Current Project Status

- Full Implementation; Administrative Challenges
  - Optional Participation; Statewide Initiative Without Funding; Accessibility to Professional Development and Resources
  - Teachers: Part-time Status; Few Incentives; Inconsistency of Support
  - Administrators: Time
- Research On-going
- Funding: Continuation; annual

Contact Information

- Texas Adult Education Credential Project
  The Education Institute
  601 University Drive
  San Marcos, Texas 78666
  1-866-798-8767
  http://www.tei.education.txstate.edu/credential/ 
  aecredential@txstate.edu
Slide 19

Participant Reported Outcomes
Continued

- What impact has the Credential had on student performance within your program?
  - Administrator Response: “Student/program data definitely supports my perception that the Credential had a beneficial impact on student performance… program received a Commended status, the highest level of achievement… for meeting 14 of 16 Indicators of Program Quality in the year I completed the Credential… This was a very marked improvement for the program which had achieved only 2 of 11 indicators the previous year…”

Slide 20

Participant Reported Outcomes
Continued

- What impact has the Credential had on student persistence within your program?
  - Teacher Response: “The Credential produces a well-rounded professional that allows him/her to acknowledge the need to modify instruction in order to engage all learners. I see this in my classes as indicated by the stable number of contact hours and increased level of student persistence.”

Slide 21

Impact to the Field

- What impact do you think wide-scale implementation of the Credential will have on the field of adult education in Texas?
  - Teacher Response: “I would think it would make Adult Ed more credible. I would love to see all programs have credentialed administrators who have proven they understand what it takes in order to administer a valuable program. I would love to see teachers demonstrate their knowledge specifically in the areas of adult education in order to make the profession more effective and more respected.”
  - Administrator Response: “…as more people complete the Credential, the work involved should garner greater respect in the field because more people will know and understand the work involved.”
  - Dual Role Response: “Having people who are more knowledgeable and more qualified will have an impact on the quality of education adults in Texas will receive.”
Project Implementation

- Teacher
  - Implemented 2006
  - First Completer 2006
  - Participants 317
  - Completers 17

- Administrator
  - Development 2006-2008
  - Implemented 2008
  - First Completer 2008
  - Participants 35
  - Completers 11

Research Agenda

- Current Data Collection
  - Qualitative
    - Participant Surveys
    - Participant Interviews
    - Participant Focus Groups
  - Quantitative
    - Credential Tracker Database
    - Program Development Information
    - Assessment Performance Data
    - Regional Participation Rates
    - Completion Rates
    - Time to Completion

- Future Data Collection
  - Qualitative
    - Stakeholder Surveys
    - Stakeholder Interviews
    - Participant Focus Groups
  - Quantitative
    - Student/Class Performance by Teacher
    - Student/Class Persistence by Teacher
    - Program Performance by Administrator
    - Staff Retention by Administrator
    - Administrator Leadership

Participant Reported Outcomes

- What impact has the Credential had on your career and/or your professional practice?
  - Teacher Response: “It has had a great impact on me. I was promoted in my job from a teacher to a supervisory position with a pay increase. Also, I now work as a trainer... I was invited to serve on the Credential Advisory Committee.”
  - Administrator Response: “Regarding my ability to do my job, it has had a strong impact. I credit the process of developing the written product and the product itself with success in finding the grants that our organization needed to continue offering literacy services in our area.”
**The Administrator Content Framework**

- **Domain I: Program Development**
  - Community Relations
  - Organizational Culture

- **Domain II: Program Management**
  - Human Resource Management
  - Finance
  - Curriculum and Instruction

- **Domain III: Program Accountability**
  - Operational Accountability
  - Student Achievement

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**The Electronic Portfolio**

- The Six Common Products of the Electronic Portfolio
  - Professional Resume/Vita
  - Evidence of a Bachelor’s Degree or Higher
  - Evidence of Service to the Profession
  - Evidence of Knowledge and Skills Related to the Principles of Adult Education
  - Evidence of Content Knowledge
  - The Annual Program Plan

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**The Annual Program Plan**

- Culminating Product
- 8 Sections
  - Community Profile
  - Political Climate Synopsis
  - Organization Mission/Vision
  - Grants and Funding
  - Annual Budget
  - Program Promotion
  - Program Policies and Procedures
  - Evaluation Plan
The Six Core Content Areas

- Principles of Adult Learning
- Teaching/Learning Transaction
- Diverse Learning Styles, Abilities and Cultures
- Integrating Technology into Adult Learning
- Accountability and Assessment
- Contextual Learning

The Texas Adult Education Administrator Credential Overview

- Created by Texas Adult Educators (2006)
- Response to a request from State Leadership
- Specifies Knowledge and Skills that are Necessary to Perform the Duties Associated with Their Jobs
- Intent to Professionalize the Field
- Based Upon Practical Application of Knowledge and Skills

Administrator Credential

Basic Premise

Practical Application of Knowledge and Skills Specified in the Content Framework
The Texas Adult Education Teacher Credential Overview

- Created by Texas Adult Educators (1998)
- Specifies Knowledge and Skills Necessary to Perform the Duties Associated with Their Jobs
- Intent: to Professionalize the Field
- Based Upon Focused and Sustained Professional Development

Teacher Credential Basic Premise

Professional Development Should be Tied to Professional Practice

Teacher Credential Requirements

- Teachers:
  - Participate in Professional Development
  - Implement Learned Knowledge/Skills
  - Reflect on the Outcomes
  - Submit a Written Reflection
Slide 4

Context

- Perceptions
  - Research Base is Weak
  - Inadequately/Inconsistently Trained
  - The Quality of Training Needs to Improve
  - Professional Development is Poorly Defined
  - Inadequate Resources to Fund Training

Slide 5

Strengthening the Field

- Issue: How and Whether to Professionalize the Field of Adult Education
- Concerns
  - Field will Become More Bureaucratic
  - Reduction in Number of People Entering the Field
- Texas Efforts:
  - Create a Formal Credentialing Process Related to Knowledge, Skills, and Abilities in Adult Education

Slide 6

The Texas Adult Education Credential Project

- The Teacher Credential
  - Overview
  - Premise
  - Requirements
  - Core Content
- The Administrator Credential
  - Overview
  - Premise
  - Requirements
  - Content Framework
  - The Electronic Portfolio
Improving Instructional and Programmatic Outcomes Through the Use of Professional Development and Critical Self-Reflection

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Texas Adult Education Credential Project
The Education Institute
Texas State University-San Marcos

Overview of Presentation

- Current Texas Requirements
- Context
- Background
- Implementation
- Research Agenda
- Outcomes
- Impact to the Field
- Project Status

Current Texas Adult Education Teacher Requirements

- 2+ Years of Experience:
  - Bachelor’s Degree
  - 12 Hours PD Annually
- Less Than 2 Years of Experience:
  - Bachelor’s Degree
  - 24 Hours of PD Annually

Adult Education Credential is Optional