

The Philadelphia Workforce Education Standards

Toolkit

Developed by

 **Workforce Solutions Collaborative**
Connecting Education to Work

Workforce Education Standards

for

Adult Education Programs

Developed by

Workforce Solutions Collaborative
Connecting Education to Work

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The Workforce Solutions Collaborative is the leading voice for the workforce literacy system in the greater Philadelphia area with the goal of creating a unified, universally accessible workforce literacy system that prepares adults to enter and advance in the workforce and meets the needs of area employers for a quality workforce.

The content for the tools included in this publication was developed by the Philadelphia Workforce Solutions Collaborative. KayLynn Hamilton from the Institute for the Study of Adult Literacy at the Pennsylvania State University served as an independent consultant to facilitate the development of these Standards and the accompanying Self-Assessment.

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Introduction

Philadelphia is challenged with a growing gap between the essential needs of regional businesses and the fundamental skills of the population. As documented in the Philadelphia Workforce Investment Board's 2009 report, *Help Wanted*, the City of Philadelphia has more than 202,000 adults who have not yet completed a high school diploma. Additionally, more than 52 percent of working-age Philadelphians — about 550,000 people — need to develop their workforce literacy skills in order to effectively compete in an increasingly knowledge-based economy. With more than two-thirds of the jobs located in Philadelphia requiring intermediate levels of literacy proficiency or above, it means that 50% of Philadelphians are competing for 30% of available low-skilled jobs and unable to qualify for mid-skilled positions requiring postsecondary credentials. Only 20% of Philadelphians have college degrees, placing Philadelphia in 92nd place of the country's 100 largest cities in the percentage of college-educated residents.

The gap between supply and demand for a skilled workforce is growing in Philadelphia. We have a surplus of low-skilled individuals, with 550,000 residents qualifying for about 211,000 entry level jobs. If the issue of adult literacy is not addressed more effectively, another 50,000 Philadelphians will not have the basic literacy skills to compete in the economic mainstream by 2030. By 2015, there will be 120,000 additional vacancies in the city for higher level managerial and professional jobs and a potential shortage of highly skilled Philadelphians to meet the demand.

When the Philadelphia Workforce Investment Board documented the extent of the adult literacy challenges in the city and highlighted the insufficient resources to address these challenges, Philadelphia's literacy community responded by forming the Workforce Solutions Collaborative (WSC). This group represents a partnership between Philadelphia workforce literacy providers, higher education, funders, the Philadelphia Workforce Investment Board, and other organizations that have a stake in the quality of the region's workforce.

Through a grant from the United Way of Southeastern Pennsylvania, the WSC developed the Workforce Education Standards contained in this publication. The Standards were developed by synthesizing workforce education research, professional wisdom, and best practices in workforce education.

Early project development sessions included the identification of the following indicators of quality and best practice:

- Linking training programs to some credentials, career advancement or post-secondary education;
- Incorporation of student goals into training;
- Professional development activities;
- Incorporating project based activities and non-cognitive skills in instruction;
- Full time teachers allowing for built-in time for curriculum development;
- Learner-centered teaching where the teacher is facilitator and the curriculum is driven by the learner;
- Case management in alignment with the teacher and student; and
- The use of formal and informal assessment to guide instruction.

Subsequent project meetings examined, refined, and built upon these initial responses to develop the Workforce Education Standards for Adult Education Programs. The Standards define components of high quality work-based basic skills programs, and can provide a framework for delineating outcomes, competencies, benchmarks, expectations, or indicators for educational programs both in the classroom and in the workplace. There are seven standard groupings that include the following content areas:

- Customer Results
- Program Accountability
- Program Design
- Instructional Systems
- Support Services for Goal Attainment
- Professional Development
- Workforce Collaboration

The WSC also developed a Self-Assessment tool based on the Workforce Education Standards. The Self-Assessment tool can be used to determine agencies' capacity to provide workforce education programs. The Self-Assessment addresses each of the seven Standards and can be used to create agency and individual professional development plans.

The members of the WSC are pleased to share the Workforce Education Standards and Self-Assessment. The Standards and Self-Assessment can be downloaded by using the following link:
<http://philaliteracy.org/wp-content/uploads/2012/09/Workforce-Standards-FINAL.pdf>; or you may contact the Philadelphia Mayor's Commission on Literacy at (215) 686-5250.

Workforce Education Standards

The Workforce Education Standards define components of high quality work-based basic skills programs, and can provide a framework for delineating outcomes, competencies, benchmarks, expectations, or indicators for educational programs both in the classroom and in the workplace. There are seven standard groupings that include the following content areas:

- Customer Results
- Program Accountability
- Program Design
- Instructional Systems
- Support Services for Goal Attainment
- Professional Development
- Workforce Collaboration

Each of these content areas includes a key concept that provides an overarching definition statement, sub-categories for each standard grouping, and evidence that indicates successful implementation of the standard.

Standard 1: Customer Results

Key Concept: Program achieves or meets the needs of the job-seekers, workers, employers, and other key stakeholders, including workforce development partners, and postsecondary education institutions.

INDICATOR		EVIDENCE
1.1	Job-seekers' and workers' progress and outcomes are demonstrated by achievement of agreed upon work-related objectives.	Program provides documentation that job-seekers and workers have obtained the skills to retain or advance in employment or transition to postsecondary education.
1.2	Program outcomes are industry driven.	Program outcomes meet the agreed upon objectives of the employers and other key stakeholders.

Standard 2: Program Accountability

Key Concept: The program is data driven and has the ability to report, document, and continuously improve activities and outcomes.

INDICATOR		EVIDENCE
2.1	The program maintains an information management system with the capacity to report participant outcomes and monitor program performance.	Program provides qualitative and quantitative data from the information management system and sample reports produced through this system.
2.2	The program measures customer satisfaction by periodically gathering feedback from job-seekers, workers, employers, and other key stakeholders.	Program uses customer satisfaction surveys and/or information regarding other methods to solicit feedback, such as focus groups.
2.3	Data will be analyzed with the goal of continuously improving workforce services.	Program will conduct periodic review and analysis of data and proposed changes to the workforce program as needed.

Standard 3: Program Design

Key Concept: The process of program planning that identifies job-seeker, and/or worker, employer, and other key stakeholder needs and the goals and strategies to address them.

INDICATOR		EVIDENCE
3.1	Goals and objectives are developed based on the needs of the job-seekers, and/or workers, employers, and other key stakeholders.	Program assesses workforce education needs of all stakeholders through the use of organizational needs analysis, literacy task analysis, focus groups, interviews, surveys, observation, and review of extant data.
3.2	The program design is responsive to the needs of industry.	Consideration given for recruitment, scheduling, location, release time, intensity and duration to achieve work-based skill development, and various other program issues.
3.3	Program design includes a comprehensive training plan that is responsive to the needs of the job-seekers, and/or workers, employers, and other key stakeholders, as appropriate.	Training plan includes workforce goals, benchmarks, workforce curriculum, supportive services, evaluation plan, monitoring plan, technology plan, and final report.
3.4	Terms of confidentiality are negotiated in the training plan.	Confidentiality agreement addresses information about job-seekers and/or workers that will be shared between the provider and the employer or other key stakeholder.
3.5	Program provides opportunities to link training plan to career pathways and postsecondary education.	Career ladders and lattices are incorporated into training plan, as appropriate.



Standard 4: Instructional Systems

Key Concept: The instructional system integrates ongoing assessment, individualized instructional planning, the use of appropriate workforce education curriculum frameworks, research-based workforce instructional practices, and multiple- delivery systems.

INDICATOR	EVIDENCE
<p>4.1 Customized assessments are developed based on the workforce education needs of the job-seekers, and/or workers, employers, and other key stakeholders.</p>	<p>Assessments are customized to measure work-related skill development.</p>
<p>4.2 Program staff, job-seekers, and/or workers, employers, and other key stakeholders jointly develop, regularly evaluate, and update individual instructional plan that incorporates the individual's learning styles and preferences, and work-related goals.</p>	<p>Program maintains sample individual instructional plans and policies for review and updating of plans.</p>
<p>4.3 Curriculum and instructional development is customized and contextualized to address workforce needs, best theory and practice, a comprehensive review of available materials and technologies, well-articulated instructional goals, reasonable scope and sequence, and coordination with instructional staff.</p>	<p>Work is the central context for the curriculum and the delivery of instruction with lessons that apply to the workforce.</p> <p>Educational activities include opportunities to use skills to problem solve and develop critical thinking skills for the workplace.</p> <p>Instructors incorporate project-based learning activities into instruction.</p> <p>Instructors incorporate non-cognitive skill development into instruction.</p> <p>Instructors use formal and informal assessment to both guide instruction and measure skill development.</p> <p>Programs use research-based instructional practices, technology, and multiple-delivery systems to address learner, employer, and other key stakeholder needs and preferences, and to accommodate the instructional needs of the workforce.</p>
<p>4.4 Teachers and/or tutors in the program use the Workforce Education Standards for Teachers/Tutors to guide their practice.</p>	<p>Teachers/tutors regularly complete self-assessment to continually track alignment with the Standards.</p> <p>Administrators in the program regularly assess their teacher/tutors for alignment with the Standards.</p> <p>Administrators meet with teachers/tutors to review assessments, identify gaps, and establish strategies for alignment with the Standards.</p> <p>Teachers/tutors from agency participate in a community of practice with other teachers/tutors to support collaboration and sharing of promising practices.</p>

Standard 5: Support Services for Goal Attainment

Key Concept: Program coordinates access to information and supportive services.

INDICATOR		EVIDENCE
5.1	Program provides job-seekers and workers with access to information on the local labor market and career ladders and lattices for the purposes of career planning and coaching.	Resources documented include PA Career Guide, Labor and Industry Web sites, O*Net, and High Priority Occupations specific to the region.
5.2	Program incorporates career coaching that aligns instruction with job-seeker and/or worker, employer and other key stakeholder needs.	Program maintains capacity to transition job-seekers and workers to opportunities to obtain credentials, career advancement or postsecondary education.
5.3	Program provides information to access support and follow-up services to reduce job-seekers' and/or workers' barriers to retention and goal attainment.	Program maintains documented list of community resources.
5.4	Program identifies the resources to help job-seekers and workers explore career pathways and the skills required to succeed.	Job-seekers and workers develop career pathway plans.

Standard 6: Professional Development

Key Concept: Professional development activities contribute to well-trained administrators and practitioners, including volunteers, who ensure quality workforce education that maximizes job-seeker, worker, employer, and other key stakeholder outcomes.

INDICATOR		EVIDEN
6.1	Program completes Workforce Education Standards Self-Assessment and identifies gaps.	Program professional development plan to address gaps is in place.
6.2	Program leaders supervise and conduct regular performance appraisals with all staff, including volunteers.	Individual professional development plans are in place for all staff members.
6.3	Administrators and staff continuously improve their practice through regular participation in workforce education professional development activities. Specifically: <ul style="list-style-type: none"> • All paid staff complete professional development around the College and Career Readiness Standards and the National Reporting System • The program makes available continuing professional development training opportunities and resources for staff and volunteers (can be provided either on-site or off-site). 	Policy regarding staff requirements for continuing professional development; sample agendas, training calendars, and/or certificates of completion is in place. Plan for on-going in-house or off-site training opportunities is in place.
6.4	Program staff will have current knowledge of the local labor market, employer and industry needs, skills workers need to successfully perform in-demand jobs, and career pathways.	Program maintains documentation of resources that are available to staff.

Standard 7: Workforce Collaboration

Key Concept: Program actively partners with the workforce development system.

INDICATOR		EVIDENCE
7.1	Program develops an understanding of the local workforce development system, the key partners in the system, and the role and responsibility of adult education programs within the system.	Program participates in the development and implementation of the Pennsylvania Department of Education Bureau of Adult Basic and Literacy Education Workforce Plan or individual agency workforce plan.
7.2	Program participates as a partner of the workforce development system.	Programs establish relationships with individual employers, employer associations, and workforce development partners to ensure alignment of needs and program development.
7.3	Program seeks to participate in regional workforce advisory groups and workforce partnerships.	Program provides relevant supporting educational documentation to workforce development partners.

Program Self-Assessment

In the process of developing the seven Workforce Education Standards, the Workforce Solutions Collaborative identified the need for developing an accompanying Self-Assessment tool. The Self-Assessment tool helps literacy agencies to self-assess their needs in developing and implementing a workforce education program. This tool enables an agency to objectively evaluate its workforce program by rating itself using the following four-point scale based on evidence that is identified for each standard:

- 1 = no evidence in place
- 2 = minimal level/aspect of evidence in place
- 3 = modest level/aspect of evidence in place
- 4 = significant level/aspect of evidence in place

The completed Self-Assessment can serve as a guide to developing an agency professional development plan. After the Self-Assessment is completed, agencies may want to engage in a process of reflecting on their ratings. The evidence identified that received mostly 1's and 2's indicates the standards where there are greater opportunities for enhancement. These standards are where agencies may want to focus their efforts to strengthen their workforce education offerings. Using this information, a professional development plan can be developed that addresses program gaps.

Standard I: Customer Results

Key Concept: Program achieves or meets the needs of the job-seekers, workers, employers, and other key stakeholders, including workforce development partners, and postsecondary education institutions.

EVIDENCE				
Program provides documentation that job-seekers and workers have obtained the skills to retain or advance in employment or transition to postsecondary education.	1	2	3	4
Program outcomes meet the agreed upon objectives of the employers and other key stakeholders.	1	2	3	4

Standard 2: Program Accountability

Key Concept: The program is data driven and has the ability to report, document, and continuously improve activities and outcomes.

EVIDENCE				
Program provides qualitative and quantitative data from the information management system and sample reports produced through this system.	1	2	3	4
Program uses customer satisfaction surveys and/or information regarding other methods to solicit feedback, such as focus groups.	1	2	3	4
Program conducts periodic review and analysis of data and proposed changes to the workforce program as needed.	1	2	3	4

Standard 3: Program Design

Key Concept: The process of program planning that identifies job-seeker, and/or worker, employer, and other key stakeholder needs and the goals and strategies to address them.

EVIDENCE				
Program has the capacity to assess workforce education needs of all stakeholders through the use of organizational needs analysis, literacy task analysis, focus groups, interviews, surveys, observation, and review of extant data.	1	2	3	4
In training plans, consideration is given for recruitment, scheduling, location, release time, intensity and duration to achieve work-based skill development, and various other program issues.	1	2	3	4
Training plan includes workforce goals, benchmarks, workforce curriculum, supportive services, evaluation plan, monitoring plan, technology plan, and final report.	1	2	3	4
In training plans, confidentiality agreement addresses information about job-seekers and/or workers that will be shared between the provider and the employer or other key stakeholder.	1	2	3	4
Career ladders and lattices are incorporated into training plan, as appropriate.	1	2	3	4

Standard 4: Instructional Systems

Key Concept: The instructional system integrates ongoing assessment, individualized instructional planning, use of appropriate workforce education curriculum frameworks, research-based workforce instructional practices, and multiple delivery systems.

EVIDENCE				
Assessments are customized to measure work-related skill development.	1	2	3	4
Program maintains sample individual instructional plans and policies for review and updating of plans.	1	2	3	4
Work is the central context for the curriculum and the delivery of instruction with lessons that apply to the workforce.	1	2	3	4
Educational activities include opportunities to use skills to problem solve and develop critical thinking skills for the workplace.	1	2	3	4
Instructors incorporate project-based learning activities into instruction.	1	2	3	4
Instructors incorporate non-cognitive skill development into instruction.	1	2	3	4
Instructors use formal and informal assessment to both guide instruction and measure skill development.	1	2	3	4
Programs use research-based instructional practices, technology, and multiple-delivery systems to address learner, employer, and other key stakeholder needs and preferences, and to accommodate the instructional needs of the workforce.	1	2	3	4

Standard 5: Support Services for Goal Attainment

Key Concept: Program coordinates access to information and supportive services.

EVIDENCE				
Program maintains documentation of resources that include PA Career Guide, Labor and Industry Web sites, O*Net, and High Priority Occupations specific to the region.	1	2	3	4
Program maintains capacity to transition job-seekers and workers to opportunities to obtain credentials, career advancement or postsecondary education.	1	2	3	4
Program maintains documented list of community resources.	1	2	3	4
Job-seekers and workers develop career pathway plans.	1	2	3	4

Standard 6: Professional Development

Key Concept: Professional development activities contribute to well-trained administrators and practitioners, including volunteers, who ensure quality workforce education that maximizes job-seeker, worker, employer, and other key stakeholder outcomes.

EVIDENCE	1	2	3	4
Program professional development plan to address gaps in Self-Assessment is in place.	1	2	3	4
Individual professional development plans are in place for all staff members.	1	2	3	4
Policy regarding staff requirements for continuing professional development; sample agendas, training calendars, and/or certificates of completion is in place.	1	2	3	4
Plan for on-going in-house or off-site training opportunities is in place.	1	2	3	4
Program maintains documentation of resources addressing local labor market, employer and industry needs, skills workers need to successfully perform in-demand jobs, and career pathways that are available to staff.	1	2	3	4

Standard 7: Workforce Collaboration

Key Concept: Program actively partners with the workforce development system.

EVIDENCE	1	2	3	4
Program participates in the development and implementation of the Pennsylvania Department of Education Bureau of Adult Basic and Literacy Education Workforce Plan or individual agency workforce plan.	1	2	3	4
Programs establish relationships with individual employers, employer associations, and workforce development partners to ensure alignment of needs and program development.	1	2	3	4
Program provides relevant supporting educational documentation to workforce development partners.	1	2	3	4

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Workforce Education Standards

For Teachers and Tutors of Adult Education

Developed by

Workforce Solutions Collaborative
Connecting Education to Work

Philadelphia, PA – 2012-2013

Standard 1: Establish an environment conducive to learning workplace skills.

Key Concept: Through the establishment of a classroom as workplace environment, teachers and tutors employ strategies that promote 21st-century skills including, but not limited to, technology skills, working effectively in teams, and effective interactions. Included in this classroom/workplace environment, teachers encourage the development of a community of learners that whose learners support one another’s workforce education goals.

COMPETENCY	LEARNER OUTCOMES
1.1 Teacher or tutor creates a classroom environment that models the workplace.	10, 11, 12, 13, 14, 15, 16, 19, 23
1.2 Teacher or tutor builds a community of learners that support each other to achieve work-related goals.	2, 5, 7, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24

Standard 2: Instruct, guided by knowledge of students’ employment goals and opportunities.

Key Concept: Teachers and tutors deliver educational opportunities aligned with learners’ work-related goals in the context of the local labor market and job requirements.

COMPETENCY	LEARNER OUTCOMES
2.1 Teacher or tutor tailors instruction to individual or group work-related goals.	3, 8, 9, 12, 13, 14, 15
2.2 Teacher or tutor uses knowledge of the local labor market and employment trends in instruction.	3, 4, 8, 9, 13, 15, 18, 20

Standard 3: Facilitate connections with systems and resources.

Key Concept: Teachers and tutors use their knowledge of postsecondary and training systems to provide research- and evidence-based educational opportunities that lead to the attainment of learners’ work-related goals.

COMPETENCY	LEARNER OUTCOMES
3.1 Teacher or tutor uses knowledge of programs available within organization to address student needs and goals.	1, 2, 3, 4, 7
3.2 Teacher or tutor uses knowledge of workforce development system and services to help learners meet work-related goals.	2, 8, 15, 17, 18, 20, 21, 23
3.3 Teacher or tutor collects and uses learner workforce goal related data to inform instruction and enhance outcomes.	2, 4, 6, 7, 12, 13, 14, 24
3.4 Teacher or tutor incorporates knowledge of academic, soft skills and other 21 st Century Skills in instruction.	6, 10, 12, 13, 14, 15, 16, 18, 19, 23, 24
3.5 Teacher or tutor understands how to support learners to access and succeed in workforce, post-secondary and training opportunities.	3, 4, 6, 7, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23

Standard 4: Plan, prepare, and facilitate student-centered workforce instruction.

Key Concept: Teachers and tutors use strategies that promote independent, work-related educational learning experiences that encourage learner independence and self-direction, including the ability to cooperate, works productively in groups, and build knowledge in groups that enable students to achieve their work-related goals.

COMPETENCY	LEARNER OUTCOMES
4.1 Teacher or tutor develops and delivers contextualized work-based lessons.	8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24
4.2 Teacher or tutor develops and delivers contextualized work-based lessons.	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24

Standard 5: Fulfill their professional responsibilities as workforce instructors.

Key Concept: Teachers and tutors participate in networking opportunities to provide them with access to professionals with the goal of professional growth and attainment of instructional information that will assist learners in meeting their work-related goals.

COMPETENCY	LEARNER OUTCOMES
5.1 Teacher or tutor participates with professional network building as an educator.	12, 20, 22
5.2 Teacher or tutor participates in job-embedded professional development activities.	All Learner Outcomes

Learner Outcomes

- 1 Learners refer other learners to the program, recommending it as an effective workforce education program.
- 2 Learners remain and thrive in programs long enough to achieve independently verifiable gains in workforce literacy recognized by employers.
- 3 Learners show evidence of interest in continuing their learning to attain, maintain, and advance in a career.
- 4 Learners demonstrate confidence in learning by relating it to clearly defined short- and long-term employment-related goals.
- 5 Learners take ownership of their own learning and are able to navigate through the program as a result of an understanding of the offerings of the adult education program.
- 6 Learners participate in self-assessment and adjust their short and long-term goals based on a self-evaluation process.
- 7 Learners remain in the program long enough to move on to the next step to achieve employment or postsecondary and/or training goals.
- 8 Learners participate in career awareness and career exploration activities.
- 9 Learners explore and select career pathways.
- 10 Learners demonstrate the behaviors that are effective in the workplace and postsecondary and/or training programs.
- 11 Learners participate in problem- solving to manage barriers to learning or work.
- 12 Learners demonstrate achievement of academic and workforce skills.
- 13 Learners demonstrate the academic, soft skills, and other 21st- Century Skills required to qualify to enter employment and/or credentialed training through On-the-Job Training, postsecondary and/or other training opportunities.
- 14 Learners participate in interactive and participatory work-related and postsecondary contextualized instruction.
- 15 Learners have the skills to obtain, retain and/or advance in employment in the local labor market.
- 16 Learners demonstrate effective knowledge, skills, and abilities to function in diverse work and learning settings.
- 17 Learners identify and actively seek to participate in local postsecondary and training opportunities.
- 18 Learners demonstrate knowledge and skills of effective networking with peers, community members, and workforce professionals to investigate potential job opportunities.
- 19 Learners demonstrate ethical workplace behavior.
- 20 Learners use the workforce development system and resources that are available to them effectively to achieve employment goals.
- 21 Learners use the resources that are available to them through the workforce development system.
- 22 Learners navigate the system of postsecondary education and/or training to achieve up-skilling goals.
- 23 Learners use technology to succeed in the workplace or postsecondary and/or training programs.
- 24 Learners apply knowledge, skills, and abilities learned in class to workforce scenarios.

Teacher/Tutor Self-assessment

Introduction

This self-assessment is designed to address the Workforce Education Standards for Teachers and Tutors developed through the Philadelphia Workforce Solutions Collaborative and the United Way of Greater Philadelphia & Southern New Jersey.

Think objectively about your adult education practice and evaluate the current status of your workforce education teaching practice based on the evidence for each standard as defined by the Learner Outcomes found on page 4. Using the following scale, score your level of expertise on a scale of 1 to 4:

- 1 = not evident in my workforce education classroom
- 2 = minimal level/aspect of evidence in my workforce education classroom
- 3 = modest level/aspect of evidence in my workforce education classroom
- 4 = significant level/aspect of evidence in my workforce education classroom

After you have completed the self-assessment, reflect on your ratings. The evidence identified that received mostly 1's and 2's will be where you will need to concentrate the majority of your efforts to strengthen your workforce education offerings. Using this information, begin to establish a professional development plan that addresses these program gaps.

Standard 1: Teachers and tutors establish an environment conducive to learning workplace skills.

Key Concept: Through the establishment of a classroom as workplace environment, teachers and tutors employ strategies that promote 21st-century skills including, but not limited to, technology skills, working effectively in teams, and effective interactions. Included in this classroom/workplace environment, teachers encourage the development of a community of learners that whose learners support one another's workforce education goals.

Competency	Evidence	Description of Evidence
1.1 Teacher or tutor creates a classroom environment that models the workplace, including attendance policies, workplace etiquette, and routines that might be evidenced in the workplace.	1 2 3 4	
1.2 Teacher or tutor builds a community of learners that support each other to achieve work-related goals.	1 2 3 4	

Standard 2: Instruction is guided by students' employment goals and opportunities.

Key Concept: Teachers and tutors deliver educational opportunities aligned with learners' work-related goals in the context of the local labor market and job requirements.

Competency	Evidence	Description of Evidence
2.1 Teacher or tutor tailors instruction contextualized to individual or group work-related goals.	1 2 3 4	
2.2 Teacher or tutor uses local labor market and employment trends in instruction.	1 2 3 4	

Standard 3: Teachers and tutors facilitate connections with systems and resources.

Key Concept: Teachers and tutors use their knowledge of postsecondary and training systems to provide research- and evidence-based educational opportunities that lead to the attainment of learners' work-related goals.

<i>Competency</i>	<i>Evidence</i>	<i>Description of Evidence</i>
3.1 Teacher or tutor uses programs available within adult education organization to address student needs and goals.	1 2 3 4	
3.2 Teacher or tutor uses workforce development system and services to help learners meet work-related goals.	1 2 3 4	
3.3 Teacher or tutor collects and uses learner workforce goal related data, gathered through career awareness and career planning activities, to inform instruction and enhance outcomes.	1 2 3 4	
3.4 Teacher or tutor incorporates academic, soft skills and other 21st century skills, including, but not limited to, technology skills, working effectively in teams, and effective interactions in instruction.	1 2 3 4	
3.5 Teacher or tutor support learners to access and succeed in workforce, post-secondary, and training opportunities.	1 2 3 4	

Standard 4: Teachers and tutors plan, prepare, and facilitate student-centered workforce instruction.

Key Concept: Teachers and tutors use strategies that promote independent, work-related educational learning experiences that encourage learner independence and self-direction, including the ability to cooperate, works productively in groups, and build knowledge in groups that enable students to achieve their work-related goals.

<i>Competency</i>	<i>Evidence</i>				<i>Description of Evidence</i>
4.1 Teacher or tutor research and apply, in the classroom, lessons from validated sources for workforce literature and delivers contextualized work-based lessons.	1	2	3	4	
4.2 Teacher or tutor develops and implements effective strategies to encourage learner independence and self-direction, including the ability to cooperate, works productively in groups, and build knowledge in groups.	1	2	3	4	

Standard 5: Teachers and tutors fulfill their professional responsibilities as workforce instructors.

Key Concept: Teachers and tutors participate in networking opportunities to provide them with access to professionals with the goal of professional growth and attainment of instructional information that will assist learners in meeting their work-related goals.

<i>Competency</i>	<i>Evidence</i>				<i>Description of Evidence</i>
5.1 Teacher or tutor participates in professional networks building instructional skill and updating knowledge of practice.	1	2	3	4	
5.2 Teacher or tutor participates in job-embedded professional development activities related to teaching assignments and supported by the agency.	1	2	3	4	

(Adapted from United Way of Southeastern Pennsylvania, 2011)

Standards Attainment Documentation Instructions for Use

The Standards Attainment Documentation tool can be used to help develop and track a teacher or tutor's progress in attaining growth in the competencies and standards. Follow these detailed instructions and review the completed sample to effectively incorporate this into professional development planning and documentation.

- Complete initial assessments
 - Teacher/tutor completes Self –Assessment
 - Administrator completes Administrator Assessment
 - Administrator and teacher/tutor complete program assessment together
- Administrator meets with teacher tutor to review all assessments
 - Identify specific areas of need for the teacher/tutor
 - Identify areas of focus for the organization
 - Review list of learner outcomes
 - Identify learner outcomes that they value as an organization, and review assessments to identify standards/competencies that address those outcomes
 - Discuss ways for improving teacher's practice to meet the organizational goals and needs
- Complete Standards Attainment Documentation Form
 - Together, teacher/tutor and administrator can decide if they will complete the form for all of the standards and competencies (in order to create a plan for improving the teacher's/tutor's practice in all of them) or if they will complete the form for a select number of them (based on the needs of the teacher/tutor or the organization)
 - Goals for the work with the standard should be SMART (Specific, Measurable, Attainable, Relevant and Time-bound)
 - Strategies for improvement of practice should include:
 - Plans for in-class approach
 - Plans for teacher's/tutor's approach to their professional practice
 - Step-by-step process of work to be completed
 - Expected/Desired learner outcomes from the list of learner outcomes provided, or, developed by teacher/tutor and administrator
 - Plans for assessment should include variety of methods; including (but not limited to) classroom observations, peer observations, tracking teacher/learner data, administrator observations of teacher's/tutor's professional practice
 - Timeline should be specific and adhered to
 - Professional development should not be limited to attending workshops, but can also include research, networking, or any other activity intended to improve teacher's practice, or affect learner outcomes

- Develop or identify observation and assessment tools for administrator to track teacher/tutor progress
 - Can be developed based on plans for assessing teacher/tutor outcomes
 - Multiple assessments can be developed (classroom observations development of materials, tracking of learner data)
- Rubrics can be developed or adapted to track specific behavior changes
- Establish schedule for teacher/tutor assessment
 - Meetings to discuss progress
 - Classroom observations

Classrooms to Careers

**Philadelphia Workforce Education Standards for
Adult Education Teachers and Tutors**

Standards Attainment Documentation

Teacher/ Tutor Name:

Standard ____ Competency ____

Goals for improving practice to attain teacher/tutor competency:

Strategy for improvement of practice within this competency:

Expected/Desired Learner Outcomes:

Plans for assessing Learner Outcomes:

Expected Teacher/Tutor Outcomes:

Plans for Assessing Teacher/Tutor Outcomes:

What evidence will be collected by the teacher/tutor?

What is the timeline for the work?

What PD or training will be provided to support implementation?

Other Comments:

Standards Attainment Documentation Sample

Teacher/ Tutor Name: *Joe Jones*

Standard 1 Competency 1.1

Goals for improving practice to attain teacher/tutor competency:

I would like my learners to understand what a workplace environment looks and feels like. I would also like them to demonstrate appropriate workplace behaviors.

Strategy for improvement of practice within this competency:

- *Use learner's workplace goals to identify various workplace environments that they have or may encounter in their careers.*
- *Conduct research (ONet; PA CareerLink®; local employers; and my professional networks) to identify characteristics of these workplace environments and the expectations of employees in these environments*
- *Incorporate various characteristics, identified during my research, into my classroom structure*

Expected/Desired Learner Outcomes:

#10 ; #13; #14; #16; #19

Plans for assessing Learner Outcomes:

- *Develop observational rubrics based on research to assess learner behaviors*
- *Instruct learners in the class about conducting peer observations*
- *On a bi-weekly basis, learners will be assigned a peer to observe and will be expected to complete rubric*

Expected teacher/tutor outcomes:

Classroom environment will have characteristics of a workplace. This will include learner conduct and interactions (with each other and with the teacher). Learners will demonstrate ability to work independently and in teams. Teacher will serve as a facilitator of learning; developing projects and objectives for learners and supporting them in achieving those objectives.

Plans for assessing teacher/tutor outcomes:

- *Develop rubric based on learners interactions and teacher's role in the classroom*
- *Invite other teachers from within organization to conduct continual observations of classroom using rubric*

What evidence will be collected by the teacher/tutor?

- *Research notes*
- *Learner workplace goals*
- *Lesson plans that address incorporation of workplace environmental characteristics*
- *Rubric for student peer observations*
- *Rubric for teacher peer observations*

What is the timeline for the work?

- *Learner's goals will be documented during intake process*
- *Teacher will compile list of workplace environments based on learners' goals during week prior to the class beginning*
- *Teacher will conduct research during the week prior to the class beginning and will develop strategies for incorporation of various workplace characteristics*
- *Rubrics will be developed prior to the completion of the first week of class*
- *Peer observation lesson will occur during the first session of the second week of class*
- *First peer observation will occur during third week of class, and every two weeks thereafter*
- *First teacher peer observation will take place during third week of class and every two weeks thereafter*

What PD or training will be provided to support implementation?

- *Peer observation training*
- *Rubric development*
- *Professional networking opportunities*

Other Comments:

GLOSSARY

A	Definition
Adult Literacy	<p>Literacy is the ability to use printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential.</p> <p>http://nces.ed.gov/NAAL/fr_definition.asp</p>
C	Definition
Career Coaching	<p>Adult career coaches assist clients with gaining admission to education and workforce programs, applying for financial aid (including applying for financial assistance available through the workforce system), and attaining workforce support services (including childcare and transportation). The adult career coach acts as a guide to college services including tutoring and student support services.</p> <p>http://old.vccs.edu/WorkforceServices/CareerPathways/CareerCoaches/AdultCareerCoaches.aspx</p>
Career Ladders	<p>A metaphor for job promotion. In business and human resources management, the ladder typically describes the progression from entry level positions to higher levels of pay, skill, responsibility, or authority.</p> <p>http://en.wikipedia.org/wiki/Career_ladder</p>
Career Lattices	<p>Consists of a group of related jobs that comprise a career. Similar to career ladders, but includes both vertical and lateral movement between jobs and reflects more closely to the career paths of today's work environment.</p> <p>http://www.careeronestop.org/CompetencyModel/career_pathway/CPWCIIInstructions.aspx</p>
Career Pathways	<p>A workforce development strategy used in the United States to support workers' transitions from education into and through the workforce. This strategy has been adopted at the federal, state and local levels in order to increase education, training and learning opportunities for America's current and emerging workforce.</p> <p>http://lincs.ed.gov/programs/acp</p>
Community Resources	<p>Community resources are a group of services and/or assistance programs that are provided to the members of a community for free or at an affordable price. Each resource is made available to community members to help them become self-reliant and maintain their human rights and well-being.</p> <p>http://www.communityresources.net/</p>
Confidentiality Agreement	<p>A legal agreement between two or more parties that is used to signify that a confidential relationship exists between the parties.</p> <p>http://www.ehow.com/info_8473616_employeremployee_confidentiality-agreements.html</p>
Contextualized Instruction	<p>Developing skills, knowledge, and attitudes drawn from the context in which they will be used, using real-life materials and situations from that context.</p> <p>http://www.sbctc.ctc.edu/college/e-abepd_teachingresources.aspx#math</p>
Credentials	<p>Proof of ability or trustworthiness: a certificate, letter, or experience that qualifies somebody to do something.</p> <p>http://www.ehow.com/about_6739160_adult-education-teacher-certification.html</p>

E	Definition
Employer Associations	An organization of employers, usually working in a similar area, that provides support for its members and negotiates in industrial disputes. http://www.meainfo.org/
Evaluation Plan	A systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs. Particularly about their effectiveness and efficiency. http://cahiim.org/files/Program%20Plan%20definitions%20and%20sample.pdf
Extant Data	Data and results that are collected, used, and still exist. Current and evolving data.
F	Definition
Formal Assessment	Assessment tools and methods that help teachers gauge the development and progress of their students. Assessment methods encompass the means by which a teacher wishes to assess students. Formal methods and tools include standardized tests and age-related developmental milestones. http://www.ehow.com/info_7742674_list-informal-assessment-tools-methods.html
Foundation Skills Framework	The important skills that an individual needs in order to excel in the workplace. http://www.portal.state.pa.us/portal/server.pt/document/597961/foundation_skills_resources_pdf
H	Definition
High Priority Occupations	High-Priority Occupations (HPOs) are job categories that are in demand by employers, have higher skill needs, and provide family sustaining wages. http://www.portal.state.pa.us/portal/server.pt?open=514&objID=814812&mode=2
I	Definition
Individual Instructional Plan	An alternative method where there is a focus on a more individualized approach to instruction, where the traits of the individual learner are given more consideration. http://education.stateuniversity.com/pages/2085/Individualized-Instruction.html
Informal Assessment	Informal assessments are not data driven but rather content and performance driven. For example, running records are informal assessments because they indicate how well a student is reading a specific book. Scores such as 10 correct out of 15, percent of words read correctly, and most rubric scores; are given from this type of assessment. http://www.scholastic.com/teachers/article/formal-versus-informal-assessments
Information Management System	One of the most important functions of management is decision making. Sound decision making helps attain organizational goals. Effective decision making calls for timely, complete and relevant information. A management information system (MIS) is a computerized system that is designed to provide this information. http://www.ehow.com/about_5192172_definition-management-information-system.html
L	Definition
Learning Styles	An individual's natural or habitual pattern of acquiring and processing information in learning situations. A core concept is that individuals differ in how they learn. http://www.medscape.com/viewarticle/547417_3
Literacy Task Analysis	Systematic identification of the fundamental elements of literacy, and examination of knowledge and skills required to obtain a job.

	http://www-tcall.tamu.edu/texaslearns/docs/handbooktondre/charting2/m5langtask.html
Local Labor Market	The local market in which workers compete for jobs and employers compete for workers. http://www.portal.state.pa.us/portal/server.pt?open=514&objID=552916&mode=2
M	Definition
Monitoring Plan	A program that observes regulates and controls / verifies what is being examined.
Multiple Delivery Systems	Means or procedures for providing a product or service to the public.
O	Definition
O*Net	O*NET Online has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more. http://www.onetonline.org/
P	Definition
PA Career Guide	Career Guide is a valuable tool to make important career decisions. It contains wage and job outlook information for more than 250 occupations, interest assessments, tips for marketing yourself, sources of financial aid and contact information for Pennsylvania's public schools, PA CareerLink® offices and selected state agencies. http://www.portal.state.pa.us/portal/server.pt?open=514&objID=809063&mode=2
Philadelphia Workforce Investment Board	Philadelphia Works, Inc. funds and monitors programs that bring businesses and jobseekers together and help workers develop the skills they need to thrive in the workplace. http://www.philaworks.org/
Postsecondary Education	Post-secondary education, also called higher or tertiary education, is an optional level of schooling beyond what is required by law in most places. University learning is one of the most common examples, but community colleges, vocational schools, and trade programs also qualify. http://www.c-pal.net/pdf/transition.pdf
Project Based Learning (PBL)	Students go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st Century Skills (such as collaboration, communication & critical thinking). http://www.bie.org/
R	Definition
Retention	(Memory) - The ability to remember things. http://www.examiner.com/article/improve-student-retention-adult-literacy-programs
S	Definition
Stakeholders	A person or group that has an investment, share, or interest in something, as a business or industry. http://naepdc.org/resource_library/program%20planning%20library/needs%20assessment/information%20sources%20and%20strategies/key_stakeholders.html
Supportive Services	The activities or functions required for successful completion of a process, program, or project. http://philaliteracy.org/contact/
T	Definition
Technology Plan	Applying the advanced technologies used in our daily personal and professional lives to our entire education system to improve student learning, accelerate and scale up the adoption of effective practices, and use data and information for continuous improvement. http://www.ed.gov/technology/netp-2010
Training Plan	A program designed for training in specific skills.

U	Definition
United Way of Greater Philadelphia and Southern New Jersey	Mission: To harness, leverage and strategically invest the collective power of donors, advocates and volunteers, to drive measurable results that improve the lives of people in our region. http://unitedforimpact.org/
W	Definition
Workforce Curriculum	A set of courses constituting an area of specialization, within the workforce.
Workforce Development System	An American economic development approach that attempts to enhance a region's economic stability and prosperity by focusing on people rather than businesses. http://www-tcall.tamu.edu/texaslearns/05admanual/twc.htm
Workforce Education Standards for Adult Education Programs	Defines components of high quality work-based basic skills programs, and can provide a framework for delineating outcomes, competencies, benchmarks, expectations, or indicators for educational programs both in the classroom and in the workplace. http://www.philaworks.org/sites/philaworks.org/files/news-pdf/Workforce%20Standards%20FINAL.pdf
Workforce Solutions Collaborative	The adult literacy community responded to the challenge by forming the Workforce Solutions Collaborative in March 2007. The unique partnership brought together workforce and literacy services and included partners from the Mayor's Commission on Literacy, the community college, United Way, and several other literacy providers. http://chpsw.temple.edu/cspcd/programs/adult-literacy-training-ged-programs/workforce-education-and-lifelong-learning-well/workfor