

LEADERSHIP EXCELLENCE ACADEMIES

Integrating Research into Teaching and Learning



A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PACKAGE FOR LOCAL ADULT EDUCATION AND LITERACY PROGRAM MANAGERS



What's Our Slogan?

It is all about
Program Improvement!

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Three Starting Points

Stakeholder Assessments	Research and Professional Wisdom	Data
Teacher Local Program Director Program Operations Partners Students	Implications for local programs (May be empirical or evidence based)	Performance results Enrollment and attendance patterns Census data

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The Trident: The Process

Stakeholder Assessments	Research and Professional Wisdom	Data
1. Select and administer a stakeholder assessments.	1. Access the findings	1. Identify, collect, and analyze the data.
2. Engage the workgroup to review the results, and clarify and prioritize the needs.	2. Engage the workgroup to understand the focus, questions, and implications	2. Engage the workgroup to review the results, and clarify and prioritize the needs.
3. Set the vision and goals for your program improvement initiative.	3. Select promising practices. Set the vision and goals for your program improvement plan.	3. Set the vision and goals for your program improvement initiative.

4. Develop a pilot testing plan.
5. Select and prepare pilot sites.
6. Conduct the pilot, measure the impact, and fine-tune PD, policy, and resources.
7. Document and evaluate the results; make necessary adjustments
8. Integrate program-wide (in waves as necessary)
9. Monitor impact, make necessary adjustments, and provide recommendations for next assessment process
10. Celebrate your success

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Value of Research in Program Improvement

Research tells us what is "reasonable" to believe.
- Tom Greene


- Justifies what we're already doing well
- Helps us improve something that we're already doing
- Suggests a solution to a problem we have
- Uncovers an interesting or intriguing practice

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Today's Workshop

By the end of this workshop, you will be able to implement a structure and process for:

- accessing,
- understanding,
- judging, and
- integrating research into practice.



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Why Don't We Use Research?

- There is a wealth of information in adult education and related research.
- Why don't we use more of it?



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Activity 1: Make a List

- Make a list of the barriers to using research in your program.
- Why don't you use research more often?



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FAMILY FEUD

WHY DON'T WE USE RESEARCH?

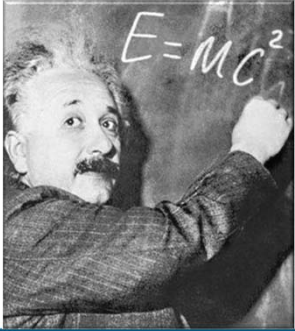
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Other Reasons



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You May Be More Research-Based Than You Think



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You May Be More Research-Based Than You Think...

If you ensure learning is carried out in real life context

- *Education for Life and Work: Developing Transferrable Knowledge and Skills in the 21st Century*, National Academies Press – Editors Pellegrino & Hilton, 2012. Report and research brief available: http://sites.nationalacademies.org/DBASSE/BOTA/Education_for_Life_and_Work/
- *Taking Literacy Skills Home*, Focus on Basics, Volume 4 Issue D, April 2001 - Purcell-Gates, Degener, Jacobson, and Soler
- *Making Connections: Teaching and the Human Brain* -Caine and Caine, 1991 <http://files.eric.ed.gov/fulltext/ED335141.pdf>
- *Adult Functional Competency: A Summary of the Adult Performance Level Project* - Northcutt, 1975

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You May Be More Research-Based Than You Think...

If you train teachers to accommodate learning disabilities:

- **Learning to Achieve: A Professional's Guide to Educating Adults with Learning Disabilities**, National Institute for Literacy – Taymans, 2010.
https://lincs.ed.gov/publications/pdf/L2AProfessionalGuide_final.pdf
- **Learning to Achieve: A Review of the Research Literature on Serving Adults with Learning Disabilities**, National Institute for Literacy – Taymans (Ed.), 2009.
<https://lincs.ed.gov/publications/pdf/L2ALiteratureReview09.pdf>
- **Focus on Basics: Synthesis of LD research**, NCSALL – 2007
http://www.ncsall.net/fileadmin/resources/fob/2007/fob_8d.pdf
- **The London Procedure** - Laura Weisel, 1978

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You May Be More Research-Based Than You Think...

If you train your teachers to involve the learner in planning and evaluating his/her own learning

- **Improving adult literacy instruction: Options for practice and research** Chapter 5 – Motivation, Engagement, and Persistence
<http://www.nap.edu/read/13242/chapter/7>
National Academies Press – Lesgold & Welch-Ross, 2012.
- **"Fact Sheet: Self-Regulated Learning"**, in *TEAL's Just Write! Guide*, American Institutes for Research – Tanya Shuy, 2012
<https://teal.ed.gov/tealguide/selfregulated>
- **Participatory Learning**
- Hanna Fingeret, 1982

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You May Be More Research-Based Than You Think...

If you train your teachers to include group activities that motivate learners and build collaboration skills.

- **Promoting Learner Engagement when Working with Adult English Language Learners**, CAELA Network Brief – Susan Finn Miller, 2010
<http://www.cal.org/caelanetwork/pdfs/LearnerEngagement.pdf>
- **Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind"** - Robert Kegan, et al., 2001
- **Social Network: A New Perspective on Independence and Illiterate Adults**
- Hanna Fingeret, 1983

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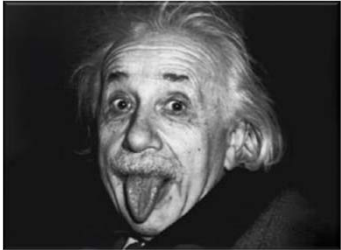
You May Be More Research-Based Than You Think...

If you link program services with at least five other support agencies.

- *Making Skills Everyone's Business: A call to transform adult learning in the United States* - OCTAE, 2015
<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/making-skills.pdf>
- *State and Local Coordination and Planning to Strengthen Adult Basic Education Services: AECAP Guide for State Leaders* - Alamprese & Gwaltney, 2010
http://www.abtassociates.com/reports/AECAP_Guide_State_Leaders_May_2010.pdf
- *National Evaluation of Adult Education Programs: Profiles of Service Providers* - Development Associates, Inc., 1991

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It Doesn't Take An Einstein...




To Be Research-Based!

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What it Does Take, However, Is...

A Four Step Process



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Research to Practice Process

- Access research findings
- Understand the focus, questions and implications
- Judge the potential contributions and comparability with your program’s policies and practices
- Integrate and assess the impact

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Understanding the Research

<p>Gold Standard Research</p> <ul style="list-style-type: none"> • Experimental design • Random assignment • Two identical groups 	<p>Evidence-Based Research</p> <ul style="list-style-type: none"> • Correlational • Statistical controls • Larger sample size • Limited predictability
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- Remember Tom Greene:
Research tells us what is “reasonable to believe.”

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Professional Wisdom Defined


- The judgment that individuals acquire through experience;
- Often a result of consensus views;
- Is reflected in numerous ways, including the effective identification, and incorporation of local circumstances.

“Your professional wisdom, gleaned from peer interaction and experience, are cornerstones in program improvement”
Elizabeth Thompson, CMPI, Texas Learns

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Structure and Process

- Remember our goal!
- To give you the tools you need to design a structure and process that fits your program.



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Activity #2 – Developing a Structure and Process

- Count off into four groups. Pg. 2-3
- Regroup.
- Review the questions under your designated task.
 - Are these important decision points?
 - What else would you need to decide about accessing, understanding, judging, or integrating research?

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Activity #2 – Developing a Structure and Process


- Teach us what you learned
- Group presentations
 - Report your decision points.
 - Share any additions.
 - Solicit recommendations.



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BREAK



- Good Work!
- Take a Break



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Putting the Four Steps Into Practice

- Access Research Findings:
- Where can we access adult education resources?

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CAELA

www.cal.org/caela/research/

- Center for Adult English Language Acquisition at the Center for Applied Linguistics.
- Resource: Adult English Language Instruction in the 21st Century



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http://www.cal.org/caela/esl_resources/languageinstructionEng.pdf

TESOL
www.tesol.org

Teachers of English to Speakers of Other Languages

To find research:
 > Advance the field
 >> Research

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National College Transition Network
www.collegetransition.org

To find promising practices and research:
 > Promising Practices
 OR
 > Resources
 >> Research Organizations

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LINCS
lincs.ed.gov

Literacy Information and Communication Systems

For free research-based resources, discussions, and online PD courses


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Adult Career Pathways

www.adultcareerpathways.org/resources.php

Includes Reports, Guides, Toolkits, Online Repositories, and Instructional Resources



ADULT CAREER PATHWAYS:
Providing a Second Chance in Public Education

Adult Education Resources

Reports

- Adult Education: Supporting the President's Workforce and American Graduation Initiatives
National Council of State Directors of Adult Education
<http://www.nacsd.org/2013/03/20/2013-03-20-Adult-Education-Report-2013-14.pdf>
- Adult Ed. and the Community College
Council for the Advancement of Adult Literacy
<http://www.caaal.org/2012/01/01/Adult-Ed-and-the-Community-College.pdf>
- Adult Learning in Focus: National State-by-State Data
Council for Adult and Experiential Learning (CAEL)
<http://www.cael.org/2014/04/01/Adult-Learning-in-Focus.pdf>
- Bridge Programs in Illinois: Outcomes, Challenges, and Cross-site Findings
Office of Community College Research and Leadership, University of Illinois
http://www.illinois.edu/commcolleges/bridge/2014/04/01/2014_Bridge_Report.pdf
- Bringing the Gap: Meeting the Challenge of Universal Access Through Path-Based and Community Partnerships
U.S. Department of Labor, Center for Path-Based and Community Initiatives
<http://www.dhs.gov/xgov/2014/04/01/2014-04-01-Bringing-the-Gap-Meeting-the-Challenge-of-Universal-Access-Through-Path-Based-and-Community-Partnerships.pdf>
- Building a Higher Skilled Workforce: Results and Implications from the BridgeConnect National Survey
Workforce Strategy Center
<http://www.workforcestrategycenter.org/2014/04/01/2014-04-01-Building-a-Higher-Skilled-Workforce-Results-and-Implications-from-the-BridgeConnect-National-Survey.pdf>

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High School Equivalency


- GED® Testing Service
www.gedtestingservice.com
- ETS HISET
<http://Hiset.ets.org>
- CTB/McGraw Hill TASC
www.tasctest.com

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Focus on Basics

www.ncsall.net/?id=31

- Best practices
- Current research on adult learning and literacy
- How research is used by adult basic education teachers, counselors, program administrators, and policy makers



NCSALL National Center for the Study of Adult Learning and Education

Focus on Basics

Research on the specific population of the nation known as the adult and youth basic education population is a critical area of research for the field. This research is essential for understanding the needs of this population and for developing effective interventions to support their learning and literacy. The Focus on Basics project is a collaborative effort to synthesize and disseminate research on this population. The project is led by the National Center for the Study of Adult Learning and Education (NCSALL) and the National Center for Literacy Education (NCLE). The project is supported by the U.S. Department of Education, Office of Education Programs, and the Office of Technical Assistance.

Release 1 (2005)

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Focus on Basics Titles

- ESOL
- Research
- Corrections Education
- Modes of Delivery
- Workplace Education
- Youth
- Transitions
- Curriculum Development
- "isms"
- Counseling
- Staff Development
- Literacy and Health
- Adult Development
- First-Level Learners
- Research to Practice
- Learning Disabilities
- Technology
- Mathematics Instruction
- Learning From Research
- Writing Instruction
- Standards-Based Education
- Accountability
- Adult Multiple Intelligences
- Project-Based Learning
- Theories of Change
- The GED
- Learner Motivation
- Content-Based Instruction
- Multi-level Classrooms
- Reading
- What is Research?
- Numeracy
- Health & Literacy Partnership

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NCSALL

www.ncsall.net/

- National Center for the Study of Adult Learning and Literacy
- One of the best sources for accessing research
- Research projects




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ERIC

www.eric.ed.gov/

Education Resources Information Center

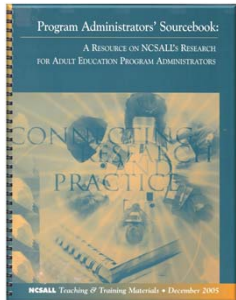
- Search more than 1.2 million bibliographic records of journal articles and other education-related materials



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Best Resource for Program Managers

Program Administrators' Sourcebook:
A Resource on NCSALL's Research for Adult Education Program Administrators
<http://www.ncsall.net/index.html?id=1039.html>



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Program Administrator's Sourcebook

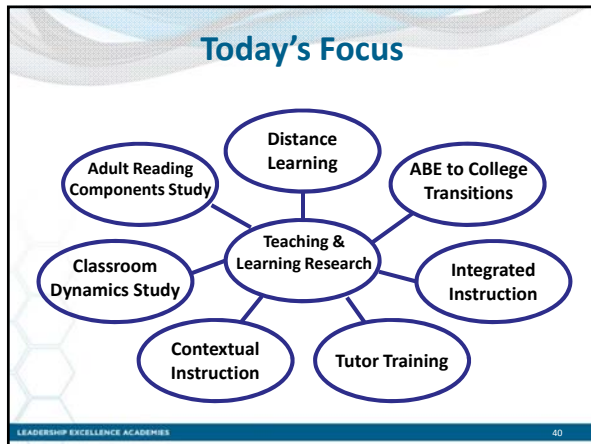
- Topic Areas
- Section 1: Teaching and Learning
- Section 2: Adult Student Persistence
- Section 3: Professional Development
- Section 4: Outcomes of Participation in Adult Education
- Section 5: Advocacy for Program Improvement

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Program Administrator's Sourcebook

- Format
- The Issues You Face
- Findings from Research
- About the Study
- Implications of the Study
- Strategies
- Overall Implications for Program Change
- Additional Resources

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- ### Our Plan Before Lunch
- Give you a quick snapshot on each research study
 - Allow you to decide which study interests you the most
 - Re-seat into research groups
 - Individually, review the research brief
- LEADERSHIP EXCELLENCE ACADEMIES 41

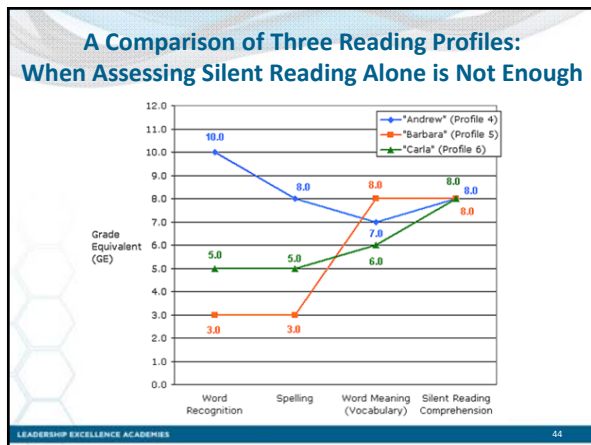
- ### Our Plan After Lunch
- Discuss the following questions with your group:
 - What findings were the most interesting?
 - If you and your teachers agreed to pilot the research findings in your program to determine if they made an impact,
 - What criteria would you use to select the best pilot sites?
 - What training would you need to provide to the pilots?
 - What materials and resources would they need?
 - How would you measure the success of the pilot? How do you think your teachers would measure success? What evidence would you need to collect?
 - Summarize your responses on the flipcharts to share with your colleagues.
- LEADERSHIP EXCELLENCE ACADEMIES 42

Research Articles Packet p. 3

#1 The Adult Reading Components Study

- Research says...
- Adult students do not all share the same reading "profile."
- Same grade-equivalency-level score in reading comprehension - different "reading profiles"
- Instructional needs vary according to different level skills in vocabulary, fluency, and decoding
- Example:
<http://iincs.ed.gov/readingprofiles/index.htm>

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#2 Increasing Student Achievement for Basic Skills Students – Integrated Instruction

Research says...

- Hispanics and males less likely to attempt classes beyond basic skills
- Students enrolled in other college classes more likely to make gains than students exclusively enrolled in basic skills
- Students enrolled in I-BEST most likely to make larger gains than other basic skills students

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#2 Increasing Student Achievement for Basic Skills Students – Integrated Instruction

Research says...

- Infusing college content helps students at every level to increase their basic skills.
- I-BEST built first year momentum for earning college credits.
- Percentage of I-BEST students who earned their first 15 college credits substantially higher than in cases when basic skills students attempted college coursework in other ways

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#3 Adult Literacy Volunteer Tutor Training

Research says...

- Regarding materials and activities used
- Little about the training volunteers participated in seems to predict materials & activities tutors and students use
- Factors other than training influenced decisions and choices the tutors made in working with students
- Low level of transfer from training to practice

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#4 The Classroom Dynamics Study

Research says...

- Continuous, open enrollment made it difficult for classroom teachers to teach as effectively as possible because students were constantly moving in and out of class.
- Although teachers rank student needs as their top priority, their teaching often doesn't reflect this goal.

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#5 A Contextualized Approach to Curriculum and Instruction

Research says...

- Effective learning requires...active application of knowledge, skills, and processes.
- Transfer to other contexts is most likely...when the learner understands both the facts and the “big picture”.
- Learning (includes) the context and culture in which it takes place.

#6 Effective Features of ABE-to-College Transition Programs

Research says...

Earning 3 college credits, as individuals, occurs more frequently if participants:

- Completed the transition course.
- Made gains on Accuplacer arithmetic score during the transition course. A student who gains 20 points on their Accuplacer arithmetic test is twice as likely to complete a college class as a student who makes no math gains
- Were immigrants to the US
- Were rated as having overall readiness characteristics for college
- Were rated as having fewer obstacles to college

#6 Effective Features of ABE-to-College Transition Programs

Research says...

College transition programs were more effective in participants’ earning 3 college credits if they included:

- Grades given
- High level of feedback to students on their work in the course
- More traditional, teacher-directed approach rather than a collaborative approach
- Included explicit student life skills class

#7 Distance Learning for GED® Students

Research says...

- DL is as effective as face-to-face instruction for rural GED® students.
- DL is a resource for “pure” DL or blended learning.
- DL adds flexibility to studying for the GED®.
- Students with strong academic skills appear to be the best suited for pure DL.
- Blended learning can increase instructional hours.
- DL supports the development of study skills, and students’ taking ownership of their own learning.

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Pick Your Research and Regroup

- #1 Adult Reading Components Study
- #2 Increasing Student Achievement for Basic Skills Students – Integrated Instruction
- #3 Adult Literacy Volunteer Tutor Training
- #4 Classroom Dynamics Study
- #5 A Contextualized Approach to Curriculum and Instruction
- #6 Effective Features of ABE to College Transition Programs
- #7 Distance Learning for GED® Students

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Review the Research

Individually, read the research brief in the training packet on your selected study.



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Activity 3 pp. 4-11

Discuss the following questions with your group:

- What findings were the most interesting?
- If you and your teachers agreed to pilot the research findings to determine if they made an impact in your program:
 - What criteria would you use to select the best pilot sites?
 - What training would you need to provide to the pilots?
 - What materials and resources would they need?
 - How would you measure the success of the pilot?
 - How do you think your teachers would measure success?
 - What evidence would you need to collect?
- Summarize your responses on flipchart to share

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Next Steps

- Look for an email with your program’s survey and report links.
- Conduct the online research survey
 - **A sample survey** (page 16) and **sample invitation email** to teachers/tutors (page 22)
- Monitor your program’s results

All surveys close [date]!

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Next Steps

- Examine the results with your staff/workgroup and make note of the top three priorities.
- Respond to the Research Decision Points Interim Activity B (page 12-15).
- Post your responses to your electronic portfolio by **MARCH 3.**

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Uploading Your Files

Your interim activity includes the specific name you should use when saving Interim Activity B to upload to your portfolio.

- **Please be sure to use this file name.** Using other file names with symbols, etc. in them will prevent you from uploading the file.
- Save the file as first initial last name Interim B
- Ex: For John Doe, it would be JDoe Interim B
- **Remember to also include your name on the top line of your Interim Activity Document**

R E V I E W

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Year One

Year Two

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Your LEA Website

<http://lea.clee.utk.edu/>

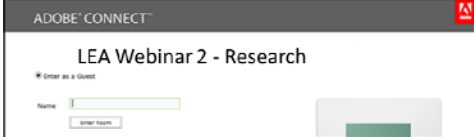
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Participating in the Webinar

- Dates listed in your state's timetable
- Email from CLEE approximately three weeks prior to the webinar with your assigned time
- Prior to webinar, review questions to be posed on the webinar as posted in the Participant Library
- A week before the date – follow the link and confirm that you can get into the virtual meeting room
- 15 minutes before start time on the day of the webinar, go to the URL listed in your email
- Be prepared to talk!

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Participating in the webinar



- Type in your first name, a space, your last name, and then click on the Enter Room button
- Webinar room will load (*Adobe Flash required*)
- Choose Audio participation method
Headset with microphone recommended

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What if I can't attend that webinar?

- **You are required to attend the webinar during your scheduled time slot.**
- If an emergency prevents you from attending during your designated time slot:
 - Reply to the initial email indicating your emergency.
 - Indicate an alternate date and time from the scheduled webinars when you are available.

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What if I can't attend that webinar?

If you cannot participate on any of the three scheduled days:

- Webinars will be recorded and posted to the LEA Participant Library (available through leadershipliteracy.net) within 48 hours of the webinar.
- Download the file for the Webinar Observation Form from the library.
- View the webinar, complete the form, and post the form to your online portfolio within 3 weeks after the webinar.
- Observation forms not posted within three weeks will not be counted for credit without written permission from the state director.

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Next Workshop: Data

Introduction to Using Data for Program Improvement Online Course

- 1 hour (estimate)
- Complete before the data workshop
- <http://leaonline.clee.utk.edu>



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Next Workshop: Data

- Not your ordinary data workshop
 - Proactive approach to finding areas for program improvement
 - Solutions to fix the problems you find
- **In advance, complete:**
"Collecting Your Data Pre-Activity" from the Participants Library
- **BRING to next face-to-face workshop:**
 - Laptop
 - NRS Tables 3, 4, 4B, 5 for 2013-14, 2014-15, 2015-2016.

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Please Remember to:

Thank your state director
for your LEA sponsorship



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Always Willing to Help

- Trainer Name
 - Contact information
- Trainer Name
 - Contact Information
- Technical Support
 - lea@utk.edu

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