



**U.S. Department of Education  
Office of Vocational and Adult Education  
Adult Basic and Literacy Education  
Division of Adult Education and Literacy**

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**FACT SHEET SERIES**

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## **Supporting Teacher Quality across Content Areas in Adult Education**

### **Background**

The Department of Education's Office of Vocational and Adult Education is committed to investing in rigorous research on adult learning and helping adult educators learn about, understand, and put into practice the findings from scientifically-based research. Ultimately, continuous improvement in teaching hinges on the availability of high quality professional development opportunities linked to research. Improving the quality of instruction in adult education programs involves continually strengthening the knowledge, skills, and abilities of instructors, administrators, and other adult education staff. There is an evolving and significant evidence-base upon which to draw in designing, delivering and assessing instructional activities for adolescent and adult learners with diverse backgrounds and needs. Such activities include diagnostic assessment, differentiated instruction, Universal Design for Learning (UDL), and formative assessment. Available evidence suggests that these instructional activities are applicable to reading, writing, math and English language instruction.

### **Overview**

The American Institutes for Research, through a contract awarded by the U. S. Department of Education Office of Vocational and Adult Education (OVAE), will assist OVAE in its efforts to enhance state and local adult education providers' capacity to understand and apply evidence-based instructional practices that promote student learning. This national activity seeks to improve teacher quality by providing technical assistance (national meetings, Webinars and coaching) to state and local adult educators to help them understand and implement quality instructional practices such as, diagnostic assessment, formative assessment, Universal Design for Learning (UDL), differentiated instruction and [Response to Intervention](#) (RTI). The project period runs from September 2009 to September 2012.

### **Project Milestones**

- Develop and field test professional development materials, 2009-2010
- Select cohort of states, Winter 2010
- National meeting with cohort of states, Summer 2011

### **Outcomes and Products**

- Web site that allows both project participants as well as adult educators from non-selected states to learn about evidence-based instructional practices and resources for adolescent and adult reading, writing, math and English language instruction.
- Deployment of professional development materials and activities, such as training, follow-on application activities, technical assistance, and mentoring or coaching that result in adult educators' acquisition of new knowledge and skills.

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