Standards of Quality for Adult Education Programs in Colorado

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Introduction

The *Standards of Quality for Adult Education Programs in Colorado* describe the features and practices of an exemplary adult education program, with a focus on those programs that serve adult learners under the federally-funded state-administered adult education grant program. The thirteen standards address program management and the delivery of services to adult learners from recruitment to transition into postsecondary education, training, or the workforce. The standards address the roles of the major stakeholders in adult education—including program leadership, teachers, volunteers, office staff, learners, and funders. While priorities and requirements of specific legislation and/or funding sources may change, these Standards of Quality are designed to be universal – i.e. they adhere to the principles of adult education and they are applicable across the spectrum of program size, type and location. The standards encompass best practices for serving adult learners and policies that govern program administration.

Resources, facilities, and community support vary greatly among Colorado's adult education programs. While it is acknowledged that some programs may be better positioned than others to demonstrate some of the indicators, the Standards of Quality (SoQs) are intended to guide all programs to perform at a consistent and high level of quality. The indicators serve to recognize strengths and identify areas in need of improvement. The overarching goal of program-level Standards of Quality is to ensure that ABE, ASE, and adult ESL learners in Colorado receive high-quality services leading to positive outcomes for learners and their families and communities.

Development of the Standards of Quality

In 2010, to improve and effectively target its resources to local programs, the Colorado Department of Education's Adult Education and Family Literacy (CDE/AEFL) office undertook a process of evaluating and prioritizing its goals and strategies for service and support. Program quality standards were identified as a needed foundational tool to serve both the state and its local providers. The development of standards for Colorado began with the examination and analysis of several resources and tools including the TESOL Adult Education Program Standards (2000), CDE Office of Adult Education's Minimum Program Standards and Standards of Excellence (1999), the CDE/AEFL Professional Development Self Assessment (2006), and the CDE/AEFL Program Accountability and Improvement Review (PAIR) Self Review. In addition, other states' adult education program standards were reviewed. Relevant and applicable standards and indicators for Colorado's programs were then developed, thoroughly reviewed and subjected to several rounds of scrutiny, discussion, and revision by the CDE/AEFL staff. Once a working draft was finalized, a focus group of AEFLA-funded program directors convened to review the standards and indicators. A final draft version that incorporated input from the focus group was made available to all AEFLA-funded programs statewide for review and comment. This final document, *Standards of Quality for Adult Education Programs in Colorado,* reflects the feedback collected from these many sources of experience and expertise across the state.

The Standards of Quality (SoQs)

There are thirteen Standards of Quality:

1. Program Design and Leadership	8. Curriculum
2. Capacity and Sustainability	9. Instruction
3. Learner Orientation and Enrollment	10. Data Collection and Learner Records
4. Assessment	11. Transition Services
5. Goals Process	12. Teacher Credentialing and Professional Development
6. Learner Support and Retention	
7. Special Learning Needs	13. Teacher Observation

Terminology

Definitions for the major concepts employed throughout this document are:

- **Standard**: A broad statement describing a program's design, operation, or delivery of adult education services.
- **Indicators**: The specific components encompassed by the standard. Presence of the indicators demonstrates that the program meets the standard.
- **Evidence**: Items that confirm or prove the indicator. Evidence can be records and documents, data, physical artifacts, direct observation or information collected through interviews or surveys.
- **Policy**: Actions, processes, and methods mandated by a governing or administrative body for implementing its program plans and activities.

Best Practices and Policies

The standards and their indicators identify best practices for designing and managing an adult education program and for providing services to adult learners. Best practices in adult education have been developed over time through a combination of application of research findings, evidence-based practice, and professional wisdom. The adoption and implementation of best practices by local adult education programs helps to ensure the consistent delivery of high quality services. Policies reflect the rules, requirements, and expectations that govern the implementation and activities of a program. Adherence to policy ensures compliance with the requirements of funders. In cases where policy has an effect on or relates to a standard, an indicator stating that the program adheres to the specified policy is included. Programs should refer to the relevant policy documents published on the CDE/AEFL website.

Multiple Uses at the Local Program Level

Program directors who participated in the 2011 Standards of Quality Focus Group or in the public comment process were asked the question, "How could program standards be used at the local Program level?" Responses included:

- To provide a common language and consistent practices for all AEFL programs in the state
- To align the local program with best practices in the field of adult education and family literacy
- To demonstrate a program's strengths and needs when talking to partners, board members, and other stakeholders

- To provide a succinct list of program responsibilities for program leaders
- To serve as a useful training tool for new teachers and staff members
- To lend authority to the local program leader's expectations for teachers and staff
- To evaluate program operations and services and develop action plans for program improvement
- To provide a tool allowing teachers and program staff to actively participate in a self-review process
- To measure program performance in between state monitoring visits
- To inform budgeting decisions
- To demonstrate a level of commitment to rigorous standards in line with the K-12 and higher education systems
- To respond to evaluation and program quality requirements of grant proposals and applications
- To identify a program's strengths and needs when advocating for resources in the local community

Using the Standards of Quality Locally for Program Improvement

In addition to providing a list of the thirteen standards and their indicators, this document provides a rating scale and worksheets so the local adult education and family literacy program can conduct a self-review to determine how well current program practices meet each standard.   Results of the self-review can be used to develop local initiatives for program improvement focusing on the indicators that are not well developed. It is recommended that program leaders, teachers and staff work together to conduct the self-review. The variety of experiences and perspectives that each brings to the process will help validate the results. Active participation in the process will increase staff members' understanding of program operations and their own roles within the larger adult education system, and may encourage further involvement in program improvement efforts.

Three suggested approaches for follow-up on the results of the self-review:
- address all the weak indicators identified across all the standards
- focus on a single standard during a program year and work on improving the weak indicators for that standard
- organize staff teams to work on improving the weak indicators for the standard(s) in their specific areas of program design or service delivery

Using the Standards of Quality at the State Level

CDE/AEFL is required to monitor AEFLA-funded adult education and family literacy programs for performance, fiscal management, and policy compliance. A full onsite monitoring visit includes all three monitoring elements.

Programs that complete Standards of Quality self-reviews will find themselves better prepared not only for CDE/AEFL monitoring visits and desk reviews, but for internal evaluation and improvement efforts, proposal and report writing, program strategic planning, staff reviews, and more. The Standards of Quality self-review process is program-driven, with multiple options for implementation and follow-up at the local level. The Standards of Quality self-review is not scheduled by CDE/AEFL, nor are programs required to submit the results of their Standards of Quality self-reviews to CDE/AEFL.

Because the Standards of Quality are CDE/AEFL's guide to program quality and improvement, the Standards of Quality self-review process will have an effect on the monitoring and reporting processes. For example, a program that does not meet one or more of the quality standards but has completed a Standards of Quality

self-review and identified improvement strategies is able to demonstrate and report its improvement efforts. A program that underperforms in a standard(s) but has not completed a Standards of Quality self-review and developed an improvement plan has no such evidence of program-initiated evaluation and improvement.

The following are ways in which the CDE/AEFL office might use the Standards of Quality:
- Select a standard as the focus of an informal visit to a local program
- Include the Standards of Quality in state-level strategic planning initiatives
- Promote the standards to stakeholders at the state level to demonstrate the equivalency of adult education practices with those implemented by other education systems (K-12 and post-secondary)
- Inform the state's decisions about awarding grants for special projects
- Prepare for future national or state wide initiatives that require specific state and local practices to be in place
- Establish criteria for state-level recognition of programs of excellence
- Consider the Standards of Quality when developing and evaluating grant applications

Program directors who participated in the 2011 Standards of Quality Focus Group and those who responded during the public comment period identified the following ways that the CDE/AEFL office could use the Standards of Quality for program improvement:

- Identify one or a few standards annually on which programs statewide would focus
- Provide professional development around the standards and indicators that are weak statewide
- Provide technical assistance and resources to assist local programs in meeting the indicators and standards

Conclusion

The Colorado Standards of Quality organize and bring together in a single location the elements of program quality that heretofore were distributed among various policy documents or embedded in training. In adopting program quality standards, CDE/AEFL establishes a framework for program evaluation and improvement that is consistent with federal requirements, state priorities, and best local practices. This framework will provide the state and local programs with a multi-purpose tool that can stand alone as an outline of Colorado's adult education program standards as well as play a vital role in the inter-related systems of evaluation, monitoring and program improvement.

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Additionally, CDE/AEFL invited written feedback from AEFLA-funded program directors, key staff, teachers and other stakeholders regarding the Standards of Quality. All comments that were received by the end of the public comment period were reviewed and considered by CDE/AEFL staff during the final draft phase of the standards development process.

Standards of Quality for Adult Education Programs in Colorado

Standard #1: Program Design and Leadership
Program serves the adult educational needs of the community. Program leader provides vision, direction, resources and support for all program operations and staff.

1.1   Adult education program has clear and compelling vision and mission and communicates them to all stakeholders. If program is part of a larger organization, the program is able to explain how its work fits into the larger organization's mission and vision.

1.2   Program has a strategic plan aligned with its vision and mission statement. Program goals are reviewed regularly and updated as needed.

1.3   Program leader obtains resources and promotes the program.

1.4   Program leader generates and sustains trust, energizes and empowers staff, delegate's responsibility and authority as appropriate and supports staff in those endeavors.

1.5   Program leader anticipates and resolves problems, provides direction and innovation.

1.6   Program supports professional development for the program leader(s) that includes financial management, community partnerships, and staff management.

1.7   Program leader conducts an annual program evaluation, prepares for monitoring as scheduled, and uses the results to guide continuous program improvement.

1.8   Resources are sufficient and effectively allocated to maintain staff, facilities, and a functional work and instructional environment.

1.9   Internal and external relations are maintained through clear and on-going communication channels.

1.10 Program is fiscally accountable in compliance with the federal grant requirements.

1.11 Program leader(s) or designee provides instructional leadership to staff.

Standard #2: Capacity and Sustainability
Program establishes a visible and valued presence in the community through outreach and local partnerships. Program recruits learners, staff, partners and resources to ensure the continuation of services to adult learners in the community.

2.1   Program has a written marketing plan, based on a community needs assessment that includes goals and strategies for outreach.

2.2   Program is organized to encourage the participation of multiple stakeholders in program planning, fiscal accountability, and communication.

2.3   Program leader establishes local partnerships for program support, community visibility, outreach and referrals.

2.4   Program leader proactively seeks multiple funding streams.

2.5   Program utilizes effective strategies to employ qualified teachers, staff and volunteers. The Literacy Instruction Authorization (LIA) is a key factor in teacher employment.

2.6 Program utilizes effective strategies to identify and recruit learners most in need.

2.7 Tuition or fees do not impose a barrier for learners.

2.8 Program maintains waiting lists and has a process for contacting learners when space becomes available.

2.9 Program demonstrates ability to adapt to changing needs of the community.

Standard #3: Learner Orientation and Enrollment

Program provides an interactive orientation that explains the instructional services provided by the program and the expectations of learners who are enrolled. Information is presented to learners using adult education principles and is accessible to learners with special needs, including limited language and literacy skills.

3.1 Program has a designated staff member(s) who is responsible for coordinating and monitoring the program's (or site's), orientation and enrollment process to ensure consistency.

3.2 Staff member(s) who is learner's initial contact has been trained on working sensitively with low-literacy individuals, individuals with special learning needs, and individuals whose first language is not English.

3.3 Program staff member(s) has regularly scheduled availability to help new learners overcome potential barriers to attendance.

3.4 Program has written orientation procedures implemented with all incoming learners to ensure consistency across sites and dates. Orientation facilitators receive training prior to conducting orientation.

3.5 Orientation is conducted in compliance with policies of federal disabilities legislation such as the Americans with Disabilities Act.

3.6 Orientation takes place in a comfortable, adult-appropriate environment.

3.7 Orientation materials are presented orally, in print, and with accompanying visuals, in order to reach learners through multiple learning styles.

3.8 Orientation is conducted in a welcoming, non-intimidating, respectful, interactive, efficient and adult-appropriate way.   The facilitator verifies that learners understand the orientation information and gives opportunities for learners to ask questions.

3.9 Orientation facilitators inform learners of the orientation length, agenda, fees and what learners are expected to do to enroll in/register for the program. The facilitator informs learners of their rights under FERPA and the purpose and use of their educational records. Facilitators explain the requirement to take a standardized assessment and what taking the assessment entails, and how the results are used.

3.10 The facilitator explains services available to learners including course content, class schedules, class locations and program calendar. The facilitator explains expectations of learners, including attendance, participation and progress. The facilitator describes pathways through program services.

3.11 Enrollment forms are learner friendly. Program has a valid reason for collecting the enrollment information.

3.12 Enrollment forms are completed by learners at the conclusion of the orientation, so learners understand program services prior to enrolling. When learners are required to read or write information, staff and volunteers assist as appropriate, e.g. reading program information and completing forms.

3.13 Program uses managed enrollment.

Standard #4: Assessment
Program uses assessment to place learners into instructional levels, inform instruction and show progress.

4.1 CDE/AEFL-approved standardized adult education assessments are administered according to publishers' guidelines and CDE/AEFL policy.

4.2 Program provides conditions conducive to testing.

4.3 Accommodations are used in accordance with publishers' guidelines and Americans with Disabilities Act policies.

4.4 Teachers receive diagnostic information from learners' standardized assessments prior to onset of instruction.

4.5 Teachers use diagnostic information from learners' standardized assessments, along with learner goals and needs, to inform instruction.

4.6 Instruction and materials align with the standardized assessment(s) used by the program.

4.7 Multiple means of assessment, including both standardized and informal assessments, are used to gauge learner progress and guide instruction.

Standard #5: Goals Process
Program has a clear, documented procedure for collaborating with learners throughout the goals process.

5.1 Learners participate formally and informally to identify goals that consider the learners' needs, skills, assessment results, education and employment experience. Selecting goals is done after assessment/pre-test results are discussed with learner, not during orientation and enrollment.

5.2 Teachers participate collaboratively with learners in identifying and recording goals, monitoring and revising goals, and reporting goals progress.

5.3 Goals set and recorded are appropriate and attainable within a program year considering the learners' skills, knowledge and abilities.

5.4 Program has a process, including a timetable, and forms used by teachers/staff and learners to record and monitor learner progress toward goals throughout the program year.

5.5 Program follows CDE/AEFL policy and guidelines for goal setting and follow-up of accountability goals.

Standard #6: Learner Support and Retention
Program helps learners persist in their learning until they reach their educational goals.

6.1 Program helps learners identify and understand the positive and negative forces that impact their persistence and provides resources to help learners build support and reduce barriers.

6.2 Program offers services in a supportive environment that helps learners build community and self-efficacy.

6.3   Program provides instruction of sufficient intensity (hours per week) and duration (length of time during which instruction takes place) to enable learners to achieve substantial learning gains and to post-test at intervals outlined in CDE/AEFL assessment policy. Program offers scheduling options.

6.4   Program discerns reasons for learner absences. Program has a process for contacting learners who are not attending. Program addresses program factors that contribute to learner absences or dropping out.

6.5   Program maintains current community resource materials addressing learners' goals and personal/family needs. Staff has easy access to the resource materials and shares them with learners.

6.6   Program recognizes learner progress and achievement.

6.7   Program informs and/or advises learners about options for next steps in their education and/or employment.

6.8   Program informs learners of eligibility status for program services and advises learners regarding alternatives.

Standard #7: Special Learning Needs
Program policies and practices uphold the rights of learners with disabilities and fulfill the program's responsibilities in serving those learners.

7.1   Program complies with disabilities legislation such as the Americans with Disabilities Act of 1990 and the Americans with Disabilities Amendments Act of 2008.

7. 2   Program complies with the CDE/AEFL Special Learning Needs Policy.

7.3   Program coordinates with host agency (e.g. school district, community college, library district) to ensure equal access to program services by individuals with disabilities.

Standard #8: Curriculum
Program has curricula developed with input from teachers. The curricula are implemented with all learners.

8.1   Program uses curricula that identify the basic skills and content taught at each level of instruction. Curriculum at each level builds upon knowledge and skills taught at the lower levels and aligns with skills and knowledge taught at the next higher level.

8.2   Curricula provide learning in real life contexts to ensure that learners have the skills needed to compete in the workplace, function as a family member and participate as a member of the community.

8.3   Curricula are readily accessible to teachers. Teachers are trained on using the relevant curriculum (ABE, ASE, ESL) for their learners.

8.4   Instructional materials are provided in sufficient quantities for individual and/or classroom use and are easily accessible to teachers and learners.

8.5   Teachers understand the differences between a curriculum, a textbook series and a lesson plan.

Standard #9: Instruction

Teachers deliver instruction that meets learners' needs and learning styles, is embedded in real-life contexts and learners' real-life roles. Instruction follows principles of adult education and is delivered in an organized, purposeful manner.

9.1 Teaching strategies adhere to principles of adult learning and language acquisition and demonstrate best practices.

9.2 Lessons include content drawn from learners' expressed needs and interests as gathered from formal and informal needs assessments. Teachers demonstrate flexibility in adapting lesson content in response to changing needs of learners.

9.3 Teachers deliver well-paced, appropriately sequenced lessons that consistently include warm-up and/or review, presentation of new skills and/or content, practice, application, and evaluation.

9.4 Teachers use materials that are up to date, appropriate for adult learners, appropriate for the instructional level, culturally sensitive, address a variety of learning styles and oriented to the language, literacy and numeracy needs of adults.

9.5 Materials used in instruction are a balance of core textbooks (published specifically for adult learners) and authentic, real-life materials used for supplementation.

9.6 Instructional activities are varied to address different learning styles (e.g. aural, visual, tactile, kinesthetic) and special learning needs of the learners as fully as possible.

9.7 Instructional activities utilize grouping strategies and interactive tasks.

9.8 Instruction provides opportunities for learners to practice skills in situations that simulate real-life contexts and learners' real life roles.

9.9 Instruction is conducted in English at all levels.

9.10 Instruction develops learners' technology literacy so they can use software programs and Internet resources to learn adult education content and address the real-world needs of adults.

9.11 Teachers monitor learner performance throughout lessons by checking for comprehension and understanding, using a variety of questioning strategies, providing effective feedback, and adjusting the pace and content of instruction to the needs of the learners.

9.12 Teachers understand their role in helping the program achieve the current year's CDE/AEFL performance level targets for each ESL, ABE, ASE level they instruct.

Standard #10: Data Collection and Learner Records

Program implements processes for data collection and records management that ensure accuracy in state and federal reports, validity, reliability, privacy and security. Sufficient resources are allocated to implement the processes, and clearly defined procedures are in place for collecting and managing demographic, participation, and outcome data.

10.1 Program leader manages the data collection and reporting process and delegates responsibilities appropriately.

10.2 Data collection is aligned with CDE/AEFL data requirements. Data dictionary is used in conjunction with data collection and enrollment forms.

10.3 Program reports learners' attendance and instructional hours in conformance with state and federal guidelines.

10.4 Program's process for data collection ensures credibility through data collection, storage, back up, and reporting.

10.5 Program has documented procedures for correcting errors and resolving missing data.

10.6 Program maintains learners' educational records at the program as required by state and federal policy.

10.7 Program ensures the privacy and security of learners' educational records. Learners are notified annually of their rights under FERPA.

Standard #11: Transition Services
Program supports and facilitates the efficient transfer of ESL learners into ABE/ASE study, ABE learners into ASE study, and ASE learners into postsecondary education, technical/career training or employment.

11.1 ESL instruction integrates the academic skills necessary for ESL learners to succeed in ABE/ASE study. ABE/ASE instruction integrates the language acquisition needs, literacy skills, and cultural considerations for ESL learners transitioning into ABE/ASE study.

11.2 ASE instruction integrates the literacy, numeracy, and technology skills necessary for academic success at the postsecondary level.

11.3 Program ensures that ESL learners who are transitioning from ESL to ABE/ASE receive "bridge" instruction that consists of ABE/ASE content but ESL instructional methodology.

11.4 Program raises learners' awareness of postsecondary education options (both academic and career and technical education) and admission processes.

11.5 Program works with local postsecondary education institutions to coordinate transition services for adult basic education learners.

11.6 Program works with local workforce agencies or employers to coordinate access for adult learners to career readiness training or employment.

Standard #12: Teacher Credentialing and Professional Development (PD)
Program supports a qualified teaching staff by helping teachers to obtain the Literacy Instruction Authorization (LIA) credential and by providing opportunities for all teachers to participate in on-going professional development. The program supports teachers in integrating new strategies into instruction through practice, feedback, and reflection.

12.1 Teachers and (optionally) volunteers complete an annual professional development needs assessment and/or the LIA Plan of Action. Teachers develop an annual individual professional development plan based on the results of needs assessments and the program's improvement process.

12.2 Program has a designated Literacy Instruction Authorization (LIA) Specialist who provides ongoing training and technical assistance to teachers regarding the processes to obtain this adult education teaching credential.

12.3 Program adheres to CDE/AEFL LIA policy.

12.4 Program budget allocates financial resources to support staff while engaged in professional development.

12.5 Program provides orientation for all new staff including volunteers.

12.6 Teachers are aware of the availability of a wide variety of professional development options.

12.7 On-going staff development addresses adult education theory, special learning needs, current research in literacy, numeracy, language acquisition, and cross-cultural communication.

12.8 On-going staff development addresses fundamental teaching skills, a variety of instructional techniques, best practices, classroom management, and the use of technology.

12.9 Teachers and volunteers participate in a variety of professional development activities – self-study options, collaborative activities, workshops, trainings, and credit courses.

12.10 Program provides for follow-up by the program director, coordinator, lead teacher, mentor, or peers to facilitate the application in classroom instruction of knowledge and skills learned through professional development.

12.11 Program annually evaluates the effectiveness of its professional development activities and implements improvements as needed.

12.12 Program tracks and reports annual professional development activities in compliance with CDE/AEFL PD policies.

Standard #13: Teacher Observation
Program leader(s) regularly observes teachers and provides on-going follow-up and support to improve instructional practice.

13.1 Program leader or designee conducts frequent walk-through observations of all teachers.

13.2 Program leader or designee conducts a formal observation of a minimum of 70 percent of instructional staff twice in the program year.

13.3 Program uses written instrument(s) for formal teacher observations. The observation instrument(s) identify essential knowledge, adult education instructional best practices, and classroom management skills.

13.4 The formal observation process involves a pre-observation conference, classroom observation using the observation instrument, and a post-observation conference. Teachers are given the opportunity to select from the observation instrument specific areas of focus for the observation.

13.5 Program leader uses the observation process to provide teachers with on-going follow-up and support to improve instructional practice.

13.6 Program provides staff the opportunity to develop performance improvement plans to address observation results as necessary.

13.7 Program provides learners with opportunities to anonymously provide feedback about teacher effectiveness and classroom practices. The tools are user-friendly and allow for variety in learner proficiency levels, backgrounds, cultural diversity, and special needs.

13.8 Program provides training in, opportunities for, and support (release time, paid substitutes, etc.) for peer observation either face to face or through visual media.

Using the Standards of Quality to Conduct a
Program-Level Self-Review

The Purpose of Conducting a Standards of Quality Self-Review
The goal of the Standards of Quality self-review is to generate useful information for program improvement. The self-review should be conducted from an objective point of view, with accuracy as the guiding principle. Accuracy is assured only if the standards and indictors are impartially evaluated and recorded. An honest appraisal and reflection process allows the self-review to do its job: provide a baseline measurement of the degree to which the program meets each standard so that program leadership can identify and prioritize actual program and staff needs. The resulting improvement plans, aimed at enhancing program services or improving program operations, have the ultimate objective of increasing program effectiveness and learner achievement.

Who Should Participate in a Standards of Quality Self-Review?
These standards apply specifically to adult basic education service providers, and are not intended for use by an institution as a whole--such as a community college or school district—but rather are for use by the adult education service provider residing within the larger institution.

A variety of job responsibilities should be represented by the staff members who are participating in the review. While the program leadership should be involved in reviewing **all** the indicators for each of the thirteen standards, staff members could be assigned in teams to review just those standards that most directly apply to their job duties. For example, the program director, data entry staff, and a few teachers could review the Data Collection and Learner Records standard; the program director, supervisory staff, and teachers could review the Teacher Observation standard; the program director, assessment coordinator, intake staff, and teachers could review the Assessment standard, etc. Each team member could be asked to complete the self-review independently prior to a team discussion as a means to identify where the perceptions of team members coincide and where they diverge.

Indicators and Rating Scale
Each standard includes from 3-14 indicators that describe characteristics or best practices of exemplary adult education programs. Program self-review teams rate each indicator using the following rating scale:

> **0** = **Not in Place**: The indicator is not in place anywhere at the program in any form to any degree.
>
> **1** = **Minimal**: The indicator is implemented at the program at a very basic level. The implementation of the indicator is sporadic in frequency or across program sites. Some staff may not be aware of the indicator's implementation at the program. There is much work to be done to improve this indicator.
>
> **2** = **Adequate**: The indicator is implemented and functions adequately at the program. There is sufficient frequency, depth, and breadth of implementation at most program sites. Appropriate staff members have adequate knowledge of and participation in the indicator. Some improvements could be made on the indicator.
>
> **3** = **Well-developed**: The indicator is fully implemented and highly functioning at the program. There is a high level of frequency, depth, and breadth of implementation in time and across program sites. All appropriate staff members are aware of and participate in the indicator's implementation at the program.

Sample Evidence

For each indicator, examples of acceptable evidence are given. Evidence may be collected through a variety of methods:

- **Direct observation:** classroom activity, use of materials and technology, physical objects, learner and teacher behavior
- **Records and documents:** narrative reports, policy documents, lesson plans, handbooks, enrollment records, meeting notes, assessment records, learner records and folders, forms, notes from observations
- **Data:** attendance data, NRS reporting tables, demographic data, financial spreadsheets, etc.
- **Physical artifacts:** learner work, technology, photographs, instructional materials, promotional flyers
- **Information from administrators, staff, teachers, and learners:** surveys, interviews

Ideally, a combination of methods can provide greater confidence in the evidence being collected. The approach taken in the Standards of Quality document relies on multiple sources of evidence to compose a comprehensive picture of an exemplary adult education program.*

There are three levels of sample evidence:

1. **Primary evidence**: Items of sample evidence appearing in **bold** type on the self-review worksheets indicate "primary" evidence. The presence of primary evidence typically is sufficient to demonstrate that the program's practices fulfill the indicator.

2. **Secondary evidence**: Sample evidence appearing in regular type is "secondary" evidence. The presence of secondary evidence **supports the primary evidence** but is **not sufficient in the absence of primary evidence** to demonstrate that the program meets the indicator.

3. **Other evidence:** Program teams may cite other forms of evidence to demonstrate the ways in which the program meets the indicators listed in the Standards of Quality.

Definitions of Terms

Numerous terms specific to the field of adult education occur throughout the Standards of Quality document. These terms are defined in Appendix B

*(Adapted from **A Guide for Education Personnel: Evaluating a Program or Intervention**, American Institutes for Research, Christine Andrews Paulsen, Don Dailey, September 27, 2002)

Completing the Standards of Quality Self-Review

Below are the steps for programs to follow when completing a self-review:

1. Assign staff members to review the Standards of Quality. Some programs may choose to have all staff members review all the standards; some programs may decide to create small teams to review just the standards that pertain to their roles in the program.

2. Provide each staff member with a copy of the self-review worksheets for his/her designated standard(s) and a copy of Appendix B: Definitions. In addition, staff members need access to available evidence as listed for each indicator in the assigned standard(s).

3. Ask each staff member to indicate a rating for each indicator based on a careful review of the evidence.

4. Meet as a staff to come to group consensus. Discuss individuals' ratings for each of the indicators and continue to review the evidence. Reaching consensus may require several meetings.

5. After consensus is reached, list all the indicators for each standard that were rated 0 or 1 in the space provided on the self-review worksheets.

6. Prioritize the indicators that will be the focus of the program's improvement efforts.
   a. Option 1: Choose as priorities the indicators that were rated 0 or 1. These are the indicators that reflect the program's areas of greatest need.
   b. Option 2: Choose as priorities those indicators (regardless of their rating of 0, 1, or 2) whose improvement would have the greatest impact on raising learner achievement, enhancing program services, or improving program operations.

7. Create an action plan that specifies the tasks the program will undertake to improve the program's implementation of the priority indicators. A sample action plan can be found in Appendix A. Reflect on the priority indicators and determine strategies to improve them. Identify who among the staff will be responsible for addressing the tasks specified in the action plan. Identify needs for resources and technical assistance. Set a realistic timetable for completion. Identify criteria for evaluating the effectiveness of the improvement activities. Creating an action plan may require several meetings.

8. Implement the action plan. Seek input and technical assistance from colleagues at other adult education programs, CDE/AEFL staff, local partners and other experts.

9. Revisit the Standards of Quality periodically to gauge progress toward meeting the standards and to identify new priorities and action steps.

Programs can adapt the above steps to suit their needs. For example, one program may have sufficient staff and resources to take action on 1-2 indicators for each of the thirteen standards in a program year. Another program may choose to work on improving just one standard in a program year, focusing to improve a large number of indicators for that single standard.

SoQ Self-Review Worksheet: Standard #1

Standard #1: Program Design and Leadership
Program serves the adult educational needs of the community. Program leader provides vision, direction, resources and support for all program operations and staff.

Indicators for Program Design and Leadership	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
1.1 Adult education program has clear and compelling vision and mission and communicates them to all stakeholders. If program is part of a larger organization, the program is able to explain how its work fits into the larger organization's mission and vision. Sample Evidence: **Program vision and mission statements** **Program promotional materials** (print and electronic) Organizational chart Program name Orientation materials Interviews or surveys of teachers and staff Other evidence (describe):				
Notes:				
1.2 Program has a strategic plan aligned with its vision and mission statement. Program goals are reviewed regularly and updated as needed. Sample Evidence: **Strategic plan document** Printed program goals with dates and responsible parties Staff and/or board meeting minutes Notes from strategic planning meetings Other evidence (describe):				
Notes:				
1.3 Program leader obtains resources and promotes the program. Sample Evidence: **Resources secured from multiple sources** (funds and in-kind) **Program promotional materials** (print and electronic) Calendar of speaking engagements Documentation of media coverage Other evidence (describe):				
Notes:				

Indicators for Program Design and Leadership/cont'd	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
1.4 Program leader generates and sustains trust, energizes and empowers staff, delegates responsibility and authority as appropriate and supports staff in those endeavors. Sample Evidence: **Evaluation of program director by multiple stakeholders including host agency leadership** **Interviews or surveys of teachers and staff** Staff meeting notes Job descriptions Other evidence (describe):				
	Notes:			
1.5 Program leader anticipates and resolves problems, provides direction and innovation. Sample Evidence: **Documentation of new initiatives undertaken by program leader** Program's annual reports, newsletters, board report Evaluation of program director by multiple stakeholders including host agency leadership Interviews or surveys of teachers and staff Other evidence (describe):				
	Notes:			
1.6 Program supports professional development for the program leader(s) that includes financial management, community partnerships, and staff management. Sample Evidence: **Records of professional development activities undertaken by program leaders** **Written professional growth plan** Budget line item allocating resources for program leadership professional development Record of attendance at CDE/AEFL Program Director meetings/trainings/webinars Job description Other evidence (describe):				
	Notes:			
1.7 Program leader conducts an annual program evaluation, prepares for monitoring as scheduled, and uses the results to guide continuous program improvement. Sample Evidence: **Completed program evaluation instrument** **Action plan which includes next steps, dates and responsible parties** Documentation of preparation for monitoring Annual Performance Report to CDE/AEFL office Other evidence (describe):				
	Notes:			

Indicators for Program Design and Leadership/cont'd	0 Not in Place	1 Min- imal	2 Ade- quate	3 Well devel- oped
1.8 Resources are sufficient and effectively allocated to maintain staff, facilities, and a functional work and instructional environment. Sample Evidence: **Program budget** (overall and AEFLA) **and expenditure reports** Resource survey Salary and benefits schedules Technology Inventory Grievance policy Observation, photographs or video of work environment, classrooms, restrooms Other evidence (describe):				
Notes:				
1.9 Internal and external relations are maintained through clear and on-going communication channels. Sample Evidence: **Documentation from a variety of communication venues and media** (print and electronic) **Current program handbook** (for staff, volunteers, learners, board of directors) Calendar of meetings (board, leadership, staff, teachers) Staff meeting notes Records of communication with CDE/AEFL staff Grievance policy Other evidence (describe):				
Notes:				
1.10 Program is fiscally accountable in compliance with the federal grant requirements. Sample Evidence: **Acceptable CDE/AEFL annual expenditure report** **Documentation of match** (cash and in-kind) Fiscal audit, program audit Inventory of equipment and materials Written fee policy Other evidence (describe):				
Notes:				
1.11 Program leader(s) or designee provides instructional leadership to staff. Sample Evidence: **Reports from teacher and/or staff observations** **Teacher improvement plans** **Annual summary of staff professional development activities and hours earned** Job description (of program leader or supervisory designee) Interview or survey of teachers Other evidence (describe):				
Notes:				

A. List below the indicators for which you assigned a rating of 0 (not in place) or 1 (minimal).

B. Identify the priority indicators for this standard that will be the focus of the program's improvement efforts. The priority indicators can be those that reflect the program's areas of greatest need (chosen from the indicators rated 0 or 1), or those whose improvement will have the greatest impact on raising learner achievement, enhancing program services, or improving program operations (regardless of rating).

C. Create an action plan for program improvement based on the priority indicators. See Appendix A for a sample action plan.

SoQ Self-Review Worksheet: Standard #2

Standard #2: Capacity and Sustainability

Program establishes a visible and valued presence in the community through outreach and local partnerships. Program recruits learners, staff, partners and resources to ensure the continuation of services to adult learners in the community.

Indicators for Capacity and Sustainability	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
2.1 Program has a written marketing plan, based on a community needs assessment that includes goals and strategies for outreach. Sample Evidence: **Community needs assessment and results** **Program marketing plan with dates and responsible parties** Record of program changes implemented based on needs assessment Other evidence (describe):				
Notes:				
2.2 Program is organized to encourage the participation of multiple stakeholders in program planning, fiscal accountability, and communication. Sample Evidence: **Staff meeting notes, board minutes** Documentation of attendance at planning meetings Interviews or surveys of teachers and staff Other evidence (describe):				
Notes:				
2.3 Program leader establishes local partnerships for program support, community visibility, outreach and referrals. Sample Evidence: **Documentation of partnership agreements** (past and present) Documentation of program participation in community events Calendar of speaking engagements and/or meetings with potential partners Staff memberships in community organizations Board meeting minutes Learner data indicating how learners heard about the program Other evidence (describe):				
Notes:				
2.4 Program leader proactively seeks multiple funding streams. Sample Evidence: **Copies of grant applications** (attempted and obtained) Program budget (overall and AEFL) Other evidence (describe):				
Notes:				

Indicators for Capacity and Sustainability/cont'd	0 Not in Place	1 Min- imal	2 Ade- quate	3 Well devel- oped
2.5 Program utilizes effective strategies to employ qualified teachers, staff and volunteers. The Literacy Instruction Authorization (LIA) is a key factor in teacher employment. Sample Evidence: **Job announcements, descriptions, and documentation of postings** **Staff resumes** **Interview questions and process** Volunteer recruitment and training materials and event agendas Employment termination policy Other evidence (describe):				
	Notes:			
2.6 Program utilizes effective strategies to identify and recruit learners most in need. Sample Evidence: **Community needs assessment** **Learner enrollment and assessment data** Documentation of recruitment efforts Documentation of collaborations with referring agencies Other evidence (describe):				
	Notes:			
2.7 Tuition or fees do not impose a barrier for learners. Sample Evidence: **Documentation of informing learners of fee policy, including alternate options** (fee waiver, sliding scale, scholarships, work-study) Documentation of referrals to other agencies Program is in compliance with CDE/AEFL tuition and fee policy Interviews or surveys of learners Other evidence (describe):				
	Notes:			
2.8 Program maintains waiting lists and has a process for contacting learners when space becomes available. Sample Evidence: **Documentation of current and past waiting lists** **Documentation of waiting list process** Documentation of contacts with learners on waiting lists Other evidence (describe):				
	Notes:			

Indicators for Capacity and Sustainability/cont'd	0 Not in Place	1 Min- imal	2 Ade- quate	3 Well devel- oped
2.9 Program demonstrates ability to adapt to changing needs of the community.				
Sample Evidence: **Documentation of change in needs leading to change in program services** **Documentation of changes made** (in class offerings, instructional sites, curricula, partnerships) Interviews or surveys of program leadership Other evidence (describe):	Notes:			

A. List below the indicators for which you assigned a rating of 0 (not in place) or 1 (minimal).

B. Identify the priority indicators for this standard that will be the focus of the program's improvement efforts. The priority indicators can be those that reflect the program's areas of greatest need (chosen from the indicators rated 0 or 1), or those whose improvement will have the greatest impact on raising learner achievement, enhancing program services, or improving program operations (regardless of rating).

C. Create an action plan for program improvement based on the priority indicators. See Appendix A for a sample action plan.

SoQ Self-Review Worksheet: Standard #3

Standard #3: Learner Orientation and Enrollment
Program provides an interactive orientation that explains the instructional services provided by the program and the expectations of learners who are enrolled. Information is presented to learners using adult education principles and is accessible to learners with special needs, including limited language and literacy skills.

Indicators for Learner Orientation and Enrollment	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
3.1 Program has a designated staff member(s) who is responsible for coordinating and monitoring the program's (or site's), orientation and enrollment process to ensure consistency. Sample Evidence: **Written orientation and enrollment procedures** **Job description** Staff meeting notes Other evidence (describe):				
	Notes:			
3.2 Staff member(s) who is learner's initial contact has been trained on working sensitively with low-literacy individuals, individuals with special learning needs, and individuals whose first language is not English. Sample Evidence: **Documentation of staff training** **Copy of training materials** Documentation from staff observations Interviews or surveys of teachers and staff Other evidence (describe):				
	Notes:			
3.3 Program staff member(s) has regularly scheduled availability to help new learners overcome potential barriers to attendance. Sample Evidence: **Office hours posted in prominent location** Feedback from learners Interviews or surveys of teachers, staff, learners Other evidence (describe):				
	Notes:			

Indicators for Learner Orientation and Enrollment/cont'd	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
3.4 Program has written orientation procedures implemented with all incoming learners to ensure consistency across sites and dates. Orientation facilitators receive training prior to conducting orientation. Sample Evidence: **Written orientation and enrollment procedures** **Documentation of orientation facilitator training** Interviews or surveys of teachers and staff Other evidence (describe):				
	Notes:			
3.5 Orientation is conducted in compliance with policies of federal disabilities legislation such as the Americans with Disabilities Act. Sample Evidence: **Written orientation and enrollment procedures** **Posted signs with contact information for the program's Learning Needs Coordinator and informing learners of their right to request accommodations** Other evidence (describe):				
	Notes:			
3.6 Orientation takes place in a comfortable, adult-appropriate environment. Sample Evidence: **Observation or photographs of orientation space** (adult-appropriate furnishings and décor) Interviews or surveys of learners Other evidence (describe):				
	Notes:			
3.7 Orientation materials are presented orally, in print, and with accompanying visuals, in order to reach learners through multiple learning styles. Sample Evidence: **Written orientation and enrollment procedures** **Observation or video of the orientation** Facilitator's orientation materials (PowerPoint or overhead slides) Orientation handouts for learners Interviews or surveys of learners Other evidence (describe):				
	Notes:			

Indicators for Learner Orientation and Enrollment/cont'd	0 Not in Place	1 Min- imal	2 Ade- quate	3 Well devel- oped
3.8 Orientation is conducted in a welcoming, non-intimidating, respectful, interactive, efficient and adult-appropriate way. The facilitator verifies that learners understand the orientation information and gives opportunities for learners to ask questions. Sample Evidence: **Written orientation and enrollment procedures** **Observation or video of the orientation** Feedback from learners Interviews or surveys of learners Other evidence (describe):				
	Notes:			
3.9 Orientation facilitators inform learners of the orientation length, agenda, fees and what learners are expected to do to enroll in/register for the program. The facilitator informs learners of their rights under FERPA and the purpose and use of their educational records. Facilitators explain the requirement to take a standardized assessment and what taking the assessment entails, and how the results are used. Sample Evidence: **Written orientation and enrollment procedures** **Observation or video of the orientation** **Orientation agenda** **Documentation of current year's FERPA notification to learners** **Documentation of learners' understanding the use of their learner records** Orientation handouts for learners Interviews or surveys of learners Other evidence (describe):				
	Notes:			
3.10 The facilitator explains services available to learners including course content, class schedules, class locations and program calendar. The facilitator explains expectations of learners, including attendance, participation and progress. The facilitator describes pathways through program services. Sample Evidence: **Written orientation and enrollment procedures** **Observation or video of the orientation** **Orientation handouts for learners (course descriptions, class schedules, program calendar, attendance policy, progress policy)** **Orientation agenda** Visual representation (poster, projected slide, handout) of learner pathways through program services Interviews or surveys of learners Other evidence (describe):				
	Notes:			

Indicators for Learner Orientation and Enrollment/cont'd	0 Not in Place	1 Min- imal	2 Ade- quate	3 Well devel- oped
3.11 Enrollment forms are learner friendly. Program has a valid reason for collecting the enrollment information. Sample Evidence: **Enrollment forms** (reading level at or below grade level 4, plenty of white space, large type, few pages total) **Documentation of funder or host agency data collection requirements** Reports, materials containing aggregated data derived from enrollment forms Absence of duplicate forms for AEFLA-funded program and host agency Other evidence (describe):	Notes:			
3.12 Enrollment forms are completed by learners at the conclusion of the orientation, so learners understand program services prior to enrolling. When learners are required to read or write information, staff and volunteers assist as appropriate, e.g. reading program information and completing forms. Sample Evidence: **Written orientation and enrollment procedures** **Observation or video of learner orientation** **Orientation agenda** Documentation of staff and volunteers who assist during orientation Interviews or surveys of learners, staff Documentation of staff and volunteer training Other evidence (describe):	Notes:			
3.13 Program uses managed enrollment. Sample Evidence: **Written orientation and enrollment procedures** **Documentation of schedule of orientations** Staff training for enrollment process Learner attendance records Documentation of use of cohorts Other evidence (describe):	Notes:			
A. List below the indicators for which you assigned a rating of 0 (not in place) or 1 (minimal).				

B. Identify the priority indicators for this standard that will be the focus of the program's improvement efforts. The priority indicators can be those that reflect the program's areas of greatest need (chosen from the indicators rated 0 or 1), or those whose improvement will have the greatest impact on raising learner achievement, enhancing program services, or improving program operations (regardless of rating).

C. Create an action plan for program improvement based on the priority indicators. See Appendix A for a sample action plan.

SoQ Self-Review Worksheet: Standard #4

Standard #4: Assessment
Program uses assessment to place learners into instructional levels, inform instruction and show progress.

Indicators for Assessment	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
4.1 CDE/AEFL-approved standardized adult education assessments are administered according to publishers' guidelines and CDE/AEFL policy. Sample Evidence: **Documentation of local implementation of state assessment policy** **Documentation of pre-testing and post-testing dates, assessment forms, and learner attendance hours** Documentation of teachers' attendance at CDE/AEFL Regional Assessment Training Documentation of assessment observation Standardized testing materials Other evidence (describe):				
	Notes:			
4.2 Program provides conditions conducive to testing. Sample Evidence: **Observation or photographs of the testing environment** (quiet, well-lighted, not crowded, free of distractions, separate from instruction, and with adult-appropriate tables or desks.) Other evidence (describe):				
	Notes:			
4.3 Accommodations are used in accordance with publishers' guidelines and Americans with Disabilities Act policies. Sample Evidence: **Learner accommodations reports** **Documentation in learners' files** Observation of assessment Other evidence (describe):				
	Notes:			
4.4 Teachers receive diagnostic information from learners' standardized assessments prior to onset of instruction. Sample Evidence: **Documentation in teachers' working files** **Interviews or surveys of teachers** Other evidence (describe):				
	Notes:			

Indicators for Assessment/cont'd	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
4.5 Teachers use diagnostic information from learners' standardized assessments, along with learner goals and needs, to inform instruction. Sample Evidence: **Documentation in teachers' working files** (diagnostic profiles, needs assessments, goal worksheets) Teachers' lesson plans indicating a link between assessment results, needs, goals and lesson content Interviews or surveys of teachers and staff Other evidence (describe):				
	Notes:			
4.6 Instruction and materials align with the standardized assessment(s) used by the program. Sample Evidence: **Program curricula** **Learner textbooks and supplemental materials used by teachers** Report from classroom observations Other evidence (describe):				
	Notes:			
4.7 Multiple means of assessment, including both standardized and informal assessments, are used to gauge learner progress and guide instruction. Sample Evidence: **Teachers' lesson plans indicating use of informal assessments** **Documentation of informal assessments in learners' folders or portfolios** Reports from teacher observations Other evidence (describe):				
	Notes:			

A. List below the indicators for which you assigned a rating of 0 (not in place) or 1 (minimal).

B. Identify the priority indicators for this standard that will be the focus of the program's improvement efforts. The priority indicators can be those that reflect the program's areas of greatest need (chosen from the indicators rated 0 or 1), or those whose improvement will have the greatest impact on raising learner achievement, enhancing program services, or improving program operations (regardless of rating).

C. Create an action plan for program improvement based on the priority indicators. See Appendix A for a sample action plan.

SoQ Self-Review Worksheet: Standard #5

Standard #5: Goals Process
Program has a clear, documented procedure for collaborating with learners throughout the goals process.

Indicators for Goals Process	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
5.1 Learners participate formally and informally to identify goals that consider the learners' needs, skills, assessment results, education and employment experience. Selecting goals is done after assessment/pre-test results are discussed with learner, not during orientation and enrollment. Sample Evidence: **Written program procedures for goals process** **Completed goal worksheets such as those in the CDE/AEFL *Adult Learner Goals Toolkit* in learners' folders or portfolios** Learner needs assessments Interviews or surveys of teachers and staff Other evidence (describe):				
	Notes:			
5.2 Teachers participate collaboratively with learners in identifying and recording goals, monitoring and revising goals, and reporting goals progress. Sample Evidence: **Written program procedures for goals process** **Documentation of staff training on program's goals process** **Completed goal worksheets such as those in the CDE/AEFL *Adult Learner Goals Toolkit* in learners' folders or portfolios** Reports from classroom observation Interviews or surveys of teachers and staff Other evidence (describe):				
	Notes:			
5.3 Goals set and recorded are appropriate and attainable within a program year considering the learners' skills, knowledge and abilities. Sample Evidence: **Learner files including standardized assessment results** **Completed goal worksheets such as those in the CDE/AEFL *Adult Learner Goals Toolkit* in learners' folders or portfolios** **Analysis of learner goals data by Educational Functioning Level** Learner needs/interests assessments Other evidence (describe):				
	Notes:			

Indicators for Goals Process/cont'd	0 Not in Place	1 Min- imal	2 Ade- quate	3 Well devel- oped
5.4 Program has a process, including a timetable, and forms used by teachers/staff and learners to record and monitor learner progress toward goals throughout the program year. Sample Evidence: **Written program procedures for goals process** **Documentation in learners' files showing evidence of revisiting and/or revising learners' set goals** Standardized progress and post test results Individualized student education plans Other evidence (describe):	Notes:			
5.5 Program follows CDE/AEFL policy and guidelines for goal setting and follow-up of accountability goals. Sample Evidence: **Written program procedures for goal setting and goals follow-up** **Completed SSN forms in learners' files** **Follow-up survey instrument** **Documentation of follow-up contacts with learners** **Summary of follow-up survey results** Results on NRS Tables 5, 5a, 5b Other evidence (describe):	Notes:			

A. List below the indicators for which you assigned a rating of 0 (not in place) or 1 (minimal).

B. Identify the priority indicators for this standard that will be the focus of the program's improvement efforts. The priority indicators can be those that reflect the program's areas of greatest need (chosen from the indicators rated 0 or 1), or those whose improvement will have the greatest impact on raising learner achievement, enhancing program services, or improving program operations (regardless of rating).

C. Create an action plan for program improvement based on the priority indicators. See Appendix A for a sample action plan.

SoQ Self-Review Worksheet: Standard #6

Standard #6: Learner Support and Retention
Program helps learners persist in their learning until they reach their educational goals.

Indicators for Learner Support and Retention	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
6.1 Program helps learners identify and understand the positive and negative forces that impact their persistence and provides resources to help learners build support and reduce barriers.				
Notes:				
Sample Evidence: **Documentation of teacher and staff training in adult learner persistence** **Professional development resources on adult learner persistence available to teachers and staff** Orientation agenda Interviews or surveys of teachers, staff, and learners Teachers' lesson plans Community resource materials available to learners at the program Other evidence (describe):				
6.2 Program offers services in a supportive environment that helps learners build community and self-efficacy.				
Notes:				
Sample Evidence: **Documentation of community-building activities such as field trips, projects** **Observation of instruction** Common area available for learners to socialize, network, study Group instruction Interviews or surveys of teachers, staff and learners Other evidence (describe):				
6.3 Program provides instruction of sufficient intensity (hours per week) and duration (length of time during which instruction takes place) to enable learners to achieve substantial learning gains and to post-test at intervals outlined in CDE/AEFL assessment policy. Program offers scheduling options.				
Notes:				
Sample Evidence: **Published class schedules and annual program calendar** NRS Table 4 indicating attendance hours by EFL NRS Table 4b indicating attendance data for learners who were post-tested Learner attendance records Other evidence (describe):				

Indicators for Learner Support and Retention/cont'd	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
6.4 Program discerns reasons for learner absences. Program has a process for contacting learners who are not attending. Program addresses program factors that contribute to learner absences or dropping out. Sample Evidence: **Program procedures for addressing learner absences and drop outs** **Documentation of learner exit data including reasons for leaving** **Documentation of contact with absent learners** Written attendance policy Program improvement plan Learner attendance records Other evidence (describe):	Notes:			
6.5 Program maintains current community resource materials addressing learners' goals and personal/family needs. Staff has easy access to the resource materials and shares them with learners. Sample Evidence: **Community resource materials** (print or electronic) **available to learners at the program** Interviews or surveys of teachers and learners Other evidence (describe):	Notes:			
6.6 Program recognizes learner progress and achievement. Sample Evidence: **Documentation of recognition events** **Interviews or surveys of teachers and learners** Lists of recognized learners Event flyers Certificate templates Other evidence (describe):	Notes:			
6.7 Program informs and/or advises learners about options for next steps in their education and/or employment. Sample Evidence: **Orientation materials indicating availability of advising services** **Documentation of guest speakers, college visits, post-secondary fairs, job fairs, workforce center visits** Post-secondary and workforce resource materials available to learners Interviews or surveys of teachers, staff and learners Copies of teachers' lesson plans Other evidence (describe):	Notes:			

Indicators for Learner Support and Retention/cont'd	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
6.8 Program informs learners of eligibility status for program services and advises learners regarding alternatives. <u>Sample Evidence</u>: **Written procedures for informing and advising** Documentation that program applies appropriate eligibility criteria Documentation of learner referrals to other agencies Interviews or surveys of teachers and staff Other evidence (describe):				
	Notes:			

A. List below the indicators for which you assigned a rating of 0 (not in place) or 1 (minimal).

B. Identify the priority indicators for this standard that will be the focus of the program's improvement efforts. The priority indicators can be those that reflect the program's areas of greatest need (chosen from the indicators rated 0 or 1), or those whose improvement will have the greatest impact on raising learner achievement, enhancing program services, or improving program operations (regardless of rating).

C. Create an action plan for program improvement based on the priority indicators. See Appendix A for a sample action plan.

SoQ Self-Review Worksheet: Standard #7

Standard #7: Special Learning Needs
Program policies and practices uphold the rights of learners with disabilities and fulfill the program's responsibilities in serving those learners.

Indicators for Special Learning Needs	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
7.1 Program complies with disabilities legislation such as the Americans with Disabilities Act of 1990 and the Americans with Disabilities Amendments Act of 2008. Sample Evidence: **Published materials contain equal access notice** **Accessible facilities or transition plan** **Documentation that learners are informed of the availability of information in alternative formats upon request** **Documentation that learners are informed of their right to request accommodations** Other evidence (describe):				
	Notes:			
7.2 Program complies with the CDE/AEFL Special Learning Needs Policy. Sample Evidence: **Local special learning needs policy** **Staff person designated as Learning Needs Coordinator** **Disability information recorded in data collection system** **Orientation and enrollment procedures** **Forms do not request disclosure of disabilities** **Documentation of disability stored securely** **Documentation of accommodations provided during assessment and instruction in learner files** Other evidence (describe):				
	Notes:			
7.3 Program coordinates with host agency (e.g. school district, community college, library district) to ensure equal access to program services by individuals with disabilities. Sample Evidence: **Interviews with host agency staff** **Description of collaboration in local special learning needs policy** Other evidence (describe):				
	Notes:			

A. List below the indicators for which you assigned a rating of 0 (not in place) or 1 (minimal).

B. Identify the priority indicators for this standard that will be the focus of the program's improvement efforts. The priority indicators can be those that reflect the program's areas of greatest need (chosen from the indicators rated 0 or 1), or those whose improvement will have the greatest impact on raising learner achievement, enhancing program services, or improving program operations (regardless of rating).

C. Create an action plan for program improvement based on the priority indicators. See Appendix A for a sample action plan.

SoQ Self-Review Worksheet: Standard #8

Standard #8: Curriculum
Program has curricula developed with input from teachers. The curricula are implemented with all learners.

Indicators for Curriculum	0 Not in Place	1 Min- imal	2 Ade- quate	3 Well devel- oped
8.1 Program uses curricula that identify the basic skills and content taught at each level of instruction. Curriculum at each level builds upon knowledge and skills taught at the lower levels and aligns with skills and knowledge taught at the next higher level. Sample Evidence: **Program's curricula encompassing each level of instruction in each content area (ABE/ASE/ESL)** Educational Functioning Level descriptions available to each teacher Other evidence (describe):				
	Notes:			
8.2 Curricula provide learning in real life contexts to ensure that learners have the skills needed to compete in the workplace, function as a family member and participate as a member of the community. Sample Evidence: **Curricula identifying knowledge and skills for adult roles in the workplace, family and community** Textbooks and materials used in instruction Observation of instruction Other evidence (describe):				
	Notes:			
8.3 Curricula are readily accessible to teachers. Teachers are trained on using the relevant curriculum (ABE, ASE, ESL) for their learners. Sample Evidence: **Curricula readily available in classrooms and/or teacher workroom** **Documentation of teacher training** Interviews or surveys of teachers Other evidence (describe):				
	Notes:			
8.4 Instructional materials are provided in sufficient quantities for individual and/or classroom use and are easily accessible to teachers and learners. Sample Evidence: **Inventory of instructional materials** (textbooks and software) Interviews or surveys of teachers and learners Other evidence (describe):				
	Notes:			

Indicators for Curriculum/cont'd	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
8.5 Teachers understand the differences between a curriculum, a textbook series and a lesson plan.				
Sample Evidence: **Copy of curricula AND copies of teachers' lesson plans** **Documentation of teacher training** Interviews or surveys of teachers Other evidence (describe):	Notes:			

A. List below the indicators for which you assigned a rating of 0 (not in place) or 1 (minimal).

B. Identify the priority indicators for this standard that will be the focus of the program's improvement efforts. The priority indicators can be those that reflect the program's areas of greatest need (chosen from the indicators rated 0 or 1), or those whose improvement will have the greatest impact on raising learner achievement, enhancing program services, or improving program operations (regardless of rating).

C. Create an action plan for program improvement based on the priority indicators. See Appendix A for a sample action plan.

SoQ Self-Review Worksheet: Standard #9

Standard #9: Instruction

Teachers deliver instruction that meets learners' needs and learning styles, is embedded in real-life contexts and learners' real life roles. Instruction follows principles of adult education and is delivered in an organized, purposeful manner.

Indicators for Instruction	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
9.1 Teaching strategies adhere to principles of adult learning and language acquisition and demonstrate best practices. Sample Evidence: **Completed *Evaluation of Experience* form from applicable LIA course(s), and/or reports from teacher observations** **Completed best practices checklists** **Videos of teacher conducting instruction** **Copies of teachers' lesson plans demonstrating use of principles and best practices** Documentation of teacher training Interviews or surveys of teachers Other evidence (describe):				
	Notes:			
9.2 Lessons include content drawn from learners' expressed needs and interests as gathered from formal and informal needs assessments. Teachers demonstrate flexibility in adapting lesson content in response to changing needs of learners. Sample Evidence: **Completed *Evaluation of Experience* form from applicable LIA course(s), and/or reports from teacher observations** **Copies of learners' needs assessments** **Copies of individual student educational plans** **Copies of teachers' lesson plans** Interviews or surveys of teachers and learners Other evidence (describe):				
	Notes:			
9.3 Teachers deliver well-paced, appropriately sequenced lessons that consistently include warm-up and/or review, presentation of new skills and/or content, practice, application, and evaluation. Sample Evidence: **Completed *Evaluation of Experience* form from applicable LIA course(s), and/or reports from teacher observations** **Videos of teacher conducting instruction** **Copies of lesson plans or student educational plans** Documentation of teacher training Interviews of teachers Other evidence (describe):				
	Notes:			

Indicators for Instruction/cont'd	0 Not in Place	1 Min- imal	2 Ade- quate	3 Well devel- oped

9.4 Teachers use materials that are up to date, appropriate for adult learners, appropriate for the instructional level, culturally sensitive, address a variety of learning styles and oriented to the language, literacy and numeracy needs of adults.

Notes:

Sample Evidence:
Completed *Evaluation of Experience* form from applicable LIA course(s), and/or reports from teacher observations
Documentation of materials review and selection process
Annotated citation list of core textbooks and instructional software
Documentation of teacher training
Interviews or surveys of teachers and/or learners
Other evidence (describe):

9.5 Materials used in instruction are a balance of core textbooks (published specifically for adult learners) and authentic, real-life materials used for supplementation.

Notes:

Sample Evidence:
Completed *Evaluation of Experience* form from applicable LIA course(s), and/or reports from teacher observations
Videos of teacher conducting instruction
Copies of teachers' lesson plans or student educational plans
Documentation of teacher training
Interviews or surveys of teachers and/or learners
Other evidence (describe):

9.6 Instructional activities are varied to address different learning styles (e.g. aural, visual, tactile, kinesthetic) and special learning needs of the learners as fully as possible.

Notes:

Sample Evidence:
Completed *Evaluation of Experience* form from applicable LIA course(s), and/or reports from teacher observations
Videos of teacher conducting instruction
Copies of teachers' lesson plans or student educational plans
Documentation of teacher training
Interviews or surveys of teachers and/or learners
Other evidence (describe):

Indicators for Instruction/cont'd	0 Not in Place	1 Min- imal	2 Ade- quate	3 Well devel- oped
9.7 Instructional activities utilize grouping strategies and interactive tasks. Sample Evidence: **Completed *Evaluation of Experience* form from applicable LIA course(s), and/or reports from teacher observations** **Videos of teacher conducting instruction** **Copies of teachers' lesson plans or student educational plans** Documentation of teacher training Interviews or surveys of teachers and/or learners Other evidence (describe):				
	Notes:			
9.8 Instruction provides opportunities for learners to practice skills in situations that simulate real-life contexts and learners' real-life roles. Sample Evidence: **Completed *Evaluation of Experience* form from applicable LIA course(s), and/or reports from teacher observations** **Videos of learners in instruction** **Copies of teachers' lesson plans or student educational plans** Documentation of teacher training Interviews or surveys of teachers and/or learners Other evidence (describe):				
	Notes:			
9.9 Instruction is conducted in English at all levels. Sample Evidence: **Reports from teacher observations** **Videos of teacher conducting instruction** **Interviews or surveys of learners** Program policy document Other evidence (describe):				
	Notes:			
9.10 Instruction develops learners' technology literacy so they can use software programs and Internet resources to learn adult education content and address the real-world needs of adults. Sample Evidence: **Completed *Evaluation of Experience* form from applicable LIA course(s), and/or reports from teacher observations** **Activity logs from computer laboratory** **Copies of teachers' lesson plans or student educational plans** Documentation of teacher training Interviews or surveys of teachers and/or learners Other evidence (describe):				
	Notes:			

Indicators for Instruction/cont'd	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
9.11 Teachers monitor learner performance throughout lessons by checking for comprehension and understanding, using a variety of questioning strategies, providing effective feedback, and adjusting the pace and content of instruction to the needs of the learners. Sample Evidence: **Completed *Evaluation of Experience* form from applicable LIA course(s), and/or reports from teacher observations** **Videos of teacher conducting instruction** Documentation of teacher training Interviews or surveys of teachers and/or learners Other evidence (describe):	Notes:			
9.12 Teachers understand their role in helping the program achieve the current year's CDE/AEFL performance level targets for each ESL, ABE, ASE level they instruct. Sample Evidence: **Staff meeting notes** **Documentation of training** **Interviews or surveys of teachers** **Copy of current year's CDE/AEFL progress targets available to teachers** Other evidence (describe):	Notes:			

A. List below the indicators for which you assigned a rating of 0 (not in place) or 1 (minimal).

B. Identify the priority indicators for this standard that will be the focus of the program's improvement efforts. The priority indicators can be those that reflect the program's areas of greatest need (chosen from the indicators rated 0 or 1), or those whose improvement will have the greatest impact on raising learner achievement, enhancing program services, or improving program operations (regardless of rating).

C. Create an action plan for program improvement based on the priority indicators. See Appendix A for a sample action plan.

SoQ Self-Review Worksheet: Standard #10

Standard #10: Data Collection and Learner Records
Program implements processes for data collection and records management that ensure accuracy in state and federal reports, validity, reliability, privacy and security. Sufficient resources are allocated to implement the processes, and clearly defined procedures are in place for collecting and managing demographic, participation, and outcome data.

Indicators for Data Collection and Learner Records	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
10.1 Program leader manages the data collection and reporting process, and delegates responsibilities appropriately. Sample Evidence: **Interview with program director and/or designated data staff** Job descriptions Records of training Organizational chart Other evidence (describe):				
Notes:				
10.2 Data collection is aligned with CDE/AEFL data requirements. Data dictionary is used in conjunction with data collection and enrollment forms. Sample Evidence: **Written data collection and management procedures** Data collection and enrollment forms Copy of NRS core outcome measures and targets on file Interviews or surveys of program director and staff Other evidence (describe):				
Notes:				
10.3 Program reports learners' attendance and instructional hours in conformance with state and federal guidelines. Sample Evidence: **Written data collection and management procedures** **Program attendance policy** **Learner attendance records** Schedule of program's instructional hours Other evidence (describe):				
Notes:				

Indicators for Data Collection and Learner Records/cont'd	0 Not in Place	1 Min- imal	2 Ade- quate	3 Well devel- oped
10.4 Program's process for data collection ensures credibility through data collection, storage, back up, and reporting. Sample Evidence: **Written data collection and management procedures** Copies of required state and federal data reports Enrollment forms Learner folders Job description for data entry staff Documentation of data storage Other evidence (describe):				
	Notes:			
10.5 Program has documented procedures for correcting errors and resolving missing data. Sample Evidence: **Written data collection and management procedures** Process for storing and accessing learner registration/enrollment forms Interviews or surveys of program leaders and staff Other evidence (describe):				
	Notes:			
10.6 Program maintains learners' educational records at the program as required by state and federal policy. Sample Evidence: **Written data collection and management procedures** **Observation of learner educational records** Other evidence (describe):				
	Notes:			
10.7 Program ensures the privacy and security of learners' educational records. Learners are notified annually of their rights under FERPA. Sample Evidence: **Written data collection and management procedures** **Learner records are stored securely with limited access by program staff** **Separate storage of those records mandated by disability laws** **Documentation of current year's FERPA notification to learners** **Documentation of learners' understanding the use of their learner records** Other evidence (describe):				
	Notes:			
A. List below the indicators for which you assigned a rating of 0 (not in place) or 1 (minimal).				

B. Identify the priority indicators for this standard that will be the focus of the program's improvement efforts. The priority indicators can be those that reflect the program's areas of greatest need (chosen from the indicators rated 0 or 1), or those whose improvement will have the greatest impact on raising learner achievement, enhancing program services, or improving program operations (regardless of rating).

C. Create an action plan for program improvement based on the priority indicators. See Appendix A for a sample action plan.

SoQ Self-Review Worksheet: Standard #11

Standard #11: Transition Services

Program supports and facilitates the efficient transfer of ESL learners into ABE/ASE study, ABE learners into ASE study, and ASE learners into post-secondary education, technical/career training or employment.

Indicators for Transition Services	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
11.1 ESL instruction integrates the academic skills necessary for ESL learners to succeed in ABE/ASE study. ABE/ASE instruction integrates the language acquisition needs, literacy skills, and cultural considerations for ESL learners transitioning into ABE/ASE study. Sample Evidence: **Program's curriculum encompassing each level of instruction in each content area (ABE/ASE/ESL)** **Completed *Evaluation of Experience* form from applicable LIA course(s), and/or reports from teacher observations** **Videos of teacher conducting instruction** **Copies of teachers' lesson plans or student educational plans** Documentation of teacher training Interviews or surveys of teachers and/or learners Other evidence (describe):				
	Notes:			
11.2 ASE instruction integrates the literacy, numeracy, and technology skills necessary for academic success at the post-secondary level. Sample Evidence: **Copy of program's curriculum for ASE** **Completed *Evaluation of Experience* form from applicable LIA course(s), and/or reports from teacher observations** **Videos of teacher conducting instruction** **Copies of teachers' lesson plans or student educational plans** Documentation of teacher training Interviews or surveys of teachers and learners Other evidence (describe):				
	Notes:			

Indicators for Transition Services/cont'd	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
11.3 Program ensures that ESL learners who are transitioning from ESL to ABE/ASE receive "bridge" instruction that consists of ABE/ASE content but ESL instructional methodology. Sample Evidence: **Course schedule and description of course content** **Reports from teacher observations** Learner assessment results Copies of **teachers'** lesson plans Curriculum and instructional materials Referrals to entities that supply "bridge" instruction Interviews or surveys of teachers and staff Other evidence (describe):				
	Notes:			
11.4 Program raises learners' awareness of post-secondary education options (both academic and career and technical education) and admission processes Sample Evidence: **Documentation of individual advising and class advising** **Documentation of guest speakers from and/or field trips to local post-secondary institutions** **Documentation of workshops on the post-secondary education experience** **List of online resources addressing the post-secondary educational experience available to learners** Post-secondary institution promotional materials available to learners at the program Documentation of post-secondary events/exhibitions (co)sponsored by the local program Advisor or navigator at the program Interviews or surveys of learners Other evidence (describe):				
	Notes:			
11.5 Program works with local post-secondary education institutions to coordinate transition services for adult basic education learners. Sample Evidence: **Documentation of collaborations and/or partnerships** **Record of program's participation in post-secondary transition initiatives** **Advisor or navigator at the program** Documentation of dual enrollment Documentation from joint meetings Interviews or surveys of teachers, staff and learners Other evidence (describe):				
	Notes:			

Indicators for Transition Services/cont'd	0 Not in Place	1 Min- imal	2 Ade- quate	3 Well devel- oped
11.6 Program works with local workforce agencies or employers to coordinate access for adult learners to career readiness training or employment.				
Notes:				

11.6 Program works with local workforce agencies or employers to coordinate access for adult learners to career readiness training or employment.

Sample Evidence:

Documentation of collaborations and/or partnerships
Documentation of joint projects for delivering services
Documentation of mutual referral system
Documentation of guest speakers from and/or field trips to local workforce centers or employers
On-site classes (workforce topics at adult education program, adult education instruction at workforce center)
Documentation of adult education staff members' participation on local Workforce Board
Workforce/employment materials available to learners at program
Documentation of adult learners who have enrolled in career and technical education courses or programs
Documentation of adult learners who have earned employment certificates, such as CareerReady Colorado certificates
Documentation of job fairs (co)sponsored by the adult education program
Interviews or surveys of teachers, staff and learners
Other evidence (describe):

A. List below the indicators for which you assigned a rating of 0 (not in place) or 1 (minimal).

B. Identify the priority indicators for this standard that will be the focus of the program's improvement efforts. The priority indicators can be those that reflect the program's areas of greatest need (chosen from the indicators rated 0 or 1), or those whose improvement will have the greatest impact on raising learner achievement, enhancing program services, or improving program operations (regardless of rating).

C. Create an action plan for program improvement based on the priority indicators. See Appendix A for a sample action plan.

SoQ Self-Review Worksheet: Standard #12

Standard #12: Teacher Credentialing and Professional Development (PD)
Program supports a qualified teaching staff by helping teachers to obtain the Literacy Instruction Authorization (LIA) credential and by providing opportunities for all teachers to participate in on-going professional development. The program supports teachers in integrating new strategies into instruction through practice, feedback, and reflection.

Indicators for Teacher Credentialing and PD	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
12.1 Teachers and (optionally) volunteers complete an annual professional development needs assessment and/or the LIA Plan of Action. Teachers develop an annual individual professional development plan based on the results of needs assessments and the program's improvement process. Sample Evidence: **Copies of teachers' completed PD needs assessments, such as the *CDE/AEFL Professional Development Self Assessment for Adult Education Teachers*** **Copies of teachers' *LIA Plans of Action*** **Copies of teachers' annual PD plans, such as the *CDE/AEFL Teacher's Professional Development Action Plan*** Program's collective results from a PD needs assessment such as the CDE/AEFL *Professional Development Self Assessment for Adult Education Teachers* Program's professional development policy Program's annual professional development plan Other evidence (describe):	Notes:			
12.2 Program has a designated Literacy Instruction Authorization (LIA) Specialist who provides ongoing training and technical assistance to teachers regarding the processes to obtain this adult education teaching credential. Sample Evidence: **Name of LIA Specialist** **Documentation of LIA Specialist's participation in CDE LIA training** **Documentation of locally-conducted LIA training** (covering the LIA Plan of Action, EDU course content, course scholarship information, LIA portfolio process and LIA renewal procedures) Program's professional development policy Job description Access to current *LIA Handbook* Copies of teachers' *LIA Plans of Action* Grant funding application cover page that identifies LIA specialist, or updated communication with CDE/AEFL Interviews or surveys of teachers and staff Other evidence (describe):	Notes:			

Indicators for Teacher Credentialing and PD/cont'd	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
12.3 Program adheres to CDE/AEFL LIA policy. Sample Evidence: **CDE/AEFL LIA policy document in program director office or files** *LIA Compliance Status Report* **from CDE/AEFL for current fiscal year** Documentation of teachers' employment start dates Documentation of teachers' weekly schedules Program's LIA compliance improvement plan Program's professional development policy Other evidence (describe):	Notes:			
12.4 Program budget allocates financial resources to support staff while engaged in professional development. Sample Evidence: **Program budget** **Program expenditure records showing use of funds for teacher PD** Program's professional development policy Interviews or surveys of teachers Other evidence (describe):	Notes:			
12.5 Program provides orientation for all new staff including volunteers. Sample Evidence: **Documentation of local program orientation completed, including topics such as those listed on** *CDE/AEFL Local Program Orientation Checklist* **Documentation of a new teacher orientation, such as the CDE/AEFL** *Orientation to Adult Education in Colorado,* **in progress or completed** **Documentation of new teacher orientation in progress or completed such as the** *CDE/AEFL New Teacher Profiles – A, B, and C* **checklists** Completed training evaluation forms Coach or mentor Program's professional development policy Program handbook Interviews or surveys of teachers and staff Other evidence (describe):	Notes:			

Indicators for Teacher Credentialing and PD/cont'd	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
12.6 Teachers are aware of the availability of a wide variety of professional development options.				
Sample Evidence: **Copies of CDE/AEFL *Guide to Professional Development Reporting for Colorado Adult Educators* in teachers' planning materials, classrooms, or workroom** **Copies of CDE/AEFL *Professional Development Monthly Advisor and Planner (PD MAP)* in teachers' planning materials, classrooms, or workroom** **Documentation of teachers' completed professional development such as the CDE/AEFL *Teacher's Annual PD Activity Record*** Documentation of teacher memberships in adult education professional organizations Documentation of teacher subscriptions to adult education listservs Access to CDE/AEFL Calendar and CDE/AEFL PD Resource Bank Internal communications with teachers about professional development opportunities Documented use of teacher resource collection at the program or through the CDE/AEFL Professional Development Resource Centers Interviews or surveys of teachers Other evidence (describe):	Notes:			
12.7 On-going staff development addresses adult education theory, special learning needs, current research in literacy, numeracy, language acquisition and cross-cultural communication.				
Sample Evidence: **Teachers' professional development records such as the *CDE/AEFL Teacher's Annual PD Activity Record*** **Documentation from local, regional, state, or national adult education and family literacy professional development events** Teachers' LIA *Documentation of Training* forms Transcripts from credit-bearing courses Other evidence (describe):	Notes:			
12.8 On-going staff development addresses fundamental teaching skills, a variety of instructional techniques, best practices, classroom management, and the use of technology.				
Sample Evidence: **Teachers' professional development records such as the *CDE/AEFL Teacher's Annual PD Activity Record*** **Documentation from local, regional, state, or national adult education and family literacy professional development events** Teachers' LIA *Documentation of Training* forms Transcripts from credit-bearing courses Other evidence (describe):	Notes:			

Indicators for Teacher Credentialing and PD/cont'd	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
12.9 Teachers and volunteers participate in a variety of professional development activities – self-study options, collaborative activities, workshops, trainings, and credit courses.				
Sample Evidence: **Teachers' professional development records such as the *CDE/AEFL Teacher's Annual PD Activity Record*** **Documentation from local, regional, state, or national adult education and family literacy professional development events** Teachers' LIA *Documentation of Training* forms Transcripts from credit-bearing courses Program's professional development policy Other evidence (describe):	Notes:			
12.10 Program provides for follow-up by the program director, coordinator, lead teacher, mentor, or peers to facilitate the application in classroom instruction of knowledge and skills learned through professional development.				
Sample Evidence: **Reports from teacher observations** Program's professional development policy Copies of teachers' lesson plans Coach/mentor notes Teacher improvement plan Interviews or surveys of teachers Other evidence (describe):	Notes:			
12.11 Program annually evaluates the effectiveness of its professional development activities and implements improvements as needed.				
Sample Evidence: **Completed evaluation of PD effectiveness** **Copies of *CDE/AEFL Teachers' PD Activity Records*** Reports from teacher observations Documentation of analysis of teacher lesson plans Documentation of analysis of learner progress data in areas correlated to professional development initiatives Program's professional development policy Program's annual professional development plan Other evidence (describe):	Notes:			

Indicators for Teacher Credentialing and PD/cont'd	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
12.12 Program tracks and reports annual professional development activities in compliance with CDE/AEFL PD policies. Sample Evidence: **Program Annual Performance Report, including the *AEFLA Program Annual Professional Development Summary* spreadsheet**				
	Notes:			

A. List below the indicators for which you assigned a rating of 0 (not in place) or 1 (minimal).

B. Identify the priority indicators for this standard that will be the focus of the program's improvement efforts. The priority indicators can be those that reflect the program's areas of greatest need (chosen from the indicators rated 0 or 1), or those whose improvement will have the greatest impact on raising learner achievement, enhancing program services, or improving program operations (regardless of rating).

C. Create an action plan for program improvement based on the priority indicators. See Appendix A for a sample action plan.

SoQ Self-Review Worksheet: Standard #13

Standard #13: Teacher Observation
Program leader(s) regularly observes teachers and provides on-going follow-up and support to improve instructional practice.

Indicators for Teacher Observation	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
13.1 Program leader or designee conducts frequent walk-through observations of all teachers. Sample Evidence: **Record of completed walk-through observations** **Notes from walk-through observations** Interviews or surveys of teachers Other evidence (describe):				
Notes:				
13.2 Program leader or designee conducts a formal observation of a minimum of 70 percent of instructional staff twice in the program year. Sample Evidence: **Reports from teacher observations** **Leader's schedule of planned observations or log of completed observations** Program policy Interviews or surveys of teachers Job description Other evidence (describe):				
Notes:				
13.3 Program uses written instrument(s) for formal teacher observations. The observation instrument(s) identify essential knowledge, adult education instructional best practices, and classroom management skills. Sample Evidence: **Teacher observation instrument(s)** **Program-generated addendum to or adaptation of host-institution observation instrument when such instrument does not specify best practices of ABE/ASE and adult ESL teaching** Observation instruments such as those from Virginia Adult Literacy Resource Center Teacher Observation Project Other evidence (describe):				
Notes:				

Indicators for Teacher Observation/cont'd	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
13.4 The formal observation process involves a pre-observation conference, classroom observation using the observation instrument, and a post-observation conference. Teachers are given the opportunity to select from the observation instrument specific areas of focus for the observation. Sample Evidence: **Reports from teacher observations indicating the three phases** **Completed observation instruments such as those from Virginia Adult Literacy Resource Center Teacher Observation Project** Correspondence between observer and teacher regarding observation process Observer's log of completed observations Copies of teacher's written self-reflections Program policy Other evidence (describe):				
	Notes:			
13.5 Program leader uses the observation process to provide teachers with on-going follow-up and support to improve instructional practice. Sample Evidence: **Reports of initial and subsequent teacher observations** **Copies of teacher improvement plans** **Copies of teacher's post-observation written self-reflections** **Documentation of teachers' completed professional development such as the CDE/AEFL *Teacher's Annual PD Activity Record*** Teacher professional development resources (see indicator 12.6) Correspondence between observer/coach/mentor and teacher regarding follow-up activities Interviews or surveys of program leader and teachers Program policy Other evidence (describe):				
	Notes:			
13.6 Program provides staff the opportunity to develop performance improvement plans to address observation results as necessary. Sample Evidence: **Copies of teacher improvement plans** Interviews or surveys of program leader and teachers Program policy Other evidence (describe):				
	Notes:			

Indicators for Teacher Observation/cont'd	0 Not in Place	1 Min-imal	2 Ade-quate	3 Well devel-oped
13.7 Program provides learners with opportunities to anonymously provide feedback about teacher effectiveness and classroom practices. The tools are user-friendly and allow for variety in learner proficiency levels, backgrounds, cultural diversity, and special needs. **Copies of feedback instruments completed by learners** **Aggregated results from learner feedback** **Documentation of analysis of feedback and action items** Interviews or surveys of learners Other evidence (describe):				
	Notes:			
13.8 Program provides training in, opportunities for, and support (release time, paid substitutes, etc.) for peer observation either face-to-face or through visual media. **Log of peer observations** **Reports from completed peer observations** **Documentation of teacher's viewing of adult education teacher training video tapes, DVDs, or online videos** Correspondence between leader and teachers regarding peer observation process and schedule Documentation of training Program handbook Program expenditure report Interviews or surveys of teachers Other evidence (describe):				
	Notes:			

A. List below the indicators for which you assigned a rating of 0 (not in place) or 1 (minimal).

B. Identify the priority indicators for this standard that will be the focus of the program's improvement efforts. The priority indicators can be those that reflect the program's areas of greatest need (chosen from the indicators rated 0 or 1), or those whose improvement will have the greatest impact on raising learner achievement, enhancing program services, or improving program operations (regardless of rating).

C. Create an action plan for program improvement based on the priority indicators. See Appendix A for a sample action plan.

Sample Action Plan for
Standards of Quality Self-Review

This sample action plan provides guidance to program teams who have completed a Standards of Quality self-review and are ready to create an action plan. This plan can encompass several indicators within a standard or can focus on a single indicator. Program teams may adapt the sample as appropriate to suit the program's particular circumstances.

1. Standard
Which Standard of Quality does this action plan address?

2. Indicators and Ratings
On which indicator(s) will the action plan focus? What rating did the program's self-review team give each indicator?

3. Evidence
Which evidence was reviewed by the self-review team as the basis of the rating(s) for the indicator(s)?

4. Gaps or Weaknesses
When reviewing evidence for the indicator(s), what gaps or weaknesses were identified?

5. Goal(s)
What goals can the program team identify for improving the indicator(s) and evidence? What should the indicator and its evidence look like after the action plan has been implemented?

6. Action Steps
What actions and/or strategies will program staff take in order to reach the identified goals? In what order will those actions/strategies be implemented?

7. Leader(s)
Who will have the primary responsibility for coordinating the action initiative?

8. Implementers
Who will have responsibility for carrying out individual activities or processes identified in the action plan?

9. Schedule
What is the timeline for the action plan? What are the critical dates for completing steps in the action plan?

10. Resources
      a. Material resources
      What material resources do the implementation teams need in order to carry out their parts of the action plan? How will team members obtain those resources?

      b. Human Resources
      Who has experience or expertise in the indicators that are the focus of the action plan? Are these individuals internal or external to the program? How will these individuals be contacted and utilized?

12. Evaluation Criteria
What are the criteria by which the program team will know that the action plan has reached its goal(s)?

13. Other
What other factors should the program team consider before or while implementing the action plan?

Appendix B:

Standards of Quality Terms and Definitions

Accommodations – Standard 4: Modifications to the testing (or instructional) environment, procedures, or materials provided to learners with diagnosed and documented disabilities. Accommodations may include extended time on assessments, a sign-language interpreter, a scribe, and testing in a private room.

Adult-appropriate environment - Standard 3: Adult-sized seating and tables, adult-oriented décor.

Align – Standard 4: To establish correspondence between a program's assessment and instruction, e.g. when a program uses a standardized test that assesses reading skills, the curriculum and instructional materials have a primary, but not exclusive, focus on reading skills. Academic skills are taught to learners who are tested on an academic skills assessment; life skills are taught to learners who are tested on a life skills assessment.

Authentic materials – Standard 9: Print, audio, physical or electronic materials brought to instruction from the "real world", e.g. supermarket flyers, TV broadcasts, food cartons, employment applications, websites, utility bills, bus schedules, etc. Also referred to as "realia."

Barrier – Standard 2: A cost so high that learners decide not to enroll for services.
Standards 3, 6: conditions that impede a learner's ability to attend instruction, such as problems with transportation, child care, job schedules, times when instruction is offered and locations where services are offered.

Best practices – Standards 9, 12, 13: Effective instructional practices that have been developed over time through a combination of the application of research findings, evidence-based practice, and teachers' professional wisdom.

Capacity – Standard 2: The actual or potential ability of an organization to perform, as measured in quantity and level of quality over an extended period; the highest sustainable output that can be achieved by an organization with its current resources.

Conditions conducive to testing - Standard 4: A well-lighted, temperature controlled testing area separate from ongoing instruction, in an environment free of noise, foot traffic, and other distractions.

Core textbook – Standard 9: a) For ESL: textbooks in a leveled sequence that integrate the four language skills in each unit. The leveled sequence is usually based on progressively more difficult vocabulary, grammatical structures, and readability of narratives. b) For ABE/ASE: textbooks in a leveled sequence, usually within a subject matter area such as social studies or math. Core textbooks are written specifically for adult education learners.

Curriculum – Standard 8: A specific learning program which describes the teaching, learning, and assessment materials that comprise a given course of study. A curriculum includes a description of the content to be taught and learner objectives to be attained. A curriculum encompasses more than a textbook series.

Data Dictionary – Standard 10: Definitions and guidance for the fields and values in the data collection system.

Educational Functioning Level (EFL): Instructional levels for adult learners defined by the federal National Reporting Service. Learners are initially placed into EFLs based on their abilities to perform literacy-related tasks in specific content areas as measured by standardized testing. Each EFL has specific descriptors to illustrate what learners functioning at that level should be able to do in the areas of basic reading and writing, functional and workplace skills, listening and speaking (ESL only) and numeracy (ABE/ASE only).

Eligibility status – Standard 6: The specifications of the grant that allow or disallow a potential learner to receive services, e.g. age, pre-test scores, concurrent enrollment, visa status, and ability to benefit.

Enrollment – Standard 3: The process of gathering a potential learner's personal, demographic, and educational data; also referred to as "registration."

ESL instructional methodology – Standard 11: A continued use of group instruction, ongoing focus on vocabulary development, listening comprehension, oral communication in English, grammar development, and pronunciation.

FERPA (Family Education Rights & Privacy Act) – Standards 3, 10: Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends an educational institution beyond the high school level.

Follow-up – Standard 12: Activities undertaken by program leadership and occurring after a teacher's completion of professional development or a classroom observation, such as reviewing lesson plans, observing instruction, mentoring and written or oral feedback.

Formal observation – Standard 13: A method of teacher observation that is planned, extensive, and scheduled. The teacher and observer are both involved in pre-observation planning, the observation of instruction, and in a post-observation conference.

Grouping strategies – Standard 9: Pairs, trios, small groups, or competitive teams chosen randomly or intentionally to create same or mixed-proficiency, mixed-gender, mixed-culture groups.

Host agency – Standard 7: The institution within which an adult education program operates, such as a local education agency, institution of higher education, community or faith based organization, library or non-profit organization.

Informal assessment – Standard 4: Frequent, non-standardized assessment of a learner's attainment of specific curricular outcomes, typically teacher-created and occurring at the end of a lesson, for the purpose of evaluating the effectiveness of the lesson and to shape future instruction.

Instrument – Standard 13: Used for formal observation of teachers, such as a checklist, chart, or chronological record.

Instructional leadership – Standard 1: Providing direction, coordination, and resources for the improvement of curriculum and instruction, all for the purpose of promoting growth in student learning. For example, allocating resources to instruction, setting instructional goals, managing the curriculum, providing resources on current trends and effective instructional practices, monitoring lesson plans, and observing and evaluating teachers.

Interactive task – Standard 9: An instructional activity that requires communication among learners and working together to complete an assigned process, product or performance

Larger organization – Standard 1: The institution within which an adult education program operates, such as a local education agency, institution of higher education, community or faith based organization, library or non-profit organization. Also known as "host agency."

Learning style - Standard 9: The preferred mode (e.g. visual, auditory, tactile, or kinesthetic) through which an individual learner most easily takes in and processes new knowledge and develops new skills

Literacy Instruction Authorization (LIA) – Standards 2, 12: An authorization issued by the Colorado Department of Education.   The LIA can be earned through completion of courses, a portfolio process or a combination of both.   The Literacy Instruction Authorization is valid for five years and is renewable.

Managed enrollment – Standard 3: An enrollment method whereby new learners are permitted to enter instruction only at certain points (e.g. first week, first two weeks, every-other Monday).

Most in need – Standard 2: Learners who are most in need and hardest to serve include learners who are educationally disadvantaged and individuals with multiple barriers to educational enhancement (including individuals with limited English proficiency and minimal literacy skills.)

Orientation – Standard 3: The process by which an adult education program informs potential learners about program services prior to learner enrollment. Orientation may be conducted one-on-one or as a group.

OVAE : Office of Vocational and Adult Education within the federal Department of Education.

Pathway – Standard 3: A planned progression through advancing educational levels, typically from ABE to ASE to transition to workforce or post-secondary education or training, or from ESL to ABE or ASE or transition to workforce or post-secondary education or training.

Professional development – Standard 12: Activities intended to increase the knowledge and improve the instructional skills of adult education teachers. These activities can take place through self-study, collaboration with colleagues, workshops, trainings, conferences, or courses for credit.

Progress – Standards 3, 4, 6, 9: The advancement from one Educational Functioning Level to another based on the results of a standardized pre-test and post-test.
Standard 5: Movement toward the achievement of a goal.

Performance level targets – Standard 9: The percentage of learners at any given Educational Functioning Level (EFL) that is expected to advance to the next higher EFL within the fiscal year. The performance is measured and reported to OVAE each program year.

Regularly scheduled availability – Standard 3: Available to learners at regularly scheduled hours on designated days throughout the instructional period.

Resources – Standards 1, 2, 10, 12: Funds, in-kind assets (space, equipment) or services, program staff, payment of costs for professional development events, reimbursement of travel and lodging required to attend professional development events, payment of substitute teachers, etc.
Standard 6: Reference materials of service organizations in the community.
Standard 9: Websites.

Self-efficacy – Standard 6: The belief that one is capable of performing in a certain manner to attain certain goals; the belief that one has the capabilities to execute the courses of actions required to manage prospective situations.

Staff – Standards 1, 2, 3, 5, 12, 13: teachers, volunteers, counselors, coordinators and those providing administrative assistance.

Stakeholder – Standards 1, 2: A person, group, or organization with an interest or concern in the adult education program; a person, group, or organization which affects or can be affected by the program such as board members, partners, program director, staff, teachers, volunteers, learners, and community members.

Sustainability – Standard 2: The ability to keep an organization in existence for an extended period of time; the ability to maintain an organization's present needs without depleting resources necessary to meet future needs.

Visuals – Standard 3: Presentation slides, overhead projector slides, posters, handouts, brochures, charts, etc. that support the verbal presentation.

Walk-through observation – Standard 13: A method of teacher observation that is informal, frequent, brief, spontaneous and not for the purpose of teacher evaluation but to gather information about curricular and instructional practices and teachers' decision making. Often conducted in several classrooms in a day to identify common strengths or concerns among all teachers.