

ARIZONA DEPARTMENT OF **EDUCATION**

Professional Learning Planning Guide for Arizona Adult Education Providers



***The primary purpose of professional learning
is to improve educator effectiveness and student outcomes.***

-Learning Forward

Table of Contents

Introduction 3

Prerequisites for Effective Professional Learning 3

2022 Revised Standards for Professional Learning 4

Developing the Professional Learning (PL) Implementation Plan 7

 Step 1: Conduct a Needs Analysis 7

 Step 2a: Select the Arizona Adult Education Teacher Standards 8

 Step 2b: Select the Indicators in the Arizona Adult Education Teacher Standards 9

 Step 3a: Select the Learning Forward Professional Learning Standard 10

 Step 3b: Develop a Professional Learning Goal/s 10

 Step 4: Determine Strategic Actions and Interventions 11

 Step 5: Identify Professional Learning Models 12

 Step 6: Establish Timelines 12

 Step 7: Identify the Internal and External Facilitators and Trainers 13

 Step 8: Identify Indicators of Success 13

 Step 9: Allocate Resources and Expenditures 14

 Submission 16

Appendix A: Professional Learning Implementation Plan 17

Appendix B: Multiple Measures of Data **Error! Bookmark not defined.**

Appendix C: Models of Professional Learning 20

Part A:

Introduction

Planning and implementing high-quality professional learning for adult educators is an integral component of an effective adult education program. It is also part of the Federal law and state grant requirements.

- The Title II: Workforce Innovation and Opportunity Act (WIOA) requires *the establishment or operation of high-quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b)*.
- The Arizona Department of Education – Adult Education Grant contract requires a minimum of 10% of the grant funds awarded to adult education providers, as well as earned income, to be expended for professional learning for adult educators that align and support the: *Learning Forward Standards for Professional Learning*; the *Arizona Adult Education Teacher Standards*; and the *Arizona Adult Education Content Standards*. Additional information on the teaching and learning requirements and grant assurances can be found in the **2020 - 2024 Arizona Adult Education Grant Contract**.

This guide was developed to help adult education program staff plan for effective professional learning. It includes the steps in the process, notes the tasks to complete, and provides tips to successfully complete the *Professional Learning Implementation Plan*.

Prerequisites for Effective Professional Learning

The following are important prerequisites for effective professional learning¹, as identified by *Learning Forward*, and should serve as guiding principles in the development of professional learning at the program/site level.

1. Educators' commitment to *all* students is the foundation of effective professional learning.
2. Each educator involved in professional learning comes to the experience ready to learn.
3. Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.

¹ Learning Forward's Quick Reference Guide at: <https://learningforward.org/wp-content/uploads/2019/09/standards-reference-guide.pdf>

4. Like all learners, educators learn in diverse ways and at different rates.

2022 Revised Standards for Professional Learning

Learning Forward has identified the following standards for the effective planning and implementation of professional learning:

1. **Rigorous Content for Each Learner: Standards within the Rigorous Content for Each Learner frame describe the essential content of adult learning that leads to improved student outcomes.**
 - **Equity Practices:** Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.
 - **Educators understand students' historical, cultural, and societal contexts.**
 - **Educators embrace student assets through instruction.**
 - **Educators foster relationships with students, families, and communities.**
 - **Curriculum, Assessment and Instruction:** Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.
 - **Educators prioritize high-quality curriculum and instructional materials.**
 - **Educators assess student learning to advance progress.**
 - **Educators understand the curriculum and how to effectively implement it through instruction.**
 - **Professional Expertise:** Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.
 - **Educators apply relevant standards and research.**
 - **Educators strengthen discipline-specific expertise.**
 - **Educators sustain coherence and alignment.**
2. **Transformational Processes: Standards within the Transformational Processes frame describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.**
 - **Equity Drivers:** Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning

practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

- **Educators prioritize equity in professional learning practices.**
 - **Educators identify and address their own biases and beliefs.**
 - **Educators collaborate with diverse colleagues.**
 - **Evidence:** Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.
 - **Educators create expectations and build capacity to prioritize evidence use.**
 - **Educators use multiple sources of evidence to plan professional learning.**
 - **Educators use evidence to measure and report impact.**
 - **Implementation:** Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.
 - **Educators understand and apply research on change management.**
 - **Educators engage in feedback processes.**
 - **Educators implement and sustain professional learning.**
 - **Learning Designs:** Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.
 - **Educators set relevant and contextualized learning goals.**
 - **Educators ground their work in research and theories about learning.**
 - **Educators implement evidence-based learning designs.**
3. **Conditions for Success:** Standards within the Conditions for Success frame describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.
- **Equity Foundations:** Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.
 - **Educators establish expectations for equity.**
 - **Educators create structures to ensure equitable access to learning.**
 - **Educators sustain a culture of support for all staff.**
 - **Culture of Collaborative Inquiry:** Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous

- improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.
- **Educators engage in continuous improvement.**
 - **Educators build collaboration skills and capacity.**
 - **Educators share responsibility for improving learning for all students.**
- **Leadership:** Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.
- **Educators establish a compelling and inclusive vision for professional learning.**
 - **Educators sustain coherent support to build educator capacity.**
 - **Educators advocate for professional learning with impact.**
- **Resources:** Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.
- **Educators allocate and coordinate resources for professional learning.**
 - **Educators prioritize equity in their resource decisions.**
 - **Educators monitor the use and impact of resource investments.**

Effective professional learning removes inequities in students' access to meaningful learning, ensuring a pathway to success for each student. When all educators engage in high-quality professional learning, all students experience equity and excellence in teaching and learning. (Learning Forward)

Part B:

Developing the Professional Learning (PL) Implementation Plan

The AES (*Adult Education Services*) *Adult Education Professional Learning Implementation Plan* is to be considered a living document. The PL process is iterative and may need to be revised as new teachers are hired, program priorities change, or based on student outcomes data. Each step in this planning guide will include a task to be completed and added to the Professional Learning Implementation Plan. (*Refer to Appendix A*)

Program staff are to submit the PL plan bi-annually. The proposed plan/s is submitted in the fall to the ADE-AES PL staff for review and feedback; and the final PL report is submitted in August, with the AES final reports. The following steps are to be completed in order, and each step is also identified on the *Professional Learning Implementation Plan*.

Step 1: Conduct a Needs Analysis

Determining the professional learning needs of program staff comes from analyzing multiple areas of data sources, including: Program processes data; student demographic and learning data; teacher demographic and learning needs data; and perceptual data, such as student, teacher, and community surveys and needs assessments. (*Refer to Appendix B*)

In this guide, the focus will be on analyzing teacher data sets and student data sets. The purpose of professional learning is to improve teacher effectiveness and student outcomes! To help determine student learning needs, think about the question/s that teachers and administrators want more information about. For example, staff may want to know, *'What student data sets do teachers need to inform their instructional planning and address the learning needs of their students?'*

Teachers may initially review the standardized TABE and TABE CLAS E assessments scores, STAR (STudent Achievement in Reading) diagnostic assessments, GED (General Education Development) Ready Tests, and a copy of the completed student enrollment form for each of their students. As students' progress, learning data may also be collected and analyzed using formative assessments, such as class assignments and student work, unit post- tests, and online curriculum reports.

Tip:

It's essential for teachers to use formative assessment data to check student progress toward learning goals and objectives. If teachers are not currently doing this, how do they know when their students have met learning objectives? Instructional leaders might consider a PL goal on developing and using formative assessments, if these are not being effectively implemented in all classes, to guide instruction.

Task 1:

1. Gather student learning data in all subject areas. Here are possible sources:
 - a. Online curriculum reports
 - b. TABE 11/12 & CLAS E score reports
 - c. GED Ready®
 - d. Lesson Plans with learning objectives aligned to content standards
 - e. Classroom assignments and student work
 - f. Teacher anecdotal data such as...
 - i. (students frequently report difficulty with _____)
2. Look for student learning trends across your program and/or learning center/s.
 - a. Identify the question/s staff wants to know more about
3. Identify the data measures analyzed and enter them in the corresponding pink cell on the Professional Learning Implementation Plan spreadsheet.

Step 2a: Select the Arizona Adult Education Teacher Standards

The **Arizona Adult Education Teacher Standards** were developed for teachers of ABE (Adult Basic Education) English Language Arts (ELA) and Mathematics, and English Language Acquisition for Adults (ELAA). The standards are intended to “guide the preparation, hiring, and professional learning for adult educators” (*Introduction to Arizona Adult Education Teacher Standards*). These teacher standards guide the knowledge and skills adult educators should know and be able to do; they provide the framework to create a well-developed and thorough professional learning plan.

To help determine the professional learning needs of teachers in the program, a self-assessment has been developed based on the adult education teacher standards. These are

important data sets for each program to collect and analyze to inform professional learning needs identified by teachers. The teacher self-assessment should be administered throughout the program year to new teachers as part of the on-boarding process.

The **Arizona Adult Education Teacher Standards** are on the ADE-AES PL Hub.

- [Arizona Adult Education ABE/ASE Teacher Standards for English Language Arts](#)
- [Arizona Adult Education ABE/ASE Teacher Standards for Mathematics](#)
- [Arizona Adult Education ELAA Teacher Standards](#)

**Please note, the teacher standards that are universal among all content areas are shaded in gray on the standards documents. The standards in the non-shaded areas are specific standards to that content area.*

Task 2a:

1. Administer the *AZ Adult Education Teacher Standards Self-Assessments* to all instructional staff. In addition, these assessments should be completed by new teachers as part of the program on-boarding process.
[ELA Teacher Self-Assessment](#)
[Math Teacher Self-Assessment](#)
[ESOL Teacher Self-Assessment](#)
2. The aggregated teacher self-assessment data will be sent to the program leadership staff from the ADE-AES PL staff to:
 - a. analyze the data sets and identify areas of need – especially those that correlate most closely with student learning needs in Step 1.
 - b. identify the teacher standard/s and indicator/s that will be the focus of the professional learning plan.
3. Select the *AZ Adult Education Teacher Standard/s* and Indicator/s in the [first blue cell](#) on the *Professional Learning Implementation Plan* spreadsheet.

Step 2b: Select the Indicators in the Arizona Adult Education Teacher Standards

Each adult education teacher standard is comprised of indicators that detail the teacher skills and knowledge sets for adult educators. There will likely be several sub-indicators identified by the teacher needs assessments and student learning data. It is important

to determine which of the indicators should be the focus of sustained professional learning over the program year. Remember more is not better when it comes to teacher learning!

Task 2b:

1. Select the adult education teacher standard indicator(s) in the [second blue cell](#) on the *Professional Learning Implementation Plan spreadsheet*.

Tip:

The aggregated teacher self-assessment data sets should be analyzed with student learning data to ensure teacher professional learning needs align to student learning needs. This analysis will guide setting the professional learning goal/s, as well as the selection of the interventions and strategies to meet the goals.

Step 3a: Select the Learning Forward Professional Learning Standard

Review the Standards for Professional Learning by Learning Forward, the Professional Learning Association.

[Standards for Professional Learning by Learning Forward](#)

Task 3a:

1. Review the standards by Learning Forward at <https://standards.learningforward.org/standards-for-professional-learning/>
2. Select a standard that applies to your goal(s) and put it in the first [yellow column](#) of the *Professional Learning Implementation Plan*

Step 3b: Develop a Professional Learning Goal/s

Having a clear and specific SMART goal/s for improving educator effectiveness to increase student achievement is essential to developing an effective professional learning plan. SMART goals should be developed for adult educators based on their professional learning needs. The PL spreadsheet has tabs for setting smart goals for professional learning in ABE, ELAA, and IET (Integrated Education and Training).

<u>Specific</u>	Should answer “Who?” “What?” and “When?”
<u>Measurable</u>	What measures will be used to determine if the goal has been achieved? Where are you starting (pre) and where do you need to go (post)?
<u>Achievable</u>	Will the goal/s need more than one year to produce intended outcomes?
<u>Relevant</u>	Is the goal aligned to teacher needs and to student needs?
<u>Time-Bound</u>	Will the goal be achieved this year? Determine the indicators of success (benchmarks) on the way to meeting the goal/s.

Task 3b:

1. Enter the Professional Learning Goal/s in the second **yellow column** of the *Professional Learning Implementation Plan* spreadsheet.

Step 4: Determine Strategic Actions and Interventions

Strategic actions and interventions are the specific tasks, including professional learning activities, that will be implemented to help meet the selected professional PL goal/s. Here are some examples:

- Implement a foundational reading curriculum aligned to the *Arizona Adult Education English Language Arts Standards*.
- Revise and standardize unit and lesson plans to incorporate the effective elements of instruction to align to the *Arizona Adult Education Teacher Standards*.
- Identify curricular resources to support language acquisition strategies as identified in the *Arizona Adult Education ELAA Teacher Standards* and integrate those strategies into instruction.

Task 4:

1. Enter the strategic actions or interventions that will be implemented for each selected standard and indicator in the **first green cell** on the **Professional Learning Implementation Plan** spreadsheet.

**Please note, if more than one action or intervention will be implemented to support the selected standard, please number each action or intervention. The field will expand for additional text.*

Step 5: Identify Professional Learning Models

Selecting the appropriate professional learning model to be used in meeting the PL SMART goal and to support the implementation of the selected strategies and interventions is critical to the PL plan's success. Models should be selected strategically to support the implementation of a **Context Standard**, a **Process Standard**, or a **Content Standard**.

Task 5:

1. Review the professional learning models and guiding questions provided in [Appendix C](#).
2. Select the most appropriate model/s for the selected strategies and interventions.
3. Identify the professional learning model from the dropdown menu in the **second green cell** on the **Professional Learning Implementation Plan spreadsheet**.

Step 6: Establish Timelines

Establishing a timeline for each strategic action or intervention to be implemented is important to ensure each step of the plan is completed in a timely manner. Strategies and interventions may need to be implemented in stages, depending on the intervention's complexity.

For example, implementing a new reading curriculum is a large-scale intervention that may be selected to improve reading instruction. However, this intervention would need to be broken down into specific strategies such as aligning reading curriculum to the Arizona Adult Education English Language Arts Standards; identifying formative assessments to determine student needs and progress; and teachers engaging and collaborating to learn and implement effective reading strategies.

Task 6:

1. The timeline will vary depending on the intervention or strategy and the selected professional learning model/s. For example, case studies may be used to review the reading lessons and student work, and peer observation and coaching may be used

to assist teachers to implement new reading curriculum and reading strategies. These strategies and PL models would take place throughout the program year.

2. Enter the timeline for the actions and models in the **first orange cell** on the *Professional Learning Implementation Plan* spreadsheet.

Step 7: Identify the Internal and External Facilitators and Trainers

Identify an internal point person/s, preferably the instructional leader/s and the PL coordinator, who will coordinate the implementation of the selected strategies, intervention/s, and model/s, and track the progress.

It is essential to deliver professional learning using multiple delivery methods such as face-to-face, virtual, blended, and online. The selected intervention or strategy is an important consideration in determining the individual or team of trainers who will take the lead in planning and leading the professional learning. Refer to the national and state leadership initiatives and professional learning available to support the selected goal/s and strategies.

Task 7:

1. Enter this information in the **second orange cell** on the *Professional Learning Implementation Plan* spreadsheet.

Tip:

When planning for professional learning, create an internal planning team that includes at a minimum, the program administrator, instructional leader/s, the professional learning coordinator, and curriculum coordinator/s. This team should regularly meet and collaborate to monitor progress and make revisions or adjustments to the PL plan.

Step 8: Identify Indicators of Success

The following questions are essential in evaluating the implementation of the PL plan:

- How will you know the professional learning goal/s have been met?
- How will you know adult educators have increased their knowledge and/or skills in the selected standard and indicator?

- Are the selected interventions and strategies being implemented positively impacting student achievement in the identified area/s of need?
- What data sets will provide this evidence?
- What other evidence could be used to measure progress toward the SMART goal/s?

Using benchmark data will help provide periodic and regular snapshots of progress or lack of progress. Benchmark data in Step 8 should include the data measures used in Step 1 to help determine the SMART goal/s.

Additionally, the frequent collection and use of data about inputs, outputs, and outcomes of professional learning reinforce the cycle of continuous improvement by allowing for ongoing adjustments in the learning process to increase results for students, educators, and systems. Ongoing data collection, analysis, and its use, especially when done in teams, provide stakeholders with information that sustains momentum and informs continuous improvement. (Learning Forward)

Task 8:

1. Enter the indicators of success and benchmarks for each strategy/intervention in corresponding **red cell** on the ***Professional Learning Implementation Plan spreadsheet***.

Tip:

One logical indicator of success is to use the same data measure(s) identified in the first column on the PL plan. For instance, select the data and evidence to review at 8-weeks after implementation of the strategy or intervention; then at 12-weeks, etc. Do adjustments need to be made in the implementation of the strategy? Do teachers need more time in collaborative learning, additional coaching, or more practice in implementing the curriculum? Just as teachers monitor and adjust their instruction to meet student learning needs, the professional learning plan also needs to be monitored and adjusted to ensure high quality implementation and adult educator success.

Step 9: Allocate Resources and Expenditures

Effective professional learning requires resources such as human, fiscal, material, technology, and time, to achieve student learning goals. How resources are allocated for professional learning can overcome inequities and achieve results for educators and students. The availability and allocation of resources for

professional learning affect its quality and results. Understanding the resources associated with professional learning and actively and accurately tracking them facilitates better decisions about and increased quality and results of professional learning. (*Learning Forward*)

Permissible grant and program expenditures can include additional pay for part-time teachers to participate in job-embedded professional learning such as learning communities, release time for peer observations and feedback, collaborative teams selecting, and evaluating curricular resources to ensure alignment to standards, etc. Resources may also be allocated to pay for substitutes to teach classes for teachers participating in professional learning during their workday.

All educators have a shared responsibility to understand and contribute to decisions about and monitor the effectiveness of resources allocated for professional learning. A reminder that 10% of the adult education grant funds, plus earned income, must be dedicated to standards-based professional learning for adult educators, per the ADE-AES grant contract requirements.

Task 9:

1. Identify resources needed to support the implementation of each strategy and/or intervention. Resources may include staff time, materials, training expenses, etc. If the strategy and/or intervention will require multiple resources, use bullets or numbering to enter all resources needed.
2. Remember that resources may change over the program year. At the end of the year, the actual expenditures entered in the **Grants Management System** should match the expenditures in the *Professional Learning Implementation Plan* spreadsheet.
3. Enter resources and any associated costs in the corresponding [purple cell](#) on the **Professional Learning Implementation Plan spreadsheet**.

Tips:

Per WIOA-Section 241. Administrative Provisions and Important Considerations for Expending PL Funds:

Supplement NOT Supplant: Funds made available for adult education and literacy activities under this title shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

- If any PL funds are used to supplement salaries for full-time or part-time certified staff, the staff must participate in job-embedded and collaborative professional learning during their workday. Job-embedded professional learning should include the following activities:
 - *Analyze student evidence to evaluate their impact, reflect on their collective work, and determine optimal next steps.*

ARIZONA ADULT EDUCATION PROFESSIONAL LEARNING SYSTEM

- *Examining student learning data to help strengthen connections between the learning task, content, instruction, and student outcomes.*
- *Engaging in collaborative planning focused on standards-based instruction, instructional delivery, and curriculum alignment.*
- *Participation in internal and external professional learning focused on building teachers' knowledge and skills aligned to the Arizona Adult Education Teacher Standards*
- Staff and/or business meetings are not considered professional learning and PL funds may not be used to pay a portion of staff salaries or hourly wages to attend these types of meetings.
- PL funds may be used for professional learning for support staff who perform key grant functions, provided the training supports the successful implementation of the program's professional learning goals/s.
- Program grants management staff should include detailed information in the ADE (Arizona Department of Education) Grants Management Enterprise (GME) System on the proposed and actual expenditure for the professional learning grant funds.
 - ADE-AES may request Time and Effort records for program staff to verify the PL

Submission

All programs will receive/have received a unique link for their program's PLIP (Professional Learning Implementation Plan). This live document is where data for the PLIP should be modified.

If you need access to your program's PLIP, please email the Teaching & Learning Team at AEStandL@azed.gov.

All resources needed to complete the 2023-2024 Proposed PL Plan can be found on the [Teaching and Learning Hub](#).

We will be desk monitoring the Proposed PL Plans monthly, throughout the program year, to provide targeted guidance and feedback to each program.

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Appendix A: Professional Learning Implementation Plan (PLIP)

See the Teaching & Learning Hub for examples

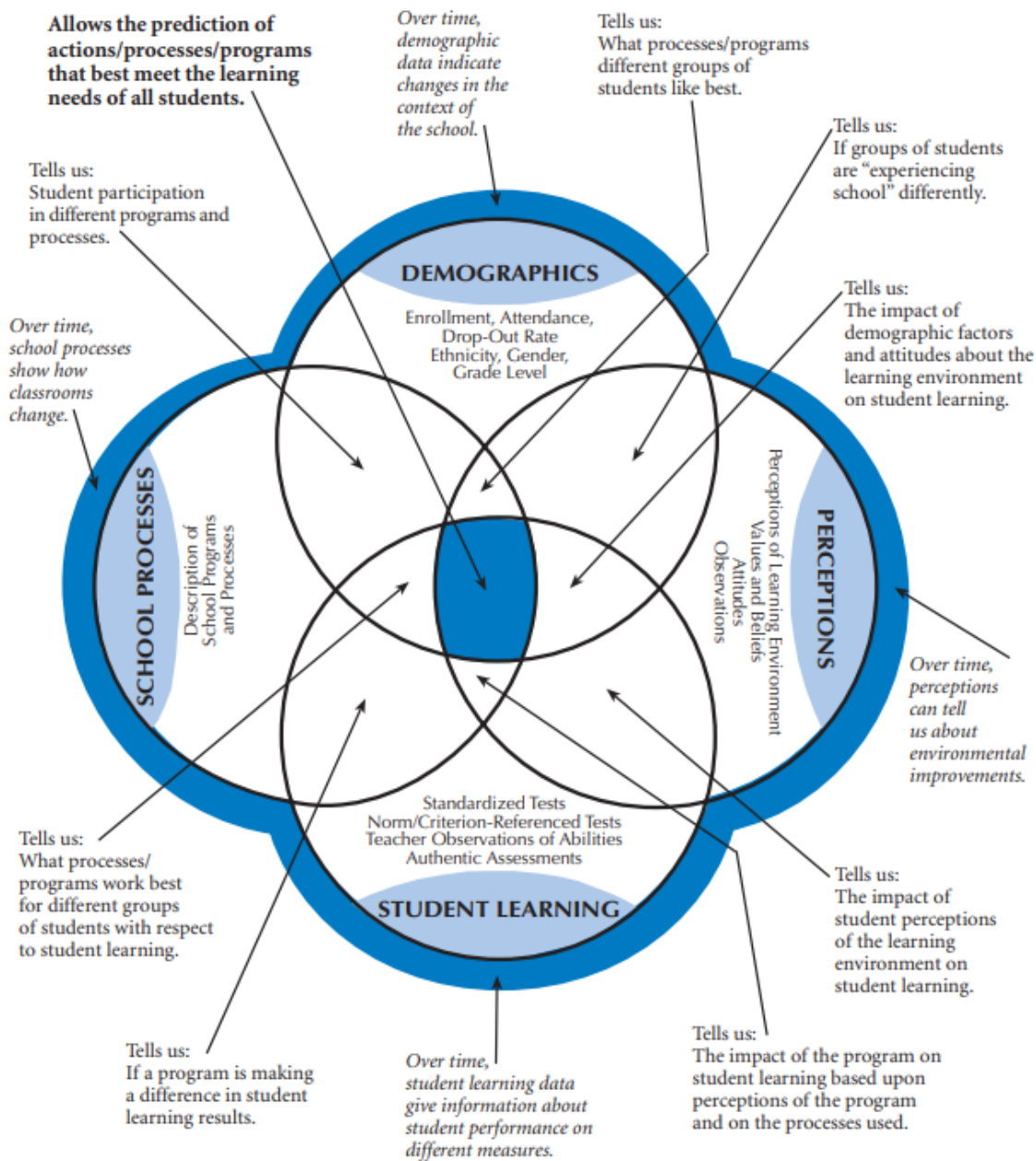
2023-2024 Program Year Adult Basic Education (ABE) Professional Learning Implementation Plan											
Adult Education Provider and/or Learning Center:						Date Completed:					
Completed by:	Primary Contact's Email Address:										
1. Identify Data (Measure(s) Assessed to Determine Goal and Objectives)	2a. Identify AZ Adult Education Teacher Standard(s)	2b. Identify Indicators for the Standard	3a. Identify Learning Forward Standard	3b. Professional Goal	4. Select Strategic Actions and Interventions	5. Identify Professional Learning Modality(ies)	6. Determine Timeline and Benchmarks	7. Identify Internal and External Facilitators and Trainers	8. Indicators of Success	Identify Resources Needed & Expenditures	Running Total
<small>Click in cell to access dropdown list</small>	<small>Click in cell to access dropdown list</small>	<small>Click in cell to access dropdown list</small>				<small>Click in cell to access dropdown list</small>				<small>Use Alt+Enter for additional lines in cell.</small>	
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										Projected PL Expenditures (total of costs above)	\$ -
										Feder Total ABE/ESOL Account	-
										Feder General Income	-
										Total Funding	\$ -
										PL Set aside (10% of funding)	\$ -
										Difference	\$ -

*Please note: If the amount shown is negative, indicated by red fill in the cell, this is the amount yet to be awarded as it is an amount not with the cell and indicated must create the document.

+ Drop-down Lists ABE ESOL IET

Appendix B: Multiple Measures of Data

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Source: *Data Analysis for Continuous School Improvements*, 2nd Edition, By Victoria L. Bernhardt (Larchmont, NY: Eye on Education, 2004) Reprinted with permission.

Appendix C: Models of Professional Learning

(Adapted from Powerful Designs for Professional Learning, edited by Brown-Easton, NSDC, 2004)

1. **Context Standards:** The environment that makes it possible for adults to learn and grow
2. **Process Standards:** Selecting the professional development strategies that help adults learn
3. **Content Standards:** Using data about student achievement to determine what needs to be improved

Process Standards: The What and Why?

1. **The professional development models that are most useful for gathering and using information from within the learning center/site or adult education program are:**

Model	Description	References
Accessing Student Voices	May include student focus groups, interviews, questionnaires, and shadowing students to systemically document students' experiences	Bernhardt, 1998; Hord & Robertson, 1999; Kushman, 1997; Wilson & Corbett, 1999
Action Research	Teachers and/or administrators raising questions about the best way to improve teaching and learning, systematically studies the literature to answer the questions, implement the best approach, and analyze the results	Calhoun, 1993 & 1994; Glanz, 1999; Loucks-Horsley, 1998; Sagor, 1993; Stringer, 1996; Wood & McQuarrie, 1999
Classroom Walk-Throughs	<p>It provides the opportunity for the administrator to:</p> <ul style="list-style-type: none"> ● Reinforce attention to instructional practices ● Gather data about instructional practice and student learning ● Stimulate collegial conversation about teaching and learning ● Learn from other participants ● Deepen understanding and improve practices through continuous feedback <p>To be effective, leaders need to spend one-third of their time in classrooms</p>	www.nsd.org ; Eisner, 2002

ARIZONA ADULT EDUCATION PROFESSIONAL LEARNING SYSTEM

Data Learning Communities	Teams of teachers and administrators analyzing multiple measures of data sets including program processes, student learning, teacher & student demographics, and teacher & student perceptual data	Bernhardt, 2006; www.nrsweb.org/NRSwork/
Educator Portfolios	Used to document a teacher as a learner and may include reflections, peer observations, professional learning plans and self-assessments	Dietz, 1995 & 1999; Green & Smyser, 1996; Wolf & Dietz, 1998
Visual Dialogue	Used when a group intends to make a meaningful change. Is a process of integrating complex ideas from diverse participants through visual tools	Horne, 1998; Sibbet, 1994; Tufte, 1994 & 1997

2. The professional development models that are most likely to use outside resources to inform the work are:

Model	Description	References
Action Research	Teachers and/or administrators raising questions about the best way to improve teaching and learning, systematically studies the literature to answer the questions, implement the best approach, and analyze the results	Calhoun, 1993 & 1994; Glanz, 1999; Loucks-Horsley, 1998; Sagor, 1993; Stringer, 1996; Wood & McQuarrie, 1999
Assessment as Professional Development	Teachers work collaboratively to develop performance tasks and assessments based on desired learning results, peers review tasks and assessments, conduct a group evaluation of student work	McTighe & Wiggins, 2004; Marzano, Pickering, & Pollack, 2001; National Board for Teaching Standards, 1991; www.nsd.org
Case Studies/Discussions	Teachers review case studies of student work and/or another teacher's example lessons, which can lead to quality discussions and improved practices	Barnett, 1998 & 1999; Colbert, 1996; Merseth, 1996; Shulman, 1992; Wasserman, 1993

ARIZONA ADULT EDUCATION PROFESSIONAL LEARNING SYSTEM

Curriculum Designers	The process of defining and organizing what is taught to improve student learning, determining instructional strategies, and when and how to assess learning	Martinello & Cook, 2000; Hayes- Jacobs, 1997; Taggart, Phifer, Nixon & Woods, 1998
Lesson Study	A cycle of instructional improvement focused on planning, observing, and revising lessons through collaborative teacher groups	Lewis, C., 2002
Mentoring	Pairs an experienced teacher with a teacher with less experience and focuses on guidance, problem-solving, modeling, support, and feedback	Loucks-Horsley, 1998; Robbins, 1999; Showers & Joyce, 1996; Shulman & Colbert, eds., 1987
Peer Coaching	A confidential process in which two or more professional colleagues work together to reflect on current practices, expand or refine new skills, share ideas, and conduct action research	Costa & Garmston, 1994; Langer, Colton & Goff, 2003; Robbins, 1991; Schlechty, 2001
School/Program Coaching	Designed to take individual teachers, administrators, or a group of educators from where they are to where they want to be	Flaherty-Woburn, 1999; Buckingham & Coffman, 1999; Argyris, 1999
Study Groups	Groups of educators meet to learn new strategies and programs, to review new publications, or to review student work together	Murphy, 1995, 1997 & 1999; Murphy & Lick, 1998 & 2001; Wood & McQuarrie, 1999
Visual Dialogue	Used when a group intends to make a meaningful change. Is a process of integrating complex ideas from diverse participants through visual tools	Horne, 1998; Sibbet, 1994; Tufte, 1994 & 1997

3. The professional development models that focus the most on standards, curriculum, and assessment are:

Model	Description	References
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ARIZONA ADULT EDUCATION PROFESSIONAL LEARNING SYSTEM

Action Research	Teachers and/or administrators raising questions about the best way to improve teaching and learning, systematically studies the literature to answer the questions, implement the best approach, and analyze the results	Calhoun, 1993 & 1994; Glanz, 1999; Loucks-Horsley, 1998; Sagor, 1993; Stringer, 1996; Wood & McQuarrie, 1999
Assessment as Professional Development	Teachers work collaboratively to develop performance tasks and assessments based on desired learning results, peers review tasks and assessments, and conduct a group evaluation of student work	McTighe & Wiggins, 2004; Marzano, Pickering, & Pollack, 2001; National Board for Teaching Standards, 1991; www.nsd.org
Case Studies/Discussions	Teachers review case studies of student work and/or another teacher's example lessons, which can lead to quality discussions and improved practices	Barnett, 1998 & 1999; Colbert, 1996; Merseeth, 1996; Shulman, 1992; Wasserman, 1993
Curriculum Designers	The process of defining and organizing what is taught to improve student learning, determining instructional strategies, and when and how to assess learning	Martinello & Cook, 2000; Hayes-Jacobs, 1997; Taggart, Phifer, Nixon & Woods, 1998
Immersing Teachers in Practice and/or Content	A powerful form of PD (Professional Development) for teachers to participate over time in the content area(s) that they teach. Appropriate for individual teachers or groups of teachers focusing on a content learning community	Barth, DuFour, Eaker & Eason-Watkins, 2005; McEntee, 1998; Lieberman & Wood, 2002
Lesson Study	A cycle of instructional improvement focused on planning, observing, and revising lessons through collaborative teacher groups	Lewis, C., 2002
Standards in Practice	This design's sole focus is on improving assignments. The goal is to make assignments more rigorous and challenging, more clearly written, and targeted toward important concepts and knowledge	www.edtrust.org
Study Groups	Groups of educators meet to learn new instructional strategies and programs, to review new publications, or to review student work together	Murphy, 1995, 1997 & 1999; Murphy & Lick, 1998 & 2001; Wood & McQuarrie, 1999

Visual Dialogue	Used when a group intends to make a meaningful change. Is a process of integrating complex ideas from diverse participants through visual tools	Horne, 1998; Sibbet, 1994; Tufte, 1994 & 1997
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4. The professional development models that are especially useful in creating a learning community are:

Model	Description	References
Critical Friends Group	A group of 6-8 educators who meet monthly for at least two hours to have structured professional conversations about their work and to deepen their knowledge of their craft	Seidel & Lyons, 1998; Seidel & Allen, 1998
Mentoring	Pairs an experienced teacher with a teacher with less experience and focuses on guidance, problem-solving, modeling, support, and feedback	Loucks-Horsley, 1998; Robbins, 1999; Showers & Joyce, 1996; Shulman & Colbert, eds., 1987
Peer Coaching	A confidential process in which two or more professional colleagues work together to reflect on current practices, expand or refine new skills, share ideas, and conduct action research	Costa & Garmston, 1994; Langer, Colton & Goff, 2003; Robbins, 1991; Schlechty, 2001
Tuning Protocols	A forming process for reviewing, honoring, and fine-tuning colleagues' work through presentation and reflection.	Allen, 1995; Allen & McDonald, 1993, Easton, 1999; Kushman, 1995
Visual Dialogue	Used when a group intends to make a meaningful change. Is a process of integrating complex ideas from diverse participants through visual tools	Horne, 1998; Sibbet, 1994; Tufte, 1994 & 1997

5. The professional development models that focus the most on teaching practice or andragogy are:

ARIZONA ADULT EDUCATION PROFESSIONAL LEARNING SYSTEM

Model	Description	References
Action Research	Teachers and/or administrators raising questions about the best way to improve teaching and learning, systematically studies the literature to answer the questions, implement the best approach, and analyze results	Calhoun, 1993 & 1994; Glanz, 1999; Loucks-Horsley, 1998; Sagor, 1993; Stringer, 1996; Wood & McQuarrie, 1999
Case Studies/Discussions	Teachers review case studies of student work and/or another teacher's example lessons, which can lead to quality discussions and improved practices	Barnett, 1998 & 1999; Colbert, 1996; Merseeth, 1996; Shulman, 1992; Wasserman, 1993
Critical Friends Group	A group of 6-8 educators who meet monthly for at least two hours to have structured professional conversations about their work and to deepen their knowledge of their craft	Seidel & Lyons, 1998; Seidel & Allen, 1998
Immersing Teachers in Practice and/or Content	A powerful form of PD for teachers to participate over time in the content area(s) that they teach. Appropriate for individual teachers or groups of teachers focusing on a content learning community	Barth, DuFour, Eaker & Eason-Watkins, 2005; McEntee, 1998; Lieberman & Wood, 2002
Journaling	Journal writing helps teachers construct meaning for, and reflect on, what they are teaching and learning	Killion, 1999; Killion & Todnem, 1991
Lesson Study	A cycle of instructional improvement focused on planning, observing, and revising lessons through collaborative teacher groups	Lewis, C., 2002
Mentoring	Pairs an experienced teacher with a teacher with less experience and focuses on guidance, problem-solving, modeling, support, and feedback	Loucks-Horsley, 1998; Robbins, 1999; Showers & Joyce, 1996; Shulman & Colbert, eds., 1987
Peer Coaching	A confidential process in which two or more professional colleagues work together to reflect on current practices, expand or refine new skills, share ideas, and conduct action research	Costa & Garmston, 1994; Langer, Colton & Goff, 2003; Robbins, 1991; Schlechty, 2001
Educator Portfolios	Used to document a teacher as a learner and may include reflections, peer observations, professional learning plans and self-assessments	Dietz, 1995 & 1999; Green & Smyser, 1996; Wolf & Dietz, 1998

ARIZONA ADULT EDUCATION PROFESSIONAL LEARNING SYSTEM

Tuning Protocols	A forming process for reviewing, honoring, and fine-tuning colleagues' work through presentation and reflection.	Allen, 1995; Allen & McDonald, 1993, Easton, 1999; Kushman, 1995
Team Development	Builds collegiality and can change the school culture. Norms of behavior, team meeting protocols, team building training, and structures that work together to develop teams	Stiggins, 1999
Training the Trainer	An approach to saving time and money. Individuals are trained and return to their programs/site to train others	Horne, 1998; Sibbet, 1994: Tufte, 1994 & 1997