



Project Information and Application

Information about the project

The 2008 Adult Numeracy Instruction (ANI) professional development training (PD) materials have been updated as ANI 2.0 PD. This update to the training and training materials reflects states' current rigorous mathematical content standards and is thus more intensive than the previous training. ANI 2.0 is also a fully online professional development training that includes both synchronous and asynchronous learning activities. Participants in the professional development training will learn:

- How to build and facilitate a community of adult math learners;
- How to use common instructional routines (such as looking at student work or making student thinking visible) to support continuous learning: what they are, why they are important, and how to facilitate them; and
- Technology integration (including course and video-conferencing technology) to facilitate mathematics instruction and participant mathematical discourse.

The U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE) has contracted with WestEd to design, field test, and update the ANI program. In collaboration with professionally-trained facilitators, WestEd will field test the ANI 2.0 professional development training with up to six states. The fundamental purpose of the field test is to examine the feasibility of having all adult educators use the new model successfully. Field test participants' feedback and WestEd's data collection efforts throughout will be used to refine the ANI 2.0 training prior to broader national dissemination through the LINCS technical assistance and professional development system.

Field testing will take place over a six-month period, September 2021 through March 2022. Participants selected to take part in the field test will engage in six instructional modules (see Exhibit 1 for a module overview). Each 10-hour module includes three synchronous and three asynchronous learning sessions. Total participation time will be approximately 65 hours, including time for engagement in and reflection on the learning sessions. No travel will be required. Synchronous training sessions will occur two times per week via video conferencing (such as Zoom). The exact schedule during the field-testing period will be determined collaboratively by the training facilitators and state liaisons. Although session scheduling may vary across participating states, all states' schedules will follow a common cross-state field test schedule of one module per month.

What are the benefits of participation?

State-based team members selected to participate in the field test will:

- Deepen mathematics content knowledge of core adult basic numeracy topics
- Develop capacity to implement effective mathematics instructional routines for adult learners
- Learn how to select and adapt high quality curricular tasks and lessons
- Expand approaches to promoting positive mathematics learner identities and a positive learner-centered classroom culture
- Reflect with colleagues on existing state policies, programs and practices supporting adult numeracy instruction.

What is expected from participating states?

States interested in participating in the ANI 2.0 professional development training should organize a team of 6-12 adult mathematics educators with a range of expertise and experience. Additionally, interested state teams should:

- Identify one person at the state level to serve as the team lead and liaison with co-facilitators and WestEd
- Commit to 65 hours of participation. Participation includes 10 hours of training on all six modules for a total of 60 hours of training (synchronous and asynchronous learning, 2-3 hours per week for six months). Five additional hours will be needed for field test data collection.
- Submit an online application according to the process and timeline below.
- Support all team members' time and participation in ANI 2.0.

What is expected from state-based team members?

State-based team members will be expected to:

- Participate in all eighteen synchronous training sessions (three sessions for each of the six modules).
- Complete asynchronous learning activities.
- Participate in data collection at the end of the field test period to provide feedback on ANI 2.0 training and training activities. (As shown above, five hours of the 65-hour time commitment are dedicated to state-based team members' participation in these data collection activities.)

What is the application process and deadline?

Applications should be completed and submitted by July 7, 2021. ANI 2.0 staff will follow up with applicants if further information is needed. Applicants will be notified of selection by July 20, 2021.

Timeline of Field Test Activities

July 2021 - Applicants are notified of field test acceptance by WestEd

July 2021 - WestEd provides email introduction between state directors or their appointed liaison and facilitators

Early August 2021 – Co-facilitators reach out to state liaisons to initiate relationship, secure technology requirements, and schedule synchronous training sessions.

September 2021 - WestEd hosts online orientation for state teams, ANI 2.0 facilitators, and OCTAE

September 2021 through March 2022 - Field test period; one ANI 2.0 module per month

Further questions?

If you have any questions about the application process, please contact:

- Kirk Walters, Project Director, at 202.471.2437 or via email at kwalters@wested.org

Exhibit 1. ANI 2.0 module overview

Module 1: The Big Ideas of Adult Mathematics Education: Foundations of the ANI 2.0 Professional Development Program	
1.1	Getting Started Together
1.2	What Matters in Learning and Teaching Mathematics
1.3	The Mathematics Content and Practice Standards
1.4	Diving Into the Mathematical Practices
1.5	Cognitive Demand and Productive Struggle
1.6	Fostering Positive Mathematics Identity Through Equitable Teaching Practices
Module 2: Instructional Routines and Formative Assessment Practices That Promote Positive Mathematical Identities	
2.1	Instructional Routines That Foster Equitable Instruction
2.2	The Problem Cycle Routine
2.3	Routines That Promote Reasoning and Sensemaking and Engage Students in Mathematical Discourse
2.4	Instructional Resources That Promote Mathematical Discourse and Deep Learning
2.5	Formative Assessment, Effective Feedback, and Student Agency
2.6	Formative Assessment in Instructional Routines
Module 3: Essential Understandings and Operations with Whole and Rational Numbers	
3.1	Eliciting Evidence of Student Understanding through Number Talks
3.2	The Power of Number Talks
3.3	Rational Numbers - Fractions
3.4	Multiple Representations and Strategies for Fractions
3.5	Word Problems and Mathematical Discussions
3.6	Practicing Mathematical Discussions and Unpacking Problem Stems
Module 4: Essential Understandings and Applications of Operations and Algebraic Thinking	
4.1	Structuring Algebraic Tasks to Provide Access for All
4.2	Low Floor, High Ceiling: Access to Rich Algebraic Tasks & Using Variables to Express a Generalization
4.3	Essential Understandings of Expressions and Functions
4.4	Addressing the Challenges of Teaching and Learning Expressions, Functions, and Equations
4.5	Formative Assessment: Solving Linear Equations
4.6	Formative Assessment of Algebraic Thinking and Implications for Instruction
Module 5: Essential Understandings and Applications of Geometry and Measurement	
5.1	Measurement & Constructing Arguments
5.2	Measurement and Constructing and Critiquing Arguments
5.3	Constructing and Working with Geometric Definitions (Part 1)
5.4	Constructing and Working with Geometric Definitions (Part 2)
5.5	Similarity, Congruence, and Transformation
5.6	Applying Similarity and Congruence
Module 6: Essential Understandings and Applications of Data, Statistics, and Probability	
6.1	Data All Around Us and Anchor Task
6.2	Further Explorations in Data
6.3	What's the Chance?
6.4	Designing Fair Games
6.5	Wrapping Up ANI 2.0

Synchronous Session

Asynchronous Session



Field Test Application

To participate in the ANI 2.0 pilot project and field test, please complete the following application by July 7, 2021 and email the form to Kirk Walters (kwalters@wested.org).

1. Applicant state: _____

2. Primary contact person (state adult education director or appointee):

Name, Title

Mailing address

Email address

Best telephone numbers - work and alternate

Briefly, in less than 150 words per question, provide answers to questions 3-5 below.

3. Please describe the adult math learner population(s) in your state and describe where most adult learners access math instruction.

Learner populations and locations where learners access math instruction

4. Please describe the primary instructional resources used in your programs, such as published curricula, published workbook series, program/teacher developed lessons/units, etc.

Instructional resources

5. Please describe how your state will benefit from participating in the ANI 2.0 Project. What are your top three priorities?

Top priorities for ANI 2.0 participation

Nominations for State-Based Team Members

State-based teams should include 6-12 adult math educators from across the state with diverse experience. These educators (who may include content experts, professional development staff, or state staff) may have differences in years of teaching experience or in groups of learners with whom they work. Please designate one member of the team (someone who works at the state level) to serve as the primary point of contact with co-facilitators and WestEd; list this person first on the application. Please nominate team members who are currently teaching mathematics, provide mathematics content expertise and who have different degrees of:

- Mathematics content expertise;
- knowledge of state standards;
- instructional expertise and experience.

In the Summary of Relevant Experience cells below, please address the following questions for each team member:

- What are his or her recent adult math instruction experiences, including both face-to-face and online learning formats?
- What degree of experience, if any, does the educator have with the ANI 1.0 PD materials?
- Other relevant experience (e.g., participation in other OCTAE initiatives such as Standards-in-Action, Teaching Skills That Matter in Adult Education, Teaching Excellence in Adult Literacy, Moving Pathways Forward, Power in Numbers, and Advancing Innovation in Adult Education)

Educator Information
State Education Director or Appointee Name: _____
Title: _____
Program: _____
E-mail: _____
Areas of Expertise:
Summary of Relevant Experience:

Educator 1 Name: _____

Title: _____

Program: _____

E-mail: _____

Areas of Expertise:

Summary of Relevant Experience:

Educator 2 Name: _____

Title: _____

Program: _____

E-mail: _____

Areas of Expertise:

Summary of Relevant Experience:

Educator 3 Name: _____

Title: _____

Program: _____

E-mail: _____

Areas of Expertise:

Summary of Relevant Experience:

Educator 4 Name: _____

Title: _____

Program: _____

E-mail: _____

Areas of Expertise:

Summary of Relevant Experience:

Educator 5 Name: _____

Title: _____

Program: _____

E-mail: _____

Areas of Expertise:

Summary of Relevant Experience:

Educator 6 Name: _____

Title: _____

Program: _____

E-mail: _____

Areas of Expertise:

Summary of Relevant Experience:

Educator 7 Name: _____

Title: _____

Program: _____

E-mail: _____

Areas of Expertise:

Summary of Relevant Experience:

Educator 8 Name: _____

Title: _____

Program: _____

E-mail: _____

Areas of Expertise:

Summary of Relevant Experience:

Educator 9 Name: _____

Title: _____

Program: _____

E-mail: _____

Areas of Expertise:

Summary of Relevant Experience:

Educator 10 Name: _____

Title: _____

Program: _____

E-mail: _____

Areas of Expertise:

Summary of Relevant Experience:

Educator 11 Name: _____

Title: _____

Program: _____

E-mail: _____

Areas of Expertise:

Summary of Relevant Experience:

Educator 12 Name: _____

Title: _____

Program: _____

E-mail: _____

Areas of Expertise:

Summary of Relevant Experience: