Adult Basic Education Professional Development Framework

Purpose Statement

The Oregon Higher Education Coordination Commission, Office of Community Colleges and Workforce Development (HECC, CCWD) is committed to providing research-based professional development that will assist Oregon’s Adult Basic Skills (ABS) programs in meeting their educational and career development goals. Oregon’s (ABS) programs provide adult Oregonians the skills they need for family self-sufficiency, careers, community involvement, and further education. CCWD’s Adult Basic Skills team’s approach is evidence based and centered on collaboration between the providers, the state, and other WIOA partners, with the goal of improving the quality of instruction and subsequent student outcomes within WIOA programs across the state.

WIOA Title II, Section 223, state leadership activities, requires the state of Oregon to develop/enhance the adult education system by:

• Offering high-quality professional development that will improve the quality of adult education instruction.
• Providing technical assistance to eligible providers of adult education and literacy activities
• Disseminating evidence- and research-based information and materials to support reading, writing, listening/speaking, mathematics and English Language acquisition instruction.
• Aligning adult education and literacy activities with other core programs and one-stop partners.

(Public Law 113-128-July 22, 2014)

In order to elicit program-level input regarding professional development needs, State Leadership established a 24-member Professional Development Planning Group (PDPG) in June of 2017, comprising program directors, faculty, Oregon Adult Learning
Standards trainers, data professionals and state Education Specialists. The group met regularly to discuss training needs, share best practices related to improved student outcomes and review the developing state WIOA Professional Development Framework. The PDPG was succeeded by the Learning Standards Implementation Committee (LSIM) established in June 2019. The LSIM comprises state staff, local program administrators and program-based faculty trainers. The Committee’s charge is to address training needs with specific focus on the required implementation of Oregon Adult College and Career Readiness Standards.

Oregon ABE Professional Development Stakeholders are:
Components of an Effective Professional Development Program

Per LINCS (2017) a professional development program should comprise:

**Foundational Components of Teacher PD System**
- Collaborative, data-driven planning and evaluation processes that support continuous improvement
- System to manage PD communication, coordination, and dissemination
- Support and resources to ensure access to PD opportunities for all educators

**Features of High-Quality PD Activities**
- Intensive, ongoing, and connected to practice (job-embedded)
- Focus on specific academic and programmatic content
- Build knowledge and peer relationships through collaborative learning
- Differentiated to address the varied needs of practitioners
- Clear feedback on performance and progress in serving students

**Linics Self-Assessment Tool** [https://lincs.ed.gov/state-resources/professional-development-center/gauge-readiness](https://lincs.ed.gov/state-resources/professional-development-center/gauge-readiness)
This is how Oregon’s Professional Development Framework addresses these Foundational Components:

- Shared vision and decision making (ABS Team, program directors, faculty and administrative staff, Learning Standards Implementation Committee, Learning Standards Trainers)

- An effective communication system (Weekly informational newsletter - T2 News distributed by state team to all programs, OCABSD meetings – virtual and in-person, monthly Program Directors’ conference calls)

- A continuous improvement process (data driven, based on annual needs assessment/Performance Improvement Plans, site visits and requirements of Performance Based Funding Model)

- Resources and support (access to professional development for all, e.g. OACCRS training modules, handbooks and workbooks on CCWD website, Professional Learning Communities)
Oregon's Professional Development Framework is based on the following Core Competencies taken from American Institute for Research – Guiding Principles for Professional Development:

Focus: Effective Professional Development
1. Has a clear focus on learners and high expectations for learning outcomes, and
2. Focuses on staff and organizational change.

Planning: Effective Professional Development
3. Is aligned with the agency’s mission and goals;
4. Reflects the best available research, professional wisdom, and practices for leading, teaching, and learning;
5. Is planned collaboratively by administrators, participants, and facilitators; and
6. Fosters decision making that is data-driven, research-based, and collaborative.

Implementation: Effective Professional Development
7. Is embedded in day-to-day educational activities, and
8. Makes small, incremental changes toward a larger vision (Thomas Guskey: “Think big, but start small.”).

Evaluation: Effective Professional Development
9. Requires the evaluation of instructional and student learning outcomes,
10. Includes an evaluation plan that is ongoing and uses multiple sources, and
11. Ensures an equitable and quality education for all students.

Sources:
American Institutes for Research (2015a); Guskey (1997); Learning Forward (2011); National Study of School Evaluation (1998)
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<th>Role</th>
<th>Requirements</th>
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| Faculty                       | **Learning Standards**: OACCRS Orientation Module (interactive PowerPoint on CCWD website) Local OACCRS Training (in person)  
**Professional Learning Communities** to support implementation of OACCRS (ongoing)  
**Adult Education Module**: Interactive PowerPoint version available on CCWD website  
**NRS Training Modules**: NRS Basics: Measuring Performance under WIOA, NRS Data Flow. Using NRS Data (online) |
| Program Directors             | OACCRS Orientation Module (interactive PowerPoint on CCWD website) Local OACCRS Training (in person)  
**Professional Learning Communities** to support implementation of OACCRS (ongoing)  
**Adult Education Module**: Interactive PowerPoint version available on CCWD website  
**OCABSD**: attendance at quarterly meetings. |
**TOPSpro Enterprise Basics** (online)  
**CCWD**: monthly meetings (online)  
**OCABSD**: annual meeting (in person)  
**Professional Learning Communities** to support implementation of OACCRS (ongoing) |
| Test Administrators           | **Administrator**: CASAS initial & recertification (Online from CASAS every three years)  
**eTest Coordinator**: CASAS eTest (Online from CASAS)  
**Proctor**: CASAS eTest proctor certification (online from CASAS)  
**BEST Plus 2.0 Administrator**: initial training (in person) Recalibration (annual in-house, contact CAL at info@cal.org and request a “recalibration activity”)  
**All Test Administrators**: study ABS Policy Manual, Section 6.1, Standardized Assessment for NRS Reporting, Oregon Assessment Chart, Required assessments and hours of instruction and 6.5, Certified Test Administration. |
WIOA Combined State Plan

The **Oregon 2020-2023 WIOA Combined State Plan** describes how the state intends to use funds to carry out required State Leadership activities related to professional development.

**Extracts from current WIOA Combined State Plan (see pages 177-178)**

CCWD will pursue the following **required** State Leadership Activities under this section of 223 of WIOA:

Alignment with other core programs. Activities will include but may not be limited to:

- Explore the potential revision of Oregon Pathways to Adult Basic Skills (OPABS) and expansion of I—BEST and VESL models that integrate education and training
- Participation and active engagement in the Oregon Workforce Systems Executive Team (WSET). The team is a partnership consisting of the Workforce Innovation and Opportunity Act (WIOA) Program Directors that are committed to an aligned vision of the workforce system and that seeks to collectively serve business and program participants across programs and funding streams and is supported by agency executives and the Governor’s office. WSET will continue to work together to integrate all programs in the public workforce system to reduce duplication and lift families out of poverty. The State Director will continue to work with Career and Technical Education leaderships throughout the state to develop seamless transitions for WIOA Title II students in to career pathways.

Continue to support for the development of instructional content and models for career pathways

Establishment of high quality PD. Activities will include but may not be limited to:

- Exploration and collaboration in the development of standardized components of an adult education and literacy orientation process with identified learning outcomes
- Continued maintenance and updating to the professional development framework for the state that outlines required professional development activities in the areas of assessment, data collection, reporting and use, OACCRRS and Program Administration. These activities will be outlined in the Oregon Adult Basic Skills Policy Manual.
Provision of Technical Assistance. Activities will include but may not be limited to:

- Provide technical assistance to eligible providers on strategies to achieve negotiated targets on the primary indicators of performance and other identified areas of compliance.
- Provide support to meet WIOA data collection and reporting requirements.

Monitoring and evaluation. Activities will include but may not be limited to:

- CCWD will communicate to programs their responsibilities related to compliance with the award terms and conditions via multiple methods including training for new and continuing programs and by describing responsibilities in the Oregon ABS Policy Manual. In addition, CCWD will annually assess the risk of programs and conduct both desk and onsite monitoring to ensure compliance with federal regulations and grant conditions. Program Improvement Plans will be developed and technical assistance provided.

CCWD will pursue the following permissible State Leadership Activities under this section of 223 of WIOA:

- To promote transition of adult education students to employment and/or postsecondary education, CCWD will fund the development of instructional content and models for career pathways. CCWD will explore the revision of OPABS and support the expansion of I—BEST and VESL models that integrate education and training as a method to facilitate student transition.
- Technical assistance to eligible providers will include support for developing and implementing strategies to achieve measurable progress toward the state adjusted performance measures.
- Exploration and collaboration in the development of standardized components of an adult education and literacy orientation process with identified learning outcomes.
- Development of Professional Development materials that are based upon state and local program needs in order to improve and/or ensure program quality and compliance.
- Support state and local participation in professional development at state and local meetings and conferences.
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<tr>
<th>WIOA Required Activities</th>
<th>Oregon ABS Policy Manual</th>
<th>Training/Mode of Delivery and Participants</th>
<th>Events and Resources to Support</th>
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<td>1. Alignment of adult education and literacy activities with other core programs and one-stop partners to implement strategies identified in the unified or combined State plan including development of career pathways to provide access to employment and training services for adult education participants</td>
<td>Section 5.6, pages 22-23 (Career Pathways)</td>
<td>OCABSD Fall 2020 session (10/29/20): IET update from Kristen Kulongoski and Kelley Keith Virtual presentation to Oregon Council of Adult Basis Skills Development Pre-Apprenticeship Recorded online trainings: <a href="https://www.youtube.com/playlist?list=PLxA56oDdW5fxURWI9zdIlP8E7UOamHOwK">https://www.youtube.com/playlist?list=PLxA56oDdW5fxURWI9zdIlP8E7UOamHOwK</a> They will also be posted on the Oregon Apprenticeship website.</td>
<td>BOLI/GBSD/MHCC Pre-Apprenticeship Technical Assistance Initiative via Zoom: November 5th 1:00-3:00 PM Session 1: Connections: Oregon Apprenticeship and Pre-Apprenticeship 101 November 10th 1:00-3:00 PM Session 2: Pre-Apprenticeship Program Design for K-12 and Higher Education November 12th 1:00 – 3:00 PM Session 3: BOLI Pre-Apprenticeship Application Process</td>
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<td>2. Establish or operate high quality professional development programs to improve adult education instruction including:</td>
<td>Section 4, pages 14-17 See also, Section 5, pages 18-19 Section 6, page 29, Section 7, page 45 and Section 8, pages 47-48</td>
<td>Oregon Adult College and Career Readiness Standards Training for faculty and academic administrators Interactive PowerPoint Training Modules on CCWD website: <a href="https://www.oregon.gov/highered/instituions-programs/ccwd/Pages/abs-resources.aspx">https://www.oregon.gov/highered/instituions-programs/ccwd/Pages/abs-resources.aspx</a> Adult Education Module – self-paced Training Module with workbook on CCWD website: <a href="https://www.oregon.gov/highered/instituions-programs/ccwd/Pages/abs-resources.aspx">https://www.oregon.gov/highered/instituions-programs/ccwd/Pages/abs-resources.aspx</a> How to teach in the Virtual Classroom (On request via Zoom)</td>
<td>Training Modules facilitated virtually on request OACCRS Handbooks for Language Arts and Math OACCRS Trainers under contract to CCWD to provide content expertise</td>
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<td>3. Provision of technical assistance to local providers receiving funds including: • Development and dissemination of instructional and programmatic practices based on best available research in reading, writing, speaking, mathematics, English language acquisition, distance education, and staff training • Role of local providers as one-stop partners • Assistance in the use of technology for staff training and improving system efficiencies.</td>
<td>Section 5, pages 18-28</td>
<td>OACCRS Trainings (see above) OACCRS Math Module 1 OACCRS Language Arts Module 1 Posted on CCWD website: <a href="https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/abs-resources.aspx">https://www.oregon.gov/highered/institutions-programs/ccwd/Pages/abs-resources.aspx</a> Introduction to English Language Proficiency Standards: <a href="https://lincs.ed.gov/professional-development/resource-collections/profile-1049">https://lincs.ed.gov/professional-development/resource-collections/profile-1049</a> Oregon Adult English Language Proficiency Standards (OAELPS) additional training modules under development</td>
<td>Presentation by (OACCRS) Learning Standards Trainers to Directors during monthly Zoom meeting followed by dissemination of informational video by Language Arts Trainers describing resources and where to find them OACCRS Facilitator Training (virtual) ELPS Handbook: <a href="https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf">https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf</a> Oregon Adult English Language Proficiency Standards (OAELPS) Handbook under development</td>
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<td>4. Monitoring and evaluation of the quality of, and improvement in, adult education. Dissemination of information about models and proven, or promising, practices within the State.</td>
<td>Section 8, pages 46-49</td>
<td>Annual Risk Assessment followed by in person or virtual site visit by State Team Compliance Specialist. Guidance in how to complete Performance Improvement Plan as necessary.</td>
<td>Oregon Leadership Academy 02 2020: creation of a data worksheet for improvement of posttest percentages in collaboration with CCWD Research Analyst. 03 01 2020: perusal of NRS Tables 4A and 4B from last 2-3 years, viewing of YouTube video focusing on student persistence/test readiness/posttesting policies and procedures. 03 31, 2020: web-meeting to discuss student persistence/test readiness/posttesting policies and procedures. 05 01 2020: virtual posttesting improvement workshop.</td>
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<tr>
<td>a) The support of State or regional networks of literacy resource centers</td>
<td>Not in WIOA Combined State Plan</td>
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<td>b) The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology</td>
<td>Not in WIOA Combined State Plan</td>
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<td>c) Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.</td>
<td>Section 5, Pages 18-20</td>
<td>OACCRS Foundation Training/Language Arts Handbook College and Career Readiness (CCRS) materials. <a href="https://ket.pbslearningmedia.org/collection/aestandards/">https://ket.pbslearningmedia.org/collection/aestandards/</a> KET (Kentucky Education’s online introduction to the College and Career Readiness Standards (CCRS) for adult literacy, basic education, and GED® instructors) LINCS (various, ongoing)</td>
<td>Facilitated Learning Standards Trainings, available by arrangement (virtual delivery).</td>
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<td>e) The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).</td>
<td>Section 3, Pages 9-13</td>
<td>07/23/20, Online Training for OCABSD: Performance Data Training 10/29/20, Online Training for OCABSD: WIOA Metrics and their use in the PBFM</td>
<td>NRS Training Modules: <a href="https://courses.nrsweb.org/">https://courses.nrsweb.org/</a></td>
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<td>f) The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.</td>
<td>Not in WIOA Combined State Plan</td>
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<td>g) Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers.</td>
<td>Not in WIOA Combined State Plan</td>
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<td>h) Activities to promote workplace adult education and literacy activities</td>
<td>Not in WIOA Combined State Plan</td>
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| i) Identifying curriculum frameworks and aligning rigorous content standards that— (i) specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and (ii) take into consideration the following: (I) State adopted academic standards. (II) The current adult skills and literacy assessments used in the State or outlying area. (III) The primary indicators of performance described in section 116. (IV) Standards and academic requirements for enrollment in nonremedial, for-credit courses in postsecondary educational institutions or institutions of higher education supported by the State or outlying area. (V) Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State or outlying area. | Section 4, Pages 16-17 Section 5, pages 18-28 | OACCRS Foundation Training:  
Within first year of hire (full time faculty)  
Within two years of hire (part time faculty)  
Within 90 days of hire (program administrators)  
OACCRS Orientation Module (Interactive PowerPoint, two hours, facilitated for group or self-study)  
OACCRS Handbooks (Math and Language Arts) Comprising CCR Standards. | Professional Learning Communities  
For alignment of Oregon Adult College and Career Readiness Standards to CASAS Standards and Competencies, the recommended training is: CASAS Implementation Training Module 4  
See: [http://training.casas.org/](http://training.casas.org/) |
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<td>j) The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.</td>
<td>Not in WIOA Combined State Plan</td>
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<td>k) Outreach to instructors, students, and employers.</td>
<td>Not in WIOA Combined State Plan</td>
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<td>l) Other activities of statewide significance that promote the purpose of this title</td>
<td>Not in WIOA Combined State Plan</td>
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