

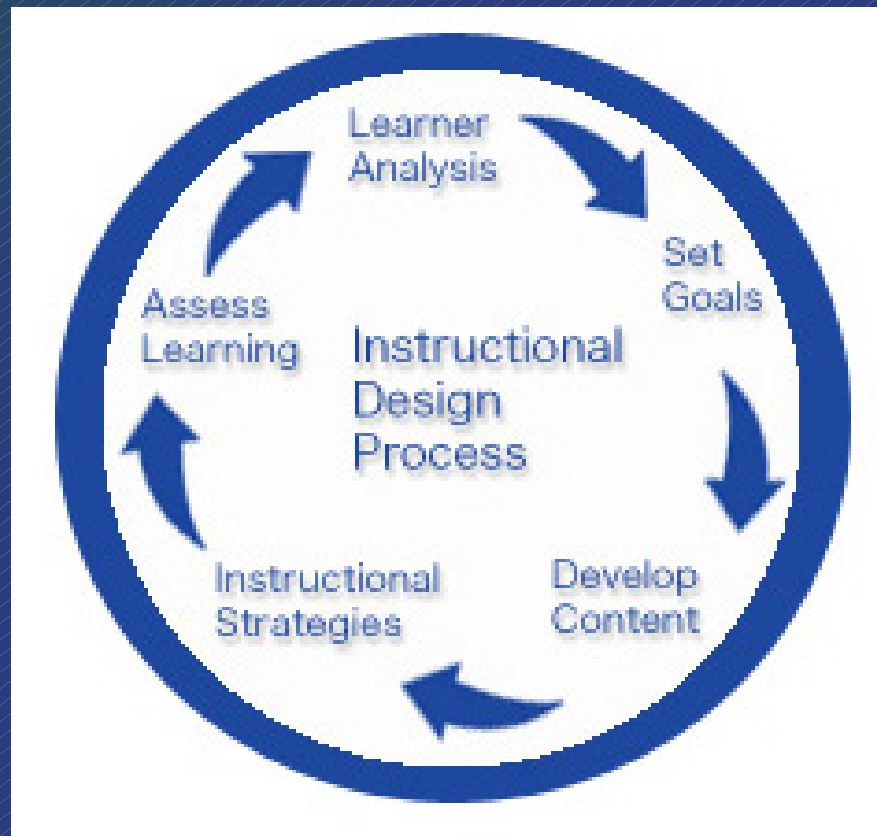
TSCF Strategic Planning: Important Considerations

July 2004

WIA: Puts The Cart Before the Horse

- Performance standards don't come first
- Content standards must be specified
- Content must align with performance
- What is the distinction between content and performance standards?

Instructional Design Process: Sequential & Cyclical



Content Standards & Validity

- Validity
 - Are we measuring what we want to measure?
 - What are we measuring?
- Without content standards what is the validity of adult education assessment?

Content & Performance Standards: The Distinction (Stites, 1999)

- Content standards specify what to teach
- Performance standards specify level of attainment or achievement
- Performance measurement must be aligned with content standards
- Alignment improves the educational process

Content Standards: The Process

- Describe a concise learning domain
 - Defined by multidisciplinary team
 - Curriculum frameworks
- Performance standards follow content development
 - Reflect content taught
 - Measure achievement of goals
 - This is what is meant by alignment

Aligning Content & Performance

- Controversy over assessment tools
- No consensus about content standards
- *One size fits all* approach does not work
- More measures need to be developed
- Defining content standards is a first step
- Should not reinvent the wheel

What's Out There?

- NRS - define functional level descriptors
- EFF - focus on context to apply learning
- CASAS - proprietary, widely used
- Twelve states have content standards
- Variability in characteristics

Characteristics of Content Standards

- Specificity - low, medium, high
- Format - linear, tabular, web-based
- Usability - ease of use

- Devise plan for development
- Describe development strategies

Tacit vs Explicit Knowledge

- Tacit knowledge
 - Gained from experience
 - Beliefs, perspectives, values
- Explicit knowledge
 - Recorded or formal knowledge
 - Enables us to share tacit knowledge with others
- Communication brings a marriage of these types of knowledge to reach consensus

Instructional Design: From Tacit Knowledge Explicit

- Identify scope of project
- Describe incremental tasks
- Participants - core & at large group
 - Participate in decision-making
 - Increase opportunities to interact
- Three distinct phases
 - Initiation
 - Development
 - Implementation

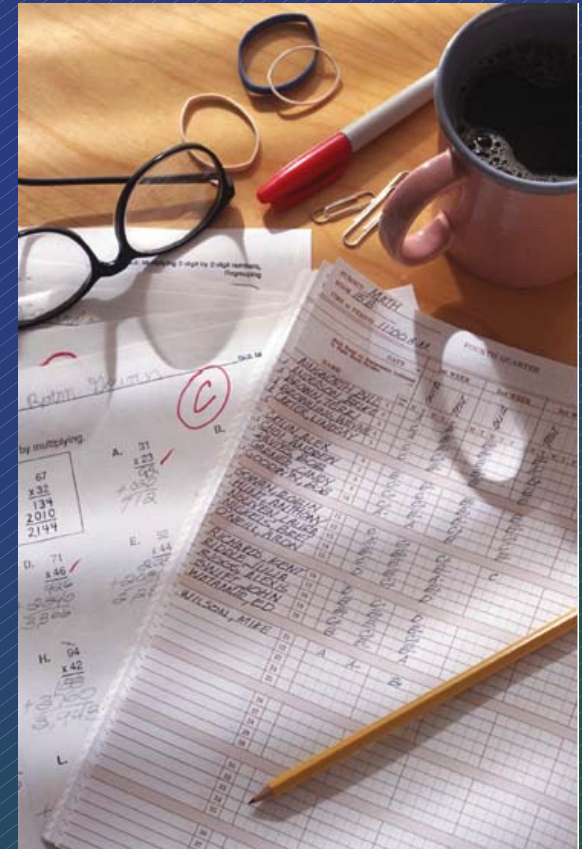
Phase 1 - Initiation: Planning & Communication

- Determine timelines & communication methods
- Review existing content standards
- Select consistent format
- Identify content/other experts needed



Phase 2 - Development: Refinement & Alignment

- Determine timelines, communication methods
- Select content experts
- Follow selected format
- Identify assessments & align with content standards
- Create coding scheme for data tracking



Phase 3 - Implementation: Dissemination & Training

- Determine timeline, communication methods
- Develop training materials
- Determine dissemination strategies
- Field test & revise
- Deliver training



Plans for the Future: Long-term Tracking & Evaluation

- Continuous evaluation
 - Usability - ease of use
 - Determine level of adoption
- Maintain communication/feedback
- Anticipate aligning additional assessment tools
- Consider advantages afforded by available technologies

Questions

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