

American Institutes for Research

Effective Professional Development

Presented at CASAS Summer Institute, June 20, 2018

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Session Objectives

1. Describe 3 features of results-based professional learning (PL);
2. Give one example of three types of data that can be used to inform professional development planning
3. Identify 5 components of a sample SMART professional development goal for an agency and create a SMART PD goal for an individual instructor
4. Identify at least 3 characteristics of a Professional Learning Community (PLC)
5. Locate a set of nationally validated adult education teacher competencies and a related online self-assessment tool that support effective teaching
6. Identify two publications that provide a list of resources on research-based effective PD and effective instruction

Effective Professional Development

- Opening Reflection:

Think back to a professional development experience you had which you considered to be “effective”.

In what way was this “effective” professional learning for you?

What were some outstanding characteristics of this effective experience?

What positive results emerged from this experience?

Effective Professional Development

- “Results-based professional learning”: an evidence-based approach that demonstrates that student learning and achievement have increased as a direct result of applying strategies, skills and knowledge gained during professional development (Mizell, 2010).
- Results-based professional learning has 3 common features: 1) using data to inform instruction, 2) backwards planning, and 3) collaborative approaches to teaching and learning.

-- Mishkind, 2014

Effective Professional Development

“Backwards planning is an evidence-based professional development model that begins by identifying student learning needs and works backwards to meet those needs.”

--Mishkind, 2014

Seven Phases of Backwards Planning

1. Determine student learning needs by analyzing data and reviewing standards.
2. Develop improvement goals and identify specific student outcomes based on the data.
3. Determine educators' knowledge, skills and behavior based on student learning needs.
4. Student and analyze available research on PD interventions, strategies, and PL programs.

Seven Phases of Backwards Planning (cont'd)

5. Select and plan a professional development intervention and evaluation.
6. Implement a professional development intervention and evaluation.
7. Analyze and evaluate the PD interviewing and provide ongoing support.

Focus in on Phase 3: Assess PD Need

Questions:

- 1. How do you identify PD needs among individual teachers?**
- 2. How do you identify PD needs within your agency?**

Assess Professional Development 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	<p>There are four domains that represent broad areas of activity for an adult education teacher:</p> <ol style="list-style-type: none">1. Monitors and manages student learning and performance through data2. Plans and delivers high-quality, evidence-based instruction3. Effectively communicates to motivate and engage learners4. Pursues professionalism and continually builds knowledge and skills
Competencies	<p>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.</p>
Performance Indicators	<p>Each competency has a set of indicators that articulate what the performance of this competency looks like in an adult education context.</p>
Sample Illustrations	<p>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).</p>

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		

Adult Education: What Makes Teaching Effective?

Use of teacher competencies to support professional development and professional learning.

Other practices of effective instruction include:

- Using student data
- Using evidence-based instructional practices, such as:
 - Learner-centered instruction
 - Mastering content of relevant subject area
 - Using standards, such as College and Career Readiness Standards (CCRS)

- CALPRO Website: <https://calpro-online.org>

Self-Assessments

Instructor Competencies Self-Assessment (ICSA)

- Home
- Teachers
- Administrators
- Event Calendar
- Communities of Practice
- Electronic Community of Practice
- Regional Trainings
- Online Professional Learning
- Moodle log-in
- Virtual Workrooms for Adult Educators
- News & Announcements
- Resources
- CALPROgress Periodical
- College Transitions

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INSTRUCTOR COMPETENCIES SELF-ASSESSMENT AND INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Effective April 2016, CALPRO updated its instructor competencies self-assessment, based on a nationally validated set of Adult Education Teacher Competencies described at <http://calpro-online.org/pubs/adultedteachercompetencies.pdf>.

Teachers may log in to a new user interface and rate themselves in up to four different domains, determining areas of greatest relevance to their teaching, priority, and skill level.

The four different domains span 17 competencies and include:

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

View Results

The new interface enables an instructor to view his/her own results and identify the top five professional development competencies.

Individual Professional Development Plan

For each of these top-ranking competencies, the instructor may view recommendations for research-based professional development resources that form the basis of an annual, individual professional development plan.

- About Online Options
- Facilitated Online Courses
- Online Workshops
- Self-Assessments and Individual PD Plans
- Self-Directed Courses
- Video Library
- Virtual Workrooms for Adult Educators
- Webinars

Instructor Competencies Self-Assessment (ICSA)

MAIN MENU

- [My History](#)
- [Data](#)
- [Instruction](#)
- [Communication](#)
- [Professionalism](#)
- [Entire Assessment](#)

NOTE : Assessment status
Green - Completed
Red - Not completed
Blue - Currently in progress

ASSESSMENT FORM

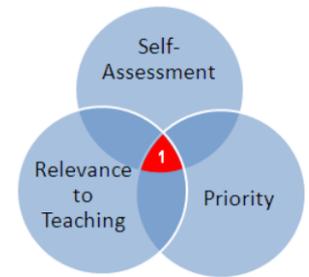
Competency	Relevance to My Teaching				Self-Assessment				Priority Level			
	Not Relevant		Relevant		Excellent		Needs Improvement		Low Priority		High Priority	
	I	II	III	IV	I	II	III	IV	I	II	III	IV
Monitors and manages student learning and performance through data												
1. Assesses learners' prior knowledge, learning needs, and college and career readiness goals View Performance Indicators and Sample Illustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Sets learning goals and a course of study View Performance Indicators and Sample Illustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Monitors learning through summative and formative assessment data View Performance Indicators and Sample Illustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Adapts instruction based on formative and summative student assessment data View Performance Indicators and Sample Illustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans and delivers high-quality, evidence-based instruction												
5. Designs learner-centered instruction and classroom environments View Performance Indicators and Sample Illustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Designs standards-based instructional units and lesson plans View Performance Indicators and Sample Illustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Uses instructional techniques that are effective with adult learners View Performance Indicators and Sample Illustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Designs instruction to build learners' technology and digital media literacy skills View Performance Indicators and Sample Illustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Designs instruction to build learners' higher-order thinking, communication, and problem-solving skills View Performance Indicators and Sample Illustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sample View, ICOSA Results

Of the 17 competencies included in this survey, the following are the top five you rated. These represent the areas with the greatest relevance to your teaching, the most in need of improvement, and of the greatest priority to you.

Note: the PD Priority Ranking column, below in green, displays Your Top-Five Ranking Competencies in descending order, using a scale of Levels 1-7. According to this scale, a ranking of Level 1 represents the competency that is the most relevant to your teaching, the most in need of improvement and the highest priority level to you, whereas a Level 7 represents the opposite. Depending on the responses you selected, two or more competencies may fall into the same PD Priority Ranking level. For example, two competencies may have a ranking of Level 2.

[Click here](#) to view all results in ascending order by competency number.



	Competency	PD Priority Ranking	Recommended Professional Development Resources (*)
4.	Adapts instruction based on formative and summative student assessment data	Level 1	Regarding your ability to adapt instruction based on formative and summative student assessment data, the responses you selected place this competency in Level 1. Based on your responses, CALPRO recommends several Professional Development Resources. Click here to view the Recommended PD Resources
1.	Assesses learners' prior knowledge, learning needs, and college and career readiness goals	Level 2	Regarding your ability to assess learners' prior knowledge, learning needs, and college and career readiness goals, the responses you selected place this competency in Level 2. Based on your responses, CALPRO recommends the following resources to you: Click here to view the Recommended PD Resources
3.	Monitors learning through summative and formative assessment data	Level 2	Regarding your knowledge of how to monitor learning through summative and formative assessment data, the responses you selected place this competency in Level 2. Based on your responses, CALPRO recommends several Professional Development Resources. Click here to view the Recommended PD Resources

Sample ICSA Results for a Competency – Recommended PD Resources

Of the 17 competencies included in this survey, the following are the top five you rated. These represent the areas with the greatest relevance to teaching.

Note: the PD Priority Ranking column, based on the responses you selected. According to this scale, a ranking of Level 1 is the opposite of Level 4. Depending on the responses you selected, the ranking of Level 1 is the opposite of Level 4.

[Click here](#) to view all results in ascending order.

RECOMMENDED PROFESSIONAL DEVELOPMENT RESOURCES				
COMPETENCY NUMBER	COMPETENCY	PD Priority Ranking	CALPRO	OTHER
4.	Adapts instruction based on formative and summative student assessment data	Level 1	✓ For ABE/ASE teachers: Watch a short video on the importance of assessments in evidence-based reading instruction http://calpro-online.org/readinginstruction/video3.asp Watch the archived webinar, "Interview with ABE Instructor Guillermo Verdin," which highlights the essential role assessment plays in instruction http://calpro-online.org/ecopwebinars.asp	✓ Read the following: Data Quality Campaign. (2015). Data Works for Students. (http://dataqualitycampaign.org/wp-content/uploads/2015/10/DQC-Data-Works-for-Students-final.pdf) Read the following: Data Quality Campaign. (2015). Student Data Principles. (http://dataqualitycampaign.org/wp-content/uploads/files/Student-Data-Principles.pdf) Use CASAS QuickSearch Online to locate instructional materials titles coded to skill levels, CASAS Competencies, and skill areas (https://www.casas.org/product-overviews/curriculum-management-instruction/quicksearch-online). (Membership and login are required but free.) Sign up for the online self-paced course on the LINC'S Learning Portal on Differentiated Instruction, available at https://courses.lincs.ed.gov/1/ . (Membership and login are required but free.)



4.	Adapts instruction based on formative and summative student assessment data
1.	Assesses learners' prior knowledge
3.	Monitors learning through summative student assessment data

Regarding your knowledge of how to set learning goals and a course of study, the responses you selected place this competency in Level 4.

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Assess Professional Learning Need

- **Survey**

- **Create a simple easy to complete survey**

- » **Can be conducted at a face-to-face agency-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 online tool such as**
 - **Survey Monkey <https://www.surveymonkey.com/>**

Assess Professional Learning Need

• Survey Sample by Role

Mark your top three PD priority areas	
<p>Program Administrators:</p> <ul style="list-style-type: none"><input type="checkbox"/> Supporting collaborative professional learning and planning<input type="checkbox"/> Building teacher capacity and competence<input type="checkbox"/> Recruiting and inducting new teachers<input type="checkbox"/> Data-driven decision-making<input type="checkbox"/> Implementing and aligning standards (i.e. CCRS, ELP Standards, CTE standards, <u>etc...</u>)<input type="checkbox"/> Engagement with agency leadership (superintendents, deans and administrators)<input type="checkbox"/> Fiscal management and braiding fund sources<input type="checkbox"/> Use of technology to enhance access and learning<input type="checkbox"/> Other (please specify)	<p>Instructors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Teacher professional growth (i.e. the continual building of skills and knowledge)<input type="checkbox"/> Motivating learners and effective classroom communication<input type="checkbox"/> Collaborative instructional methods (co-teaching, alternate teaching, <u>etc...</u>)<input type="checkbox"/> Data-driven instructional planning<input type="checkbox"/> Implementing and aligning standards (i.e. CCRS, ELP Standards, CTE standards, <u>etc...</u>)<input type="checkbox"/> Increasing the rigor of instruction (evidence-based instruction, differentiated instructional methods, curriculum and lesson planning, <u>etc...</u>)<input type="checkbox"/> Use of technology to enhance access and learning<input type="checkbox"/> Other (please specify)

Planning PD for an Agency or Organization

Establish PD Priorities, Based on Data—

Refer to Handout: *Excerpt from WIOA, Title II: AEFLA Professional Development Plan Optional Worksheet*

I. **Professional Development Goals Within WIOA, Title II: AEFLA-funded Programs**

Developing a PD plan that meets your staff and agency's needs should be informed by data and done collaboratively. Below are three types of data sources for you and your staff to consider when forming your plan.

Establish PD Priorities, Based on Data (cont'd).

It is suggested that you consider at least one element of each of the following:

- A. Data on AEFLA-funded program or department goals, such as course outcomes or program enrollment
- B. Student data (performance or feedback), such as level completions or student survey data
- C. Teacher PD needs data, from teacher self-assessments, observations, or other measures

Establish PD Plan (cont'd.)

Outlining AEFLA Program Priorities

What Are the Primary Educational Goals of Your AEFLA-funded Program?	Are These Goals Being Met? If Yes, What Is Your Evidence? If No, Why Not?

Establish PD Plan (cont'd.)

Student Learning Goals and Needs

Data Reviewed	What to Look For	Response and Evidence
Student Learning Goals	What are common or consistent learning goals of students in the WIOA, Title II: AEFLA-funded program that you want to meet? (Sample data: student records and portfolios, student feedback)	
Student Learning Needs	Are students meeting their learning goals? If not, what are common areas of need among learners? (Sample data: formative and summative assessment data, and NRS Tables 4, 4b, and 5)	

Data Reviewed	What to Look For	Response and Evidence
Staff Professional Development Needs	<p>What are the common professional learning needs of the teachers in your program or department? (Sample data: results from Instructor and the Management Competencies Self-Assessments [see http://www.calpro-online.org/competencies/selfassessments.asp] and/or from your SWOT [strengths, weaknesses, opportunities, threats] Analysis)</p>	

SMART Goals for Effective PD Planning

Once you have identified an area of greatest PD need, by consulting student data, teacher data and where relevant, program data, it is helpful to set a professional development goal based on the area(s) of greatest PD need.

A SMART PD goal is one that is:

Specific

Measurable

Attainable

Realistic

Timebound

SMART PD Goals can be identified for entire agencies as well as for individual teachers.

SMART Goals for Effective PD Planning

The handout contains three samples agency PD goals, drawn from the 2017-18 annual PD plan, a new deliverable for WIOA, II: AEFLA grantees in California.

After each goal, there is language that provides the agency's rationale statement. In the rationale, agencies were asked to cite evidence and data that indicated this was an area of PD need.

For example, if an agency writes "All ESL Teachers should become familiar with XYZ." the rationale statement should cite some evidence that they understand teachers do not already know about XYZ. Depending on the topic, the evidence could come from data on program results, student data, and/or a teacher survey.

SMART Goals for Effective PD Planning

EXAMPLE 1:

XYZ Adult School's professional development will concentrate on proper CASAS implementation and Accountability, student placement and level transitions. Professional development will focus on ensuring 100% compliance of WIOA guidelines and increase transition within ESL levels by 10% for the 2017-18 school year. Agency's goal is to have 80% of teachers become CASAS Certified testing proctors by January 2018. Teachers will demonstrate that they are able to apply WIOA guidelines and standards measured by teacher observations and post survey of CASAS testing guidelines, CASAS implementation and accountability knowledge.

SMART Goals for Effective PD Planning

EXAMPLE 1: Related Rationale

- -First year WIOA grant recipient. Instructional staff have minimal knowledge and understanding of CASAS implementation and Accountability.
- -2016-17 Teacher needs data survey and teacher self-assessment survey shows that 90% of instructional staff need PD to increase knowledge of CASAS standards.
- - 2016-17 student program enrollment was into mixed level ESL classes, agency's goal is to fine tune agency classes to align with NRS educational functioning levels.

SMART Goals for Effective PD Planning

Take a look at Examples 2 and 3 on your own or with a partner and identify in what ways the goals are S M A R T, marking your paper with corresponding letters of the acronym.

As you reach each one, check the Rationale the agency provided. Consider:

- Does it cite evidence or data to indicate this goal relates to an area of PD need?
- To strengthen the rationale, could the data be more specific?

SMART Goals for Effective PD Planning

Using the ICSEA's results and recommended PD resources to plan to create effective PD goals:

RECOMMENDED PROFESSIONAL DEVELOPMENT RESOURCES



COMPETENCY NUMBER	COMPETENCY	PD Priority Ranking	CALPRO	OTHER
4.	Adapts instruction based on formative and summative student assessment data	Level 1	<p>✓</p> <p>For ABE/ASE teachers: Watch a short video on the importance of assessments in evidence-based reading instruction: http://calpro-online.org/readinginstruction/video3.asp</p> <p>Watch the archived webinar, "Interview with ABE Instructor Guillermo Verdin," which highlights the essential role assessment plays in instruction: http://calpro-online.org/ecopwebinars.asp</p>	<p>✓</p> <p>Read the following: Data Quality Campaign. (2015). Data Works for Students. (http://dataqualitycampaign.org/wp-content/uploads/2015/10/DQC-Data-Works-for-Students-final.pdf)</p> <p>Read the following: Data Quality Campaign. (2015). Student Data Principles. (http://dataqualitycampaign.org/wp-content/uploads/files/Student-Data-Principles.pdf)</p> <p>Use CASAS QuickSearch Online to locate instructional materials titles coded to skill levels, CASAS Competencies, and skill areas (https://www.casas.org/product-overviews/curriculum-management-instruction/quicksearch-online). (Membership and login are required but free.)</p> <p>Sign up for the online self-paced course on the LINC'S Learning Portal on Differentiated Instruction, available at https://courses.lincs.ed.gov/1/. (Membership and login are required but free.)</p>

Professional Learning Communities (PLC)

Reflection Questions:

How would you define a “professional learning community (PLC)”?

What is one characteristic of a PLC?

Are you currently engaged in a PLC in your agency?

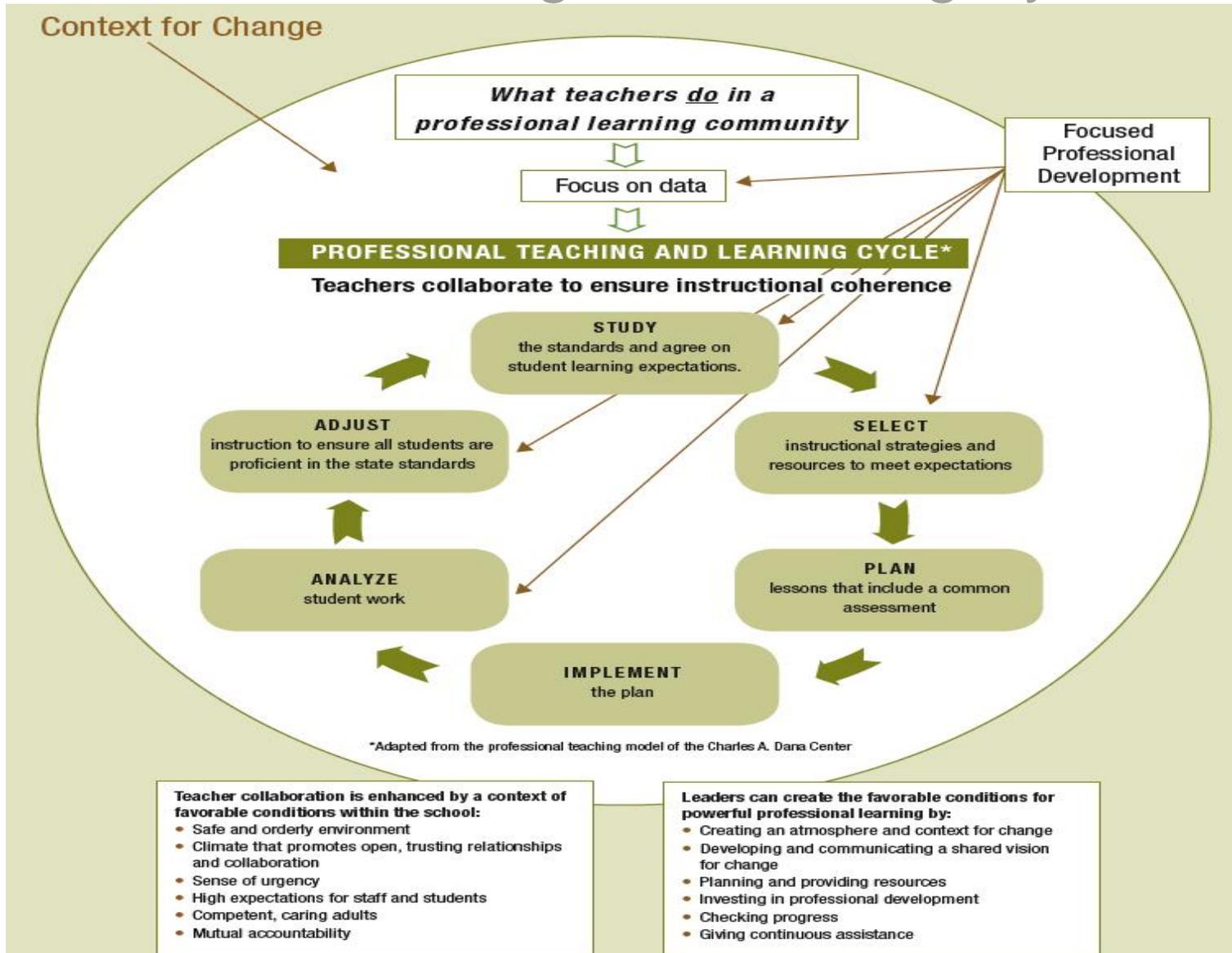
What Does a PLC Do?

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

The Teaching and Learning Cycle



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

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
- Develop and Use Common Formative Assessments
- Use Data
- Look at Student Work
- Visit Colleagues' Classes

Questions, Comments and Application

Please share:

1. What questions and comments do you have?
2. What is one thing from today's session that may make your approach to professional development for educators more effective?

Links to Related Resources

College and Career Readiness Standards for Adult Education:

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

Adult Education Teacher Competencies:

<https://www.calpro-online.org/pubs/adultedteachercompetencies.pdf>

Evidence-based Professional Learning:

<https://www.calpro-online.org/pubs/evidencebasedprofessionallearning.pdf>

Adult Education: What Makes Teaching Effective?

https://www.calpro-online.org/documents/CALPRO_BRIEF_13_508.pdf

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Thank you!