

Teacher Effectiveness and Adult Education Teacher Competencies

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Agenda

- Discuss the qualities that help an adult education teacher to be effective
- Discuss how the Adult Education Teacher Competencies can provide a structured basis for professional development of adult education teachers

POLL:
WHO IS WITH US?

What Is An “Effective Teacher”?

- Are there times when you have felt you were particularly effective with a class?
- If so, what knowledge or skills or other characteristics enabled you to be effective?

Definitions of Effectiveness

“There are many different conceptions of teacher effectiveness, and defining it is complex and sometimes generates controversy. Teacher effectiveness is often defined as the ability to produce gains in student achievement scores [but that] prevailing concept of teacher effectiveness is far too narrow.”

Little, Goe, & Bell (2009, 1)

Teacher Effectiveness in Adult Education: More Than Test Scores

*“In adult education, definitions should probably go beyond judging teachers by adult students’ performance on standardized tests. They should include such things as **helping students persist in reaching their education goals** (in or out of the classroom) and **helping them advance in meeting life goals**: e.g. **getting a better job, reading to children, reading for personal pleasure, searching the web, navigating the health care system, or even learning how to send a text message on a mobile phone**. Moreover, in adult education, an effective teacher is necessary but not sufficient for high student achievement, since other factors—such as program leadership, class size, intensity of instruction, time on task, and student characteristics—also play a role in student learning.”*

Smith & Gomez, 2011: 4-5

Teacher Effectiveness and Learner Outcomes

*There is a “critical relationship between learner outcomes and effective classroom practice. While there is limited research showing direct correlations between specific instructional practices and adult learning, there are a number of teacher **competencies** recognized as broadly effective by practitioners, administrators, and learners.”*

Maryland’s Office of Adult Education and
Literacy Services

Teacher Quality & Teacher Effectiveness in K-12

- The level of knowledge and skills that teachers bring to the classroom, as measured by teacher preparation & qualifications (often referred to as **“teacher quality”**)
- Classroom practices (e.g., how that knowledge & skill is translated into instruction that impacts student learning (often referred to as **“teacher effectiveness”**))

Our focus: **TEACHER EFFECTIVENESS**

Effective Teaching Activities

- If you are thinking of an effective teacher, what kinds of activities would you expect of that teacher?
- Some possibilities:
 - Plans effective lessons
 - Provides effective instruction
 - Motivates and engages learners
 - Monitors and assesses student learning
 - Communicates effectively with learners
 - Pursues professional development opportunities

POLL:

THE ROLE OF TEACHER PREPARATION

Diversity of Adult Education Teachers

Diverse in:

- Teaching contexts (e.g., school districts, CC, CBOs, libraries)
- Learners (e.g., literacy level to internationally trained professionals with diverse needs and goals)
- Job role and status (e.g., teacher, lead teacher, program manager; part- or full-time)
- Prior preparation
- Number of years and experiences in teaching
- Subject focus (e.g., ABE, ASE, ELA, reading, math)
- Other

Adult Education: Often a “Side Door”

- Limited number of formal education programs focused on teaching adults
- Differences in state requirements lead to different entrances to adult education
- Common entry points:
 - Tutoring/Volunteering
 - Adding a night class to K-12 teaching
 - Focusing on lower level students in CCs
 - Peace Corps
 - Other?

POLL:

HOW DID YOU ENTER ADULT
EDUCATION?

POLL:

THE ROLE OF LEARNING ON THE JOB &
IN PROFESSIONAL DEVELOPMENT

The Adult Education Teacher Competencies

- Identify knowledge and skills needed to effectively meet the needs of students and promote student learning (**the competencies**)
- Provide a structure for determining the knowledge and skills that an adult educator still needs to develop and **the professional development activities** that will help to acquire them

POLL:

RATE YOUR KNOWLEDGE OF THE
COMPETENCIES

The Adult Education

Teacher Competencies

- Developed by the Promoting Teacher Effectiveness in Adult Education Project funded by OCTAE
- Goal: To improve effectiveness of teachers and achievement of learners in the adult education system through the development of instructor competencies designed to meet 21st century demands
- Activities
 1. Comprehensive review of relevant literature
 2. Input from national subject matter experts
 3. Field test in 8 sites
 4. Feedback from the field (almost 2,000 comments from workshops, focus groups, conferences, pilot sites, LINCS discussion, etc.)
 5. Revision and development of final competencies

Structure of the Competencies

- **4 Domains:** (broad areas of activity)
- **17 Observable Competencies:** 4 or 5 for each Domain
- **Set of Performance Indicators for each competency:** describe what the competency looks like in an adult education context
- **Sample Illustrations:** provide examples of the practice in different adult education settings (multilevel ESL class, literacy class for English speakers, ABE reading or math class, etc.)

The 4 Domains

- 1. Monitors & manages student learning performance through data**
- 2. Plans & delivers high-quality, evidence-based instruction**
- 3. Effectively communicates to motivate & engage learners**
- 4. Pursues professionalism & continually builds knowledge & skills**

Self Assessment Tool

- 17 questions – 1 for each competency – with sample performance indicators and illustrations
- Interactive
- Answers in 3 columns subtotaled for each competency and domain related to:
 - Relevance to my teaching
 - My own proficiency
 - Program priority level
- Tallies your score and creates an individual PD plan with several recommendations for additional development
- Takes up to 40 minutes to complete; can save and continue at a later time
- Should be completed periodically and kept as record of formative assessment of continuous learning

Self-Assessment

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
I. Monitors and manages student learning and performance through data												
1. Assesses learners' prior knowledge, learning needs, and college and career readiness goals <i>View Performance Indicators</i> <i>View Sample Illustrations</i>	<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 <i>View Performance Indicators</i> <i>View Sample Illustrations</i>	<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 <i>View Performance Indicators</i> <i>View Sample Illustrations</i>	<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 <i>View Performance Indicators</i> <i>View Sample Illustrations</i>	<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"/>

Save & Continue Save & Close Cancel

If you experience any technical issues with this assessment, please notify CALPRO through this link: <http://calpro-online.org/techhelp.asp>.

Who Can Benefit from the Adult Ed Teacher Competencies?

Beginning Teachers: (even with strong teacher preparation); can help identify areas to focus on in induction

Experienced Teachers: reflect on practice & engage in self-assessment; may be new knowledge or skills to develop

Mentors: guide and analyze classroom observation data & feedback to determine where support is most needed

Administrators & Instructional Leaders: guide for classroom observations & identify most useful PD for individuals or groups of teachers (with teacher input)

Professional Developers: design and guide PD to help teachers increase content knowledge and teaching skills

Use of Self-Assessment or Competencies

- What is your position?
- In the box for your position, indicate whether or not you have used the self-assessment or competencies on your own.

Using the Competencies for Professional Growth

Domain 4 – Pursues professionalism and continually builds knowledge and skills

Competencies

- **Possesses content area knowledge & teaching skills required for subjects & populations taught**
- **Participates in professional development networks & learning communities**
- **Refines instructional practices through reflection on experience, evidence, & data**
- **Participates in & contributes to program effectiveness efforts**

PD Workshops & Reflective Cycle

4.1. Possesses content knowledge and teaching skills required for subject and populations taught.

4.1.4 Connects professional learning to instructional practice by implementing what has been learned, evaluating the impacts, and refining practice going forward.

Sample illustration

An ABE mathematics teacher wants to improve learners' conceptual understanding of the differences in measuring length, area, and volume. The teacher attends professional development workshops that describe the importance of using concrete manipulatives in developing these concepts. After using these tools in the classroom, the teacher believes that the learners have a clearer notion of measurement concepts but wants to do a better job of linking manipulatives to learners' understanding of measurement units. The teacher plans adjustments to address this weakness in the next cycle."

Study Circles

4.2. Participates in professional development networks & learning communities

4.2.1 Participates regularly in a professional learning network or community of practice, with the express purpose of improving teaching and learning.

Sample Illustration

“An intermediate ESL teacher’s second language reading pedagogy relies largely on experience teaching high school English literature. The teacher decides to join a study circle with other local ESL teachers to improve her knowledge base and strengthen her practice as an ESL reading teacher. The teacher is able to make adjustments to instructional practice, with improved focus on alphabets, reading fluency, & vocabulary development.”

Professional Learning Communities (PLCs) or Communities of Practice (CoPs)

4. 2. Competency: Participates in professional development networks & learning communities

4.2.4. Performance Indicator: Shares, gives, & accepts feedback related to student learning through professional networks & learning communities

Sample Illustration:

“A group of ABE & ASE teachers agree to engage in a semester-long project focused on improving the amount & quality of ‘learner talk’ in their classes. The teachers devise an observation protocol that they use while observing each others’ classes to record questions & directions that seem to encourage or stifle productive learner discourse. Over time, the teachers begin to adjust their teaching practices in response to patterns they notice through the project.”

Reflective Teaching & Journaling

4.3 Refines instructional practice through reflection on experience, evidence, and data

4.3.1 Identifies the phases involved in the reflective teaching process and articulates the link between engaging in the process and student learning

Sample Illustration

“An ABE literacy teacher is concerned about nonparticipation patterns during phonics activities among a few learners. The teacher starts a teaching journal to focus attention on the learners’ behaviors and her own reactions. At a teachers’ meeting, the teacher shares her reflective process & observations and when colleagues acknowledge similar concerns, the teacher and colleagues decide to undertake a collaborative journal writing project. . . .”

Reflective Teaching & Peer Observation

4.3. Refines instructional practices through reflection on experience, evidence, and data

4.3.2. Understands the nature and purpose of teacher reflection tools (e.g., teaching journal/diary, self-observation, action research) and uses these tools in response to the local teaching context.

Sample Illustration

“A multilevel ESL teacher is concerned that all learners are not being reached and that the lower level learners are falling behind because the teacher hasn’t been able to give them enough time. The teacher teams up with a colleague to investigate how to improve the outcomes of these learners. The two teachers discuss the issue, and the teacher’s partner observes him and scripts what is observed, avoiding opinions. The teacher does the same observation and scripts for his partner, and they meet in conference to discuss their findings.”

Program Improvement

4.4. Participates in and contributes to program improvement efforts.

4.4.2. Identifies patterns in learner achievement to suggest program-wide changes in content, pedagogy, or professional development.

Sample Illustration

“An ASE bridge to college teacher notices that learners routinely arrive in class needing a great deal of work in writing and mathematics. . . .The teacher begins a program-wide discussion of possible responses to the problem. The program’s leadership, with additional input from teachers, decides that teachers will no longer teach all subjects that are tests. Instead, teachers will specialize in one or two content areas. . . .”

Effective Professional Development (PD)

Some qualities:

- Job-embedded & relevant to current teaching
- Teacher (and administrator) designed
- Sustained (of sufficient duration to make a difference and build a sense of both community and autonomy)
- Reflective (on own effectiveness)
- Includes formative assessment system that involves observation & feedback on teaching and learner data
- May take many different forms, depending on teaching experience, context, goals, needs (mentoring, observation & feedback, study circles, CoPs, PLCs, lesson study, etc.)

QUESTIONS?

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Thank you for
joining us.

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