



INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

# Strategic Priorities – From the State to the Classroom

[www.floridaipdae.org](http://www.floridaipdae.org)

Welcome!



June Rall  
IPDAE Director



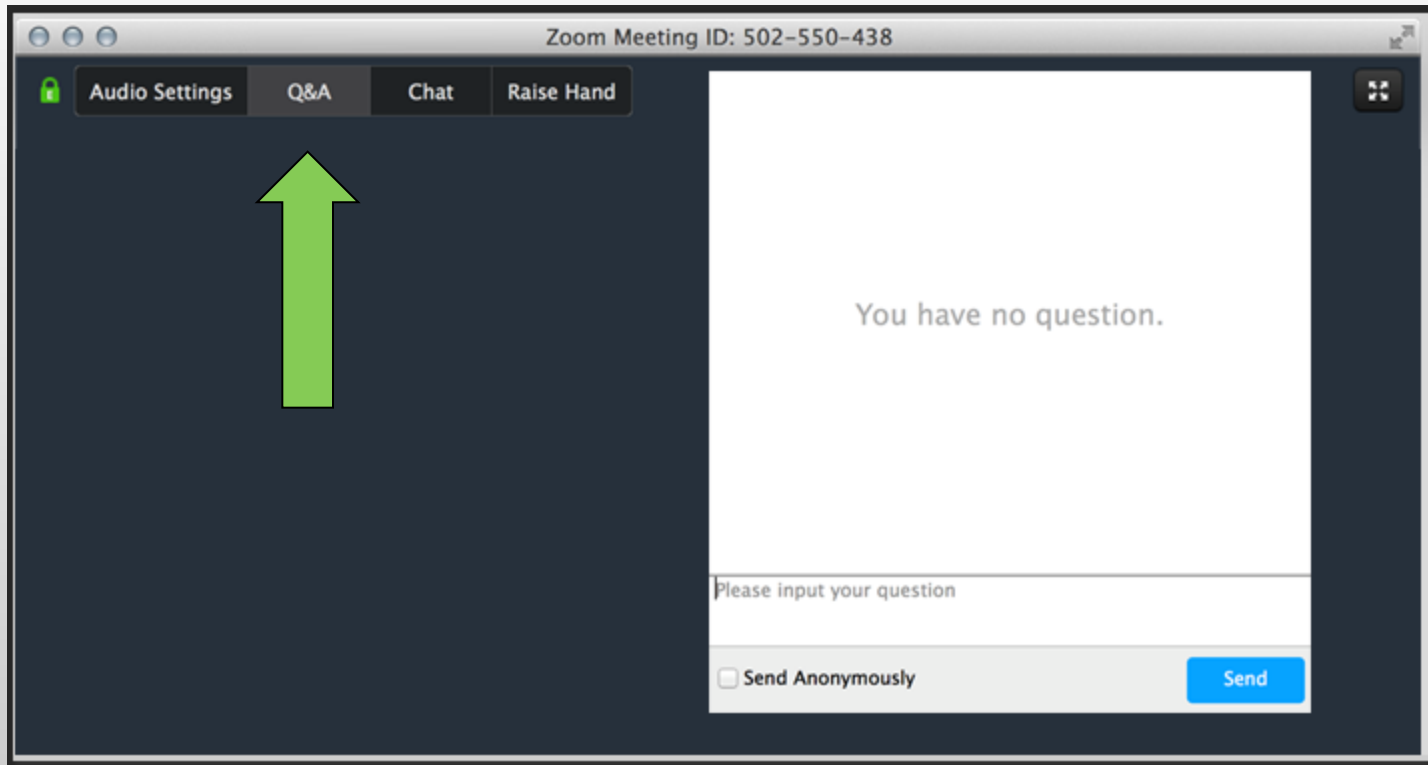
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- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

## Target Outcomes

- Know Florida Department of Education's (FLDOE) four strategic priorities for Adult General Education (AGE).
- Understand the rationale and purpose for FLDOE's strategic priorities.
- Learn how to shift program and instructional delivery to meet these priorities through operational policy and through common classroom practice.
- Receive planning tools to help sharpen the focus of an every day approach, with a sense of urgency, geared towards equitable student outcomes, closing achievement gaps, and maximizing full participation in the state's workforce at a highly skilled level.

Using the poll, rate your knowledge of the state's strategic priorities for AGE, and your ability to support them in classrooms without sweeping operational changes on a schoolwide level.



## Putting Florida's Adult Learners First

The vision of Florida's adult education system is to place learners at the center and deliver outcomes that promote full participation in the workforce, result in high-quality credentials of value and close equity and achievement gaps.



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outcomes that are relevant to the workforce and the community. **place learners at the center**

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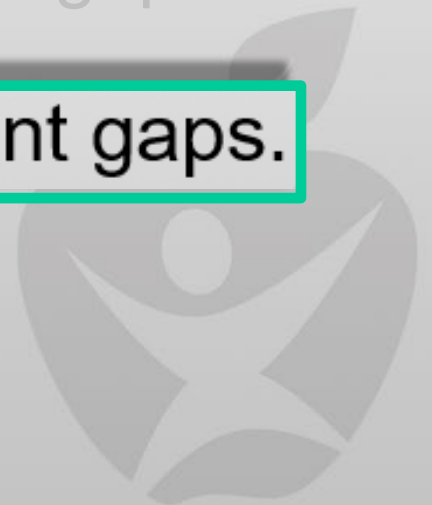
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**close equity and achievement gaps.**



# Putting Florida's Adult Learners First

This strategic vision will require a combination of new innovations and the support of thousands of individuals, leading to increased numbers of adults with:

- Higher levels of literacy
- Higher levels of numeracy
- Higher levels of digital literacy
- Industry recognized credentials
- Postsecondary certifications
- Degrees

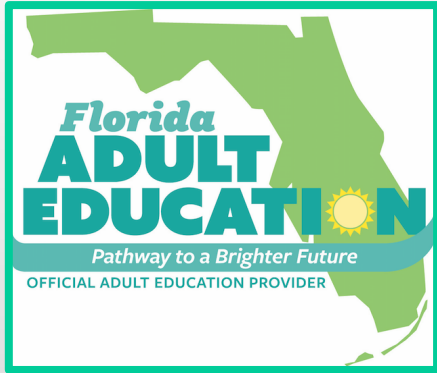


# FLDOE Strategic Priorities

1) Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes.



# FLDOE Strategic Priorities



## Priority #1 Demands

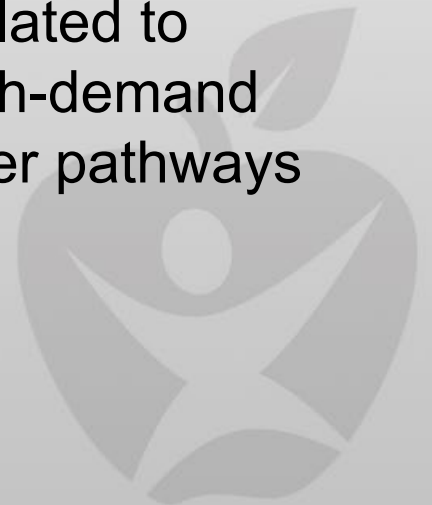
- Full Spectrum of Services – Transition to postsecondary and employment
- Braid funding and resources
- Communicate issues and best practices
- Local needs assessment and identify credentials of value
- Inclusive strategic planning
- Respond jointly to funding opportunities
- Unite through adversity





# Priority #1 In the Classroom

- Focus on learner outcomes
- Sense of urgency
- Contact local agencies, workforce boards, economic development agencies, postsecondary partners and employers
  - Phone calls, visits, websites...
- Contextualize classroom to student interests related to successful outcomes, high-skill, high-wage, high-demand employment via continuing education and career pathways
- No wrong door and multiple exit ramps



## FLDOE Strategic Priorities

2) Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials and degrees.



## Priority #2 Demands

- Alignment of adult programs to high-wage credentials of value to make Florida #1 in workforce education by 2030
- Drive career pathways through Integrated Education and Training between partners
- Design postsecondary transition programs with state and technical colleges that lead to larger numbers of adult learners accessing and completing postsecondary education and training programs
- Provide robust participant supports



## Priority #2 In the Classroom

- All classrooms should be considered transition programs
  - End goal driven through a series of progressive short term goals
  - Clearly defined, attainable, and communicated pathways to success
- Career focused through a single or differentiated approach to contextualized instruction
- Cost benefit analysis, repetition, and robust supports
- Planning tool



Lesson Plan	
<b>Content Area:</b>	
<b>Learning Standard:</b>	
<b>Employability Target:</b>	
<b>Objective(s):</b>	
<b>Student Learning Goal Statement:</b>	
<b>Intervention and Enrichment Strategies:</b>	
<b>Content Objective</b>	
<ul style="list-style-type: none"> <li>What prerequisite knowledge and/or skills do the students need to have for this lesson?</li> </ul>	
<ul style="list-style-type: none"> <li>How will you assess student knowledge <i>prior</i> to the lesson?</li> </ul>	
<ul style="list-style-type: none"> <li>How will I differentiate instruction to support students at various entry levels and make the learning target accessible to them and reduce achievement gaps?</li> </ul>	

<ul style="list-style-type: none"> <li>What academic and/or technical vocabulary will students need to use and comprehend related to the standards?</li> </ul>
<ul style="list-style-type: none"> <li>How will you differentiate instruction to allow for remediation and enrichment in the above areas?</li> </ul>
<b>Instructional Practices</b>
<b>Teacher Model (I DO):</b>
<ul style="list-style-type: none"> <li>How will I present the concept or skill to students?</li> </ul>
<b>Guided Practice and Student Collaboration (WE DO):</b>
<ul style="list-style-type: none"> <li>How will I provide opportunities for students to collaborate on practice problems, exercises or prompts that address the knowledge and skills in the targeted standard(s)?</li> </ul>

<b>Independent Practice (YOU DO):</b> <ul style="list-style-type: none"><li>How will I provide opportunities for students to independently practice problems, exercises or prompts that address the knowledge and skills in the targeted standard(s)?</li></ul>
<b>Formative Assessment and Adjustment</b> <ul style="list-style-type: none"><li>How will I check for understanding and progress throughout the lesson? How will students check for understanding?</li></ul>
<b>Workforce Preparation</b> <ul style="list-style-type: none"><li>What instructional strategies, projects, activities, assignments, etc. will you use to allow students a chance to practices one or more employability skill? Describe in detail.</li></ul>
<b>Resources</b> <ul style="list-style-type: none"><li>List all the resources you plan to use for this lesson.</li></ul>



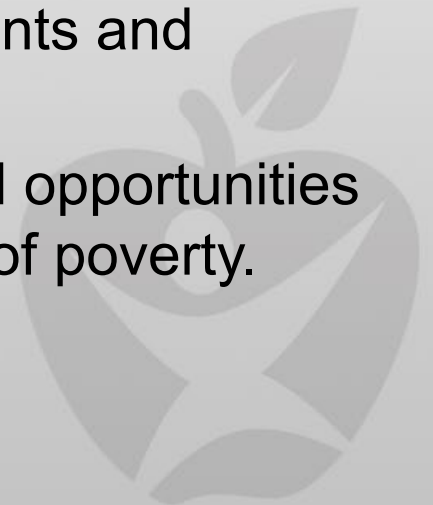
## **FLDOE Strategic Priorities**

3) Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity and achievement gaps in the community.



## Priority #3 Demands

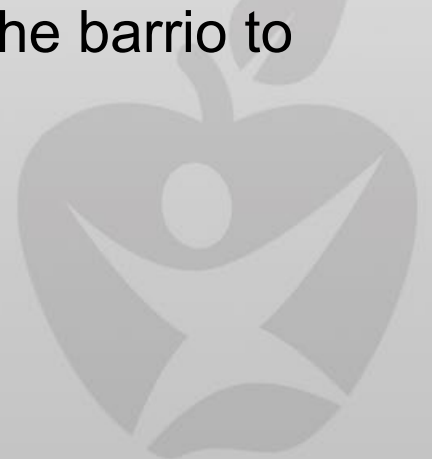
- Responsive to adult learners, especially working adults (ultra flexible vs rigorous urgency)
- Provide students with workforce skills
- High standards for teaching and learning
- Advance higher education, generational economic stability
- Online and digital learning w/supports for students and instructors
- Focus equally and intentionally on services and opportunities for the child and adults to help break the cycle of poverty.





## Priority #3 In the Classroom

- Focus on student learning w/frequent formative assessment and learning scales related to multiple targets
- Design SSLO in all classrooms (planning tool)
- Measure success by outcomes of all students (all means all)
- Maintain and promote a growth mindset in all things, especially digital literacy. We are preparing adult students for success in a digital world, be mindful that we don't become the barrier to their success



# FLDOE Strategic Priorities

4) Incent, measure, and support enhanced program effectiveness.



## Priority #4 Demands

- This priority places particular emphasis on the critical role qualitative and quantitative data play in driving continuous improvement in adult education programs. A commitment to the ongoing development of a comprehensive program performance monitoring system with providers to ensure reporting, data analysis, and continuous improvement practices to support learner and program outcomes.



## Priority #4 In the Classroom

- Know your quantitative data, and be reflective to your instructional practices, lesson planning, and conditions for learning. Take chances.
- Gather qualitative data.
- It's not about numbers, it's about outcomes.
- Retention over recruitment.
- Know your students, know their goals, and devise measuring sticks to track progress towards achievement. Watching grass grow, or water boil...

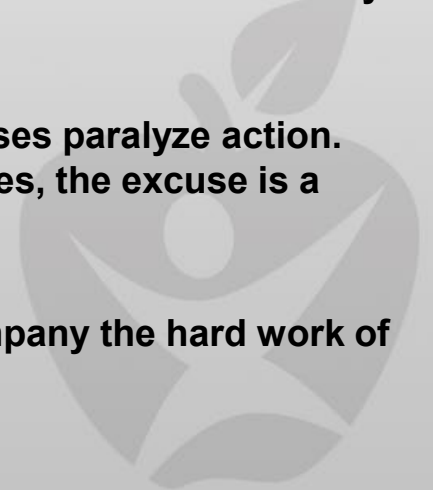


**Reflect** on the current practices of your programs and classrooms and how they are meeting the wide and varied needs of students. Do the processes and infrastructure help students dream bigger and set loftier goals? Do the supports in place help students realize their full-potential and take preparatory steps to work on immediately identified goals and long-term goals simultaneously? Do your programs and supports help to close achievement and employment gaps for the students that face the biggest obstacles? Are you constantly assessing all of your students, and providing feedback regarding their progression towards the standards, and employability skills goals? Are you providing tools so that students can self-monitor their progression on those same goals so that they can feel the improvement and gain momentum towards their goals?

**Change** the mindset of all stakeholders by promoting the over-arching vision and mission of programs to create accelerated pathways into regionalized, high-demand, high-paying careers through use of common language and workforce preparation markers, including single-set of learning objectives, even in the foundational courses. Help students envision “the real reason they came to your school.”

**Take Action** by eliminating excuses like “our students don’t want that.” Excuses paralyze action. They give an out for why the hard work of change is not necessary. Many times, the excuse is a search for a way not to change because that is the hard part.

**Use** the following resources to give teachers tools for change that will accompany the hard work of changing hearts and minds to the essential shift needed.

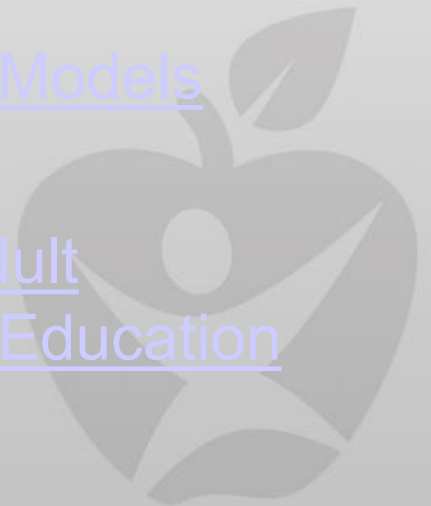


# IPDAE Training

- [Assessing Student Progress Tool Kit](#)
- [IPDAE IET Resource Page](#)
- [Moving IET Awareness for Beginner's to Contextualized Application in any Program](#)
- [Developing a Single Set of Learning Objectives in IET](#)
- [Digital Literacy and Distance Learning](#)
- [IPDAE Career Pathway Institute Signup - Free](#)



- [Career Source Local Workforce Development Board Contact List](#)
- [Florida Regional Demand Occupation List](#)
- [Florida Monthly Employment Data Releases](#)
- [Theoretical Framework for Two-Generation Models](#)
- [Florida Department of Education. \(2021\). Adult Education Career Pathways and Integrated Education and Training.](#)







Give IPDAE Your  
**Feedback!**

