



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Standards for Instructors in Integrated Education and Training (IET) Programs

Introduction

The Office of the State Superintendent of Education (OSSE) is the District of Columbia agency responsible for administering the Adult Education and Family Literacy Act (AEFLA), a federal initiative authorized by Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (Pub. Law 113-128), codified at 29 U.S.C. § 3271 *et seq.* and its implementing regulations at 34 CFR Part 463. The AEFLA grant program is supported with a match of local funds, as required by Title II, Section 222(b) of WIOA codified at 29 U.S.C. § 3302(b). As such, this grant program is supported by a combination of federal and local funding.

Through its Adult and Family Education (AFE) team, OSSE:

- Awards federal and local funds to eligible providers/sub-grantees to offer integrated education and training services, inclusive of adult literacy, concurrently and contextually with workforce preparation and workforce training for a specific occupation or occupational cluster, to District residents;
- Facilitates state leadership activities including professional development, technical assistance and monitoring;
- Provides resources (software, instructional materials, equipment, and assistive technology) to adult education providers and partners in the city; and
- Maintains and reports state and local program performance, progress and outcome data to the U.S. Department of Education, city officials and other stakeholders in an attempt to facilitate continuous improvement at the state and local program levels.

OSSE AFE Integrated Education and Training providers are expected to:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;
3. Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
4. Assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English; and mathematics skills, and acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.¹

¹ WIOA Bill H. R. 803

To achieve its mission and fulfill its obligations under WIOA, OSSE AFE has developed a set of standards for the instructors working in the integrated education and training programs it supports. These standards are evolving, integrated statements expressing characteristics of quality, designed to guide instructors in the provision of high quality integrated education and training services to District residents, and to serve as a reference for professional development and technical assistance. Overall, the seven standards described below emphasize OSSE AFE's commitment to students, student learning and achievement; and the professional development of the Instructors providing them with instruction and other related services.

Standard 1: Content Knowledge

Instructors in integrated education and training programs possess sound content area knowledge that meets OSSE's grant requirements. Instructors must have a Bachelor's Degree in Education or other related area and two years' experience teaching adults; however, instructors with a Master's Degree or Graduate Certificate in Adult Education, Education or other related area and three to five years experience teaching adults is preferred. Vocational instructors/trainers must have the industry recognized certification for which they are providing instruction and at least two years experience working in the targeted industry and/or teaching adults. Career awareness and exploration activities may be facilitated by individuals who are not necessarily vocational instructors/trainers. They understand, deeply and flexibly, how to interrelate and interpret the central concepts, tools and structures of the subject matter they teach, to create learning experiences that render the discipline accessible and meaningful for adult learners to assure mastery of the content, and within a prescribed context.

Standard 2: Andragogy

Instructors in integrated education and training programs have foundational knowledge of principles of andragogy (philosophy of educating adult learners). Instructors ensure that adult learners are engaging in adult education and literacy activities concurrently and contextually with workforce preparation activities and training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Instructors interact with students directly for a minimum of 4 to 6 hours per week and offer a minimum of 24 hours of instruction (classroom, tutoring, and/or blended learning) per week. Instructors adapt their teaching to different learning styles, using varying strategies to motivate, educate for change and coach/support adult learners to be self-directing. They actively seek ways to involve adult learners in the learning process, connect learning to their knowledge/experience base, show learners how the lessons will help them attain their goals, and how applicable they are to their work or other responsibilities valued by the students.

Standard 3: The Adult Learner and Social Context of Adult Learning

Instructors in integrated education and training programs understand the adult learner and the social context that frames learning in adulthood. Cognizant of the growth and development variance that propels, at different rates, patterns of learning and advancement across cognitive, linguistic, social, emotional and physical spheres, instructors design and implement developmentally appropriate and challenging learning experiences. They use that understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards, and to interact respectfully and responsibly with students with different learning needs.

Standard 4: Lesson Planning

Instructors in integrated education and training programs plan instruction to support every adult learner in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and andragogy, as well as knowledge of learners and the social context. They review the Individual Career Pathway Transition Plan for each student in their class to increase their understanding the student's educational functioning level, learning needs, career interests, goals and plans for achieving economic self-sufficiency for inclusion in lesson plans. In alignment with the Workforce Innovation and Opportunity Act (WIOA), instructors take an integrated approach to including in lesson plans adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training. They target training in occupations or clusters that assist adults in their educational and career advancement.

Standard 5: Instructional Strategies

Instructors in integrated education and training programs understand and use a variety of instructional strategies to encourage learners to develop a deep understanding of subject matter and their connections, and to build skills to apply knowledge in meaningful ways. They ensure that the instructional strategies used to provide integrated adult literacy (reading, writing, speaking, mathematics, and English language acquisition), workforce preparation and workforce training are based on best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice. They engage students in integrated education and training activities using technology, services, and other delivery systems, including distance education to increase the amount and quality of learning and to help improve student performance and progress.

Standard 6: Assessment

Instructors in integrated education and training programs understand and utilize multiple methods of assessment to engage students in their own growth, to monitor students' progress, and to guide decision making by the instructor and student. As required by OSSE AFE, instructors integrate the Comprehensive

Adult Student Assessment System (CASAS) competencies and basic skills content standards in their lesson plans/programs. In employing a standards-based approach to teaching students, instructors also employ, as a resource, the CASAS crosswalk that links the Common Core State Standards (CCSS) and the College and Career Readiness Standards (CCRS) and CASAS competencies and basic skill content standards by test and test items. They ensure that students are screened for learning disabilities using the Washington State Learning Disabilities (LD) Screening, English Language Learner (ELL) Student Questionnaire and/or Payne Learning Needs Inventory (PLNI) and they use this information to refer students for further assessment(s) and/or to make accommodations in instruction and training for students in their classrooms.

Standard 7: Professional Development

Instructors in integrated education and training programs engage in ongoing professional learning and use evidence to evaluate continually their practice. They systematically assess their own effectiveness as related to performance of their students, and adjust their Andragogy to correct identified gaps. They communicate effectively in multiple formats, overcoming prejudices/ discrimination and resolving conflicts with adult learners. They are evaluated by their program managers to assess their effectiveness in providing quality integrated education and training instruction to students, and if needed, work in collaboration with their program managers to develop and implement an Instructor Improvement Plan to facilitate their ongoing professional growth and development. They seek appropriate leadership roles and opportunities to take responsibility for student learning and development, and to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance their profession.