

CONTENT STANDARDS

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Presentation Questions	Responses	Audience Notes
<p>As you began the development process of your current content standards, how did you involve the field (e.g., a taskforce, workgroups, etc.)?</p> <p>Talk a bit about:</p> <ul style="list-style-type: none"> • The kind of folks that functioned well on working groups • Who took the lead with the working groups – you, state staff, local person, etc. • The process used to keep them on task and on time <p>What resources did you use to guide the content of the content standards (e.g., input from the field, models from other states, K-12 standards, student input) to ensure that the standards were reflective of what adult learners needed to know and be able to do?</p>	<ol style="list-style-type: none"> 1. Many field-based teams. 2. Use of independent skilled facilitators. 3. State Director as initiating sponsor. 4. Outside 'standards experts' for team training. 5. Professional development certification 'hours'. 6. Focus Group input 7. "Doobie points" to programs. 8. Paid travel and per diem. 9. Personal recognition. 10. Key: Need all populations at table. 11. Serve as foundation of entire state ad ed system. 	
	<ol style="list-style-type: none"> 1. "The Systematic Identification and Articulation of Content Standards and Benchmarks", Kendall and Marzano, 1994). 2. "Content Knowledge", Kendall and Marzano, 1997. 3. "Raising the Standard", Doyle and Pimental, 1999. 4. Few adult ed standards in 1997, so we also referenced good models from K-12. 5. Arizona K-12 Standards. 6. Input from field: focus groups, website surveys, student focus groups. 	

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<p>Once the standards were developed, how did you present them to the field (e.g., piloted them with a select number of programs first, regional approach, statewide training, etc.)?</p>	<p>The standards were presented to field as they were being developed, so that by the time they rolled out, almost all teachers in the state had reviewed, applied, commented on them.</p> <ol style="list-style-type: none"> 1. Teachers own the product = KEY!! 2. "Free Samples" 3. Curriculum Aligners. 4. Standards Specialists. 5. Paid training. 6. Technical assistance. 7. Communication, communication, communication. 8. Policy and funding: Required alignment to standards as part of local funding contract. 	
<p>What type of professional development was provided for instructors? For local managers? Is this training provided on an ongoing basis so new instructors and managers can access it?</p>	<ol style="list-style-type: none"> 1. Participation on a Standards Team, Standards Revision Team, or Assessment Team (1998-2005) 2. Directors Institutes (annually) 3. Curriculum Alignment Workshops. (initially) 4. Standards Specialists. (ongoing for 5 years) 5. Regional Workshops. (annually) 6. State conference workshops aligned to standards. 7. Teacher stipends for standards-aligned lesson plans on web. 	
<p>Did you find that other types of support were necessary to ensure implementation of the standards at the local level?</p>	<ol style="list-style-type: none"> 1. Local program director understanding/acceptance. 2. Policy decisions communicated well in advance. 3. "Doobie Points" 4. Requirement for funding communicated well in advance. 5. Curriculum alignment to standards part of onsite monitoring. 6. Continuous leadership from State Director, State Office. 	

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<p>What methods have you found to be most effective in making sure that instructors are actually using the content standards for their intended purposes? What evidence do you have of that?</p>	<ol style="list-style-type: none"> 1. "Teacher Ownership" is key. 2. Provide technical assistance from State Office. 3. Communicate, communicate, communicate. 4. Keep standards a front burner item. 5. Include in local onsite monitoring. 6. Provide annual professional development. 7. Require 50% FTE assigned to instructional leadership at each local program. 8. Commit to 'living document', field input/ownership, continuous improvement. 	
<p>Have you changed or developed any particular policies, guidance, or expectations related to the use of the content standards?</p>	<ol style="list-style-type: none"> 1. Mandated curriculum alignment to standards. 2. Mandated implementation of Technology Standards, ETEs. 3. Included/required Science & Social Studies. 4. From the get go, included higher rigor than GED; AZ standards bypass developmental ed. 	
<p>What methods do you or will you use to revise the content standards in the future to make sure they are relevant to your state's needs?</p>	<p>We have revised the standards using many of the same strategies used during their initial development.</p> <p>Because they had become 'owned' by the teachers, not as much promotion was necessary rolling out the standards revisions.</p> <p>Always include professional development and literature review as part of the development/revision process.</p> <p>Revisit standards every 4-6 years.</p> <p>Use them to examine the state system's relevancy to needs: 2008 Team examine alignment to college entrance requirements.</p>	