

Outline of Steps For States to Plan, Implement, and Evaluate Standards-Based AEPD

Step	Description	Resource(s) Available
Step One:	Become familiar with the current research available on standards-based AEPD.	Review Chapter 5
Step Two:	Advocate for written federal policy to guide states on the purpose for their AEPD system design.	Workforce Investment Act: Title II: Adult Education and Family Literacy Act
Step Three:	Convene a cross-state stakeholders group to outline a plan for adult education to transition to standards-based AEPD.	Contact state AEPD directors via email or personal contact to meet at a national meeting.
Step Four:	Define the four components of a standards-based system to impact student outcomes and identify resources to guide each system component.	<ul style="list-style-type: none"> • “Management Competencies and Sample Indicators for the Improvement of Adult Education Programs” (Sherman, Tibbetts, Dobbins, & Weidler, 2001) • “Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs” (Sherman, Tibbetts, Woodruff, & Wiedler, 1999) • State content standards documents
Step Five:	Agree to common definitions for standard, system, and professional development.	<i>Systems for Change in Literacy Education</i> (Lyons & Pinnell, 2001)
Step Six:	Plan standards-based AEPD.	“Professional Development: Learning from the Best” (Hassel, 1999)
Step Seven:	Identify in writing the professional development standards chosen to guide AEPD.	<ul style="list-style-type: none"> • “National Staff Development Council Standards for Staff Development” (NSDC, 2001) • State professional development standards documents
Step Eight:	Implement standards-based AEPD.	“Professional Development: Learning from the Best” (Hassel, 1999)
Step Nine:	Evaluate standards-based AEPD.	<ul style="list-style-type: none"> • “Professional Development: Learning from the Best” (Hassel, 1999) • <i>Evaluating Professional Development</i> (Guskey, 2000) • “Does it Make a Difference? Evaluating Professional Development” (Guskey, 2002)
Step Ten:	Review student outcome data on a regular basis to ensure that standards-based AEPD demonstrates its intended outcomes and to make program design adjustments as necessary.	• “Does it Make a Difference? Evaluating Professional Development” (Guskey, 2002)

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