Strengthening Teaching and Learning:

Educational Leadership 
and 
Professional Standards

SABES Directors’ Institute 
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Develop great teachers.

Create conditions that work.
Research-Based Conditions That Support Professional Development

- benefits & prep time
- access to paid professional development time
- opportunities for collegiality
- number of working hours
- teachers access to decision-making in the program
- freedom to make changes in the curriculum
- the program’s history with professional development
Even the best professional development will not have an impact if there is a poor culture in the school . . .

. . . programs’ beliefs about the purpose of ABE instruction, its curriculum development and assessment practices, and its policies on enrollment shape how teachers approach issues such as how to organize instruction, assess progress, and develop curriculum.
Research-Based Characteristics of Effective Schools

- Focus on student achievement
- Dedicated time for teacher collaboration
- Shared leadership/team approach to planning lessons
- Teachers with strong content knowledge
- Curriculum & instruction aligned with state standards
- Strong focus on reading, writing & math
- An intensive focus on data
- Strong, on-site educational leadership
Research-Based Elements of Educational Leadership

*School leaders in high performing school develop a shared vision and create a culture.*

- high expectations for students & staff
- professional learning focused on student achievement
- inquiry & collegiality
- collective sense of responsibility for school improvement
- opportunities for collegial exchange
- opportunities to work, plan and learn together around instructional issues
- data-driven CIP focused on student learning and achievement
- resources and training that the teachers perceive they need are provided
- staff included in decisions about school matters, curriculum & instruction
Themes

• sufficient paid hours for teachers to plan and learn together around instructional issues
• structures for regular and frequent opportunities for collegial exchange
• shared leadership; a voice in decisions relating to curriculum & instruction
• focus on and effective use of data, in the program and in the classroom
• strong content knowledge
• educational leadership
Professional development is necessary but not sufficient by itself to help teachers learn about and adopt new practices that promise to improve the quality of service . . .

. . . We all need to understand and address these factors in an era of accountability that stresses improved student outcomes.
Facing the Future:
Massachusetts Strategic Framework for Adult Basic Education
2010–2015
Together, these three goals and their related objectives outline a commitment to a system that provides **access** to instructional services that are **effective** at helping students continue their education **beyond the GED**, in order to qualify for work that provides a **family-sustaining wage** and an **improved quality of life**.
Goal 2: Increase System Effectiveness and Quality

• Strengthen ABE’s standards-based system
• Increase regulatory flexibility to enable programs to better meet local and regional needs
• Seek opportunities to support programmatic innovation in order to more effectively serve students
Massachusetts’ Standards-Based ABE System

• Opportunity to Learn Standards
• Content Standards
• Professional Standards
• Performance Standards
Strengthen our standards-based system so that it will:

- Ensure that funding supports high quality services
- Align content standards (Curriculum Frameworks), instruction, and assessment
- Ensure that the ABE professional standards are aligned with the Curriculum Frameworks
- Align professional development with the ABE professional standards
- Encourage the use of the ABE professional standards to strengthen teaching and learning
- Use performance standards to identify where the system is doing well and where it needs improvement
Professional Standards for Adult Basic Education Teachers

• Uses knowledge of the factors that influence adult learners' participation and persistence in ABE programs to increase learner success.
• Designs curriculum relevant to the experiences, interests, and goals of learners, the particular instructional setting, and the Department's ABE curriculum frameworks.
• Integrates appropriate use of technologies into the ABE teaching and learning process.
• Uses a variety of instructional methods, techniques, and tools that facilitate adult learning.
• Creates and uses formative and summative assessments to evaluate learner progress.
• Creates an environment conducive to adult learning.
Subject Matter Knowledge Requirements for Adult Basic Education Teachers

(1) English/Reading and Writing
   (a) Literature
   (b) Reading and Writing

(2) English as a Second Language
   (a) Theories of language acquisition and development, including first and second language acquisition and development.
   (b) Linguistics, including phonology, morphology, syntax, semantics, and pragmatics of English, other languages, and language variations.
   (c) Language assessment procedures and instruments: selection, administration, and interpretation.
Subject Matter Knowledge Requirements for Adult Basic Education Teachers

(3) Mathematics
   (a) Basic principles and concepts related to mathematics, including algebra.
   (b) Number sense and numeration.
   (c) Patterns and functions.
   (d) Geometry and measurement.
   (e) Data analysis.

(4) History and Social Science
   (a) Major developments and figures in Massachusetts, United States, and world history.
   (b) Principles, ideals, institutions, and processes of American government and the Founding Documents of the United States.
   (c) Basic geographical principles and concepts

(5) Science
   (a) Basic principles and concepts of physical and life sciences appropriate to the adult secondary curriculum.
   (b) Principles and procedures of scientific inquiry.
Next Steps

• Professional Content Standards
  ➢ Math & Numeracy
  ➢ ESOL
  ➢ Reading
  ➢ Writing

• Tools for:
  ➢ Self-assessment and objective assessments
  ➢ Classroom observation
  ➢ Teacher hiring
  ➢ Teacher evaluation

• Training
System for Adult Basic Education Support

Massachusetts Department of Elementary & Secondary Education
Strengthen our standards-based system so that it will:

• Ensure that funding supports high quality services
• Align content standards (Curriculum Frameworks), instruction, and assessment

• **Ensure that the ABE professional standards are aligned with the Curriculum Frameworks**
• **Align professional development with the ABE professional standards**
• **Encourage the use of the ABE professional standards to strengthen teaching and learning**
• Use performance standards to identify where the system is doing well and where it needs improvement
Let’s talk

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