



Texas Adult Education Standards and Benchmarks SPRING 2006 Field Test

**TAESP Writing Team Meeting
May 16 & 17, 2006**

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What You Said

- Experience of teaching with benchmarks
- Benefits/problems of using benchmarks
- Strategies used
- Ideas for professional development
- Implementation questions
- Assessment issues
- Suggestions

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Problems

- **Benchmarks**
 - Too many to cover/ 6 weeks too short
 - Ambiguous, complicated terms
 - Written in imperative ~ read by students, not by teachers
 - Need consistency in definitions
 - Harder to implement with new group of students
- **Evaluation forms**
 - Distraction
 - Difficult to fill out
- **Lack of clear-cut assessment**

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Benefits

- **Good guide for teaching**
 - Helped to find student proficiency level
 - Helped determine student progress
 - Clear vision of path: where to, how to, and to go back
- **Helpful features of benchmarks**
 - Math benchmarks concise and easy to manage
 - Overviews/level descriptors in Speaking and Listening

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Strategies Used

- **Standards/benchmarks**
 - Reviewed and covered lower levels first
 - Focused on 2-3 benchmarks each time
 - Looked at benchmarks before and during teaching
 - Re-typed benchmarks to be used and put them up in classroom
 - Created a checklist reflecting benchmarks

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Strategies Used

- **Lesson plan**
 - Developed lesson plan first then looked at benchmarks
- **Resources**
 - Relied on learning activities more than on benchmarks
 - Consulted writing team member
- **Recommendation**
 - Use standards as foundations for objectives; books as resources for learning activities

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Ideas for Professional Development

- **Show relative advantages**
 - Provide relevance of teaching with standards
- **Show compatibility with current ways**
 - Acknowledge different teaching styles
 - Student-centered---teacher-centered
 - How to use test results to assess student needs

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Ideas for Professional Development

- **Allow observability**
 - Learn and share successful methods, examples
 - Need testimonials from teachers who've used benchmarks
 - Led by experts knowledgeable about relative advantages
- **Allow trial-ability**
 - Modeled teaching (videotape teachers)
 - Small group work and much discussion needed

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Ideas for Professional Development

○ Reduce complexity on

- Terms, objectives, implementing benchmarks
- How to implement
- How to plan lessons (how to align with benchmarks)
- How to develop learning activities
- How to assess
- Assessment-learning cycle/teaching-learning cycle
- Adult learning theories and needs

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Ideas for Professional Development

○ Suggested length: a continuum

- Twice, 2-3 hours each time
- 6 hours
- 2 days

○ Ongoing

○ Modes of Delivery

- Face-to-face
- Conference calls
- Online
- Videotape

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Implementation Questions

- **Accountability?**
- **Assessment?**
- **Resource availability?**
- **Documentation required?**
 - Evidence of use of benchmarks by teachers?
 - Student progress stored on Public Education Information Management System (PEIMS) ?

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Implementation Questions

- **Statewide implementation?**
 - Vision?
 - Start date?
 - Mandatory?
 - Final product availability?
 - Training for administrators?
 - Burden too large on part-time teachers?

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Assessment Issues

- **Need to know how aligned with assessment instruments**
- **Need to know how to tie instruction and assessment**

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Suggestions

- **Benchmarks**
 - Cross reference similar benchmarks
 - Need cohesiveness across benchmarks of 5 standards
 - Place activities right under benchmarks
- **Alignment/assessment**
 - Tie benchmarks to textbooks
 - Align benchmarks to BEST+/TABE and document
 - Need assessments

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Suggestions

- **Implementation**
 - Share experience of 1st field testers with next
 - Provide consistent, clear message about standards implementation
- **Language**
 - Use layperson's language
- **Format**
 - Landscape format better than portrait
 - Need same format for all standards
 - Color-code system
 - Don't provide a thick packet: will be shelved



Suggestions

- **Resources needed**
 - Learning activities
 - Checklist
 - Expanded glossary
 - Online, hyperlinked glossary
 - Complete appendix
 - Implementation guide
 - Communication hubs: conference calls, listservs
 - Use the Web: direct questions to certain person, FAQ list

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