West Virginia Department of Education
Office of Adult Education and Workforce Development

Adult Basic Education

Annual Performance Report Narrative 2013-2014

STATE LEADERSHIP

West Virginia has utilized federal leadership funds and state funding to broaden the scope and intensity of program leadership functions. For program year 2013-2014 approximately $412,135 in federal funding and $1,222,612 in state funding was dedicated to the state leadership activities described below.

Staff Development:
The West Virginia Adult Basic Education (WVABE) program delivered pre-service and/or in-service training for approximately 250 instructors and other program personnel.

In-Service:
Professional development in-service sessions were provided throughout the year to new and experienced personnel. A total of 140 face-to-face in-service sessions were offered, including approximately 30 core (program-mandated) and 110 elective (self-selected) course offerings attended by nearly 4,500 adult education participants.

Most of the core workshops that were offered as face-to-face sessions were related to the roll-out of standards-based instruction in our state. This began with regional kick-off sessions in six regions. Core sessions included an introduction to unwrapping standards found in the *College and Career Readiness Standards for Adult Education*, an exploration of Webb's Depth of Knowledge, use of Sharon Bowman's Four C's strategies for engaging adult learners, and an introduction to the anchor standards for writing and the TEAL research-based strategies for writing. In addition, new instructors were trained on standardized assessment policies and publisher guidelines for post-testing; and in the use of our state's Adult Education Management Information System (AEMIS) to enter data accurately, read and interpret state and NRS reports, and use data for program management and improvement.

In an effort to ensure that professional development training was put to use in the classroom, these face-to-face kick-off and core sessions required follow-up activities for instructors to complete in their own classrooms and report back by sharing their experiences. The follow-up core activities were made available online via the *Schoology* platform. Credit for these core follow-up activities was awarded to 470 participants (some individuals completed four or five separate activities. Thirty-two individuals obtained college credit for their participation in a package of 48 hours of face-to-face and online activities related to the standards roll-out.

In June, WVABE held its second "Teacher Academy"-a weeklong intensive training involving 42 participants. The Academy focused on introducing new Core workshops related to Standards of Mathematical Practice, Universal Design for Learning, and comprehensive lesson planning. The team that participated in the Teacher Academy during the previous year worked collaboratively to plan and deliver the new Teacher Academy. *Schoology*, was used to deliver parts of the training. As a result of this exposure, many instructors are beginning to make use of this free platform in delivering instruction to their students.

Over 260 participants (including WVABE personnel, and high school GED instructors) attended a fall conference provided in conjunction with the WV Adult Education Association, Inc. that offered 29 core and elective sessions.

Among the 110 elective options offered statewide and regionally were 14 sessions that provided instructors the opportunity to learn to use new technologies (such as document cameras, electronic tablets, and interactive white boards). These sessions were largely delivered by our Technology Integration Specialist (TIS) cadre. In addition, distance-learning programs such as GED Academy, WIN and PLATO were featured. Because our state changed mid-year from using the 2002 GED to using the new TASC test, 14 sessions were offered emphasizing the new assessment system.

Over 100 practitioners took the opportunity to request alternative elective credit for training that was applicable to their program needs. These alternatives included completing short online training courses or webinars; or attending national conferences, local training sessions sponsored by other organizations or university courses. Sixteen instructors participated in e-Learning courses to fulfill core requirements that they update technology skills at least every three years.

Pre-Service:
All instructors in new roles were asked to complete a class observation as part of their pre-service training. In addition, specialized pre-service training was delivered by peer trainers to 37 individuals (new hires and experienced instructors with new specialties). The training was for:

- 21 ABE/GED Instructors
- 2 Computer Literacy
- 2 College Transition

- 12 SPOKES (TANF work readiness) Instructors
- 2 ESL/ EL Civics Instructor

As a follow-up to pre-service training, newly hired instructors were visited by peer trainers within the first few months of instruction. They were also required to attend a minimum of two core in-service sessions during their first year of instruction. These sessions helped to ensure that new personnel properly enrolled students, identified goals, developed individual programs of study, utilized appropriate standardized assessments, documented student progress and achievements, and reported accurate information to meet federal and state program needs.

Other PD Resources:
The http://wvde.state.wv.us/abe/ website provided access to the *WVABE Instructor Handbook* and several other publications. It also included links to the on-line calendar of statewide professional development opportunities and to AEMIS (the Adult Education Management Information System), which allowed all practitioners and their supervisors to view on-line transcripts of their documented professional development activities. A new online resource, the WVABE LiveBinder was created to organize links to helpful materials.

Specialized listservs were utilized to publicize professional development opportunities and point practitioners toward online-specialized resources.

Listservs Maintained for Specialized Areas	Members
• ABEYOUTH-L: Interest in Young Adults	135
• LIT-VOL: Interest in Low Literacy Adults	106
• WVABE-CTCS-L: Interest in ABE to Community College transition	85
• WVABE-SPOKES:	123
• WVABE-L: Interest in ABE and GED	271
• WVABE-UPDATES-L: All WVABE personnel	405

Technical Assistance:
West Virginia is committed to providing technical assistance to state, regional, and local ABE staff through on-site support and the dissemination of research-based practices and procedures that promote quality programs and instruction. In addition desk-monitoring system is utilized to complement and support the site visitations. This system includes an online "Desk Monitoring Report," as well as a Class Summary, Student Achievement Report, and the NRS tables, which are all viewable by teachers as well as Regional and State administrators. In 2013-14, technical assistance was provided through the following mechanisms listed below:

Statewide Technical Assistance:
Each state staff member has one or more programmatic areas of expertise for which they provide direct technical assistance to local programs. These include classroom management, curriculum and instruction, distance education, family literacy, workplace education, work readiness training, technology, ESL, special learning needs, financial management, marketing and retention, institutional education, TASC testing, program management, Strategic Technical Assistance Reviews, and data management. The assistance is delivered through on-site assistance, local/regional training workshops and meetings, informational bulletins, facilitated listserv, and written and telephone communication. In addition, the ABE web page (http://wvde.state.wv.us/abe/) provides a variety of resources for instructors and administrators.

Regional Technical Assistance:
West Virginia's 55 counties are divided among six regional coordinators of adult education (RCAE) for direct technical assistance. Their responsibilities include on-site visitations to full-time learning centers and special contract classes at least twice a year and to part-time classes on an as-needed basis with the following

priorities: (1) classes at a new site or new instructor were visited within the first month; (2) classes scheduled for a **Strategic Technical Assistance Review (STAR)** reviews were visited prior to the on-site; (Ten (10) classes that were designated as %argeted technical assistance+were visited by the Regional Coordinator to discuss improvement plans prior to STAR visitations.

Monitoring and Evaluation:

West Virginiaş Adult Basic Education assessment system provided a structure for accountability and program improvement during 2013-14. This system measured state and local program compliance with federal and state core indicators on an annual basis for all programs utilizing AEMIS computerized NRS reports. In all, a combination of desk monitoring and on-site reviews of all Indicators of Program Quality was conducted with local programs as part of a comprehensive program improvement system.

In addition to the three Federal core indicators, five additional State indicators were monitored. State indicators related to recruitment, retention, learning gains, goal completion, and staff development were utilized. Using this criteria, programs were held accountable for continuous improvement by demonstrating (1) if they were serving a sufficient number of adult learners, (2) if the learners were attending the program on a regular basis to meet their goals, (3) if the learners were achieving substantial gains and outcomes, and (4) if instructional staff attended professional development in-services in order to stay current with technology and trends in adult education.

Data Quality Audits are performed by the Regional Adult Education Coordinators (RAEC), monitoring assessment results, goal-setting, and data entry. These audits are intended to uncover areas of need in local programs, in order to prevent major discrepancies in data management which may require a full monitoring visitation.

Performance profile results from the annual report of Federal Core Measures/Indicators were used to determine programs in need of technical assistance:

1. Those programs that didnq meet the performance level of at least 60% of the Federal core indicator measures were monitored via the *Desktop Monitoring Report (DMR)* and the *Class Profile Spreadsheet (CPS)* instruments in AEMIS. Regional Coordinators also provided technical assistance and conducted **Data Quality Audits** to selected grantees.

2. Programs that failed to meet at least 60% of the core measures for two consecutive years were considered as **Targeted for Technical Assistance**. In addition to the steps in (1) above, these programs were placed on the list for a future Strategic Technical Assistance Review (STAR).

3. Programs failing to meet at least 60% of the core measures for three consecutive years were designated as **Low Performing,** and in addition to the steps for (1) and (2) above, these programs were placed on a probationary status for the upcoming fiscal year with the possibility of reduction or loss of funding.

Other triggers for a STAR visitation include a request indicated on a granteeş application, a new teacher, or program, or at the request of the Regional Coordinator.

Local programs falling in any of the above categories could be subject to a **Strategic Technical Assistance Review (STAR)**, which begins with a Data Quality Audit by the Regional Adult Education Coordinators (RAEC). This provides a review of enrollment and other data as input into AEMIS. Other documents utilized for evaluation includes a Programmatic Checklist, Administratorş Checklist, and if applicable, a Computer Literacy Only Self-Assessment and *Assessment for Correctional Institutions*. If necessary, the Regional Adult Education Coordinators (RAEC) follow-up on the STAR teamş final recommendations with additional technical assistance visits.

Additionally, in 2013-14, **STAR Mentors** were utilized to provide one-on-one technical assistance to teachers in struggling programs, as well as new teachers. These Mentors were comprised of experienced ABE teachers (both current and retired), Peer Trainers, Technology Integration Specialists (TIS), and other proven leaders in the Adult Education field. An effort was made to match the mentors who have a particular field of expertise (e.g. technology, AEMIS, part-time classes, *Next Gen. /Common Core Standards*, etc.) with a teacher or program which is struggling in that area.

Teams consisting of State and regional Staff as well as RAECs conducted Strategic Technical Assistance Reviews of the following programs in fiscal year 2013-14.

- Summers County Schools
- Kanawha County Schools/Garnet (follow-up)
- Logan County Schools
- Harrison County Schools
- Monongalia County Schools (follow-up)
- Jackson County ABE (follow-up)
- Jefferson County Schools (desk audit)
- Denmar Correctional Center
- Lakin Correctional Center
- St. Marys Correctional Center

Implementation of Career Pathways:
During program year 2013-2014 the West Virginia Adult Basic Education (WVABE) Program applied for and was selected to take part in the Moving Pathways Forward Project. This project is funded by the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE). West Virginia will be one of fourteen states to be provided with technical assistance during 2014-2015 in development of state and local career pathways systems that will assist youth and adults to achieve success in postsecondary education training and employment in high-growth and high demand occupations.

Technology:
Technology Integration Specialists (TIS)
Since Program Year 2010, 17 WVABE Educators have been selected and trained as Technology Integration Specialists (WVABE-TIS). The goal is/was to provide the selected WVABE educators with the 21st century skills and tools necessary to impart technical assistance in the area of incorporating technology as a vital instructional tool into the Adult Basic Education Curriculum. Participants in this initiative received the equivalent of 320+ hours of technology specific professional development. Many of the completers applied for the TIS advanced credential awarded by the WV Office of Professional Preparation. In turn, the WVABE-TIS have, and will continue to provide technical specifically related to the integration of technology into the ABE classroom/curriculum via classroom visitations, workshops, phone, email, skype, text, etc.

Adult Education Management Information System (AEMIS)
Adult Education Management Information System, better known as AEMIS, is an web-enabled management information system (MIS) developed to meet the individual needs of West Virginia's (WV) Adult Basic Education (ABE) program, while meeting the guidelines of the National Reporting System (NRS).

AEMIS uses Adobe ColdFusion 9 and MS SQL Server 2008 R2 (Standard Edition, 64-bit) to provide a dynamic web-application, enabling its users to access learning program and professional development data in real time. The current AEMIS server is using MS Windows Server 2008 R2, Enterprise Edition (2011).

Grantee Data Managers and **Assistant Grantee Data Managers** are responsible for "managing" AEMIS for individual grantees (programs). It is the responsibility of **Grantee Data Managers/Grantee Administrators** to ensure that student data (enrollment, exit/withdrawal, attendance) is entered into AEMIS accurately and timely (by the 10th of the following month). **Grantee Data Managers** are responsible for creating class sites and classes at the local level. Individual teachers are encouraged to enter their class data into AEMIS (i.e. intake, withdrawal, attendance). It is the responsibility of the **Grantee Data Managers** to provide training and support to the local users. While **Grantee Data Managers** do NOT have to be current ABE employees, it is recommended that they are. If not, at a minimum, they must become familiar with the Intake and Withdrawal, and Attendance Forms, by attending ABE PEER Training, INTAKE, and AEMIS4U their first year of providing technical assistance.

Technical Assistant Managers:
- Provide technical assistance to **Grantee Data Managers** and **Assistant Grantee Data Managers** for their assigned Region(s) / Grantees

- Conduct "Data Manager Training," as arranged through the office of Louise Miller for their assigned Region(s) / Grantees
- Provide technical assistance to local AEMIS Users on an as needed basis via phone and e-mail for their assigned Region(s) / Grantees

The **AEMIS System Administrator**, Louise Miller, is available to answer all questions in all regions across the state. There are additional roles specific to state and regional staff that directly relate to their areas of responsibility. Staff members only have access to data for which his/her job responsibilities require.

In 2013-2014, 100% of local program and student data were entered into AEMIS. Additionally, the professional development database created in AEMIS allows administrators and instructors to view their personal transcripts for staff development, dependent upon their various roles and responsibilities.

Various professional development workshops, as well as technical assistance visits, were offered across the state to local providers in the areas of:

˝ Data Entry   ˝ Program Improvement
˝ Goal Setting   ˝ NRS Reports
˝ Local Reports   ˝ Troubleshooting

Performance Data Analyses

Findings from performance evaluation of core indicators

The 2013-2014 statewide performance report indicates the following results related to the core indicators:

Core Measure	Performance Benchmark 2013-2014	Actual Performance 2013-2014
1. Completed Level 1 ABE	73%	62%
2. Completed Level 2 ABE	71%	65%
3. Completed Level 3 ABE	65%	**65%**
4. Completed Level 4 ABE	59%	56%
5. Completed Level 5 ABE	61%	57%
6. Completed Level 6 ABE	NA	NA
7. Completed Level 1 ESL	54%	47%
8. Completed Level 2 ESL	48%	47%
9. Completed Level 3 ESL	71%	51%
Core Measure	Performance Benchmark 2013-2014	Actual Performance 2013-2014
10. Completed Level 4 ESL	62%	53%
11. Completed Level 5 ESL	64%	55%
12. Completed Level 6 ESL	64%	55%
13. Earned a diploma or GED	68%	76%
14. Entered postsecondary	16%	20%
15. Entered postsecondary, prior program year		21% (17% PY12-13)
16. Entered employment	26%	41%
17. Retained employment	47%	63%

Analysis of 2013-2014 State Results:

Educational Gains:
Of the eleven (11) annual performance measures, West Virginia met ABE Intermediate Low. The lack of EFL completion / progress in West Virginia can be contributed to multiple factors. The initiation of statewide curriculum project, switching from the GED to the TASC, as well as other initiatives that have taken the

instructors away from the classroom. This could be a major contributing factor as to why the drop in completion of the EFLs. The state is looking at various types of online professional development to combat this issue. Another factor could be the number of hours between assessments. The average (mean) for the ABE levels was 46 to 48, however, the ESL average was 70 to 88. A new report has been put into place for state, regional and local level personnel to track the number of hours between assessments.

Obtain Employment:
Documentation of the performance of this measure was provided through a statewide data match with West Virginia's Bureau of Employment Programs. Information on all four-employment quarters was available and matched consistently with student exit/employment criteria stated in the NRS guidelines. West Virginia was able to exceed its negotiated performance measure of 26% by 15% during 2013-2014. This is slightly lower than last year, but can vary depending on West Virginia's economy. Last year there was an increase in employment due to a mixture of cohort quarters with goal setting. This year, should be the beginning of a trend with all cohort quarters.

Retain Employment:
West Virginia's performance on this measure 63% was also provided through a statewide data match with West Virginia's Bureau of Employment Programs. This measure was exceeded by 16%. Much better than last year, where it was not met by 1%.

Receipt of a High School Diploma or Equivalent:
This year's performance result for this measure 76% exceeded negotiated 68%. This data is based on a data match with Diploma Sender and reflects well-documented evidence. The match included scores from GED and TASC.

Enrollment in Postsecondary Education or Job Training Programs – current program year:
The benchmark of 16% for enrollment into postsecondary was exceeded by 4% for 2013-2014. The only disadvantage of our data match system is the lack of enrollment information on students entering private postsecondary or job training programs.

Enrollment in Postsecondary Education or Job Training Programs – prior program year:
The benchmark of 16% for enrollment into postsecondary increased from 18% to 21% after data matching the same students the second year. Exceeding the measure by 5%.

Integration of Activities with other Programs

The Associate State Superintendent, Division of Technical and Adult Education, served as a member of the State Workforce Investment Board (SWIB) and represented adult education and literacy programs as mandated in Title II of the act. Ongoing dialogue occurred between the State Superintendent of Schools, the Associate State Superintendent of Schools, and the Executive Director of Adult Education and Workforce Development to remain informed of Title II services, programs, and needs.

West Virginia's Interagency Collaborative Team (ICT) is mandated by state code and is comprised of all required partners of WIA. The group met monthly to discuss services, collaboration of efforts, and any issues or topics relevant to workforce development programs in the state. An MOU was developed (required annually) and signed by all partner agencies that outlined provision of services, collaboration, and cooperation of all mandated partners under the Workforce Investment Act.

Representatives of ABE were closely affiliated with Local Workforce Investment Boards (LWIBs).   Regional Adult Education Coordinators and local ABE staff served as members of Local Workforce Investment Boards and on various committees of the LWIBS. These included: Performance, Management, Marketing, Business Services, Executive, One-Stop Center Operations, and Out-of-School Youth. Through coordination of services outlined in local MOUs, all local partners, including ABE, participated in job fairs, open houses, after hours' events, joint trainings and recruitment programs that were beneficial to all customers in the local delivery area.

ABE continued to provide Job Readiness classes for one WIB region as a mandatory pre-requisite for any customer interested in acquiring training vouchers. Successful completers of this program were awarded

Ready to Work certificates. These certificates require a Level 4 on three ACT WorkKeys® assessments, minimum of 90% attendance, 100% punctuality, minimum of 80% on post-tests for training modules, a mock interview, completed job application, and resume. ABE continued to provide core services, either onsite at all comprehensive Workforce West Virginia Career Services or on a referral basis, to customers of the workforce system who meet the criteria for adult programs. Those core and intensive services delivered by ABE include basic academic skills, high school equivalency diploma preparation, job readiness, career exploration, computer literacy, work process skills, ESL, distance learning, pre-college preparation, and academic assessment.

The WV Adult Basic Education's Workplace Education Program worked collaboratively during 2012-2013 with numerous state agencies, local educational authorities, workforce investment boards, community colleges, and business and industry. The program worked both formally and informally with the WV Community College System, the WV Development Office, and the state WIB regions. Formally, during 2012-2013, the program had Memoranda of Understanding with the Region 6 and Region 1 Workforce Investment Boards and a Memorandum of Understanding with New River Community and Technical College. Informally, the program worked with Pierpont Community and Technical College and the WV Development Office to identify incumbent and potential employee skills gaps in several companies.

The industry sectors served directly with in-house worker training in essential workplace skills included health, manufacturing, hospitality, and education. These trainings were customized for each company and are being aligned with the fledgling career pathways initiatives in these fields. In addition, groundwork was being laid for the newest sector in the state, the oil and gas industry. This was accomplished by initial research of the sector, the anticipated jobs, and a demographic analysis of the educational levels of the population in affected counties in West Virginia.

The program is represented on the Business Service Units in five of the seven workforce investment areas of the state and regularly exchanges information on skills gaps and needed essential workplace skill training with the Governor's Guaranteed Workforce Program, local economic development agencies, community colleges, and local educational agencies.

State Volunteer Literacy Offices:
In support of the dedicated efforts of volunteer literacy tutors, funds were used to support a technical assistance grant to the state office of **Literacy West Virginia**. Literacy West Virginia provided assistance to 31 local programs throughout the state through a combination of five (5) trained regional assistants and the state director.

The staff of Literacy West Virginia conducted other trainings across the state upon request from the local literacy programs. Some of the trainings were in basic literacy tutoring (twelve-hour), ESL tutoring (twelve-hour), and Ruby Payne training (six hour). These trainings were also offered to ABE and SPOKES instructors. Thirty-eight trainings were conducted this year.

Literacy West Virginia staff also worked on filming and producing 12 hours of training tapes that will be available to literacy programs and ABE teachers across the State for literacy training purposes. The staff has been writing a module to teach tutors who are already proficient in mathematics how to tutor students in math.

Technical assistance was also provided to new programs. Regional assistants held meetings with directors, coordinators, and board members of the local literacy programs. Assistance was provided on a variety of topics including strategic planning, marketing, management, recruitment, and retention of students, and fundraising.

Distance Education:
The West Virginia adult distance education (DE) program continued to offer the Plato® Learning Environment, SkillsTutor® and GED® Academy (now TASC Academy) online software programs as study options for distance learners to help them prepare for the high school equivalency assessment (HSEA), get ready for college entrance exams, and/or improve their basic skills.

The KeyTrain® and the WIN® Career Readiness online software programs continued to be offered as a distance learning option for use with distance learners who wished to prepare for the high school equivalency assessment, enhance their job skills, and/or prepare for the WorkKeys assessment. For English as Second

Language (ESL) learners, the West Virginia adult distance education program continued to offer Rosetta Stone®, USA Learnsï, and Crossroads Café® as distance education options. Certified distance education instructors located in ABE classrooms provided instruction, supplemental materials, and support to distance education learners as needed.

West Virginia's adult distance education program includes an on-site orientation session at a local ABE program where the potential student is assessed for academic skills, screened for special learning needs, and evaluated for learning styles. Once the orientation session is completed, the student is placed in the appropriate state-approved distance-learning program. The certified distance education instructor provides the student with any necessary instruction, supplemental materials, support, and encouragement. The certified distance education instructor is also responsible for the student's interim and follow-up assessments.

EL Civics Funds

West Virginia utilized its EL Civics funds to support local programs for the implementation of curriculum modules developed in previous years.

Four programs were funded to implement EL Civics curriculum modules. Using NRS standards, 107 students were served by these four programs.

A two-part training session was offered to EL/Civics instructors in the Listening and Speaking Anchor Standards for Adults.

Secondary School Credentials and Equivalencies

According to State Policy 2444.4, the West Virginia Department of Education (WVDE) issues the *State of West Virginia High School Equivalency Diploma* based upon satisfactory scores earned on the TASC test.

- Individuals must pass a state-approved high school equivalency (HSE) readiness assessment (i.e., OPT or TRA) prior to taking the TASC test.

- WVDE requires that examinees taking the TASC test receive a standard score of at least a 500 on all of the five content area tests.

Individuals successfully completing the TASC test and meeting the state criteria during 2013/2014 received the *State of West Virginia High School Equivalency Diploma*.

Adult Education Standards

WVDE formally adopted the College and Career Readiness Standards for Adult Education in 2012. Anticipating the adoption of the Common Core, WV ABE began work on a standards-based model in 2011. Rollout of the standards for ABE across the state was in 2012 with sustained professional development continuing in 2013 and 2014. State Leadership funds have paid for the professional development.

The overarching vision for WV Adult Education standards-based education was grounded in three crucial interlocking elements: the standards themselves, teaching to the standards, and accountability. Each of these elements is essential to the success of standards-based education, and "no one element can stand alone without the other two for stability and support." This relationship is often referred to as the "three legged stool". (U. S. Department of Education Office of Vocational and Adult Education, 2009)i

The starting point and first leg of standards-based education is the standards themselves, which offer measurable objectives on which instructors can base their curricula. "Clear standards allow educators to understand where to direct their energies and give shape to the program as a whole." The successful implementation of the College and Career Readiness Standards for Adult Education was driven first and foremost by this need; by understanding the standards fully themselves, instructional staff would be better able to make them clear and explicit for students.
 The structure of the WV ABE professional development encouraged instructors to address standards as part of a learning community. The materials and methods used by the teacher academy and in regional trainings

combined learning-by-doing with finding the best ways to implement standards. Besides increasing instructorsqunderstanding and ownership of the standards, these innovations resulted in a series of standards-based products that illuminated the standards further for instructors who were wrestling with ways to align their classroom instruction and assessments with standards.

The second leg of the stool, teaching to the standards, was the basis for the professional development designed to guide teachers in the process of using the standards to create curriculum and lessons. Teachers attended professional development where they created fully articulated lesson plans; designed classroom activities integrating research-based instructional practices; created engaging student-centered assignments, and created a range of formative and summative assessments; all explicitly designed to transfer the content of the standards to students.   Implementation of these materials into instructional practice provided teachers with the tools to determine whether students were absorbing the essential skills and knowledge that standards-based education aims to impart.

The third and final leg of the stool is accountability. WV Adult Education believes it is essential that instructional staff and programs hold themselves accountable for the implementation of the standards-based instruction and student outcomes. As part of our grant application process in 2015, programs will be required to
- document how they have implemented the standards-based instructional model
- show evidence of improved student outcomes and measures according to the standards
- and, outline innovative solutions when performance falls short of the mark.

In addition, we are extending the work of the academy by asking regional coordinators and master teachers to observe classrooms· from conducting lessons to giving assessments· to identify the predominant standards-based teaching practices evident in practice and to target areas for improvement. When findings from visits to classrooms within the program are analyzed, a clear picture of standards-based instruction emerges allowing state leadership to address the professional development needs of instructional staff more effectively· potentially by moving full circle back through one or more of the professional development offerings or by offering one-on-one coaching and mentoring provided by master teachers.

[1]

U. S. Department of Education Office of Vocational and Adult Education. (2009). *Standards In Action.*
Retrieved from Adult Education Content Standards Warehouse:
http://www.adultedcontentstandards.ed.gov/standardsInAction2.asp