

Content Standards Part 2

Slide 1: Hello, this is Anson Green, the state director for adult education and literacy at the Texas Workforce Commission, and I want to welcome everyone back to the second in our series of webinars on the rollout of the Texas adult education content standards. You will notice in the webinar you can download this PowerPoint and we would advise you to do so and hope that this webinar and the PowerPoint itself can be used as instructional tools to help as we roll out the content standards this year.

Slide 2: A little outline of the session, I'm going to primarily focus on the rollout plan, as we have designed it to date, then we'll go to expectations for local programs, directors, and instructional coaches. Then we'll talk a little bit about the content standards rollout forum, the benefits of what we're doing and always reminding ourselves why rolling out of these content standards is so important in our mission to provide better student success and meet the goals of individuals in our programs. We'll talk specifically about the role of coaches in the rollout of the content standards and then we'll address some of your questions.

Slide 3: So let's move on to looking at the rollout plan.

Slide 4: There's going to be several elements to this and the rollout plan is going to actually occur for most of this year and into next year. So there's kind of a considered method for getting standards rolled out across the state. We have a big state and the content standards roll out, I think, is going to represent kind of a new era in terms of instructional rigor and quality, so those things take time.

So we're going to begin with our content standards roll out forum and the kickoff meeting in April 10th, here in Austin. There's going to be some webinars, including this one, that are kind of the kickoff webinars to help build awareness and start to provide some guidance to local programs can plan. Then the actual standards roll out is going to be situated around four distinct phases. First one, understanding the content standards and building our base. Phase two, planning for instruction. Phase three, planning for implementation and sustainability, and Phase four, observation and implementation of the content standards. And I want to spend a little time talking about each of those areas.

Slide 6: One of the things I want to emphasize is each of these four phases is going to be aligned with different levels of instructional coaching to ensure that the local programs and their coaches are well informed and trained and experts in delivering information at the local level to teachers in your local programs. The hazard of rolling out something like the content standards or any big initiative is that through successive generations of individuals taking information back to their local programs, after hearing it from experts, or hearing it from the state, and by the time it phases into local program teachers sharing information, there's often quite a bit of loss of information and sometimes even misunderstanding of information, as the content is kind of transmitted to these different areas of training or webinars, etc. So we really want to do our best to try to go direct to the coaches and talk to the folks that will be transmitting the information directly to teachers. That's kind of the focus of this tiered method across the phases with very interlocked coaching support throughout the whole process.

Slide 7: So if we look into the phases there are essentially two kind of separate components: the content standard implementation and then the best practices for the instructional coaches, as I was outlining. So the activities in phases one, two and three will include synchronous webinars for directors to provide kind of top-level direction that will be important for directors, then the pre workshop instructional coach webinars to help instructional coaches prepare for workshops, then face-to-face instructional coaches workshops that will be held across the state at different locations so that the experts and the coaches will be one to one working together. Then, after the workshops,

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post-workshop virtual supports for the coaches. Then phase four at the end of this, will be webinars for directors and instructional coaches to start to kind of monitor and support the full implementation of the content standards.

Slide 8: I mentioned there's going to be the face-to-face meetings across the state. We plan up to seven face-to-face workshops for instructional coaches for phases one and two. And we're looking at a good geographic spread for these workshops so that the trainers and my staff that'll be participating in these workshops will be able to get directly to different regions and you'll, at the local level, have greater ease in sending folks to get this instruction and thus, hopefully, be able to send more folks to those events. I opted for that, rather than the have one big meeting where everybody has to drive or fly into, because every time you do that you end up getting more than enough people that can't attend. That's not what we want, we really want to try to get directly to the source. Phase three are face-to-face workshops that will be in Austin, and that will be a workshop at the TALAE conference; we don't have the exact date for that yet but you could plan to kind of have that phase three event at TALAE. Then phase four, will not have a face-to-face workshop.

Slide 9: So let's talk a little bit about expectation.

Slide 10: The expectations for programs are, first, the identification and the support of instructional coaches. In this is really what should be happening right now in local programs is that you find, the directors identify who are going to be the best people to be the vehicles that will carry this information to the instructional program. Those might be instructional coordinators, program coordinator, and content developers, someone on your staff that is both an expert and a good communicator of content to your instructional staff. So they need some sort of training capability to and I think we have all those people in our programs in different roles. But start to think through who over an extended period of time is going to be the point person to kind of be the messenger for the information to the instructional program. There will be an alignment and evidence of the implementation of the content standards to instructional content by December. The expectation that by December of 2017, programs are beginning to align their curriculum and that there is evidence of implementation starting by December 2017. In July of 2018, we will have in our new contract for adult education literacy at the local level, a requirement of content standards to be implemented in all programs and across all levels of instruction. Throughout there will be supported training for instructional coaches in ongoing participation in the content standards regional forum which I'll talk more about in a bit.

Slide 11: The expectation for directors of the participation in the content standards rollout forum. Facilitating meetings or staff development around the content standard webinars with key staff. My expectation is that you know these events these webinars that we're doing you start to use those in staff development meetings to start to talk about this. The more down to the level of your part time, full time teachers, people are apprised that what's happening the more you'll be better positioned to rollout the standards and do so in a way that everybody feels like they're part of the process and that's very important. Attendance at the April 19th meeting is something that is expected for all the invitees for directors to nominate candidates to be instructional coaches for the training, and that those instructional coaches are supported. Then just participation in webinars for updates, and input for each of the four phases of the rollout. So while it looks like a lot of different things, it is. But this is also a kind of protracted long rollout, it's going to be a while as we move through out. So you've got plenty of time to plan and punctuate this throughout all the other obligations that you have at the local level.

Slide 12: The expectations for instructional coaches now turn to this is to participate in the content standards rollout forum, participate in intensive training and support through June of 2018,

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contribute to the resource bank including lesson plans and syllabi. This will be a resource that folks will be able to share what they're developing so that other programs can replicate or augment. And facilitating alignment implementation of instructional content to the content standards by December 2017. So that kind of steadfast development and revision of curriculum at the local level.

Slide 13: So let me talk a little bit about the content standards roll out forum that I've been referring to.

Slide 14: I think many of us watching this are familiar with the PD Portal and most of you are probably signed up for it and I'm proud to say that I just recently joined myself and I've been participating in what is such a high quality resource for us to have in Texas. I talk to other states and they're always envious about our PD Portal. So within here we've got some screenshots of the portal itself and how you can access the community of practice by clicking under the connect button there to join one of the communities.

Slide 15: We have one community dedicated to the content standards. So you can click right down there and see it we have over one hundred people in that forum right now.

Slide 16: And then once you get in, your you're signed up and you're already a member and you can find the actual topic within the content standards forum that you want to participate in. So this is very easy to use, trust me I'm a very busy person and this was very simple for me to connect to. So it's not something that's going to gobble up a lot of your time trying to figure it out, it's very intuitive but once you've dive in you can really get first hand feedback in engagement like we all thrive on with your peers and that time spent here listening and contributing will really help you. I truly believe roll out this work at the local level.

Slide 17: Any questions about that P.D. Portal can be directed to the P.D. Portal address at pdportal@tamu.edu. And I really encourage everybody take some time to join that today and make sure your instructional teams who will be working on this are also participating.

Slide 18: So let's talk about the benefits of the standards and kind of step back away from kind of like the nuts and bolts of what we're going to need to do participate in and talk about kind of why. Why is this important? We'll always want to kind of loop back around this and part of my intention here is to kind of model the messaging that you should be probably transmitting to your teams because teachers, especially, always want to know why? Why are we doing this? What is the benefit?

Slide 19: So let's talk about that and you'll probably be able to identify a lot more things than I'm going to outline here. First, I think we're all focused and want to really do a better job and instruction for our customers, for our students. Reading, math, E.S.L., those requirements and those demands that are placed on our students in the real world, at work, and supporting their child's education, in going to college, in finding jobs... that reading, writing, and math is always got to be at high quality as we can ever anticipate to deliver and the content standards will help give us a bedrock foundation for that level of high quality, high performing instruction. It'll help in the development of program course syllabi which we're going to be requiring our programs in the future. Every program, every class will have a syllabus, and in that syllabus we'll have the standards listed on it and that student in that class will be learning in. This is something I'm getting more and more excited about in providing an avenue for transparency to the student. So they know what is expected of them and what they should expect out of their instructor and their program in terms of learning and where they're going. Better lesson planning, of course, because there's a common language and entered to provide a very good framework not only in your own program, but across programs through

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sharing on lesson plans. Better alignment of construction to college and career training. You know that is the direction, we are more and more building out our program support for to help build a hand-in-glove response for student and adult education into college and career training. We want to make sure that that connection is as close as possible. Standards will help us reach there because there are rigorous and they align to college readiness. Then of course the assessment component, not just testing, but this full assessment comprehensive assessment model, that would be aligned to a common set of current standards.

Slide 20: If we think about program enhancement, an overall of course we're going to start to aim for higher program performance based on the standards and the standards, if being implemented, will drive and get programs to a higher performance level. I see an avenue for greatly improved local instructional leadership. Coaches will be able to support teachers in areas other than the content standards by building this cohort of coaches, which right now I can tell from our surveys and research is somewhat undefined model out there, these coaches will not only help carry the water for content standards to the instructional programs but begin to be a professional work force to be a conduit for the instructors to the different types of program models and requirements that are needed to be performed at the instructional level. A lot of programs have this in place already to their instructional coordinators but some places I think it's less defined. Expansion of content to serve a broader range of students. This is something I think we're familiar with and that I've talked quite a bit about but really getting into those untapped potential students that aren't accessing our services now. You know you've heard me in the past refer to the individuals, the non-consumers of adult education, those populations that aren't accessing our program right now but would stand to benefit from it. The disconnected youth who are not in school or who are not in the workforce, the internationally trained professionals and the high skilled professionals and high-skilled English language learners that may be opting for private ESL instruction or paying for instruction elsewhere but they're not coming to our programs. Job seekers that are looking for content that speaks directly to what businesses require and then, of course, the college ready focus. Again, more and more we see programs integrating with their developmental education department in their colleges or in their fellow colleges that are neighboring to them and we want to make sure that adult education is a strong fit to the rigor and the alignment of curriculum and content that is being provided in developmental education. So that in many instances we can supplant that service, not charge students for developmental ed but instead have them accessing our programs at no cost. And then, of course, better recruitment strategies because we're offering a much more broad and deeper expert-driven service aligned to a common set of standards and then, as will see in later phases, building stronger relationships with our business and workforce partners. We have a project that's rolling out right now that's going to align our standards to what work requires in certain industry sectors and so we will have, at the end of that project, really a way for the local programs to confidently talk to students and businesses about what level of expertise in reading, writing, math, E.S.L. do students need to enter middle skill and entry level jobs in certain sectors.

Slide 21: We step back and look at some of the data related to our population in Texas, one of the things that we talk so much about is about how are we able to grow and attract higher skilled students to our system. Many of you have heard me over and over talk about the fact that we really reach a very small percentage of students that are at the ninth to twelfth grade reading level but lack a diploma or a high school equivalency. And here we see state data of 17.5 million Texans that are 24 years or older, of those 1.5 million of those individuals or 8.7% have a reading level of ninth to twelfth grade but lack a diploma. If you contrast that with the percentage of students at those levels in our program, it's closer to about three to four percent of our students. So there's a large percentage of students that are in the public, they're disconnected from adult education and probably from all education. They may be enrolled in developmental education but most likely not because they lack a diploma. But they're not accessing services but they stand greatly to benefit from

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services. And so one of our, but we have small amount of those students in our system and we don't have a lot of expertise, we don't have lots of curriculum, we don't have a lot of instructors. So we've got to find ways to reach out, attract and then have an instructional response for those types of students. And the standards our core element to help us get there.

Slide 22: If we turn our attention to the English language learners in our program. And I've talked about this data for a long time, but we also see here that we have some very interesting statistics on students that are in our program. This is, these are the breakouts of students in our program based on their highest degree of school completed and whether that education was provided in America or outside the United States. If we look here, we see that, really surprisingly, and this really surprises everybody, including me, when every time I look at it. But we have over 17,000 individuals that are in our program, that have received education outside the U.S., so they're most likely English language learners that are immigrants outside the U.S., but have a high school diploma or higher. Look at the numbers of individuals with college or professional or college degrees; that's over 10,000 students that are enrolled in our system. The question to me or for me to you is what exactly are we doing with those students that is drawing and using that level of education in their home country to help move those students quicker and more articulately toward their goals? These are highly educated individuals that are in E.S.L. programs most likely. How are we capping and doing something possibly dramatically different from what we've done in the past in terms of instructional content. And we have good models growing up around folks taking this population doing something different in terms of meeting their professional and addressing their educational demands at a level of respect and of strategy that builds on a high skill of those individuals already have in their native language.

Slide 23: Another number I want you to focus on is this one here, of those English language learners our program, remember these are students enrolled right now or last year, 22,000 of them had a ninth to twelfth grade education in their home country. So despite the bias that I would say I even share that are ESL students in the lower levels of English, level one or two for example, have minimal education in their home country. The data just simply does not support that. If you look at the illiterate, if you think of individuals illiterate in their native language it's a very very small fraction really depending on how you define illiterate you know twelve hundred or maybe at best close to four thousand. If you look at fifth grade and below, so even our ESL students largely are highly skilled in terms of academic skills in their native language. So what are we doing instructional any different for them? I would say probably not much right now but the content standards are going to give us the avenue, the expertise, and the structure to build our curriculum to better serve more directly and better respect the skills and the academic levels of the students that we have in our program.

Slide 24: Let's look at the role of instructional coaches now, turn our attention to this.

Slide 25: The role of instructional coach will, first off be the content standard expert at the local level. They would be the point of contact, the individual that folks should default to when it comes to questions about the content standards. They should be the ones training and guiding local programs and their instructors in the topic of standards driven instruction. They should provide leadership for implementation, drawing not only from their own expertise but from what they learn from their peer network of coaches through the community of practice and through attending meetings around the state that they'll be learning from their peers. And then they will be the core team that's charged with developing the capacity at the local level supporting teacher development, observing classes, and building structural resources. A very exciting role I'd like to be an instructional coach myself, but it's a great place to be and those of you know that there are some people out there in your programs that will be very highly skilled and effective in doing this.

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Slide 26: The qualities of course, and this is what we've heard from you, what a good coach should have, and I appreciate your feedback that you've provided us, of course, motivation and passion, commitment, flexibility, the desire to do this. I think you don't want someone that you have to make do this, you want someone that says, that's what I want to do, yes I'm in. It's got to be someone that can effectively model best practices. So, preferably they have some deep instructional background so they can really talk about the student level of engagement in standards based instruction. Someone that understands the challenges of multi-level classes, I think that that kind of a common default for us in Texas, and probably everywhere else. Really some of that really did a good job of multi-level instruction. Of course, they got to have good people skills and these kind of folks always do and then they have to be prepared and professional and ready to go because while we're doing it over an extended period of time, we do need someone that going to keep up with it and keep it driving forward.

Slide 27: So let's kind of also look at how we've taken your questions and cycled them into some structure in terms of responses.

Slide 28: So one of the big questions was, how long is the commitment for instructional coaches to participate in the rollout? Well as I mentioned this is kind of an extended rollout, up and through right now we've playing through June of 2018. I want to always say that this is going to be iterative process. Things will probably adjust and enhance as we learn more and listen to you. So I'm making that commitment, I'm making that clear to the team that is rolling this out through TCALL, through our professional development system, my team, and folks that are engaged in this project that we've got to be prepared to be flexible because this is a new realm for us and we want to be able to listen well and make mid-course adjustments. But as we see it today, of April 6, 2017 this is what our plan looks like. Starting right now January thru April these webinars that you're participating in, the community of practice, the roll out meeting in April and then we will begin starting to look at implementation of this activity within local programs. In May and June we'll see the instructional coaches for each program will be identified, letters of commitment to participate will be completed in a progress report will be made. We will ask local programs to kind of talk to a summer institute about where they are still very early in the process, we're not expecting everybody to have this all up and running but we've got to start to see some strong attention and dedication committed to this early on, so that we can have a very productive summer rolling this out into the fall. Phase one will start in July with different elements of understanding the content standards and those webinars and workshops that I mentioned earlier. Same with phase two and all along this process, local instruction being aligned to the content standards. As we get into January, we'll get into phase three, planning for implementing and sustaining the standard webinars, workshop at TALAE. It's probably going to be a very big event at TALAE, the more I'm looking at this because they'll be had have been a lot of activity that's going to be happening by the time we get to TALAE. I think that will be a good place for us to wipe the sweat of our brow, get together, share where we've been, talk about our successes, and then talk about what it needed to move forward. Phase four will be observations of standards based instruction. My team will always be starting to look at what is happening in terms of changes there and in alignment to the occupations with any key careers clusters will happen as that project I alluded to earlier begins to come online. But we're a long way from there right now contract hasn't even been written for that work. So that's a long way down the road but that's where we're going.

Slide 29: We get a lot of questions about how are we going to monitor progress towards the content standards implementation. And that word monitor kind of word freaks people out and I want to assure everybody this is not a monitoring exercise where our program monitors are going to come out and look at curriculum. I don't see that being the way that we're going to look at this type of process rolling out. Well, what I do see happening is that our program Support Specialist in my

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office will be asking questions about how you're implementing, how is it rolling out, what is needed? We'll be asking quarter two of next year's report, for a progress report of our things rolling out, what is needed, what are the areas of development that are weak and what are strong. And I say all this because we want to communicate with you we want you to communicate back to us because I'm no fool I know that this is a big lift for us. This is a lot of new development and new work and I want to learn what we can do at the state office through resources, through funding, through support, through expertise, through guidance, what it we need to do charge me, charge my team with work to help figure out how to support you. So this is a team process and we're the ones charged with helping you. That's what I see our role as, largely, as support to the local programs and the communication back to us will help us. So as we communicate with you and if you write your quarterly report and those types of things, feedback is instrumental.

Slide 30: What will be the cost for programs to participate in the rollout? I think largely professional development funding that is allocated to you will need to be going towards that time of these instructor coach's travel, substitute pay, those types of things that you might anticipate and forecast, as you see based on this webinar and what you're hearing things to look kind of how this will rollout. So we're getting into the budget season and this is the time for you to start forecasting what those costs are and the communicating back to us how you see this fitting into your professional development budget and what you might need there in terms of guidance. So that as we learn more I think after April 19th, you'll really have a better sense of what the volume costs for your local programs might look like.

Slide 31: We have a question of how many instructional coaches does each program need to have. We're saying that each program should have at least two and then each sub grantee should have at least one. And we're developing some work around this to kind of help you forecast but I think a minimum of two because it's a long process you can't guarantee that you're going to have staff in place and because of the thickness of this content and the time that were rolling out. I think having a back-up or having two people engage will be very important case you lose a staff member. The other element there is that we want to make sure that the sub-grantees are adequately staffed and we'll be talking to grant recipients about that but the sub recipient in our programs, in our consortia, have their own instructional culture and their own instructional framework and a coach dedicated at that level is important because I don't think there is much one size fits all that works very well in adult education, especially when you're implementing something quite like this.

Slide 32: Another question, how will Career Pathways be worked into the content standards? I mentioned earlier that we have a new project that's called the standards alignment to industry clusters and that project will be charged with taking the standards as they exist today and not modifying them but providing an overlay that aligns those standards to entry and middle-level work in four different industry clusters. So that's a project starting now and will take about a year to complete but, after that, you'll have not only your standards that we have today but kind of this overlay of at what level and for what kinds of occupations do individuals need to go to read, write, speak English and do math. So that's an exciting project that's going to be a one of a kind out there terms of what states have to offer their local program. I think it will really foster communication and strengthen our engagement with employers and with our workforce systems to be able to talk at that level of specificity about entry level work. So I'm very excited about that project and I think you're going to see some real possible possibility for implementation.

Slide 33: So that ends this webinar. Kind of steps that we've talked about are. Right now identifying your coaches, reviewing the information that is available, joining the community of practice, get involved, ask questions, talk to me, talk to the people in the community at practice. I want my e-mail to get flooded with people responding to things so that I can get in there and do it

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myself because I'm committing to that. And then our next big step is attending the April 19th meeting in Austin where we're going to really be able get together and join and talk about this. So, I appreciate your attention; I hope you take this webinar and share it with your team, and I hope you start to formulate questions back to us and to the individuals involved in the rollout of the content standards. Thank you for your attention. Bye.