

Teacher Competencies Project Update Webinar

January 16, 2015

2:00 pm EST

Agenda

How it began

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graph TD; A[How it began] --> B[Progress to date]; B --> C[Current status]; C --> D[Next steps and anticipated timelines]; D --> E[How you can get involved];
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Progress to date

Current status

Next steps and anticipated timelines

How you can get involved

How it began

Part of a larger standards-based education movement

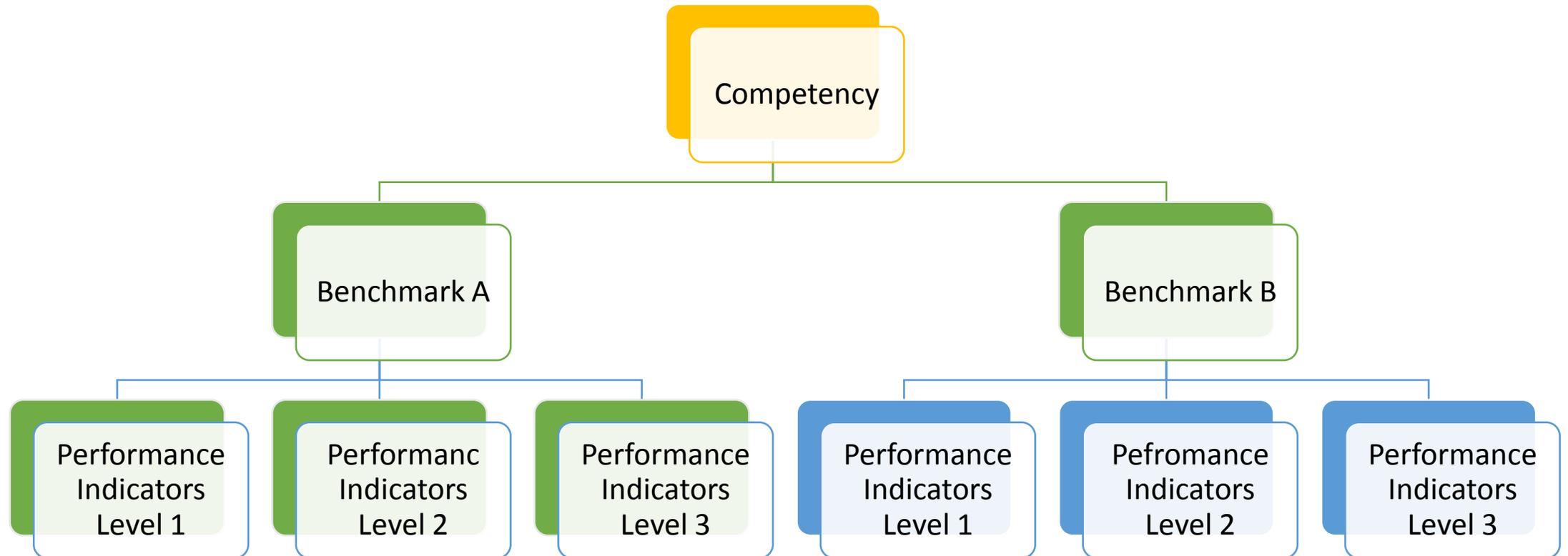
Planned for a higher education partner/ Credentialing Options

Workgroup

Comprehensive review of existing standards and credentialing systems for both K-12 and Adult Education

In-depth exploration of North Carolina Adult Education Credentialing System, Ohio's AE Teacher Standards, and Indiana RISE K-12 Evaluation System

How it began...The Structure

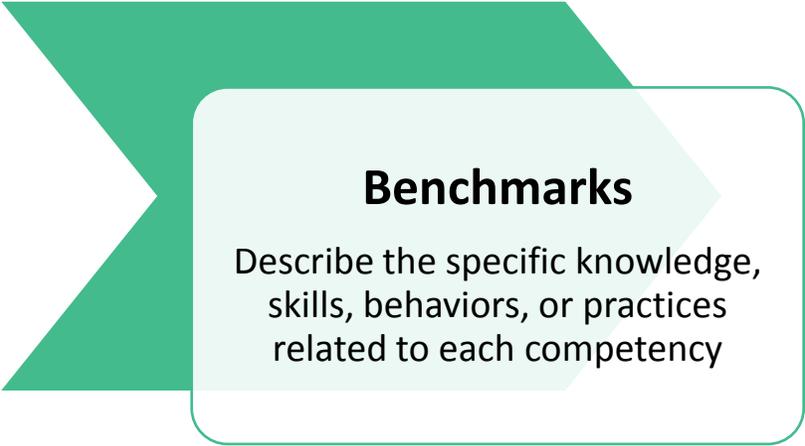


The Structure



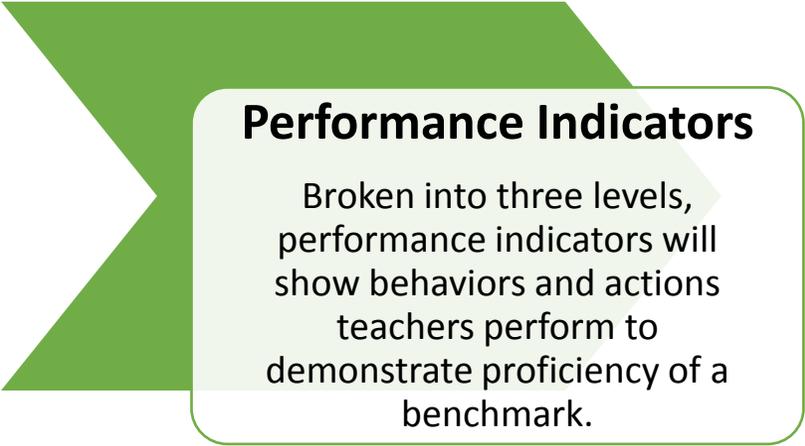
Competencies

Broad overarching goals and themes that serve as the framework for what instructors should know and be able to do.



Benchmarks

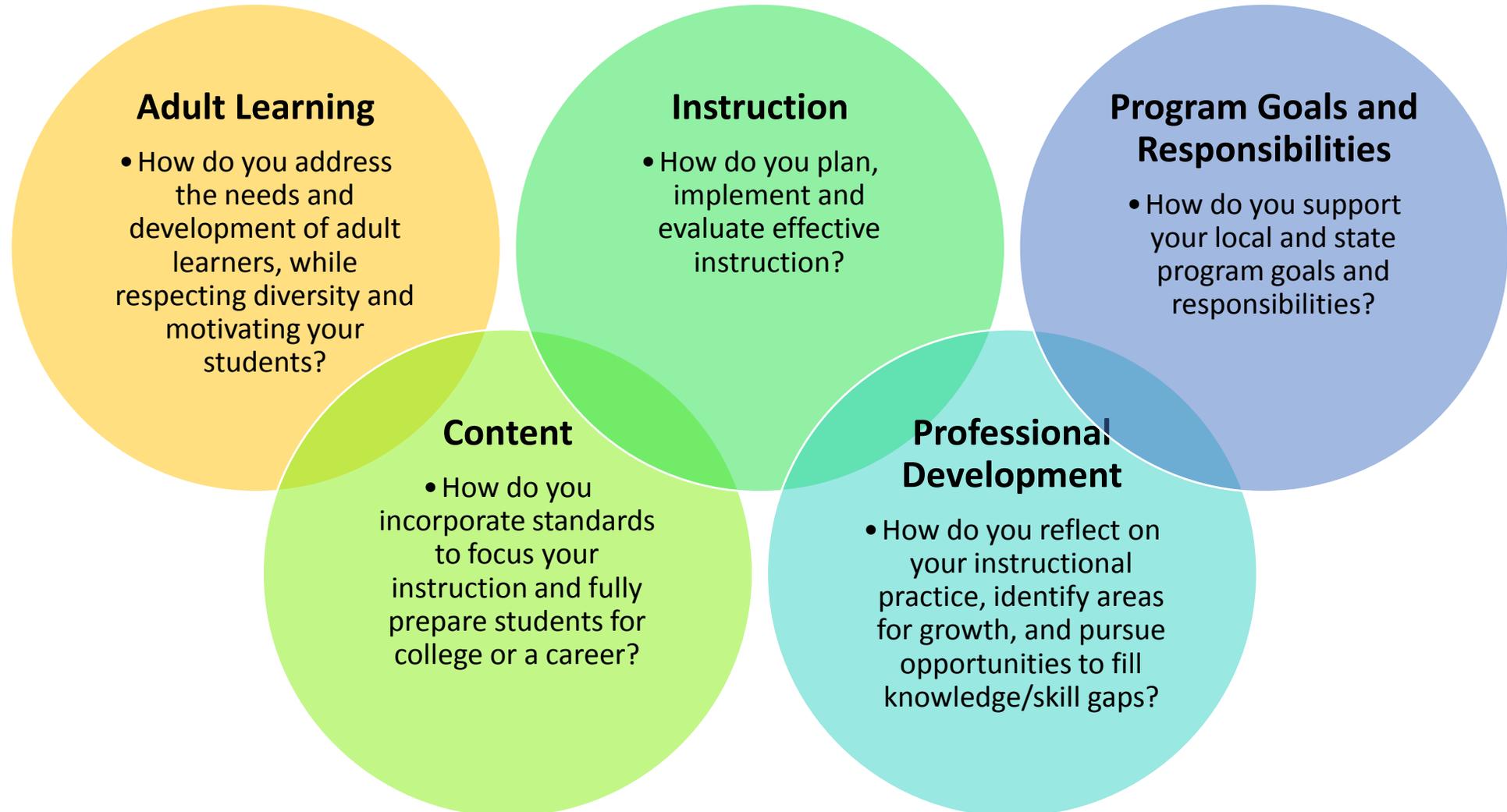
Describe the specific knowledge, skills, behaviors, or practices related to each competency



Performance Indicators

Broken into three levels, performance indicators will show behaviors and actions teachers perform to demonstrate proficiency of a benchmark.

The Competencies Areas



Progress and current work...

Competencies and Benchmarks have been created and initial public feedback period completed

Level 1 performance indicators are in the final revision process and initial public feedback period completed

Level 2 performance indicators are in development with public feedback for competencies 1-3 being released 1.16.15

A draft glossary and teacher self-reflection tool are currently in development

Teacher Induction Training aligned to Level 1 Performance Indicators is under development and will operationalize this fall

A guide to accompany and support the competencies will be developed

Teacher Workgroup will continue to meet to provide feedback and support our efforts



IN AE Teacher Competencies

The Indiana Adult Education Teacher Competencies are being developed to support a statewide standards-based education movement. The competencies are intended to:

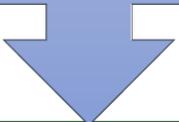
- ✓ Professionalize the field of Adult Education instruction
- ✓ Create a common language to facilitate communication regarding teacher responsibilities and growth
- ✓ Inform the development of a comprehensive professional development system that embraces a teacher development continuum
- ✓ Recognize the most critical aspects of quality adult instruction

Initial research into teacher competencies led to an exhaustive review of both K-12 and Adult Education teaching standards. Efforts were then focused on the Adult Education Teacher Standards for two states: North Carolina and Ohio.

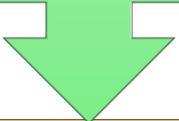
These two systems most closely matched Indiana's vision for an adult education teacher growth continuum and provided excellent models for initial analysis. To determine alignment, these two systems were cross-walked to the Adult Education Teacher Handbook and to

How your feedback helps..

1.2.4: Provide support and resources for students with specific needs



Feedback: 1.2.4 "specific needs" is vague



1.2.4a: Identify students who need additional support or resources and seek appropriate assistance to optimize that student's learning experience

2.3: Instructors demonstrate a deep understanding of content by identifying areas of instructional focus, scaffolding and sequencing standards-based curriculum.	2.3.1a: Work with a mentor to identify core content knowledge for instructional focus	2.3.1b: Utilize deep understanding of content knowledge to narrow instructional focus and identify core content areas
	2.3.2a: Work with a mentor to identify and follow appropriate scaffolding of content	2.3.2b: Demonstrate deep understanding of content knowledge by appropriately scaffolding students into and out of specific lessons
	2.3.3a: Work with a mentor to identify and follow appropriate sequencing of content	2.3.3b: Demonstrate deep of content to effectively sequence content for optimal instruction

Teacher Induction Training...

Day 1 In-Person Training

- Application of skills/concepts from pre-work module

Interim Webinar

- Building Content Knowledge

Day 2 In-Person Training

- Application of skills/concepts from prework module and synthesis of day 1 and day 2

Final Project

- Submission of a PD Portfolio
- Additional requirements TBD



Distance Learning Components Ongoing

Distance Learning Components

Introduction to Teacher Induction

- Overview of induction training, competencies framework, self-reflection tool

Day 1 Prework

- Adult Learning Theory
- Learning Acquisition Principles
- Overcoming Bias in the Adult Education Classroom
- Effective Grouping Strategies
- Learning Styles
- Using Assessments in Instruction
- Creating a Motivational Learning Environment

Using Data to Inform Instruction

- Accessing and analyzing multiple data points and their impact on instruction, includes Inters

Working with Customer Barriers

- Identifying barriers, accessing supportive services, using strengths-based and empowerment approaches

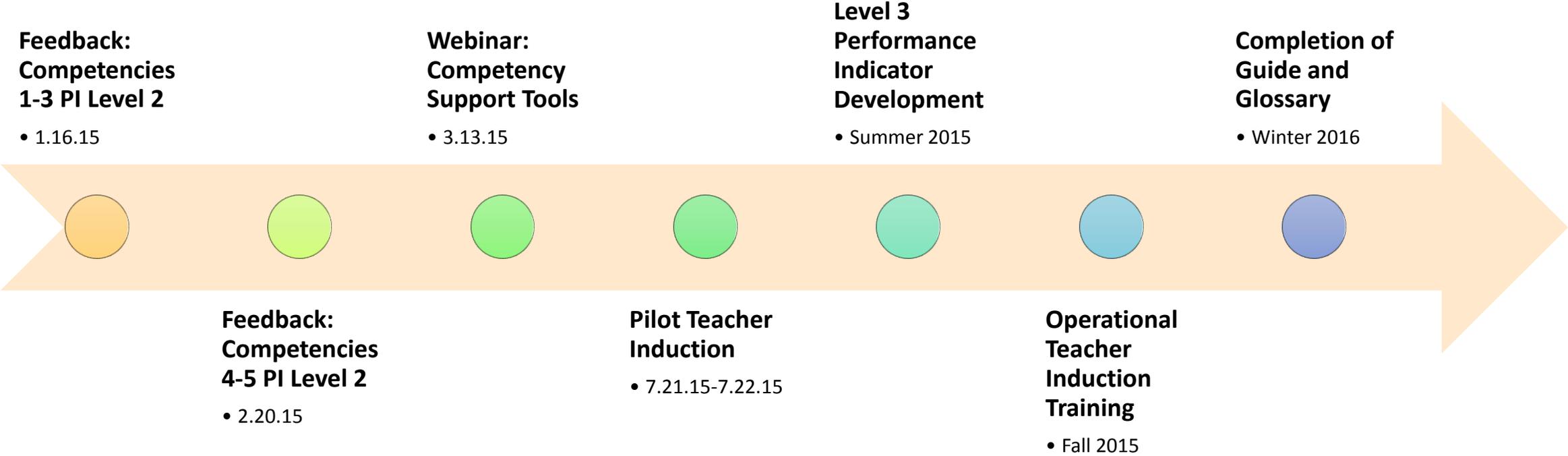
Technology in Adult Education

- Accessing and using technology in ways to enhance student learning

Day 2 Prework

- Webb's DOK
- Effective Questioning
- Lesson Planning
- Writing Objectives
- Instructional Methods and Strategies

Next Steps



How you can get involved...

Let new/novice AE Teachers know about the project. And encourage them to work with their directors to apply for the 2015-16 Teacher Induction Training cohort.

Provide feedback during the public comment periods. Specifically, complete feedback survey on Level 2 Performance Indicators for Competency Areas 1-3

Participate in our next project update webinar on 3.13.15

Attend one of the Teacher Induction workshop pilots at Summer Institute and provide feedback on the training through the session evaluation.

Send questions/comments to DWDAdultEdPD@dwd.in.gov.

Links to Level 2 Performance Indicator Feedback Surveys...

- Adult Learning:
<https://www.surveymonkey.com/s/AdultLearningCompetency-Level2PerformanceIndicators>
- Content: <https://www.surveymonkey.com/s/ContentCompetency-Level2PerformanceIndicators>
- Instruction:
<https://www.surveymonkey.com/s/InstructionCompetency-Level2PerformanceIndicators>

How to get PGP points and complete your DWD PD attendance requirement...

Attend today's webinar

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graph TD; A[Attend today's webinar] --> B[Complete feedback forms on Level 2 Performance Indicators for Competency areas 1-3 (released today –insert links)]; B --> C[Complete feedback forms on Level 2 Performance Indicators for Competency Areas 4-5 (to be released on 2/20/15)]; C --> D[Attend the 3/13/15 project update webinar that will go into more depth on the support tools]; D --> E[Complete feedback form on Self-Reflection Tool (released 3/9/15 and must be completed by 3/20/15)];
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Complete feedback forms on Level 2 Performance Indicators for Competency areas 1-3 (released today –insert links)

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Questions/Comments

