

Improving Instructional and Programmatic Outcomes Through the Use of Professional Development and Critical Self-Reflection

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Overview of Presentation

- Research/Context
- Background
- Development
- Implementation
- Outcomes
- Impact to the field
- Current status of the Credential

Research/Context

- Perception that the research base is weak
- Perception of adult educators as inadequately or inconsistently trained
 - Quality of training needs to improve
 - Definition of professional development is limited
- Inadequate resources to fund training for adult educators
- Inadequate and inconsistent teacher resources

Strengthening the Field

- Debate among the field about how and whether to professionalize the field of adult education
 - Threats that field will become more bureaucratic
 - Reduction in number of people entering the field

Ways to Address the Situation

- Ties to colleges and universities to provide training in ABE and ESOL students
- National Reporting System (NRS)
- More formal credentialing process related to knowledge, skills, and abilities in adult education
 - Current Texas AE requirements
 - Teachers with 2+ years of experience: requirement is bachelor's degree supplemented by 12 clock hours of PD annually
 - Teachers with less than 2 years of experience: requirement is bachelor's degree supplemented by 24 clock hours of PD annually
 - Adult Education Credential is Optional

The Texas Adult Education Credential

- The Teacher Credential
 - Overview
 - Basics
 - Requirements
 - Core Content
 - Professional Development Planning
- The Administrator Credential
 - Overview
 - Basics
 - Requirements
 - Content Framework
 - The Electronic Portfolio

The Texas Adult Education Teacher Credential Overview

- ❑ Created by Texas adult educators
- ❑ Response a request from the field (TALAE)
- ❑ Specifies knowledge that Texas adult educators say is necessary to perform the duties associated with their jobs
- ❑ Intent: to professionalize the field of adult education
- ❑ Based upon focused and sustained professional development
- ❑ First conceptualized in 1998
- ❑ First teacher completed the Credential in 2006

Teacher Credential: Basic Requirements

- Participants must be assigned as the Teacher of Record in Texas Educating Adults Management System (TEAMS)
- Participants complete professional development based upon the Six Core Content Areas
- Participants implement learning
- Participants reflect on the outcomes of instruction
- Participants submit written reflections in The Credential Information Tracking System (CredITS)

The Six Core Content Areas of the Teacher Credential

- Principles of Adult Learning
- Teaching/Learning Transaction
- Diverse Learning Styles, Abilities and Cultures
- Integrating Technology into Adult Learning
- Accountability and Assessment
- Contextual Learning

Professional Development Planning for the Teacher Credential

Involves:

- Setting goals and determining needs
 - should involve both the teacher and supervisor
- Identifying professional development
- Evaluating professional development options
- Establishing timelines

Teacher Credential-Appropriate Professional Development

- PD must be related to the core content area(s)
- PD must be current
 - Graduate coursework-7 years
 - Other professional development-5 years
- Examples of PD Options (not complete list)
 - Workshops and conference sessions
 - Graduate coursework
 - Study circle with mentorship
 - Teacher action research
 - Self-directed projects

Teacher Credential Requirements: Teacher Reflections

- Teachers complete professional development
 - Teachers have the flexibility to select activities that best meet their individual needs
- Teachers implement learned knowledge/skills
- Teachers reflect on their practice
 - Teachers produce and submit a written reflection which becomes a part of their electronic portfolio submitted in The **C**redential **I**nformation **T**racking **S**ystem (CredITS).

The Texas Adult Education Administrator Credential Overview

- ❑ Created by Texas adult educators
- ❑ Response to a request from state leadership
- ❑ Specifies knowledge and skills that Texas administrators say is necessary to perform the duties associated with their jobs
- ❑ Intent: to further professionalize the field of adult education
- ❑ Based upon practical application of knowledge and skills specified in the Content Framework
- ❑ First conceptualized in 2006
- ❑ First administrator completed the Credential in 2008

Administrator Credential Requirements

- Participants must be assigned to administrative roles in Texas Educating Adults Management System (TEAMS) and meet eligibility criteria approved by Texas LEARNS
- Participants must create an Electronic Portfolio for submission in The Credential Information Tracking System (CredITS)

Administrator Credential Basics: Flexibility and the Value of Experience

- Appropriate for:
 - Experienced administrators
 - Novice administrators
 - Administrators employed in less comprehensive administrative roles
- Practical application of knowledge and skills
- Practical application of knowledge and skills
- Collaborative learning communities
- Mentoring relationships

The Administrator Content Framework

- Domain I: Program Development
 - Community Relations
 - Organizational Culture
- Domain II: Program Management
 - Human Resource Management
 - Finance
 - Curriculum and Instruction
- Domain III: Program Accountability
 - Operational Accountability
 - Student Achievement

The Administrator Credential Electronic Portfolio

- The Six Common Products of the Electronic Portfolio
 - Professional Resume/Vita
 - Evidence of a Bachelor's Degree or Higher
 - Evidence of Service to the Profession
 - Evidence of Knowledge and Skills Related to the Principles of Adult Education
 - Evidence of Content Knowledge
 - **The Annual Program Plan**

The Administrator Credential Annual Program Plan

- Culminating Product
- 8 Sections
 - Community Profile
 - Political Climate Synopsis
 - Organization Mission/Vision
 - Grants and Funding
 - Annual Budget
 - Program Promotion
 - Program Policies and Procedures
 - Evaluation Plan

Administrator Credential Development

- Research
- Content focus groups/Advisory Committee
- Content validation
- Structure work group
- Evaluation plan design
- Initial pilot
- Software development (CredITS)
- Expanded pilot

Credential Project Implementation

- Teacher Credential-full implementation 2006
- Administrator Credential-full implementation 2009

Teacher Credential Implementation

□ Teacher Credential

- Small pilot in conjunction with initial funding
- State funding eliminated (2002) and later reinstated (2004)
- 2004-2006 software development, promotional efforts and state-wide initial professional development
- First teacher completes 2006

Administrator Credential Implementation

- Administrator Credential
 - Initial funding 2006
 - Initial pilot 2008 without software
 - Expanded pilot 2008 after software development
 - First administrator completes 2008
 - Full implementation January 2009

Instructional and Programmatic Outcomes

- Preliminary and on-going data collection and research
- Unanticipated outcomes
- Findings from initial data collection

Outcomes/Research

□ Preliminary Data Collection

■ Qualitative

- Participant Surveys
- Participant Interviews
- Participant Focus Groups

■ Limited Quantitative

- Credential Tracker Database
 - Professional Development Selections
 - Assessment/Performance Data
 - Regional Participation Rates
 - Completion Rates
 - Time to Completion

□ Future Data Collection

■ Qualitative

- Stakeholder Surveys
- Stakeholder Interviews
- Participant Focus Groups

■ Quantitative

- Student Performance Data by Teacher
- Student Persistence Data by Teacher
- Program Performance Data by Administrator
- Staff Retention by Administrator
- Administrator Leadership

Unanticipated Outcomes

- Increased Project Visibility
 - Participants Advocating for the Project
 - Conference Presentations
 - Regional and State Leadership Meetings
 - Publications
 - Recruitment
 - Mentoring
 - Training

Participant Reported Outcomes from Preliminary Data Collection

- Sample survey question: Example 1
 - What impact has the Credential had on your career and/or your professional practice?
 - Teacher Response: “It has had a great impact on me. I was promoted in my job from a teacher to a supervisory position with a pay increase. Also, I now work as a trainer...I was invited to serve on the Credential Advisory Committee.”
 - Administrator Response: “Regarding my ability to do my job, it has had a strong impact. I credit the process of developing the written product-and the product itself-with success in finding the grants that our organization needed to continue offering literacy services in our area.”

Participant Reported Outcomes

Continued

- Sample survey question: Example 2
 - What impact has the Credential had on student persistence within your program?
 - Teacher Response: “The Credential produces a well-rounded professional that allows him/her to acknowledge the need to modify instruction in order to engage all learners. I see this in my classes as indicated by the stable number of contact hours and increased level of student persistence.”

Impact to the Field

- Sample survey question: Example 3
 - What impact do you think wide-scale implementation of the Credential will have on the field of adult education in Texas?
 - Teacher Response: “I would think it would make Adult Ed more credible. I would love to see all programs have credentialed administrators who have proven they understand what it takes in order to administer a valuable program. I would love to see teachers demonstrate their knowledge specifically in the areas of adult education in order to make the profession more effective and more respected.”
 - Administrator Response: “...as more people complete the Credential, the work involved should garner greater respect in the field because more people will know and understand the work involved.”
 - Dual Role Response: “Having people who are more knowledgeable and more qualified will have an impact on the quality of education adults in Texas will receive.”

Current Status of the Credential Project

- Teacher and Administrator Credentials fully implemented; administration/maintenance
- Participation: Optional
 - Teacher Credential- Challenges; part-time status; incentives and support
 - Administrator Credential- Reception; full-time status; well supported
- Research On-going
- Funding: Continuation; annual

Summary

- Indications from the field:
 - Administrators attribute program improvement and increased student achievement to their participation in the Credential Project
 - “Student/program data definitely supports my perception that the Credential had a beneficial impact on student performance...program received a Commended status, the highest level of achievement...for meeting 14 of 16 Indicators of Program Quality in the year I completed the Credential...This was a very marked improvement for the program which had achieved only 2 of 11 indicators the previous year...”
 - Teachers indicate that student performance gains are tied to their participation in the Credential Project
 - “I do believe student performance has improved as I’ve improved my ability to adjust instruction. I’m continually monitoring for student successes and frustrations and am able (to a large extent) to modify my strategies as needed.”

Contact Information

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