="checkbox"/> 1. Adult Learning	
<input type="checkbox"/> 2. Content	
<input type="checkbox"/> 3. Instruction	
<input type="checkbox"/> 4. Professional Development	
<input type="checkbox"/> 5. Program Goals and Responsibilities	

Professional Development Goals

Professional growth is the result of identifying goals to improve practice and taking action towards achieving those goals.

Short Term Goal(s):

Long Term Goal(s):

S.M.A.R.T. goals describe observable behavior or actions:

- S-** specific, significant, stretching
- M-** measurable, meaningful, motivational
- A-** agreed upon, attainable, achievable, acceptable, action-oriented
- R-** realistic, relevant, rewarding, results oriented
- T-** time-based, timely, tangible

Meaningful goals:

- ✓ Have substance and meaning to the teacher
- ✓ Stretch current thinking and practice
- ✓ Can be achieved and therefore should not lead to frustration
- ✓ Have deadlines that help ensure that the goal is attained

Goals

Outcome/Results

Action Plan/Strategies

Timeline

Assistance/Support

Descriptors of
Completion/Indicators
of Success



Goal	Action Step/Strategy for Professional Development	Activity <i>(see below for a list of activities)</i>	Expected Outcome and Evidence of Completion	Resources/Support Needed	Timeline

Evidence of Progress Toward Specific Standards or Elements to be addressed/enhanced

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**Guided Reflection Questions:**

What worked well in achieving your goal?

How will this affect your teaching?

In what ways was this personally meaningful?

What would you have done differently in achieving your goal and why?

What recommendations would you make to others on the basis of your findings?

Based on what you have learned, what future studies might you do to help your students learn?

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Teacher Comments:	Mentor's Comments:	Other (please provide description):
<p>Initials: Date:</p>	<p>Initials: Date:</p>	<p>Initials: Date:</p>
<p>Initials: Date:</p>	<p>Initials: Date:</p>	<p>Initials: Date:</p>



Professional Development Portfolio

A portfolio that documents your professional development activities



Can be in a binder, folder, or electronic



Should include a copy of your Self-Reflection assessment and your Professional Development Plan

Types of Portfolio Items

Proof of Attendance or Participation

- Evidence of workshop/conference attendance – program, certificate, notes/reflections
- Evidence of participation in teams or committees – signature from team chair, description of purpose, record of meetings, results, minutes from meeting
- Peer Review or Coaching Observations and/or Meeting Logs
- Mentor/Mentee observations and/or meeting logs, activities, discussion notes
- Program listing teacher as a presenter – or list of attendees, materials, video/audio of presentation
- Curriculum development – summary of meetings, participation

Proof of Completion

- Certificate of Completion
- Transcript of completed class or degree
- Course syllabus – for a course in which the teacher is attending/has attended

Types of Portfolio Items

Teacher Generated

- Teacher reflections or journals
- Videotape of teaching
- Lesson Plans (created/changed/adapted)
- Action research plan – data collected, summary of results, research plan
- Classroom Observations - Teacher observing other class/program
- Curriculum development – final product (curriculum/lesson plans)
- Results from participation in teams or committees
- Peer Review or Coaching Observations and/or Meeting Logs (if the reviewer/coach)
- Materials from when the teacher was a presenter
- Course syllabus – for a course in which the teacher is teaching

Student Generated

- Test Scores/Student Gradebooks
- Student performance assessments
- Student Work – papers, assignments, videos or presentations, etc



Types of Portfolio Items

Administrator, Mentor, or other Teacher Generated

- Administrator reflections of the teacher
- Classroom Observations - Teacher having own class/program observed
- Peer Review or Coaching Observations and/or Meeting Logs
- Mentor/Mentee observations and/or meeting logs, activities, discussion notes

Glossary of Terms

- Includes a list of terms and their definitions as they relate to Adult Education
- Is intended to create a common language and clarify industry specific jargon
- Should assist teachers in fully understanding and operationalizing the Competencies Framework
- Will be a living document until all phases of the project are complete and all terms are appropriately defined

Competencies Guide

- A more comprehensive, in-depth explanation of the competencies, benchmarks, and performance indicators
- Will provide examples of what benchmarks look like in the classroom as teachers progress from level to level
- Will provide resources and guidance with regards to professional development and how to progress from one level to the next
- Will be under development as we complete all phases of the project

Next Steps

Make edits to level 2 performance indicators

Begin level 3 performance indicator development in the summer of 2015

Refine Self-Reflection Tool after public feedback period

Refine and release PD Plan for public feedback

Continue to build out Teacher Induction Training aligned to Level 1 Performance Indicators

Continue development on Glossary and Guide

To Get PGP Points

Attended the January Project Update Webinar



Complete feedback forms on Level 2 Performance Indicators for Competency areas 1-3



Complete feedback forms on Level 2 Performance Indicators for Competency Areas 4-5



Attend the 3/13/15 project update webinar that will go into more depth on the support tools



Complete feedback form on Self-Reflection Tool (must be completed by 3/20/15)

Questions?

