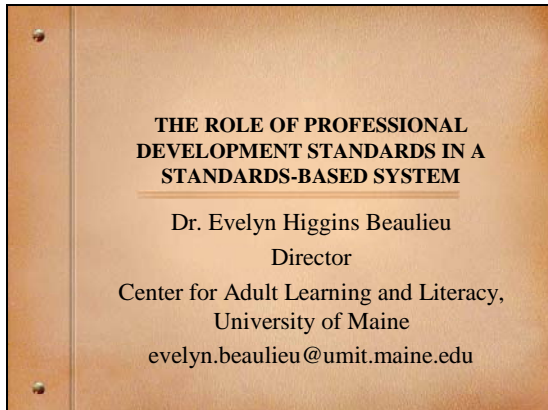


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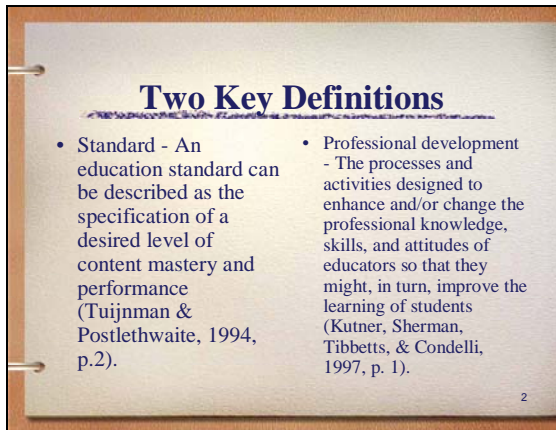
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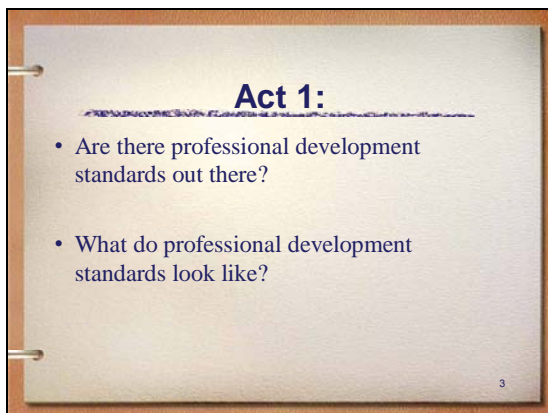
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## Nationally Recognized Standards

- National Staff Development Council (NSDC) Standards for Staff Development can be used as a guide for adult education professional development systems.

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## (NSDC) Standards for Staff Development

- Context Standards:**
  - Learning Communities
  - Leadership
  - Resources
- Content Standards:**
  - Equity
  - Quality teaching
  - Family Involvement
- Process Standards:**
  - Data-driven
  - Evaluation
  - Research-based Design
  - Learning Collaboration

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## NSDC Standards

National Staff Development Council's Standards (NSDC) for Staff Development

NSDC Standards	Organized by	Description of Standard
Learning Communities Leadership Resources	Context: structures that must be in place for learning to occur	"what," "when," "where," and "why" of professional development
Data-Driven Evaluation Research-Based Design Learning Collaboration	Process: addresses the use of data, evaluation, and research	"how" of professional development
Equity Quality Teaching Community Involvement	Content: addresses the knowledge and skills that ensure all students are successful	"what" of professional development

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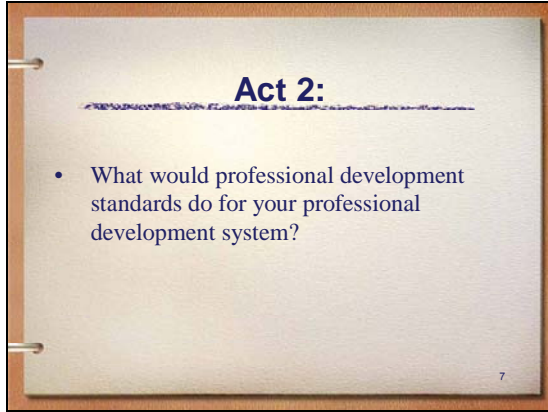
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**Act 2:**

- What would professional development standards do for your professional development system?

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**Roadmap & Direction**

Staff development standards provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills. Staff development must be results-driven, standards-based, and job-embedded.

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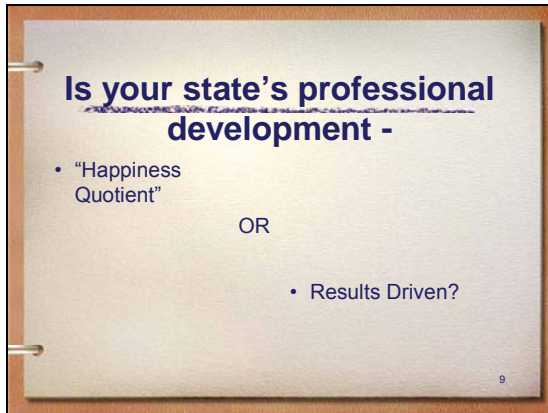
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**Is your state's professional development -**

- "Happiness Quotient"

OR

- Results Driven?

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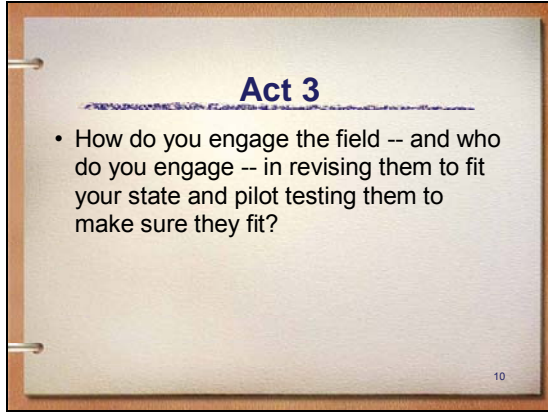
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**Act 3**

- How do you engage the field -- and who do you engage -- in revising them to fit your state and pilot testing them to make sure they fit?

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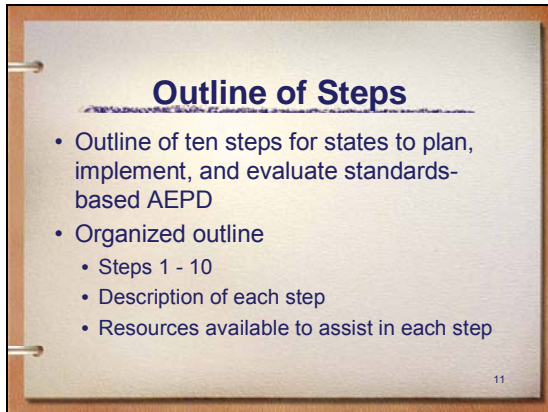
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**Outline of Steps**

- Outline of ten steps for states to plan, implement, and evaluate standards-based AEPD
- Organized outline
  - Steps 1 - 10
  - Description of each step
  - Resources available to assist in each step

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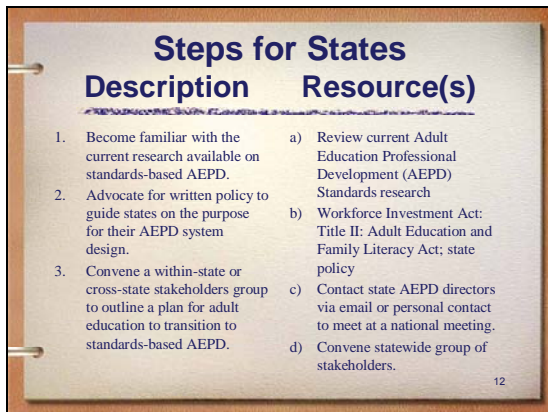
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**Steps for States**

Description	Resource(s)
1. Become familiar with the current research available on standards-based AEPD.	a) Review current Adult Education Professional Development (AEPD) Standards research
2. Advocate for written policy to guide states on the purpose for their AEPD system design.	b) Workforce Investment Act; Title II: Adult Education and Family Literacy Act; state policy
3. Convene a within-state or cross-state stakeholders group to outline a plan for adult education to transition to standards-based AEPD.	c) Contact state AEPD directors via email or personal contact to meet at a national meeting. d) Convene statewide group of stakeholders.

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**Steps for States**

<u>Description</u>	<u>Resource(s)</u>
4. Define the components of a standards-based system to impact student outcomes and identify resources to guide each system component.	a) "Management Competencies and Sample Indicators for the Improvement of Adult Education Programs" (Sherman, Tibbetts, Dobbins, & Weidler, 2001)
5. Agree to common definitions for standard, system, and professional development.	b) "Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs" (Sherman, Tibbetts, Woodruff, & Wiedler, 1999) c) State content standards documents d) "Systems for Change in Literacy Education" (Lyons & Pinnell, 2001)

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**Steps for States**

<u>Description</u>	<u>Resource(s)</u>
6. Plan standards-based AEPD.	6. "Professional Development: Learning from the Best" (Hassel, 1999)
7. Identify in writing the professional development standards chosen to guide AEPD.	7. "National Staff Development Council Standards for Staff Development" (NSDC, 2001) State professional development standards documents

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**Steps for States**

<u>Description</u>	<u>Resource(s)</u>
8. Implement standards-based AEPD.	a) Professional Development: Learning from the Best" (Hassel, 1999)
9. Evaluate standards-based AEPD.	b) "Professional Development: Learning from the Best" (Hassel, 1999)
10. 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.	c) "Evaluating Professional Development" (Guskey, 2000) d) "Does it Make a Difference? Evaluating Professional Development" (Guskey, 2002)

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## Act 4

- How do you use PD standards to guide your PD system?

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## Evaluating Professional Development

- Know your target for PD in the beginning



- Resource: Guskey's 5 Levels of PD Evaluation

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## Guskey's 5 Levels of PD Evaluation

Five Levels of Professional Development Evaluation (Guskey, 2002, pp. 43-49)

Evaluation Level	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants' reactions	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' learning	Paper & pencil instruments Simulations Demonstrations Participant reflections Participant portfolios	New knowledge and skills of participants	To improve program content, format, and organization
3. Organization support and change	District and school records Minutes from meetings Questionnaires Interviews with participants Participant portfolios	The organization's advocacy, support, accommodation, facilitation, and recognition	To document and improve organizational support To inform future change efforts

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## Guskey's 5 Levels of PD Evaluation

4. Participants' use of new knowledge and skills	Questionnaires Structure interviews Participant reflections Participant portfolios Direct observations Video or audio tapes	Degree and quality of implementation	To document and improve the implementation of program content
5. Student learning outcomes	Student records School records Questionnaires Structure interviews Participant portfolios	Student learning outcomes: cognitive, affective, psychomotor	To focus and improve all aspects of program design, implementation, and follow-up. To demonstrate the overall impact of professional development.

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## Guiding Quote

“Since we can't know what knowledge will be most needed in the future, it is senseless to try to teach it in advance. Instead, we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned” (Guskey, 2000, p. 226).

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## Thank you

- My heartfelt thanks go to NAEPDC and my professional development colleagues for the invitation to share information on standards-based Adult Education Professional Development.

Evelyn

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## National Staff Development Council Staff Development Standards

### **Context Standards:**

**Learning Communities:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

**Leadership:** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

**Resources:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

### **Process Standards:**

**Data-driven:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

**Evaluation:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

**Research-based:** Staff development that improves the learning of all students prepares educators to apply research to decision making.

**Design:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

**Learning:** Staff development that improves the learning of all students applies knowledge about human learning and change.

**Collaboration:** Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

### **Content Standards:**

**Equity:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for their academic achievement.

**Quality teaching:** Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

**Family Involvement:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

## 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"> <li>• “Management Competencies and Sample Indicators for the Improvement of Adult Education Programs” (Sherman, Tibbetts, Dobbins, &amp; Weidler, 2001)</li> <li>• “Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs” (Sherman, Tibbetts, Woodruff, &amp; Wiedler, 1999)</li> <li>• State content standards documents</li> </ul>
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"> <li>• “National Staff Development Council Standards for Staff Development” (NSDC, 2001)</li> <li>• State professional development standards documents</li> </ul>
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"> <li>• “Professional Development: Learning from the Best” (Hassel, 1999)</li> <li>• <i>Evaluating Professional Development</i> (Guskey, 2000)</li> <li>• “Does it Make a Difference? Evaluating Professional Development” (Guskey, 2002)</li> </ul>
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)

Created by Dr. Evelyn Beaulieu

## State Professional Development Planning Matrix

PD Component	Do you have it?		Do you want it?		I'd like to see some models.	
	Yes	No	Yes	No	Yes	No
<b>Foundational:</b>						
Professional Development Standards						
Practitioners Standards: State Staff						
Practitioner Standards: Program Manager						
Practitioner Standards: Teacher						
Practitioner Standards: Support Staff						
<b>Structure:</b>						
Somebody funded and responsible for directing the state PD system (agency/staff/vendor)						
Regional centers to coordinate and support PD						
Paid local PD coordinators						
<b>PD Planning:</b>						
Statewide needs assessment to determine PD needs						
Annual state PD plan						
State staff needs assessment to determine PD needs						
Individual state staff PD plans						
Local needs assessments to determine local PD needs for program improvement initiatives						
Local program PD plans						
Individual self assessments based on the teacher, program manager, and support staff standards to determine individual PD needs						
Individual professional development plans						
Annual data collection on teacher/program manager characteristics						
<b>PD Participation and Fulfillment (what you expect participants to do to apply what they have learned):</b>						
Participation and fulfillment guidance and expectations for teachers						
Participation and fulfillment guidance and expectations for local managers						
Participation and fulfillment guidance and expectations for support staff						

## State Professional Development Planning Matrix

PD Component	Do you have it?		Do you want it?		I'd like to see some models.	
	Yes	No	Yes	No	Yes	No
Participation and fulfillment guidance and expectations for state staff						
<b>Orientation of New Staff:</b>						
For teachers						
For program managers						
For support staff						
For state staff						
<b>PD Content Balance:</b>						
Core PD on state-determined priorities that all practitioners need						
Responsive PD to meet practitioner needs derived from practitioner self assessments and other identified needs.						
Program improvement PD and activities for practitioners						
<b>Access:</b>						
Face-to-face workshops, conferences, etc.						
Online and/or CD/DVD PD courses						
Webcasts						
Blended (face-to-face and distance)						
Study circles						
Mentoring or Coaching						
Practitioner research						
Project-based learning:						
Other:						
<b>Incentives for Participation in PD:</b>						
Teacher Certification/Credentialing						
Program Manager Certification/Credentialing						
Paid/release time						
College tuition reimbursement						
Paid substitutes						

## State Professional Development Planning Matrix

PD Component	Do you have it?		Do you want it?		I'd like to see some models.	
	Yes	No	Yes	No	Yes	No
Special recognitions						
Other:						
Other:						
<b>Evaluation:</b>						
On-going formative evaluation for gauging how well the PD system is reaching and serving practitioners						
Performance-based evaluation that shows evidence of achievement including application of learning and acquisition of new skills and knowledge						
<b>Adult Learners:</b>						
Mechanisms for ensuring that adult learners' voices are included in developing PD policies and providing PD to practitioners						
PD for current or former students who work in the field as tutors, assistants, etc.						
<b>Communicating Expectations regarding the # of hours and/or types of training to be completed:</b>						
Expectations as policy/requirements						
Expectations as part of the local program application						
Expectations as recommendations						

## Teacher Credentialing Models Colorado

Name:	Email:
Why did your state decide to develop a teacher credentialing process?	<ul style="list-style-type: none"> <li>To establish a standard of “highly qualified” in alignment with our state agency’s policy</li> <li>To establish a baseline of professional qualifications for instructors in our adult education system</li> <li>To position Colorado Adult Education and Family Literacy to be recognized as an integral part of Colorado’s education system</li> </ul>
As you began the development process, how did you involve the field?	<ul style="list-style-type: none"> <li>A work group was established with representation from around the State and from a variety of adult education provider types, stake holders, and PD experts</li> </ul>
What did you use to guide the development of the credentialing process (e.g., K-12 credentialing model, teacher standards/competencies, etc.)?	<ul style="list-style-type: none"> <li>The work group reviewed, selected, and adapted models from other states’ adult education systems, and national standards such as those provided by TESOL</li> </ul>
What are the components and requirements for your teacher credentialing process? Is it mandatory or voluntary? Is it administered through the K-12 teacher credentialing system, or is it a separate entity?	<ul style="list-style-type: none"> <li>From the State of Colorado’s perspective it is voluntary; from the Adult Education and Family Literacy Office’s perspective it is required</li> <li>Components are four (4) required and one (1) optional course (or their equivalent in past education and experience) and required number of hours of training and experience</li> <li>The Literacy Instruction Authorization (LIA) is administered through the K-12 educator licensing system</li> </ul>
Once the credentialing process was developed, how did you present it to the field (e.g., piloted it with a select number of teachers first, regional focus groups, statewide meeting, etc.)?	<ul style="list-style-type: none"> <li>Presented at a state wide meeting of program directors</li> <li>Two presentations are made each year, one at our annual conference, and then at our annual directors’ meeting</li> </ul>
If your process is voluntary, what has the participation rate been? Are there incentives to encourage pursuit of the credential?	<ul style="list-style-type: none"> <li>Although the process is not voluntary we do award scholarships annually to each program for educators to take a number of the required courses</li> </ul>
How are you measuring and tracking the impact of the credentialing process on teacher quality and effectiveness?	<ul style="list-style-type: none"> <li>We have not yet established impact measures but are working in tandem with our new PD Self-Assessment Advisory Group</li> </ul>
What recommendations would you give to a state interested in pursuing teacher credentialing?	<ul style="list-style-type: none"> <li>Review other states’ systems – deconstruct and reconstruct to fit your state’s adult education system</li> <li>Judiciously involve stake holders</li> <li>Recruit a higher education expert to at least advise and assist in developing action steps, identifying and cultivating essential contacts and allies in the college world</li> </ul>

## Teacher Credentialing Models Texas

<b>Teacher Credentialing Models Texas</b>	
<b>Name:</b> Joanie Rethlake	<b>Email:</b> <a href="mailto:Jrethlake@hcde-texas.org">Jrethlake@hcde-texas.org</a>
Why did your state decide to develop a teacher credentialing process?	<ul style="list-style-type: none"> <li>√ In 1995, the 74<sup>th</sup> Session of the Texas Legislature authorized the Texas Education Agency (TEA) to “...prescribe and administer rules for teacher certification for adult education;” This authorization is prescribed under Texas Education Code (TEC §29.252(6).</li> <li>√ The original impetus for the creation of an adult education credential in Texas originated from state adult education teacher professional organizations, the Texas Association for Literacy and Adult Education (TALAE). TALAE members advocated that the creation of an adult educator credential would serve as a means to begin professionalizing the field of adult education.</li> <li>√ TALAE met with TEA officials and asked the agency to begin a demonstration to develop a credentialing process.</li> </ul>
As you began the development process, how did you involve the field?	<ul style="list-style-type: none"> <li>√ The development process involved many practitioners from the field of adult education and family literacy in Texas.</li> <li>√ The process began with a series of focus groups conducted throughout the state of Texas. Participants consisted of educators, administrators, workforce, service providers, and vested stakeholders.</li> <li>√ Participants from the field were involved throughout the entire development and pilot/field testing processes.</li> </ul>
What did you use to guide the development of the credentialing process (e.g., K-12 credentialing model, teacher standards/competencies, etc.)?	<p>In order to begin the development of the Texas Adult Education Teacher Credential, project staff began by surveying the 50 states in order to obtain information about other credentialing models. Many states responded; however, three states in particular had models of interest to Texas.</p> <ul style="list-style-type: none"> <li>√ Kansas had a point system which inspired our current point system.</li> <li>√ Kentucky’s model allowed for a diverse range of training options which is similar to what Texas developed as a model.</li> <li>√ Arkansas’s model, while a more traditional format had several components that practitioners felt were appropriate as well.</li> </ul> <p>Also, at the same time, Texas had another grant funded project under development. This project was for Teachers New to Adult Education. Its purpose was to “standardize” new teacher orientation throughout the state. From this project, the six core content areas of the Texas Credential were created. Finally, the six core content areas were aligned with the Texas Adult Education Instructor Proficiencies and Indicators of Program Quality (IPQ’s) as well as with research in the field of adult education.</p>
	The Texas Teacher Credential is voluntary. There is no requirement

<p>What are the components and requirements for your teacher credentialing process? Is it mandatory or voluntary? Is it administered through the K-12 teacher credentialing system, or is it a separate entity?</p>	<p>for teachers of adult education in Texas to be certified either as adult educators or as K-12 educators. The following are the State Board of Education Rules for Adult Education:</p> <p style="text-align: center;"><b>Texas Administrative Code</b>  <b>State Board of Education Rule-Title 19, Part II,</b>  <b>Chapter 89. Adaptations for Special Populations</b>  <b>Subchapter B. Adult Basic and Secondary Education</b></p> <p><b>§89.25. Qualifications and Training of Staff.</b>  The requirements of this section shall apply to all adult education staff hired after September 1, 1996, excluding clerical and janitorial staff.</p> <ol style="list-style-type: none"> <li>(1) All staff shall receive at least 12 clock hours of professional development annually.</li> <li>(2) All staff new to adult education shall receive six clock hours of preservice professional development before they begin work in an adult education program.</li> <li>(3) Aides shall have at least a high school diploma or high school equivalency certificate.</li> <li>(4) The following apply to directors, teachers, counselors, and supervisors. <ol style="list-style-type: none"> <li>(A) Persons must possess at least a bachelor's degree.</li> <li>(B) Persons without valid Texas teacher certification must attend 12 clock hours of inservice professional development annually in addition to that specified in paragraph (1) of this section until they have completed either six clock hours of adult education college credit or attained two years of adult education experience.</li> </ol> </li> <li>(5) The requirements for inservice professional development may be reduced by local programs in individual cases where exceptional circumstances prevent employees from completing the required hours of inservice professional development. Documentation shall be kept justifying such circumstances. Requests for exemption from staff qualification requirements in individual cases may be submitted to the Texas Education Agency (TEA) for approval in the application for funding and must include justification and proposed qualifications.</li> <li>(6) Records of staff qualifications and professional development shall be maintained by each fiscal agent and must be available for monitoring.</li> <li>(7) The requirements in paragraphs (1)-(5) of this section also apply to volunteers who generate student contact time, as defined under §89.21 of this title (relating to Definitions), which is accrued by the adult education program and reported to TEA for funding purposes.</li> </ol> <p><i>Source: The provisions of this §89.25 adopted to be effective September 1, 1996, 21 TexReg 5690.</i></p> <p>√ The Credential Program is not administered through the K-12 credentialing system. While both K-12 and adult education are the responsibility of TEA, K-12 is handled in house by agency staff while adult education is administered</p>
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	<p>and outsourced to the Harris County Department of Education (Texas LEARNS). Texas LEARNS has elected to sub-contract the development of the credential to The Education Institute at Texas State University-San Marcos. The Education Institute continues to oversee and administer the project.</p> <ul style="list-style-type: none"> <li>√ The Texas Teacher Credential is based upon a professional development model.</li> <li>√ Teachers attend professional development activities which address six core content areas.</li> <li>√ Teachers then must go back to their classroom and actually apply what they have learned from professional development activities.</li> <li>√ Following implementation, teachers go through a reflective process and produce written reflections (using a standardized, validated rubric) which are then submitted to create an electronic portfolio.</li> <li>√ Reflections are reviewed and evaluated by scorers (blind scoring process) who have been trained to evaluate each reflection against the rubric.</li> <li>√ Teachers earn points for successful reflections. A total of 150 points are spread across the six core content areas.</li> <li>√ A Credential is issued once the teacher has earned the appropriate distribution of at least 150 points.</li> <li>√ The only requirement for eligibility at this time is that teachers must be listed as the teacher of record in the Texas Educating Adults Management System (TEAMS) which is managed by TEA.</li> <li>√ This ensures that the teachers meet the qualifications in Chapter 89 (above)</li> </ul>
<p>Once the credentialing process was developed, how did you present it to the field (e.g., piloted it with a select number of teachers first, regional focus groups, statewide meeting, etc.)?</p>	<ul style="list-style-type: none"> <li>√ Once the Credential was created, it was both pilot tested and field tested.</li> <li>√ Presentations were made at a variety of state conferences and meetings of professional organizations.</li> <li>√ Also, the initial requirement for teachers who wish to earn a Credential is that they must attend a Professional Development Planning Workshop (PDPW).</li> <li>√ PDPW's were conducted throughout the state of Texas.</li> <li>√ Teachers were awarded six hours of professional development credit for completing the workshop and it was also worth ten points toward the 150 point requirement to earn the Credential.</li> </ul>
<p>If your process is voluntary, what has the participation rate been? Are there incentives to encourage</p>	<ul style="list-style-type: none"> <li>√ There are no incentives offered by the state to earn a Credential at this time. However, there are some incentives offered by professional organizations and by local programs. TALAE, the organization that was instrumental</li> </ul>

<p>pursuit of the credential?</p>	<p>in the development process, has agreed to give \$100.00 to the first 200 teachers who complete the Credential. Local programs have offered incentives to encourage teachers to pursue a Credential as well. Some pay for additional professional development, travel costs, and provide substitute teachers when necessary.</p> <p>√ Development of the Credential began in 1998. However, shortly after completion of the model, funding for the project was stopped. Funding was later re-instated in 2003. The model was revised and was first fully implemented in 2006 when programming for The Credential Information Tracking System (CredITS) was completed. There have been 119 teachers who have officially enrolled in the Credential to date.</p>
<p>How are you measuring and tracking the impact of the credentialing process on teacher quality and effectiveness?</p>	<p>√ We are currently in the early stages of our evaluation and assessment plan. The primary research question for the evaluation and assessment plan is: <i>What affect does focused and sustained professional development required by The Texas Adult Education Teacher Credential have on teacher quality, teacher career opportunities, and student achievement and student persistence?</i></p> <p>√ TEA and Texas LEARNS maintain the Texas Educating Adults Management System (TEAMS) database which contains information on both teachers and students. Teacher data include: gender, education level, public school certification, adult education employment history, professional development history by year, professional development hours by year, and class information for the current year and one year prior. Student data includes: enrollment and completion data by program, percent of students who meet one or more of their educational objectives by program, percent of students who complete one or more levels of Adult Basic Education (ABE) or English as a Second Language (ESL). Aggregated data related to transitions include: percent of students who gain and/or maintain unsubsidized employment, obtain a GED, and enroll in postsecondary education or training. Additional data related to individual student achievement is maintained in TEAMS by teacher by class taught. Scores for the following are available in TEAMS: for ABE and ASE students the TABE Reading, Language and Mathematics; and for ESL students the Best Plus Oral and BEST Literacy Skills.</p> <p>√ The Credential Project maintains the Credential Project database which contains information related to the progress of teachers pursuing the Credential. The database also contains the performance assessment data for each teacher. Variables used will include- by teacher: length of time to earn a credential, average number of submissions required for approval, and types of professional development applied towards the credential.</p>

	<ul style="list-style-type: none"> <li>√ Interview and/or survey data may be used as well. Data obtained from teachers, program administrators and students will provide additional context and may be used to obtain a more thorough understanding of the data detailed above and the affects of the focused and sustained professional development in which teachers are engaged as they pursue the Credential.</li> </ul>
<p>What recommendations would you give to a state interested in pursuing teacher credentialing?</p>	<ul style="list-style-type: none"> <li>√ There are several recommendations that we would offer to other states who might be interested in developing a Teacher Credential. First, be sure to involve the field at every step in the development process. They should be involved in everything: conceptualization, content development, process and structure, assessment design, assessment validation, etc.</li> <li>√ The next recommendation would be to not rush into implementation. The Texas Credential was slow to gain momentum due to the fact that teachers were encouraged to begin working toward a Credential before key aspects of the process were complete (e.g. the scoring rubric for the reflections and the CredITS system were being developed). Teachers experienced frustration as they were ready to begin writing and submitting reflections, but crucial tools they needed were not available.</li> <li>√ The final recommendation would be to make certain that you have at least one individual guiding the development process who has a background in the development of standards, certification structures and assessment.</li> </ul>

## Teacher Credentialing Models Massachusetts

<b>Name: Mary Jayne Fay, Coordinator, Adult Basic Education Teacher's License, Massachusetts Department of Education</b>	<b>Email: <a href="mailto:licenseabe@doe.mass.edu">licenseabe@doe.mass.edu</a></b>
Why did your state decide to develop a teacher credentialing process?	While licensure had been discussed by the field for nearly 25 years, a change in the Massachusetts legislation in 1997 prompted ABE teachers to request a license of their own. Please see the attached overview of the development of the license.
As you began the development process, how did you involve the field?	Task forces, advisory councils, work groups, "road shows," surveys, public comment periods; kept field up to date with interim reports and Certification Updates, a regularly published newsletter
What did you use to guide the development of the credentialing process (e.g., K-12 credentialing model, teacher standards/competencies, etc.)?	Two things: 1) K-12 structure: Looks like and sounds like all other MA teacher's licenses 2) ABE content: Focuses specifically on ABE subject matter
What are the components and requirements for your teacher credentialing process? Is it mandatory or voluntary? Is it administered through the K-12 teacher credentialing system, or is it a separate entity?	Requirements: 2 teacher tests: Communication and Literacy Skills, which is required of all Massachusetts teachers, and the ABE Subject Matter Test. MA statutes require all Massachusetts teachers pass both the ComLit test and a test of the subject matter in the area of licensure. Voluntary The ABE license is administered within the K-12 licensure office by a separate individual.
Once the credentialing process was developed, how did you present it to the field (e.g., piloted it with a select number of teachers first, regional focus groups, statewide meeting, etc.)?	Regulations were released. A group of six candidates were piloted using a draft of the guidelines that were intended to support the regulations. The guidelines were revised after the pilot and released to the public. All information was made available to the public via the Department's web-site.
If your process is voluntary, what has the participation rate been? Are there incentives to encourage pursuit of the credential?	Approximately 10% of 2000 teachers in MADOE funded ABE programs have applied for the license; 87 licenses have been issued (68 entry level; 19 professional level) While programs receive extra points for credentialed teachers as part of their five year applications for funding, there are no other incentives.
How are you measuring and tracking the impact of the credentialing process on teacher quality and effectiveness?	We are entering teachers' license status and professional development activities into our SMARTT system, which is also able to track student outcomes.
What recommendations would you give to a state interested in pursuing teacher credentialing?	Make the licensure process look, sound, and feel like the K-12 process in your state to help lessen the amount of suspicion it may raise if it differs. Build in reciprocity with other licenses already within the state. If the license isn't mandatory, provide incentives for teachers to pursue the license. Be sure that your state has ample professional development opportunities for the licensure candidates, whether they are available at the college level or offered through a state's professional development organization. Include the state's professional development providers in the discussion.

## Literacy Instruction Authorization Procedures

<http://www.cde.state.co.us/cdeadult/LIAIndex.htm>

In order to qualify for the Colorado Department of Education Literacy Instruction Authorization (LIA) the following procedures must be completed.

### First Choose One of These Options:

- 
- Option 1** The applicant for Literacy Instruction Authorization (LIA) has earned a minimum of an associate's degree and has completed the four required [LIA courses](#):
- EDU 131: Introduction to Adult Education
  - EDU 132: Planning, Organizing, and Delivering Adult Education Instruction
  - EDU 133: Adult Basic Education / Adult Secondary Education
  - EDU 134: Teaching English as a Second Language to Adult Learners
  - If the applicant is from an Even Start Program, EDU 135: Family Literacy in Adult Education is also required
- Option 2** The applicant has earned a minimum of an associate's degree with specific coursework in Adult Education and/or Family Literacy.
- Step 1: Complete the [portfolio application](#) (refer to [Form A: Instructions to Applicant](#)). Attach course descriptions to transcripts submitted with the application. The application and Form A materials can be found in Documents and Forms for the Portfolio Process (red book), on the [Portfolio Forms Web page](#), or by clicking on the portfolio application and Form A links above.
- Option 3** The applicant has earned a minimum of an associate's degree and has a minimum of 720\* hours of **documented** professional teaching experience and/or program administration.
- Step 1: Complete the [portfolio application](#) (refer to [Form B: Instructions to Applicant](#)). Supervisor/evaluator **MUST** use the corresponding Supervisor Evaluation of Experience rubrics and forms. The application and Form B materials can be found in Documents and Forms for the Portfolio Process (red book), on the [Portfolio Forms Web page](#), or by clicking on the

portfolio application and Form B links above.

\*720 hours is the equivalent of 20 paid hours per week per academic year

**Option 4** The applicant with *any* combination of Option 1, 2, or 3 must follow procedures for each applicable option.

### The Next Step:

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**Option 1** If the applicant has successfully completed the four required courses he/she must obtain and submit transcripts to Colorado Educator Licensing with the completed application, Oath and Consent form, and check in the amount of \$60 made payable to CDE.

Colorado Dept. of Education-Educator Licensing  
201 E. Colfax Ave., Rm. 105  
Denver, CO 80203

**Options 2, 3, & 4** Once the appropriate materials have been compiled by the applicant, send the completed portfolio to:

Paula Buffington  
Colorado Dept. of Education  
Prevention Initiatives  
201 E. Colfax Ave., Rm. 405  
Denver, CO 80203

Upon receiving the portfolio, CDE will submit it to the Portfolio Committee for evaluation and approval. Once approved, a Certificate of Equivalency and a Final Steps Packet will be mailed to the applicant. Submit the Certificate of Equivalency to Colorado Educator Licensing with completed LIA application, Oath and Consent form, and check in the amount of \$60 made payable to CDE.

Colorado Dept. of Education-Educator Licensing  
201 E. Colfax Ave., Rm. 105  
Denver, CO 80203

**Note** Refer to the Literacy Instruction Authorization [Checklist](#) for complete details on submitting materials to Colorado Educator Licensing. DO NOT SUBMIT ANYTHING to Colorado Educator Licensing until a Certificate of Equivalency has been issued and all parts of the checklist are completed.

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# THE TEXAS ADULT EDUCATION CREDENTIAL PROJECT

The Texas Adult Education Credential Project is housed at:

**TEXAS STATE UNIVERSITY**  
SAN MARCOS

The Education Institute - College of Education  
Education Building, Room 2112  
601 University Drive  
San Marcos, Texas 78666

For more information contact:

E-mail: [acredential@tstate.edu](mailto:acredential@tstate.edu)  
Phone: 512-245-2438  
Toll Free: 1-866-798-8767  
Fax: 512-245-8151

Web: <https://www.tset.edu/education/tstate.edu/credential/>



Texas State University-San Marcos is a member of The Texas State University System.  
Publications sold, upon request, be available in an alternative format.

## HISTORY OF THE CREDENTIAL

The Texas Adult Education Credential Project was established in 1998 in response to a call from the field and its professional association, the Texas Association for Literacy and Adult Education (TALAE), for a credential to help professionalize the field of adult education. A core goal of the Credential Model was to link current theory in adult education with practice. Both a pilot and field test of the model were conducted. Based on the feedback from the pilot and field tests, a revised model of the Credential was developed and was implemented in 2004.



1

## CREDITS

The Credential Information Tracking System (Credits) is an online system for documenting and tracking a teacher's progress through the Texas Adult Education Credential. It is an online database into which teachers submit their professional development reflections electronically as they pursue the Credential.

## THE CREDENTIAL ADVISORY COMMITTEE

The Credential Advisory Committee is made up of teachers, administrators, and representatives from professional organizations. The committee provides guidance for making decisions about issues related to the Credential and provides professional and content expertise.

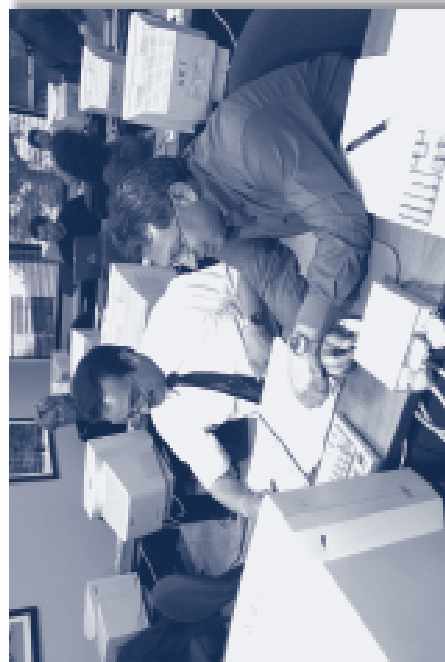


2

## REFLECTIONS

The Official Reflection Scoring Rubric outlines the performance standards required for each reflection. The rubric contains six parts; these parts are called Components. The Components are broad statements specifying the information that the teacher is required to include in the reflection. The Components are:

- Component 1 – Activity Overview:
  - What did you do?
- Component 2 – Purpose and Rationale:
  - Why did you do it?
- Component 3 – Application of Knowledge:
  - How did you apply it?
- Component 4 – Self-Evaluation:
  - How did it work?
- Component 5 – Synthesis and Acculturations:
  - How is what I learned tied to what I already knew?
- Component 6 – Content Point Distributions:
  - How should my points be counted?



5

## CORE CONTENT AREAS

The Adult Credential is based upon six core content areas. These content areas are aligned with the Texas Adult Education Instructor Proficiencies and Indicators of Program Quality (IPQs) as well as research in the field of adult education. Teachers select professional development that is relevant to their current teaching assignment and related to the core content. Teachers are awarded points for the completion of professional development; 150 points are required to earn a Credential. The core content areas are:

- Principles of Adult Learning
- Teaching/Learning Transaction
- Diverse Learning Styles, Abilities, and Cultures
- Integrating Technology into Adult Learning
- Accountability and Assessment
- Contextual Learning



6

## PROFESSIONAL DEVELOPMENT DELIVERY OPTIONS

The Credential Model was designed to allow teachers the flexibility to select professional development activities that best meet their individual needs. The most prevalent delivery options are:

- Half-Day Workshop (2.5 points)
- 1-Day Workshop (5 points)
- 5 Conference Sessions (5 points)
- Study Circle (10 points)
- 2-Day Workshop (10 points)
- Standard Institute (10 points)
- Mentorship (15 points)
- Book Club (15 points)
- Study Circle with Mentorship (25 points)
- Teacher Action Research (25 points)
- University Graduate Course (30 points)
- Online University Graduate Course (35 points)
- Special Intensive Program (35 pts.)



4

## ENROLLING IN THE CREDENTIAL

There are six steps necessary to officially enroll in the Credential

- Step 1. Attend a Professional Development Planning Workshop (PDPW).
- Step 2. Submit a Letter of Intent to the Credential Project.
- Step 3. Obtain a Letter of Support from the teacher's administrator and submit it to the Credential Project.
- Step 4. Complete and submit a Professional Development Plan to the Credential Project.
- Step 5. Obtain, complete and submit a TEASE Application to gain access to Credits. The TEASE application is submitted to Texas LEAPNS.
- Step 6. Assignment in Credits. The teacher's program administrator enrolls or "assigns" the teacher in Credits.

The Credential Model is based upon the professional development that the individual teacher selects and includes in the professional development plan. The model requires the submission of a written reflection after the implementation of knowledge or skills obtained through participation in each professional development activity.



3

- › [ABE Licensure Regulations](#)
- › [Application](#)
- › [Guidelines](#)
- › [Frequently Asked Questions](#)
- › [Teaching Observations](#)
- › [Learner Consent Form](#)

## Massachusetts ABE Teachers License

<http://www.doe.mass.edu/acls/abecert/>

### [Educator Services](#) » [Licensure](#) **Adult Basic Education**

Massachusetts offers a voluntary ABE teacher's license. ABE teachers provide many forms of instruction to academically under-prepared and limited English proficient adults, including adult literacy, secondary education, and English for speakers of other languages. ABE teachers are employed or volunteering in an ABE context (e.g. community adult learning centers, corrections, family literacy, homeless shelters, or workplace education).

#### Types of Licenses

##### **Provisional License:**



A teacher license issued to a person who holds a bachelor's or a master's degree and has passed the Massachusetts Tests for Educator Licensure (MTEL) and met other eligibility requirements established by the Board. The Provisional license is valid for five years from the date of issue.

##### **Professional License:**

A teacher's license issued to a person who has met the eligibility requirements for the license, passed a performance assessment, and met other requirements established by the Board. The Professional license is valid for five years and renewable for additional five-year terms. There are four routes through which prospective and experienced ABE teachers may pursue a professional Adult Basic Education Teacher's License.

#### **Notice to Applicants - Application Deadline for Testing Exemption**

Currently, very experienced ABE practitioners who are seeking an ABE Teacher's License at the professional level are not required to pass the Massachusetts Tests for Educator Licensure (MTEL), which consist of the Communication and Literacy Skills Test and the ABE Subject Matter Test. **However, please note that beginning October 1, 2006, all applicants for the ABE teacher license at the professional level, regardless of route to licensure, will be required to pass both the Communication and Literacy Skills Test and the ABE Subject Matter Test.** In order for applicants to be exempt from passing the MTEL tests they must meet the requirements for a professional license under either route three or four before October 1, 2006 and submit their application for the license before October 1, 2006. Applicants who have completed the requirements before October 1, 2006, with the exception of the performance portfolio, but whose applications are not postmarked before October 1, 2006 will be required to pass both tests.

Therefore, beginning October 1, 2006, all Massachusetts educators applying for licensure will be required to take the [Communication and Literacy Skills test](#)  and a subject matter test in their area of licensure. For those applying for the ABE Teacher's license, the license-specific test is the [Adult Basic Education Subject Matter Test](#) , the first of its kind in the nation, which was introduced in 2004 for those pursuing the ABE license. Test objectives, test preparation materials, and test registration information are available on the Department's web-site at <http://www.doe.mass.edu/mtel/>.

Please note that all documents for the ABE Teachers' License (regulations, guidelines, application, frequently asked questions, etc.) are available on the Department's web-site. Please contact the Department at [licenseabe@doe.mass.edu](mailto:licenseabe@doe.mass.edu) with any questions.

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# A BRIEF HISTORY OF ADULT EDUCATION CERTIFICATION EFFORTS IN MASSACHUSETTS

## Timeline

- *Early 1970's:* Committee on Adult Education (CAE) is formed.
- *1975-8:* Bureau of Adult and Student Services awarded certificates in Adult Education. Boston State College offered two courses in Adult Education for the certification. Due to eventual lack of MDOE support, Adult Education certification was discontinued.
- *1978-85:* Worcester State College offered a Master's degree in Adult Education.
- *1982:* Panel discussions about adult education certification began at the New England regional conferences.
- *1989:* Staff Development and Teacher Certification Task Force, one of a number of statewide initiatives, concluded that a viable staff development system must be established before certification could be discussed.
- *1990:* U.S.D.O.E. 353 grant money is used to establish SABES (System of Adult Basic Education Support), which includes five regional support centers and a central resource center.
- *1990:* CAE is asked to examine certification issue and advise the Board of Education. CAE holds a forum at the Network '92 Conference to collect ideas and opinions.
- *1993:* Teacher Recognition Task Force formed to explore teacher recognition/ certification and recommended a "voluntary system of endorsement based on an assessment of a portfolio that demonstrates a practitioner's knowledge, skills and ability in self-selected areas of ABE. Portfolio assessment would be carried out by a rotating board of current practitioners." In forums across the state, criticism arose over the choice of endorsement over certification and over the means of evaluating portfolios. Some critics felt that their extensive experience rendered the portfolio process punitive. In the face of these reactions, efforts flagged.
- *1993:* New MDOE regulations mandate K-12 recertification every five years, abolishes lifetime certification and grandfathering; October 1994 published guidelines do not include ABE. Committee on Adult Education morphs into the ABE Advisory Council.
- *1995:* ACLS (Adult and Community Learning Services—a division within MDOE) convened a working committee that developed a Draft White Paper, recommending that ABE certification be voluntary, aligned with DOE's K-12 system if possible, and that the DOE Principles of Effective Teaching and Administrative Leadership be adapted for ABE. The Paper also recommended that the process be reviewed five years after establishment. The

Advisory Council discussed and edited the White Paper, added a preliminary list of ABE competencies to be added to K-12 Common Teacher Competencies, and mailed copies to 2,400+ practitioners for comment. 76% of the 5.5% who responded supported the White Paper recommendations.

- *1996:* Advisory Council incorporated feedback into the White Paper, added that ABE certification be mandatory by the Year 2000, and transmitted it to the Commissioner of Education. Working group formed to clarify minimum expectations for teachers. Group also recommended that (1) minimum criteria for employment be determined by local employer; (2) newly drafted ABE Principles of Effective Teaching be used at local level to inform evaluation and staff development; and (3) eligibility criteria for certification include demonstrated ability to teach, knowledge of adult learning, knowledge of subject to be taught, ability to perform non-instructional duties, and ability to reflect on practice and improve. Several ways to demonstrate achievement of these criteria were suggested. Then Deputy Commissioner of Education David Driscoll responded that planners should take advantage of *emerging* rather than *existing* K-12 policies because they would allow more flexibility in the system. Meanwhile, concerned practitioners felt that White Paper responses had been skewed. Efforts ground down.
- *1997:* DOE and SABES formed a work group to design course offerings to support a likely ABE certification process. Five pilot courses were scheduled for development and presentation for 1998-1999, four were presented by January 2000.
- *1998:* State Legislature mandated that DOE establish an ABE teacher certification process by September 1999, that it be voluntary rather than mandatory, and that local employers should not construe the law to mean that they must require ABE certification of any employee. The certification will be valid for five years and renewable every five years thereafter. In response, ACLS established a statewide ABE Certification Advisory Committee. A work group formed to set up pilot courses that could be used to support certification was reconfigured to act as a supporting body for the Advisory Committee. The ABE Certification Advisory Committee consists of representatives from part-time and full time ABE teachers; ABE counselors; ABE administrators; representatives from higher education; MCAE (Mass. Coalition of Adult Educators); corrections; labor; Mass. Teachers' Association; Mass. Federation of Teachers; AEAC (Adult Education Advisory Committee); Mass. ABE Director's Council; MDOE, ACLS, and certification staff.
- *1999:* Two new staff positions were created, one at DOE and one at SABES. Newly hired staff are charged with producing draft products for consideration, collecting data and information, and linking with higher ed. Field response to developments to date were collected through releasing an Interim Report, publishing ABE Teacher Certification Updates, a series of Internet postings, and focus groups across the state. A section within the ACLS web site is set aside of ABE certification and includes a copy of the legislation, The Interim Report, ABE Teacher Certification Meeting Minutes, a summary of the focus groups (Roadshows) and copies of all Certification Updates. [www.doe.mass.edu/acls](http://www.doe.mass.edu/acls) Most postings are also available on the SABES web site: [www.sabes.org](http://www.sabes.org)
- *2000:* Advisory Committee continues to deal with basic issues. ABE Certification Advisory Committee receives an extension until to the end of March, 2000.

### Primary concerns

- Existing certification systems do not guarantee improved teaching.
- A certification should "mean something," and not just be a piece of paper.
- Experienced teachers, and those with K-12 certification, should not be expected to "start over" again.
- Certification should result in higher pay for teachers; however, it is unlikely that it will do so.
- Who can truly judge ABE teaching ability? Few persons outside ABE classrooms really understand what goes on in them.
- ABE teachers do not have the time or money to pursue certification.
- Hands-on experience, and a good understanding of adults, is really all that's needed to teach well.
- The field might lose some of its attractive aspects--flexibility and inclusiveness--and even some of its convenient aspects--part-time and short-term opportunities.

### **Explicit and implicit recommendations**

- The ABE certification should be truly valid and prestigious; in addition, it should not consider lesser forms, such as "recognition" or "endorsement."
- By the same token, it should emphasize reflection on teaching philosophy and practice.
- It should fit in with the DOE K-12 certification process, but only if it is allowed to reflect the true needs, motivations, and aspirations of adult learners.
- It must reflect the realities of ABE teaching by being inclusive, accessible, and low cost.
- It should remain voluntary.
- It should credit teachers for prior knowledge and experience.

## New Teacher Orientation North Carolina

<b>Name: Randy Whitfield – North Carolina</b>	<b>Email: WHITFIELDR.so.ncccs@ncccommunitycolleges.edu</b>
As you began the development process of your new teacher (or program director) orientation, how did you involve the field?	<ul style="list-style-type: none"> <li>• Formed a practitioner committee comprised of local administrators and teachers to determine the content areas and conduct initial review</li> <li>• Presented information sessions at two state conferences for broader field input</li> <li>• Utilized the Advisory Board (comprised of practitioners) to review and edit final content</li> </ul>
What did you use to guide the development of the orientation (e.g., models from other states, practitioner standards, etc.)?	<ul style="list-style-type: none"> <li>• Examined models and content from Kentucky, Indiana, Connecticut, Michigan, and West Virginia</li> </ul>
What are the components and requirements for your orientation process? Is it mandatory or voluntary?	<ul style="list-style-type: none"> <li>• Components:             <ul style="list-style-type: none"> <li>Lesson 1. Introduction to the Adult Learner</li> <li>Lesson 2. Basic Skills in North Carolina</li> <li>Lesson 3. Recruitment, Intake, &amp; Orientation</li> <li>Lesson 4. Planning and Delivering Instruction</li> <li>Lesson 5. Collecting, Documenting, and Reporting Student Achievements</li> <li>Lesson 6. Policies and Procedures</li> <li>Lesson 7. Professional Development</li> </ul> </li> <li>• Part of a recommended overall orientation process including mentoring and other support services</li> <li>• Course includes investigative assignments, audio, video, discussion boards, downloadable resources, and comprehension quizzes.</li> <li>• Voluntary participation</li> </ul>
How are you (or will you be) measuring and tracking the impact of the orientation process?	<ul style="list-style-type: none"> <li>• Local administrators can access electronic status reports on course completion of their new teachers.</li> <li>• Comprehension of content is measured through lesson quizzes and a final course exam.</li> <li>• Course evaluation is built in to the online course.</li> <li>• Local administrators will measure application impact through classroom observation and teacher interviews.</li> </ul>
What recommendations would you give to a state interested in pursuing a similar orientation process?	<ul style="list-style-type: none"> <li>• You don't need to start from scratch. There are lots of good models and content that can be adapted.</li> <li>• Obtaining field input into content and format is critical.</li> <li>• Utilize folks with technical expertise, such as AEPro, for technical support and oversight.</li> <li>• Pilot it thoroughly before statewide implementation.</li> </ul>
How could they use what you've developed to adapt to their own state? What kinds of costs would be involved?	<ul style="list-style-type: none"> <li>• AEPro will package the content so states can adapt it accordingly.</li> <li>• States can then:             <ul style="list-style-type: none"> <li>• revise the content and use in-house staff to host the course on their own learning platform</li> <li>• revise the content and contract with AEPro to re-format the course for hosting on a state learning platform</li> </ul> </li> </ul>

<b>New Teacher Orientation North Carolina</b>	
	<ul style="list-style-type: none"><li>• revise the content and contract with AEPro to (1) re-format the course, (2) host it on AEPro's learning platform, and (3) provide technical support and oversight.</li><li>• Costs will vary depending on the level of changes desired and if in-house staff or AEPro will be making the changes and hosting the course.</li></ul>

## New Teacher Orientation West Virginia

<b>Name: Cathy Shank</b>	<b>Email: <a href="mailto:cshank@access.k12.wv.us">cshank@access.k12.wv.us</a></b>
As you began the development process of your new teacher (or program director) orientation, how did you involve the field?	Years ago, seasoned instructors acting as peer trainers were asked to identify the most important information that needed to be covered. As new initiatives/paperwork requirements were added, different topics were added or removed.
What did you use to guide the development of the orientation (e.g., models from other states, practitioner standards, etc.)?	Years ago, in preparing our Instructor Handbook, we examined other states' handbooks (KY, PA, etc.). A team of peer trainers were contracted to develop an agenda/framework. This was later used to develop an official checklist.
What are the components and requirements for your orientation process? Is it mandatory or voluntary?	Our pre-service orientation is mandatory. See attached pre-service training requirements, pre-service training checklist, and job shadowing/class visit.
How are you (or will you be) measuring and tracking the impact of the orientation process?	Following completion of the training process, new instructors are sent an evaluation (see attached)
What recommendations would you give to a state interested in pursuing a similar orientation process?	It is a big commitment. I would not invest in training unless you know for sure that someone is hired and will take the job.
How could they use what you've developed to adapt to their own state? What kinds of costs would be involved?	The major costs are the production and distribution of the handbook and costs of the trainers' stipends and travel. Local programs pay travel for participants to do job shadowing. Some programs pay for the training hours/others do not.

## WV Adult Basic Education Pre-Service Training

Professional development activities start even before a new practitioner begins working with students. The WVABE pre-service program is designed for practitioners who have not previously worked in the WVABE program; those who are returning after an absence of three or more years; or those who are adding a specialty. Experienced WVABE personnel called Peer Trainers deliver the pre-service program. Eight to fourteen hours of pre-service training must be completed *prior* to working with students.

### Pre-service training includes topics such as:

- Overview of state and local WVABE and literacy programs
- Student enrollment, attendance and reporting
- Adult learner needs
- Student intake and goal setting
- Student assessment and placement
- Planning for instruction
- Program marketing
- Student recruitment and retention
- GED testing process
- Standards and Accountability
- Professional Development
- Assessment Procedures
- Community Resources
- Distance Education
- Serving Special Populations

### Pre-service training is customized for instructors in the following areas:

#### General ABE Instruction:

- Returning WVABE Instructors (out of the program for 3 years or more)
- Institutional Education Instructors
- Family Literacy/Even Start Instructors
- ABE in Community College Instructors
- Long-term and Occasional Substitutes
- Instructional Aides

#### Other Specialized Instruction:

- English as a Second Language (ESL) Instructors
- SPOKES Instructors
- Job Coaches/Career Development Consultants
- Hit the Ground Running (HTGR) Only Instructors
- Distance Education/Cyber-Teachers
- Computer Literacy

The program area in which the instructor will be teaching determines the length of the pre-service training and the topics covered. The following chart indicates the training requirements for each program area. Use the *Professional Development Record* that corresponds to your program area (found in the [Section 11 Appendix](#)) to keep track of what you need to take/have already completed.

## Pre-Service Training Requirements

### *New Personnel*

<b>Training</b>	<b>Hours/Training</b>
Introduction to General ABE for all Classroom Instructors, Instructional Aides, and Substitutes	6 hour pre-service with peer trainer 3 hour observation and job shadowing
General ABE Home-Study for all new Classroom Instructors and Instructional Aides *Substitutes hired on a regular basis for an extended period of time must also complete the home-study.	1 hour advance home-study assignment 1 hour follow-up home-study assignment
Specialized Additional Training for: <ul style="list-style-type: none"> <li>• English as a Second Language (ESL)</li> <li>• Institutional Education</li> <li>• Family Literacy/Even Start</li> <li>• ABE in the Community College</li> <li>• Computer Literacy</li> </ul>	1-3 hour additional pre-service with peer trainer experienced in the specialized area
Specialized Additional Training for: <ul style="list-style-type: none"> <li>• SPOKES</li> </ul>	3-6 hour additional training with peer trainer in the specialized area 3-6 hour observation and job shadowing
Specialized Additional Training for: <ul style="list-style-type: none"> <li>• Job Coaches/Career Development Consultants</li> </ul>	6-9 hour additional training with peer trainer in the specialized area
Specialized Additional Training for: <ul style="list-style-type: none"> <li>• Distance Education Cyber-teachers</li> </ul>	6 hour additional training with distance education peer trainer

### *Returning ABE Instructors*

<b>Training</b>	<b>Hours/Training</b>
Refresher ABE for trained Instructors who have not taught for 3 years or more	3 hour pre-service with peer trainer (selected topics for individual needs)

### *Hit the Ground Running (HTGR) Only Instructors*

<b>Training</b>	<b>Hours/Training</b>
Hit the Ground Running (HTGR) Only	3 hour training with peer trainer 6-9 hour observation/job shadowing

### *Occasional Substitutes*

*(Long-term Substitutes must complete Introduction to General ABE)*

<b>Training</b>	<b>Hours/Training</b>
Home Study for Occasional Substitutes	3 hour observation and job shadowing 1 hour home-study

<b>New Program Director Orientation Kentucky</b>	
<b>Name: Sandra Kestner</b>	<b>Email: sandra.kestner@ky.gov</b>
As you began the development process of your program director orientation, how did you involve the field?	<p>The content of our orientation training for new program directors is based on student outcome data, GED data, NRS data and the goals and priorities of Kentucky Adult Education and the Council on Postsecondary Education (CPE). The KYAE Leadership team determines the agenda each year based on data review and priorities. In addition, the training evaluations are reviewed and revised based on comments from participants.</p> <p>As part of the workshop, we had a panel of experienced program directors to answer questions.</p>
What did you use to guide the development of the orientation (e.g., models from other states, practitioner standards, etc.)?	The agenda was formed from the <i>Five Critical Questions for Adult Education</i> ; the program director competencies were built into the content of the workshop. Reviewing statewide data was also a key component in developing the agenda.
What are the components and requirements for your orientation process? Is it mandatory or voluntary?	<p>1. <i>Orientation to Adult Education</i> online is <b>required</b> to be completed within 90 days of hire. 2. Three days of face-to-face training (one day with a two-day follow-up one month later-- <i>Program Leadership Part I &amp; Part II</i>).</p> <p>Additional <b>required</b> workshops that include:</p> <ul style="list-style-type: none"> <li>• Introduction to TABE &amp; Diagnostic Tools</li> <li>• NRS online modules (6)</li> <li>• Administering the OPT</li> <li>• Scoring the GED Essay</li> <li>• The Program Director as an Instructional Leader (online course).</li> </ul> <p><i>These required courses are to be completed in one year if full-time or two years if part-time.</i></p>
How are you (or will you be) measuring and tracking the impact of the orientation process?	Level 3 evaluation (Follow-up Questionnaire) is emailed to participants two months after the face-to-face Orientation to Program Leadership training program to see if they have used the new knowledge as a result of the workshop, e.g., have they changed their practice; started doing something they hadn't been doing before or stopped doing something that they had been doing incorrectly.

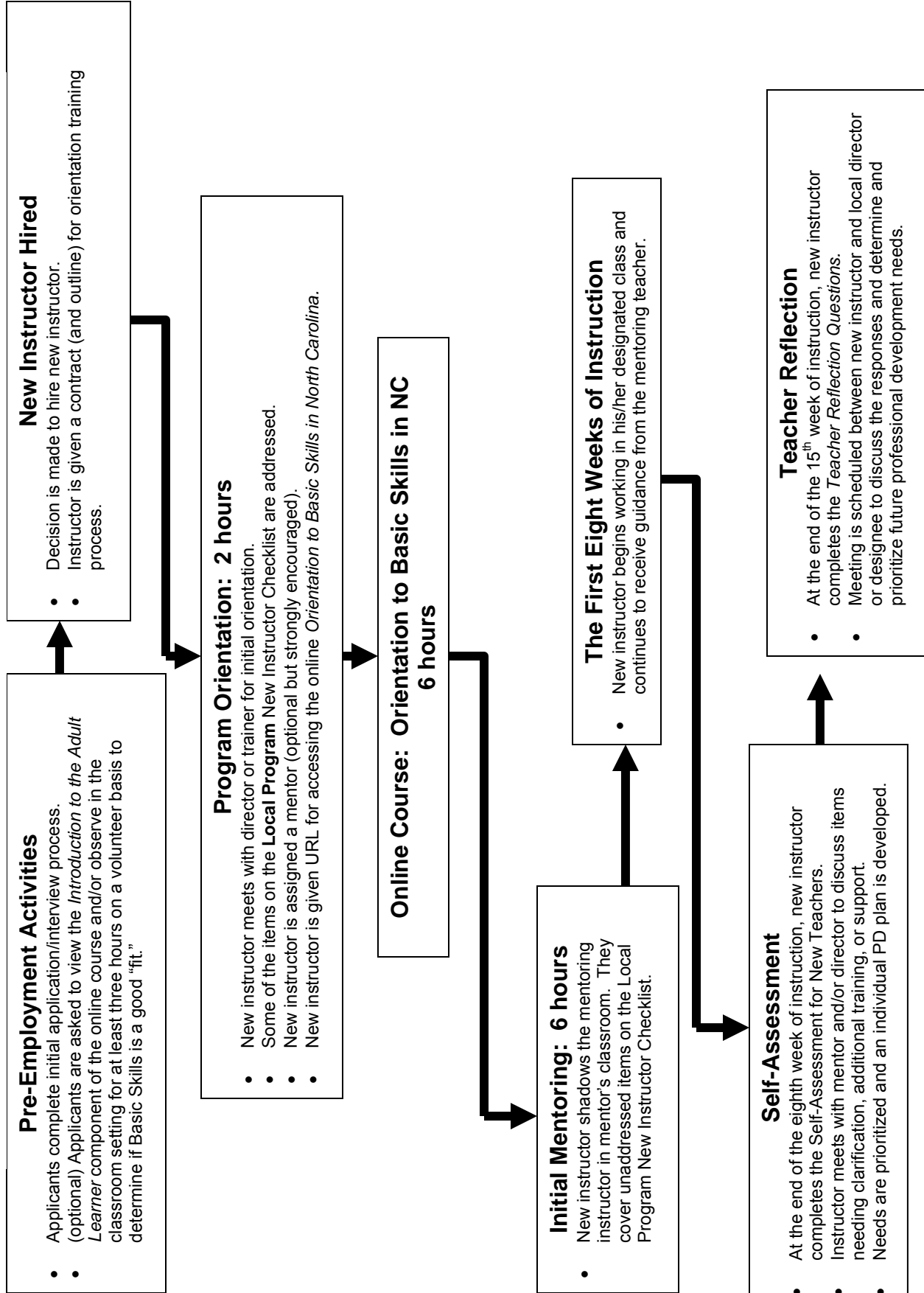
	<p>Participants are required to complete a program self-review between the two workshops. The KYAE regional associates review the forms and may conduct a site visit as a follow-up to address the needs of the new program director.</p>
<p>What recommendations would you give to a state interested in pursuing a similar orientation process?</p>	<ul style="list-style-type: none"> <li>• Use statewide data to determine workshop agenda. Data can include NRS outcome data and program director needs from the self-assessment.</li> <li>• Build an orientation program around the state goals and priorities.</li> <li>• Have ongoing training and support for new program directors throughout the year.</li> <li>• Break the training into manageable “chunks.”</li> <li>• A blended approach works best—both online and face-to-face.</li> <li>• Make the training mandatory and encourage veteran program directors to take the workshop as a refresher every five years.</li> <li>• Use the training as part of technical assistance for struggling programs (require those program directors to attend).</li> </ul>
<p>How could they use what you’ve developed to adapt to their own state? What kinds of costs would be involved?</p>	<p>Developing an online course is the major expense.</p> <p>Kentucky is willing to share anything mentioned in this form. Please contact <a href="mailto:sandra.kestner@ky.gov">sandra.kestner@ky.gov</a></p>

<b>New Program Director Orientation</b>	
<b>Name: Kathi Polis – Leadership Excellence Academies (ProLiteracy American and NAEPDC)</b>	<b>Email: klpolis@suddenlink.net</b>
As you began the development process of your new teacher (or program director) orientation, how did you involve the field?	<ul style="list-style-type: none"> <li>• This online course is a joint venture of ProLiteracy America and NAEPDC.</li> <li>• The content will be piloted with local directors across the country from December, 2007 – March, 2008. Revisions will be made based on field input.</li> <li>• The course will be available in the spring, 2008.</li> </ul>
What did you use to guide the development of the orientation (e.g., models from other states, practitioner standards, etc.)?	<ul style="list-style-type: none"> <li>• Content from other state orientation models was reviewed including Michigan, North Carolina, Indiana, West Virginia, and Connecticut.</li> <li>• The ProNet management competencies were also reviewed to guide content topics.</li> </ul>
What are the components and requirements for your orientation process? Is it mandatory or voluntary?	<ul style="list-style-type: none"> <li>• Six-hour online course to be followed by state-developed/provided face-to-face training and support</li> <li>• Components               <ul style="list-style-type: none"> <li>○ Lesson 1: Introduction to Adult Education</li> <li>○ Lesson 2: Characteristics of Adult Learners</li> <li>○ Lesson 3: Recruitment, Orientation, and Intake</li> <li>○ Lesson 4: Assessment, Curriculum and Instruction</li> <li>○ Lesson 5: Program Management</li> <li>○ Lesson 6: Professional Development</li> </ul> </li> <li>• Course includes investigative assignments, audio, video, discussion boards, lots of downloadable resources, and comprehension quizzes.</li> <li>• Participation requirements will be</li> </ul>

<b>New Program Director Orientation</b>	
	determined by each state.
How are you (or will you be) measuring and tracking the impact of the orientation process?	<ul style="list-style-type: none"> <li>• States can access electronic status reports on course completion of their local directors.</li> <li>• Comprehension of content is measured through lesson quizzes and a final course exam.</li> <li>• Course evaluation is built in to the online course.</li> <li>• States will be asked to measure the impact and application of the orientation course based on the increased knowledge base that their new directors bring to the follow-up face-to-face training conducted by the state.</li> </ul>
What recommendations would you give to a state interested in pursuing a similar orientation process?	<ul style="list-style-type: none"> <li>• New director orientation needs to be a one-two year process, not just a single orientation workshop.</li> <li>• Using an online course as a precursor to face-to-face orientation training provides immediate information to new directors as soon as they assume their new roles and responsibilities.</li> <li>• An effective mentoring process is an important supplement to the online and face-to-face orientation training.</li> </ul>
How could they use what you've developed to adapt to their own state? What kinds of costs would be involved?	<ul style="list-style-type: none"> <li>• The course will be available in the spring, 2008.</li> <li>• States can either contract with ProLiteracy for a group rate or individual directors can access and pay for the course directly.</li> <li>• The cost will be \$129/participant.</li> </ul>



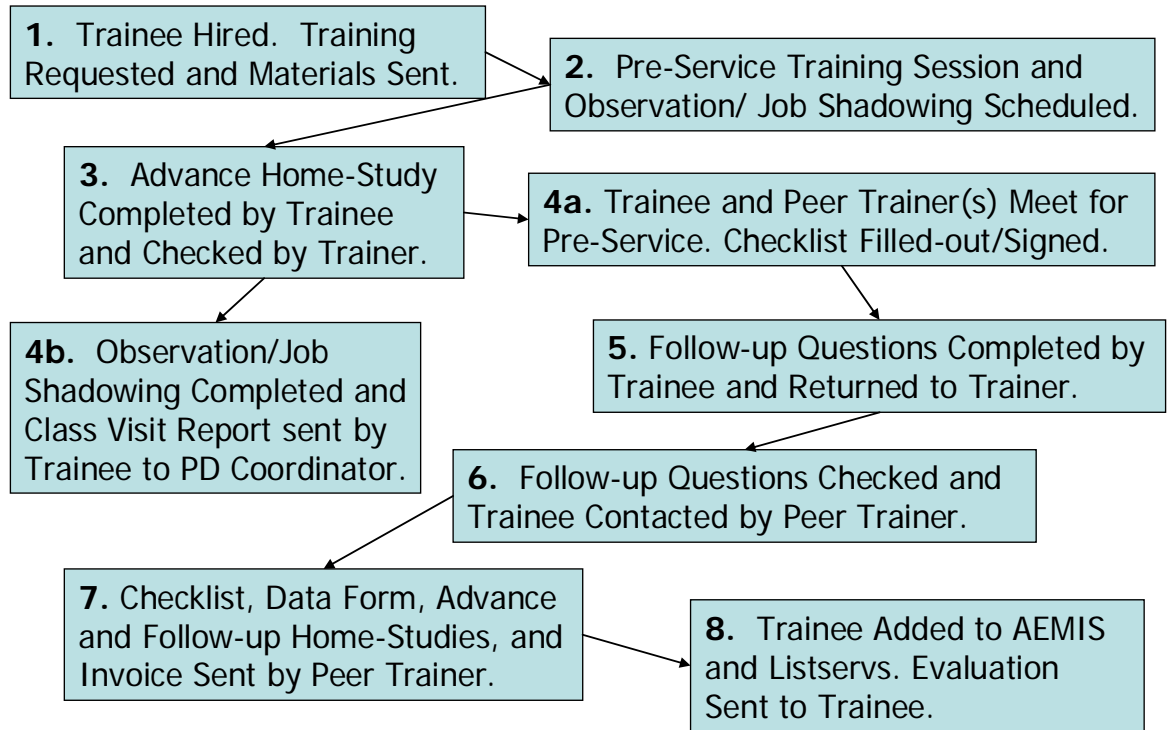
# North Carolina Sample New Instructor Orientation Process



## New Instructor Orientation: Local Program Follow-Up Checklist

Component	Topic to be addressed	Completed ✓
<b>Introduction to the Adult Learner</b>	1. Demographics of the local class population have been shared with the instructor.	
<b>Basic Skills in NC</b>	2. The program's mission and philosophy have been shared with the instructor.	
	3. The organizational structure of the local program has been explained.	
	4. How program areas are organized (ABE, ESL, etc.) and how classes are structured (e.g., multi-level) have been explained.	
	5. The instructor has been given a job description with an explanation of his/her responsibilities.	
<b>Recruitment, Intake, and Orientation</b>	6. The program's procedures for recruitment, orientation, and intake of new students have been explained.	
	7. The instructor has been trained in administering required assessments.	
	8. The instructor has been given a list of required forms to be maintained in student and/or teacher folder	
<b>Planning and Delivering Instruction</b>	9. The instructor has been given a list (or made aware of) community support services available for students.	
	10. The instructor has visited the class site to review available equipment and instructional materials.	
<b>Collecting, Documenting, and Reporting Student Achievements</b>	11. The instructor has received training on using LEIS/data management system.	
	12. The impact of student data on program accountability has been emphasized to the instructor.	
<b>Understanding Policies and Procedures</b>	13. Program-specific forms such as contracts, time sheets, class schedule/calendar, minor permission form, course registration form, drivers' license attendance form, etc. have been explained.	
	14. Program requirements for record-keeping and retention of student records have been explained.	
	15. Program-specific procedures such as student confidentiality, procedures for accident/emergency, inclement weather, discipline/grievance, student sign in/sign out, and computer usage have been explained.	
	16. Program accountability for specific tests used in individual programs have been explained.	
	17. Local GED testing procedures have been explained.	
	18. The instructor has received the local instructors' manual, if available.	
	19. The local audit policy has been explained.	
	20. Program-specific procedures for working with special needs students have been explained.	
<b>Professional Development</b>	21. Procedures, requirements, and documentation for participation in professional development have been explained.	
	22. A list/calendar of locally-available PD activities has been given to the instructor.	
	23. Information has been given on where videotapes and other staff development items are located, accessed, and used.	
	24. The instructor has been given the New Instructor Self Assessment checklist (after the 8 <sup>th</sup> week of instruction).	
	25. The instructor has been given the opportunity to evaluate the orientation process.	

# WVABE Pre-Service Training Flowchart



**PRE-SERVICE TRAINING CHECKLIST  
WVABE PROGRAM  
2007-2008**

**Note:** The new practitioner should receive a copy of this completed checklist. Within five days after completion of all training components, the Peer Trainer should send the original completed Checklist, the Pre-service Data form, and the Home Studies to: Cathy Shank, ABE Professional Development Coordinator.

**Please Print:**

Trainee Name: \_\_\_\_\_ General ABE Peer Trainer: \_\_\_\_\_

Specialized Peer Trainer(s): \_\_\_\_\_

**For Specialized Areas (Computer Literacy, ABE in Community Colleges, ESL, Family Literacy/Even Start, Institutional Education and SPOKES):**  
Refer to the appropriate items in the shaded boxes and attached pages.

**Advance Home Study**

New practitioners were mailed the WVABE Instructor Handbook and Home Study materials. They were asked to read Handbook Sections 1, 3, 4, 10, 11 (and 14 for ESL, 15 for Institutional Education) and complete the Advance Home Study before meeting with the Peer Trainer. **The Peer Trainer should discuss/correct the answers and mark this checklist.**

**ABE Program Components**

<b>Handbook, Section 1 (15 for Institutional Ed)</b>	<b>Check and/or Note Resources Used</b>	<b>Trainer Initials</b>
<ul style="list-style-type: none"> <li>• Overview: Vision, Mission, Core Values, Goals</li> <li>• Components of WVABE</li> <li>• Status of Adult Literacy Education in WV</li> <li>• Partners</li> <li>• Program Contacts</li> <li>• Acronyms</li> </ul>	<input type="checkbox"/> Handbook, Section 1	
	<b>For ABE in Community College Instructors:</b> <input type="checkbox"/> Special Terminology related to community colleges and higher education.	
	<b>For Institutional Education Instructors:</b> <input type="checkbox"/> Handbook, Section 15: OIEP mission, vision, and philosophy; prison terminology	

**Meeting the Needs of Adult Learners**

<b>Handbook, Sections 3, 10 (14 for ESL; 15 for Institutional Ed)</b>	<b>Check and/or Note Resources Used</b>	<b>Trainer Initials</b>
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<ul style="list-style-type: none"> <li>• Characteristics of Undereducated Adult Learners</li> <li>• Addressing Basic Human Needs—Interventions Required by WVABE</li> <li>• Screening for Barriers to Learning and Special Learning Needs and Referral</li> <li>• Learning Disabilities and Other Special Needs</li> <li>• Techniques-Working with Adults with LD</li> <li>• Assessing Learning Styles <ul style="list-style-type: none"> <li>◦ Learning Styles Inventories (print &amp; online)</li> </ul> </li> </ul>	<input type="checkbox"/> Handbook, Section 3 <input type="checkbox"/> Handbook, Section 10	
	<b>For ESL Instructors:</b> <input type="checkbox"/> Handbook, Section 14: ESL Registration/Interview, ESL Learning Styles Inventory	
	<b>For Institutional Education Instructors:</b> <input type="checkbox"/> Handbook, Section 15: Teaching Difficult Adults	

**Intake and Enrollment**

<b>Handbook, Section 4 (14 for ESL; 15 for Institutional Education)</b>	<b>Check and/or Note Resources Used</b>	<b>Trainer Initials</b>
<ul style="list-style-type: none"> <li>• Eligibility for ABE Program Enrollment.</li> <li>• Enrollment Guidelines. <ul style="list-style-type: none"> <li>◦ Cannot serve foreigners with F-1 student visas in ESL classes and on community college campus.</li> </ul> </li> <li>• Student Confidentiality.</li> <li>• Must sign the Confidentiality Agreement (attached to this checklist).</li> </ul>	<input type="checkbox"/> Handbook, Section 4 (including release forms in Appendix)	
	<b>For ESL Instructors:</b> <input type="checkbox"/> Handbook, Section 14, Intake	
	<b>For Institutional Education Instructors:</b> <input type="checkbox"/> Handbook, Section 15	

**Resources for the Adult Educator**

<b>Handbook, Section 10</b>	<b>Check and/or Note Resources Used</b>	<b>Trainer Initials</b>
<ul style="list-style-type: none"> <li>• WV Special Needs Directory for referral of students with special needs/barriers.</li> </ul>	<input type="checkbox"/> Handbook, Section 10 <input type="checkbox"/> ConXtions	

**Professional Development**

<b>Handbook, Section 11</b>	<b>Check and/or Note Resources Used</b>	<b>Trainer Initials</b>
<ul style="list-style-type: none"> <li>• ABE Professional Development.</li> <li>• Identify specific requirements for specialty (ABE, SPOKES &amp; HTGR, ESL).</li> <li>• Identify specific requirements for employment type (F/T, Sub, etc.).</li> <li>• Identify CORE sessions that must be taken before June 30.</li> <li>• Identify suggestions for alternative elective credit (class visit, Verizon Online Campus, e-Learning).</li> <li>• Frequently Asked Questions.</li> </ul>	<input type="checkbox"/> Handbook, Section 11 <input type="checkbox"/> Individual Professional Development Record <input type="checkbox"/> Online Calendar: <a href="http://wvabe.org">http://wvabe.org</a>	
	<b>For ABE in Community College Instructors:</b> <input type="checkbox"/> Special Training Opportunities: Community College Assoc., WV Assoc. of Develop. Educators	
	<b>For ESL Instructors:</b> <input type="checkbox"/> Special Training Opportunities: WVTESOL Spring Conference	

	<b>For Family Literacy Instructors:</b> <input type="checkbox"/> Special Training Opportunities:	
	<b>For Institutional Education Instructors:</b> <input type="checkbox"/> Special Training Requirements/Opportunities: OIEP Fall Conference	

E-mail Account		
E-mail	Check and/or Note Resources Used	Trainer Initials
<ul style="list-style-type: none"> <li>• E-mail address required for entry into and use of AEMIS (Adult Education Management Information System).</li> <li>• Must have E-mail before beginning to teach.</li> </ul>	<input type="checkbox"/> Contact local program administrator to obtain an @access.k12.wv.us account or set up a web-based account (Yahoo, etc.) <input type="checkbox"/> E-mail address is listed on data form.	

<ul style="list-style-type: none"> <li>• <i>Advance Home Study Completed</i></li> </ul>	<input type="checkbox"/> <i>Responses checked and approved by Peer Trainer</i>	
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<b>Pre-Service Components Delivered by the Peer Trainer</b>
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Intake and Enrollment		
Handbook, Sections 4, 3, 13, 8, 14, 2, 9 (14 for ESL, 16 for SPOKES/HTGR, 17 for Family Literacy)	Check and/or Note Resources Used	Trainer Initials
<ul style="list-style-type: none"> <li>• Exchanging Student Information               <ul style="list-style-type: none"> <li>o Release of Strictly Confidential Information to Local Staff or Volunteers</li> <li>o Release of Information to External Agencies or Individuals</li> <li>o Print forms on local program letterhead</li> </ul> </li> </ul>	<input type="checkbox"/> Handbook, Section 4: Student Confidentiality <input type="checkbox"/> Section 4 Appendix: Confidentiality Forms	
	<b>For ABE in Community College, HTGR, Institutional Ed, and SPOKES Instructors, and Job Coaches:</b> <input type="checkbox"/> Special Procedures/forms for sharing student data between partner agencies (colleges, correctional institutions, DHHR, WIBs, etc.)	
	<b>For Family Literacy Instructors:</b> <input type="checkbox"/> Handbook, Section 17: Considerations in Coordinating Child/Parent Programs and Activities	

<ul style="list-style-type: none"> <li>• File Management <ul style="list-style-type: none"> <li>o Permanent Program-Intake/Progress file for each student</li> <li>o Strictly Confidential Files for specific students</li> <li>o Student Working file/folder</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 4: WVABE Program Student Intake/Progress Files</li> <li><input type="checkbox"/> Section 4 Appendix; Program Files Checklist</li> <li><input type="checkbox"/> <b>Peer Trainer brings:</b> samples of each type of file</li> </ul>	
<ul style="list-style-type: none"> <li>• Establishing a Comfortable Environment at Intake <ul style="list-style-type: none"> <li>o Scheduled Intake</li> <li>o Avoid administering full battery of tests first day</li> </ul> </li> <li>• Orientation and Intake Process (in general/local) <ul style="list-style-type: none"> <li>o Program Overview <ul style="list-style-type: none"> <li>▪ Class Site Rules (may include dress code)</li> <li>▪ Rights &amp; Responsibilities</li> <li>▪ Code of Conduct</li> <li>▪ Local Acceptable Use Policy for Internet/Technology</li> <li>▪ Optional Media Release</li> </ul> </li> <li>o Informal Goal-setting</li> <li>o Registration and Release of Information Form</li> <li>o Learning Needs/Barriers Screening <ul style="list-style-type: none"> <li>▪ Roadblocks/Barriers questions</li> <li>▪ Screening for Special Learning Needs: making referrals when needed, confidential file for documented disabilities</li> </ul> </li> <li>o Strengths Identification <ul style="list-style-type: none"> <li>▪ Learning Styles</li> <li>▪ Standardized Assessment Locator/Appraisal</li> </ul> </li> <li>o Standardized Pre-tests</li> <li>o Private Interview/Plan of Study <ul style="list-style-type: none"> <li>▪ Student Commitment Contract samples</li> </ul> </li> <li>o Setting and Tracking Program Goals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 4 and Appendix: Checklist for Student Orientation and Intake, Sample forms</li> <li><input type="checkbox"/> Section 3 Appendix: Self-Assessment Survey, WV Learning Needs Screening, Plan for Reducing Barriers, Learning Styles Inventories, Computer Literacy Only Self-Assessment Checklist</li> <li><input type="checkbox"/> <b>Peer Trainer brings:</b> Local Program Orientation/Registration materials and Learning Styles and Screening Instruments</li> </ul>	
	<p><b>For ABE in Community Colleges Instructors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Special Intake Procedures/Enrollment forms for college.</li> </ul>	
	<p><b>For HTGR Instructors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Special Intake Procedures</li> <li><input type="checkbox"/> Handbook, Section 16: WIA referral form, Screening/ Assessment Results from WIA caseworker, Information Sheet</li> </ul>	
	<p><b>For Institutional Education Instructors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Application for Education</li> <li><input type="checkbox"/> Adult Education Transcript Card</li> <li><input type="checkbox"/> Job Contract</li> <li><input type="checkbox"/> Classroom Rules and Procedures</li> <li><input type="checkbox"/> Transfer of Students Between Facilities</li> </ul>	
<ul style="list-style-type: none"> <li>• Orientation for Specific Student Types <ul style="list-style-type: none"> <li>o Distance Education</li> <li>o ESL</li> <li>o 16-18 year olds</li> <li>o GED Fact Sheet (as appropriate for youth)</li> </ul> </li> <li>• Student Contract (as appropriate for distance education, youth, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Section 13 Appendix: AdvantageGED Orientation Check-off, Student Contract</li> <li><input type="checkbox"/> Handbook, Section 8: Rules for Testing Age 18 and Under; Appendix: Official School Information Form</li> </ul>	
	<p><b>For ESL Instructors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 14: Intake, ESL Registration/ Background Interview</li> </ul>	

<ul style="list-style-type: none"> <li>• <b>Job Coaches Only</b> <ul style="list-style-type: none"> <li>o Identifying Barriers to Employment</li> <li>o Individual Training/Employment Plans</li> </ul> </li> </ul>	<p><b>For Job Coaches:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment Inventories and Goal-setting tools:</li> <li><input type="checkbox"/> O-NET Career Interests Inventory, Career Exploration Inventory (CEI), Barriers to Employment Success Inventory (BESI)</li> <li><input type="checkbox"/> Individual Employment Plan (IEP)</li> </ul>	
<ul style="list-style-type: none"> <li>• ABE/ESL Program Models <ul style="list-style-type: none"> <li>o Always follow local policy</li> <li>o Entry Models: Managed-Entry vs. Open-Entry</li> <li>o Delivery Models</li> <li>o Intake Structures: <ul style="list-style-type: none"> <li>▪ Managed Intake vs. Open Intake</li> <li>▪ Centralized Intake: Conducted at ONE location for whole program; student information is forwarded to each class site</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 4</li> <li><input type="checkbox"/> <b>ABE Peer Trainer brings/explains:</b> Local procedures/forms/packets</li> </ul>	
	<p><b>For Specialized Instructors (ABE in Community Colleges, ESL, Family Lit, Institutional Ed):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Specialized Peer Trainer brings/explains:</b> Special procedures/forms/packets</li> </ul>	
<ul style="list-style-type: none"> <li>• SPOKES/HTGR Program Models</li> </ul>	<p><b>For HTGR and SPOKES Instructors and Job Coaches:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Specific Intake Structure</li> <li><input type="checkbox"/> Handbook, Section 16</li> </ul>	
<ul style="list-style-type: none"> <li>• Personal Goal-setting Activities</li> <li>• NRS/Program Goals <ul style="list-style-type: none"> <li>o Instructor selects primary program goal/records in AEMIS prior to 13th hour of instruction.</li> <li>o Revisit program goals after interim assessment.</li> <li>o Program automatically held accountable for “improve basic skills” (checked or not).</li> <li>o Only select GED, higher education/training, and job-related goals that are <u>achievable</u> and can be <u>verified by data-match using SSN</u>: <ul style="list-style-type: none"> <li>▪ GED: test taken ‘in state’ before Sept.30, 2007; results recorded by Oct. 31, 2007.</li> <li>▪ Higher Education/Training: enrolled in state institution/training program by Oct. 31, 2007.</li> <li>▪ Obtain a Job: employed ‘in state’ in the first quarter following withdrawal from program.</li> <li>▪ Retain a Job: still employed during third quarter following withdrawal from program.</li> <li>▪ Note: Out-of-state achievements and achievements of students with no SSN or no signed release of information cannot be data-</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 4</li> <li><input type="checkbox"/> Section 4 Appendix: Sample Goal-setting and Goal-tracking Activities</li> <li><input type="checkbox"/> HTGR or SPOKES Goal-setting module</li> <li><input type="checkbox"/> Personal Goal Planner packet</li> <li><input type="checkbox"/> <b>Peer Trainer brings:</b> Local Goal-setting and Goal-tracking Activities</li> <li><input type="checkbox"/> Section 2 Appendix, ABE 400A form</li> <li><input type="checkbox"/> Handbook, Section 9: How is each Core Outcome Actually Measured?</li> <li><input type="checkbox"/> AEMIS User’s Guide</li> </ul>	
	<p><b>For Family Literacy:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 17: Teaching Adults in a Family Literacy Program: Survey of Parental Involvement in Schools; ABE Personal Goals Checklist: Family Goals</li> </ul>	
	<p><b>For Specialized Instructors (ABE in Community Colleges, Computer Literacy, ESL, EL/Civics, Family Lit, HTGR, Institutional Ed, SPOKES):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Specific goals to choose</li> </ul>	

<p>matched. Do not select these goals.</p> <ul style="list-style-type: none"> <li>o Select different goals for different student types (Computer Literacy, ESL, Family Literacy, etc.)</li> <li>• Goal-tracking Activities</li> </ul>		
<p><b>For ESL Instructors:</b></p> <ul style="list-style-type: none"> <li>• Careful to use SSN; not TIN; no made up SSN.</li> <li>• If no valid SSN, careful not to choose GED, Higher Education, or Job Goals.</li> </ul>	<p><b>For ESL Instructors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 14: Needs Assessment</li> </ul>	

<b>Assessment and Placement in the Classroom</b>		
<b>Handbook, Section 12 (14 for ESL; 17 for Institutional Ed, 16 for SPOKES)</b>	<b>Check and/or Note Resources Used</b>	<b>Trainer Initials</b>
<ul style="list-style-type: none"> <li>• General Assessment Protocol               <ul style="list-style-type: none"> <li>o Must use approved standardized assessments; parallel forms for pre-, interim, and post-tests.                   <ul style="list-style-type: none"> <li>▪ Pre-test within first 12 hrs</li> <li>▪ Interim test within 70 to 100 hrs (counts as withdrawal level if withdrawal information is not available)</li> <li>▪ Post-test before withdrawal or at close of program year (no sooner than 50 hours following previous assessment)</li> </ul> </li> <li>o Without interim or post-test score—no progress may be claimed.</li> <li>o Only required to assess in student goal areas.</li> <li>o At a minimum post-test in lowest area.</li> <li>o OPT cannot be used as post-test.</li> </ul> </li> <li>• Guidance on Specific Types of Students: Computer Literacy, Work-based Project Learner, ESL, Spanish, Documented Disabilities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 12: General Assessment Protocol</li> <li><input type="checkbox"/> Call hotline for assessments in special formats/other languages.</li> </ul>	
	<p><b>For Specialized Instructors (ESL, Citizenship, GED):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 12: Guidance on Specific Students</li> </ul>	
	<p><b>For Computer Literacy Only:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Computer Literacy Self-Assessment Checklist</li> </ul>	
	<p><b>For Institutional Education Instructors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access to Permanent Files/Previous Test History Classification Reports</li> <li><input type="checkbox"/> ScanTron/Computerized Prescriptive Report (if applicable)</li> </ul>	
	<p><b>For HTGR and SPOKES Instructors and Job Coaches:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Screening/Assessment Results from Assessment Specialists via DHHR caseworker</li> <li><input type="checkbox"/> Check AEMIS for Assessment Results</li> </ul>	

<ul style="list-style-type: none"> <li>• Standardized Assessment Tool to be Used</li> <li>• Recording Assessment Results (Scale Score, GE, WorkKeys Level) on the 400A for the Specific Assessment Instrument(s).</li> <li>• Recording Results for Special Students <ul style="list-style-type: none"> <li>o For ESL: Select ESL Instruments</li> <li>o For SPOKES : Record GE for Reading/Math only and WorkKeys Scores</li> </ul> </li> </ul>	<input type="checkbox"/> Handbook, Section 12: Recommended Assessments (Refer to section on actual instrument to be used.) <input type="checkbox"/> Demonstrate Assessment Instrument and Answer Sheet or Test Results page. Check all that apply: <input type="checkbox"/> TABE <span style="float: right;"><input type="checkbox"/> ESL/BEST</span> <input type="checkbox"/> CASAS <span style="float: right;"><input type="checkbox"/> ESL/BEST Plus</span> <input type="checkbox"/> Computer Lit Checklist <span style="float: right;"><input type="checkbox"/> ESL CELSA</span> <input type="checkbox"/> WorkKeys <span style="float: right;"><input type="checkbox"/></span> ESL/CASAS <input type="checkbox"/> Individual Summary Report on DHHR/TANF clients <input type="checkbox"/> Check AEMIS for previous test scores.	
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<b>Reporting, Performance Standards, and Program Accountability</b>		
<b>Handbook, Sections 2, 4, and 9 (14 for ESL; 16 for SPOKES)</b>	<b>Check and/or Note Resources Used</b>	<b>Trainer Initials</b>
<ul style="list-style-type: none"> <li>• General Enrollment and Attendance Guidelines <ul style="list-style-type: none"> <li>o Contact hours</li> <li>o Enrollment formula</li> </ul> </li> <li>• Weighted Contact Hours for Students with Documented Disabilities</li> <li>• Distance Education/AdvantageGED</li> <li>• WIA applicants</li> </ul>	<input type="checkbox"/> Handbook, Section 2 <input type="checkbox"/> Required Monthly Contact Hours: _____ <input type="checkbox"/> Required Monthly Enrollment: _____ <input type="checkbox"/> AEMIS User's Guide <input type="checkbox"/> Other:	
<ul style="list-style-type: none"> <li>• NRS Core Measures for Your County/Program</li> <li>• What If Program Falls Below Core Measures?</li> <li>• On-Site Evaluation</li> </ul>	<input type="checkbox"/> Handbook, Section 9: Program Performance <input type="checkbox"/> Section 9 Appendix: Summary of Federal Core Indicators, Measures Selected by Counties, On-Site Evaluation Self-Assessment for Teachers <input type="checkbox"/> Other:	

<ul style="list-style-type: none"> <li>• Specialized Program Guidelines <ul style="list-style-type: none"> <li>o Special Sign-in sheets</li> <li>o Activities that do not count for attendance.</li> </ul> </li> </ul>	<b>For Family Literacy Instructors:</b> <input type="checkbox"/> Activities that do not count for attendance	
	<b>For HTGR and SPOKES Instructors:</b> <input type="checkbox"/> Handbook, Section 16 Appendix: Daily Sign-in and Student Timesheets <input type="checkbox"/> Handbook, Section 16: SPOKES Guidelines	

<ul style="list-style-type: none"> <li>• AEMIS Management <ul style="list-style-type: none"> <li>o Local procedures (paper/pencil or AEMIS)</li> <li>o Identify who will enter data</li> </ul> </li> <li>• ABE Reports/AEMIS <ul style="list-style-type: none"> <li>o New Class Information Form</li> <li>o ABE 400 A &amp; B Form (Student Intake/Exit) <ul style="list-style-type: none"> <li>▪ Instructor must fill in (Only Key Information may be filled-in by student)</li> <li>▪ Must keep paper copy in file; may be AEMIS print-out.</li> <li>▪ Goal-setting tips</li> <li>▪ For specialized programs: Attention to Program Type, Student Type, Referral Source, and Goals</li> </ul> </li> <li>o ABE 300 Form (Monthly Attendance) <ul style="list-style-type: none"> <li>▪ Logging attendance</li> <li>▪ Instructor responsible for data quality; check monthly report online</li> </ul> </li> <li>o ABE 300A Form (Class Summary) <ul style="list-style-type: none"> <li>▪ Automatically generated by AEMIS</li> <li>▪ Instructor responsible for data quality; check monthly report online</li> </ul> </li> <li>o AEMIS NRS Tables 4, 5, and 13</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 2</li> <li><input type="checkbox"/> Section 2 Appendix: New Class Information Form, ABE 400A/B, ABE 300</li> <li><input type="checkbox"/> AEMIS User's Guide</li> <li><input type="checkbox"/> AEMIS: <a href="http://www.wvabe.org/AEMIS">www.wvabe.org/AEMIS</a></li> <li><input type="checkbox"/> AEMIS Data Manager (if applicable): <ul style="list-style-type: none"> <li>o Name: _____</li> <li>o Phone: _____</li> </ul> </li> </ul>	
	<input type="checkbox"/> <b>Peer Trainer brings:</b> sample of required forms for appropriate specialized area ( <b>General ABE, Computer Literacy, ESL, Family Lit, Community College, HTGR, Institutional Ed, SPOKES</b> ) and demonstrates items to fill out for specific group	
	<b>For ESL Instructors:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 14: Intake</li> </ul>	
<ul style="list-style-type: none"> <li>• WVABE General Release of Information Form <ul style="list-style-type: none"> <li>o Read aloud and signed</li> <li>o Without signed release, SSN cannot be used for data-matching on goals</li> </ul> </li> <li>• Care in selecting program goals for students with no release or no SSN</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook Section 4 and Appendix</li> <li><input type="checkbox"/> Other:</li> </ul>	
<ul style="list-style-type: none"> <li>• Additional Reports for Specialized Programs</li> </ul>	<b>For ABE in Community College Instructors:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reports required by college</li> <li><input type="checkbox"/> Campus data collection procedures</li> <li><input type="checkbox"/> Computer systems: BANNER, NOVELL, or IMAGE</li> </ul>	
	<b>For Family Literacy Instructors:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> NCFL-National Center for Family Literacy (for Kanawha County Only)</li> <li><input type="checkbox"/> Other Specialized County Forms: _____</li> <li><input type="checkbox"/> Anecdotal info for Parent Ed Profile (PEP)</li> <li><input type="checkbox"/> Class attendance, test scores, achievements</li> </ul>	
	<b>For HTGR Instructors:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> HTGR Teacher Training Packet: Absence Sheet, WorkKeys Student Progress Report</li> </ul>	

	<b>For Institutional Education Instructors:</b> <input type="checkbox"/> Inmate payroll <input type="checkbox"/> Disciplinary and Incident reports <input type="checkbox"/> Suspension from school <input type="checkbox"/> Segregated housing	
	<b>For SPOKES Instructors:</b> <input type="checkbox"/> Section 16 Appendix: Supplemental Monthly Report	

Assessment to Instruction in the ABE Classroom		
Handbook, Sections 5 and 6, and 12 (14 for ESL, 17 for Family Lit, 16 for SPOKES)	Check and/or Note Resources Used	Trainer Initials
<ul style="list-style-type: none"> <li>• Competency-Based Instruction</li> <li>• General ABE Curriculum</li> </ul>	<input type="checkbox"/> Handbook, Section 5 <input type="checkbox"/> WV SKILLS Curriculum (available from the CTRC 1-800-982-5627)	
<ul style="list-style-type: none"> <li>• Computer Literacy Curricula</li> </ul>	<b>For Computer Literacy Instructors:</b> <input type="checkbox"/> <i>This is the On Button</i> <input type="checkbox"/> 21 <sup>st</sup> Century Toolbox: <a href="http://quest.portaportal.com/wvabe">http://quest.portaportal.com/wvabe</a>	
<ul style="list-style-type: none"> <li>• ESL Curricula</li> </ul>	<b>For ESL Instructors:</b> <input type="checkbox"/> Handbook: Section 14, Curriculum <input type="checkbox"/> Multi-level ESL Curriculum Guide; Hogar Hispano Curriculum; REEP Curriculum	
<ul style="list-style-type: none"> <li>• Online Curricula</li> </ul>	<b>For Distance Ed/Cyber Teachers:</b> <input type="checkbox"/> Online Curricula (PLATO)	
<ul style="list-style-type: none"> <li>• Family Literacy Curricula</li> </ul>	<b>For Family Literacy Instructors:</b> <input type="checkbox"/> Cross-walking (coordinating) adult academics with children's curricular activities <input type="checkbox"/> Examples: Parenting Sure and Simple, Jumpstart, Equipped for the Future (EFF) Roles, etc. <input type="checkbox"/> WV SKILLS: Family Literacy and Parenting Section	
<ul style="list-style-type: none"> <li>• HTGR and SPOKES Curricula</li> </ul>	<b>For HTGR and SPOKES Instructors and Job Coaches:</b> SPOKES Curriculum Modules, Teacher Guide and Checklists (available free to you from the CTRC 1-800-982-5627): Work Process (Employability) Skills and Workplace Reading and Math <input type="checkbox"/> HTGR Curriculum & Guide <input type="checkbox"/> Computer Literacy CD and Handouts <input type="checkbox"/> Handbook, Section 16 and Appendix: Specialized Schedules; Criteria for Certificates	

<ul style="list-style-type: none"> <li>• Assessment to Instruction Process <ul style="list-style-type: none"> <li>o Global assessment of basic skills and needs</li> <li>o Program placement and FFL</li> <li>o Plan for curriculum and instruction</li> <li>o Monitor progress</li> <li>o Verify gains</li> <li>o Record achievements</li> </ul> </li> </ul>	<input type="checkbox"/> Handbook, Section 5	
<ul style="list-style-type: none"> <li>• How to Determine Federal Functioning Levels (FFLs) for ABE, ESL and Computer Literacy</li> </ul>	<input type="checkbox"/> Handbook, Section 12 : General Assessment Protocols; Guidance on Specific Types of Students	
<ul style="list-style-type: none"> <li>• <b>ABE, ESL, Computer Literacy Only:</b> <ul style="list-style-type: none"> <li>o WV Instructional Goals and Objectives (IGOS)</li> <li>o Verification Checklists for the Essential IGOs Used to Chart Student Progress: <ul style="list-style-type: none"> <li>▪ ABE: Reading; Writing/Composition; Math</li> <li>▪ ESL: Reading/Writing; Oral Communication</li> <li>▪ Computer Literacy</li> <li>▪ GED: Math, Reading, Science, Social Studies, Writing</li> </ul> </li> </ul> </li> </ul>	<input type="checkbox"/> Handbook, Section 6 <input type="checkbox"/> WVABE Website <a href="http://wvabe.org">http://wvabe.org</a> <ul style="list-style-type: none"> <li><input type="checkbox"/> Checklists (ABE, ESL, Computer Literacy, GED)</li> <li><input type="checkbox"/> Performance Descriptors (ABE)</li> <li><input type="checkbox"/> Benchmark Tasks for ABE (available from the CTRC 1-800-982-5627)</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Instructors Providing GED Preparation Only</b> <ul style="list-style-type: none"> <li>o Care in marking GED as a goal <ul style="list-style-type: none"> <li>▪ Must be FFL #3 or higher</li> <li>▪ GED must be achievable by Oct. 31, 2007</li> <li>▪ Can be added at interim if progress/OPT score show likelihood of passing GED</li> </ul> </li> <li>o Using the GED Official Practice Test (OPT) <ul style="list-style-type: none"> <li>▪ Use OPT to show readiness for GED tests</li> <li>▪ Student at FFL #5 or #6, should take individual part of OPT to show readiness for corresponding GED test</li> <li>▪ Record TABE or CASAS post-test score for lowest area (reading, math, language) before administering OPT assessment</li> <li>▪ OPT versions for special students</li> </ul> </li> </ul> </li> </ul>	<p><b>For Instructors Who Provide GED Preparation As Part of the Program:</b></p> <input type="checkbox"/> Official Practice Test (OPT) <input type="checkbox"/> Practice with answer sheet and scoring <input type="checkbox"/> Option: Instructor takes OPT to know what students must know <input type="checkbox"/> Handbook, Section 6 <input type="checkbox"/> Handbook, Section 12: Guidance on Specific Types of Students <input type="checkbox"/> Spanish and French versions for foreign language students; large print and audiocassette versions for students with LD and vision impairments--available from Adult Education and Literacy Info. Network: call Literacy Hotline, 1-800-642-2670	
<ul style="list-style-type: none"> <li>• <b>HTGR, SPOKES ONLY:</b> <ul style="list-style-type: none"> <li>o Modules</li> <li>o Certification and/or WorkKeys Levels</li> <li>o Ready to Work certificate issued by State</li> </ul> </li> </ul>	<p><b>For HTGR and SPOKES Instructors:</b></p> <input type="checkbox"/> Module Pre/Post Tests <input type="checkbox"/> Skills Checklists <input type="checkbox"/> Certificates: Through the Customer's Eyes, Ready to Work, Achievement, Participation, and/or Completion.	

<ul style="list-style-type: none"> <li>• Selection of Materials to Match Program of Study, IGOs, and Learning Styles</li> <li>• Recommended Materials (Print and Multi-media)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 5</li> <li><input type="checkbox"/> <b>Peer Trainer Brings/Shows:</b> Favorite Materials</li> <li><input type="checkbox"/> CASAS Curriculum Guide</li> <li><input type="checkbox"/> GED preparation materials (if applicable)</li> <li><input type="checkbox"/> Online resources: PLATO, Marco Polo, SAS InSchool</li> <li><input type="checkbox"/> Keyboarding software: Mavis Beacon, etc.</li> <li><input type="checkbox"/> Other software (if applicable)</li> <li><input type="checkbox"/> Other:</li> </ul>	
<ul style="list-style-type: none"> <li>• Other Resources <ul style="list-style-type: none"> <li>o Curriculum Technology Resource Center (CTRC) for video and software loan</li> <li>o Large Print, audio-cassette, Braille, ESL, and Spanish educational materials and assessments available from the Info. Network</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 14: Recommended ESL Materials</li> <li><input type="checkbox"/> Handbook, Section 1</li> <li><input type="checkbox"/> CTCRC: 1-800-982-5627; website: <a href="http://wvde.state.wv.us/ctrc">http://wvde.state.wv.us/ctrc</a></li> <li><input type="checkbox"/> Adult Education and Literacy Info. Network, Literacy Hotline, 1-800-642-2670</li> </ul>	
<ul style="list-style-type: none"> <li>• Resources for Specialized Programs</li> </ul>	<p><b>For ESL Instructors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 14: Internet Resources</li> </ul>	
	<p><b>For Family Literacy Instructors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Section 17 Appendix: Additional Resources About Family Literacy</li> </ul>	
	<p><b>For HTGR and SPOKES Instructors and Job Coaches:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Software: <i>KeyTrain, WIN, Through Customer's Eyes</i></li> <li><input type="checkbox"/> Section 16 Appendix: Recommended Curriculum Resources, Software, Equipment and Supplies</li> <li><input type="checkbox"/> Hit the Ground Running Learner Manual</li> <li><input type="checkbox"/> CDC Training Manual</li> </ul>	
	<p><b>For Institutional Education Instructors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Software: Destinations and PLATO</li> </ul>	
<ul style="list-style-type: none"> <li>• Instructional Sequence for Adult Learning</li> <li>• Lesson Planning Worksheet</li> <li>• Methods of Instruction for the ABE Classroom</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 5</li> <li><b>For HTGR Instructors:</b></li> <li><input type="checkbox"/> Hit the Ground Running Instructor Manual</li> </ul>	

Marketing, Recruitment, Retention, and Student Follow-up		
Handbook, Section 7	Check and/or note resources used	Trainer Initials
<b>For ABE/ESL Only:</b> Marketing Checklist <ul style="list-style-type: none"> <li>o Promotion Strategies</li> <li>o Local needs assessment as part of ABE application process: Community, Agency, and Student Needs Assessment instruments</li> <li>o Examine class makeup in relation to identified needs</li> <li>• Recruiting New Students to the Program/ Recruitment Checklist               <ul style="list-style-type: none"> <li>o Choose approach from Recruitment Matrix</li> </ul> </li> <li>• Retention--Keeping Students Coming/Retention Checklist               <ul style="list-style-type: none"> <li>o At-Risk Student Identification Chart</li> </ul> </li> <li>• Student Follow-up/Follow-up Checklist               <ul style="list-style-type: none"> <li>o Program Completers--get them to post-test</li> <li>o Program Non-completers--recheck program goals; check-in to see if goals were met; careful of goals accomplished out-of-state</li> <li>o Contact Non-completers about returning                   <ul style="list-style-type: none"> <li>▪ Send postcards/notes or call to invite back</li> <li>▪ Keep log of contact attempts</li> </ul> </li> </ul> </li> </ul>	<input type="checkbox"/> Handbook, Section 7: Marketing; Recruitment; Retention; Follow-up <input type="checkbox"/> Section 3 Appendix: Plan for Reducing Barriers <input type="checkbox"/> <b>Peer Trainer Brings:</b> Samples of Marketing/Recruitment/Retention tools <input type="checkbox"/> <b>Peer Trainer Brings:</b> Samples of follow-up techniques; phone/contact log <input type="checkbox"/> Student mailing labels for your class may be generated from AEMIS under Professional Development/Mailing Labels. <input type="checkbox"/> Public Outreach Coordinator, 1-800-257-3723 ext. 201 <input type="checkbox"/> Other:	
	<b>For ABE in Community College Instructors:</b> <input type="checkbox"/> List the ABE class on the college website and in the college catalog	
	<b>For Computer Literacy Instructors:</b> <input type="checkbox"/> Computer Literacy Survey	
	<b>For ESL Instructors:</b> <input type="checkbox"/> Handbook, Section 14: Needs Assessment, Starting up an ESL program	
<b>Mandated Students and Institutional Programs:</b> <ul style="list-style-type: none"> <li>• Recruitment, Retention, and Follow-up for Classes not Available to General Public</li> </ul>	<b>For HTGR and SPOKES Instructors and Job Coaches:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> All students are DHHR and/or WIA referrals</li> <li><input type="checkbox"/> Contact with DHHR or WIA Case Manager for both recruitment and follow-up on non-completers</li> <li><input type="checkbox"/> Participation in DHHR orientation process</li> <li><input type="checkbox"/> Job Coach contacts with business and industry</li> </ul>	
	<b>For Institutional Education Instructors:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Good Time Allowances for regional jail inmates: 3 days for each FFL; 20 days for GED</li> <li><input type="checkbox"/> Information and assistance in accessing WVABE programs for students who will be released</li> </ul>	

GED Testing (Only for Instructors Providing GED Preparation Only)		
Handbook, Section 8	Check and/or note resources used	Trainer Initials
<ul style="list-style-type: none"> <li>• WV GED Testing</li> <li>• Rules for Young Students</li> <li>• WV Guidelines for Requesting GED Testing Accommodations</li> </ul>	<input type="checkbox"/> Handbook, Section 8 and Appendix <input type="checkbox"/> Other: _____	
<ul style="list-style-type: none"> <li>• GED Testing Fee and Center Information</li> </ul>	<input type="checkbox"/> WVABE website: <a href="http://wvabe.org">http://wvabe.org</a>	

**Instructor: Please check the following items that apply and sign below.**

I received the following items from the Professional Development Office:

- \_\_\_ Pre-Service Training Checklist
- \_\_\_ Observation/Job Shadowing Class Visit Form
- \_\_\_ WVABE Instructor Handbook
- \_\_\_ Specialized Sections of the Handbook (as appropriate)
- \_\_\_ Advance Home Study and Follow-up Questions
- \_\_\_ Individual PD Record
- \_\_\_ AEMIS User's Guide
- \_\_\_ Additional Specialized Training Materials: \_\_\_\_\_
- \_\_\_ Other: \_\_\_\_\_

I received the following items from the Peer Trainer:

- \_\_\_ Specialized Training Materials: \_\_\_\_\_
- \_\_\_ Other: \_\_\_\_\_

The checklist topics were adequately addressed by the Peer Trainer on the following date(s): \_\_\_\_\_

I understand that this is a **PRE-SERVICE** and that I will be responsible for completing core and elective **IN-SERVICE** requirements (See Section 11 of the Handbook) every fiscal/program year depending on the number of hours I work. By June 30, 200\_\_, I must complete the following core session(s):  
\_\_\_\_\_

I understand that I **cannot begin teaching** until the written responses to the Home Study are returned to the Peer Trainer and approved and an active E-mail address is established. Written responses will be returned to the Peer Trainer by \_\_\_\_\_ (within one week after pre-service training).

Job Shadowing/Observation will be completed at this site: \_\_\_\_\_  
on or before this date: \_\_\_\_\_.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
**New Instructor's Signature      Date      Peer Trainer's Signature      Date**

**Instructor: Please read and check the following, and sign at the bottom to indicate you agree:**

**WVABE Personnel Confidentiality Agreement**

- I have read Section 4 of the WVABE Instructor's Handbook and understand the procedures for handling confidential information.
- I understand that no confidential student information should be shared either verbally, in writing, or by electronic means (e.g., phone conversations, email, blogs, text messaging) with

other students, family members of students, WVABE staff members, program volunteers, or other agency personnel (e.g., DHHR, and WorkForce WV), without a signed release of information.

- I understand that any Release of Information form must be read aloud because many students read at a lower level and may not be able to understand the form by reading it silently themselves.
- I understand that obtaining spoken consent is not sufficient to allow transmittal of confidential information to anyone either in conversation or in writing.
- I understand and acknowledge that it is my legal and ethical responsibility to protect the privacy, confidentiality, and security of all records relating to WVABE students.

I hereby acknowledge that I have read and understand the foregoing information and that my signature below signifies my agreement to comply with the above terms.

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/ /

**New Instructor's Signature    Date**

**Specialized Areas ONLY**

ESL Only: Section 14	Check and/or note resources used	Trainer Initials
<ul style="list-style-type: none"> <li>• Adult Second Language Acquisition</li> <li>• Factors that May Affect Second Language Acquisition</li> <li>• Multi-cultural Issues:                             <ul style="list-style-type: none"> <li>o Student-teacher relationship</li> <li>o Culture shock</li> </ul> </li> </ul>	<input type="checkbox"/> ERIC Q & A, <i>Beginning to Work with Adult English Language Learners</i> , <a href="http://www.cal.org/ncle/digests/beginQA.htm">http://www.cal.org/ncle/digests/beginQA.htm</a> <input type="checkbox"/> Handbook, Section 14: Needs Assessment, Assessment, Cultural Considerations	

Institutional Education ONLY: Section 15	Check and/or note resources used	Trainer Initials
<ul style="list-style-type: none"> <li>• Program Philosophy</li> <li>• Teaching Difficult Adults</li> <li>• Occupational Hazards</li> <li>• Prison Do's and Don'ts</li> </ul>	<input type="checkbox"/> Handbook, Section 15 <input type="checkbox"/> OIEP Teacher's Handbook <input type="checkbox"/> Institution Organizational Chart	
<ul style="list-style-type: none"> <li>• Policies and Procedures:                             <ul style="list-style-type: none"> <li>o Student Attendance Policy</li> <li>o Staff-Student relations</li> </ul> </li> </ul>	<input type="checkbox"/> Institution's Policies and Procedures Manual <input type="checkbox"/> OIEP Policies and Procedures Manual	

Family Literacy ONLY: Section 17	Check and/or note resources used	Trainer Initials
<ul style="list-style-type: none"> <li>• What is Family Literacy?</li> <li>• Making the Case for Family Literacy</li> <li>• Four Components of Family Literacy Programs</li> </ul>	<input type="checkbox"/> Handbook, Section 17: Teaching Adults in a Family Literacy Program <input type="checkbox"/> <i>Training and Staff Development for Family Literacy Practitioners Manual</i> , pp. 14-48	
<ul style="list-style-type: none"> <li>• Coordinating Child and Parent Programs</li> <li>• Reporting Child Abuse</li> <li>• Home Visits</li> <li>• Confidentiality: Sensitizing Adult Students to the Grade-School Environment</li> </ul>	<input type="checkbox"/> Handbook, Section 17: Teaching Adults in a Family Literacy Program <input type="checkbox"/> Other:	
<ul style="list-style-type: none"> <li>• Family Literacy versus Even Start</li> <li>• Even Start Performance Standards</li> <li>• Even Start Program Eligibility</li> </ul>	<input type="checkbox"/> Handbook, Section 17: Teaching Adults in a Family Literacy Program <input type="checkbox"/> Section 17 Appendix: WV State Even Start Program Performance Standards and Indicators <input type="checkbox"/> Section 17 Appendix: Guidance for the William F. Goodling Even Start Family Literacy Programs	

<ul style="list-style-type: none"> <li>• Agencies/Partners/Resources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Training and Staff Development for Family Literacy Practitioners Manual</i>, pp. 81-84</li> <li><input type="checkbox"/> Section 17 Appendix: WV Even Start Programs 2005-2006; Family Literacy Resources</li> </ul>	
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**Specialized Areas ONLY**

<b>HTGR or SPOKES Instructors and Job Coaches ONLY: Section 16</b>	<b>Check and/or note resources used</b>	<b>Trainer Initials</b>
<ul style="list-style-type: none"> <li>• Serving WV WORKS Customers</li> <li>• Serving WIA Customers</li> <li>• Eligibility for SPOKES Programs</li> <li>• Role of DHHR Personnel</li> <li>• Role of Workforce WV Personnel</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handbook, Section 16: WV WORKS, Work Force WV, WVABE Programs Designed For WV WORKS and WIA Customers</li> <li><input type="checkbox"/> Handbook, Section 16: SPOKES Guidelines</li> <li><input type="checkbox"/> Relationships/expectations among instructors, participants, caseworkers, and other agency personnel</li> <li><input type="checkbox"/> Handling communication with agency personnel</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstration Date:</li> <li>• Experienced Instructor Observed:</li> <li>• Location:</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Experienced instructor demonstrates specialized curriculum, <i>KeyTrain</i>, <i>Through the Customer's Eyes</i>, and/or <i>WIN</i> software</li> <li><input type="checkbox"/> Experienced instructor discusses/demonstrates classroom management and teacher preparation</li> </ul>	

<b>Job Coaches/Career Development Consultants ONLY: CDC Manual</b>	<b>Check and/or note resources used</b>	<b>Trainer Initials</b>
<ul style="list-style-type: none"> <li>• Eight Stages of Job Development</li> <li>• Job Coach Relationship to SPOKES Participants</li> <li>• Motivating SPOKES Participants</li> <li>• Approaching Employers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CDC Manual</li> <li><input type="checkbox"/> <i>Motivating the Hard-to-Serve</i> (Cygnet Associates)</li> <li><input type="checkbox"/> <i>Reaching Employment Potential</i> (Curtis &amp; Associates)</li> <li><input type="checkbox"/> SPOKES flyer, SPOKES DVD, business card, professional appearance</li> </ul>	
<ul style="list-style-type: none"> <li>• Job Information, Training, and Placement Resources for SPOKES Participants</li> <li>• Available Assistance Sources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Career fairs, guest speakers, Workforce WV One-Stop, post-secondary/vocational training programs, job shadowing opportunities</li> <li><input type="checkbox"/> Subsidies, Incentives, Earned Income Tax Credit</li> <li><input type="checkbox"/> Fidelity Bonds for ex-offenders</li> </ul>	

<b>ABE in Community Colleges ONLY:</b>	<b>Check and/or note resources used</b>	<b>Trainer Initials</b>
<ul style="list-style-type: none"> <li>• Community College Environment</li> <li>• Maintaining an ABE environment on the campus</li> <li>• Chain of command at community college site</li> <li>• Memorandum of Understanding (MOU) <ul style="list-style-type: none"> <li>◦ Specifics of collaboration/grant specifications</li> <li>◦ Resources provided by each agency</li> <li>◦ Teaching expectations/Instructor evaluations</li> <li>◦ Responsibilities in dual role: ABE teacher and adjunct developmental education instructor</li> <li>◦ Confidentiality/sharing of student information</li> <li>◦ Reporting responsibilities to the college such as tracking of students, follow-up, etc.</li> </ul> </li> </ul>	<input type="checkbox"/> Sample MOU	
<ul style="list-style-type: none"> <li>• Developmental Courses: titles, syllabi, course guides, cut-off scores</li> <li>• Creating ABE syllabus from the developmental ed course guides</li> <li>• Helping Students prepare for college entrance and/or placement tests</li> <li>• Helping student Register <ul style="list-style-type: none"> <li>◦ Academic programs offered through the college</li> <li>◦ Academic advising process/advisor</li> <li>◦ Assignments/advisor roles and responsibilities</li> <li>◦ Matriculation, Registration, Orientation, Course scheduling and Financial aid processes</li> </ul> </li> </ul>	<input type="checkbox"/> College catalog <input type="checkbox"/> Developmental Course syllabi <input type="checkbox"/> Information about Entrance Tests: ASVAB, ACT, SAT <input type="checkbox"/> Information about Placement Tests: ASSET, COMPASS, AccuPlacer	

<b>Computer Literacy ONLY:</b>	<b>Check and/or note resources used</b>	<b>Trainer Initials</b>
•	<input type="checkbox"/>	
•	<input type="checkbox"/>	

## 2007-2008 WVABE Pre-Service Observation/Job Shadowing Report Instructions

The purpose of this visit is to observe a WVABE class that is similar to a class in which you will work and examine how it is structured. Your task is not to evaluate the instructor, but rather to shadow his/her activities and observe how this class runs. Follow the process below:

- The local program supervisor or county director will arrange for your observation/job shadowing experience. You will need to discuss:
  - Contacting the other instructor.
  - Convenient days/times for a visit. (Can you meet with the instructor a few minutes before/after class in order to talk? Will you be able to observe some class time and some intake or goal-setting activities?)
  - Distance you will need to travel and directions to the site.
  
- Obtain permission to travel from your local supervisor (county director, coordinator, institutional education supervisor, etc.).
  - Follow local procedures/policies regarding reimbursement (if any) for time/travel.
  
- Bring the *Observation/Job Shadowing Report* form along to the class visit.
  - You may want to take notes and then complete the form later.
  - You may write directly on a hard copy of the form and attach additional pages.
  - You may request the MSWORD file from the professional development coordinator and type in your comments on your computer after your visit.
  
- If applicable, send a travel reimbursement form to your local program (as agreed).
  
- Have the instructor you observe sign the Class Visit Verification below.
  
- Send the *WVABE Observation/Job Shadowing Report* form to:  
Cathy Shank, WV ABE Professional Development Coordinator  
WV Adult Education and Literacy Information Network  
RESA III, 501 22nd Street, Dunbar, WV 25064  
Phone: 304-766-7655 ext. 112 or 1-800-257-3723 ext. 112; Fax: 304-766-7915  
[cshank@access.k12.wv.us](mailto:cshank@access.k12.wv.us)

<b>WVABE Class Visit Verification</b>		
I verify that _____	visited and observed my	
print name of instructor that is visiting		
class from _____	to _____ on _____.	
start time	finish time	date
Signature of Instructor whose Class was Observed: _____		



## 2007-2008 WVABE Pre-Service Observation/Job Shadowing Report

Observer: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Instructor Observed: \_\_\_\_\_ Class Site: \_\_\_\_\_  
 \_\_\_\_\_

Type Observed:     Full-time ABE     Part-time ABE                     ESL                     Institutional Ed  
                            SPOKES                     Career Development                     Family Lit                     Community  
 College

Ask the instructor about what types of students are present in the learning center or classroom. Notes:	Type:	Yes	No
	General ABE		
	TANF Recipients		
	ESL		
	Youth		
	Incarcerated		
Ask the students about the class: <ul style="list-style-type: none"> <li>• their reasons for attending class</li> <li>• what they hope to learn in class</li> <li>• what they like about coming to this particular class/learning center</li> <li>• what makes this program different from schools they attended before</li> </ul>			
Ask the students about barriers: <ul style="list-style-type: none"> <li>• what makes it hard to attend at times</li> <li>• what special arrangements (if any) they have to make in order to attend</li> </ul>			
What type(s) of instructional strategies do you observe happening? Notes:	Type:	Yes	No
	Large Group		
	Small Group		
	Cooperative Learning		
	Project-based		
	Independent Study		
	Computer-assisted		
	One-on-One Tutorial		
Individualized			
Observe/describe class structure: <ul style="list-style-type: none"> <li>• What is the daily schedule?</li> </ul>			

<ul style="list-style-type: none"> <li>• How is the class time organized?</li> </ul>	
<p>What is working well that you could emulate when you are working in a similar class?</p>	
<p>Examine the texts and software used in the program. List at least two.</p> <p>Try out several lessons in each of these resources and comment.</p>	
<p>What strategies, materials, or procedures will you use when you are working in a similar class?</p>	

<b>Observe or Ask the Instructor About...</b>	<b>Describe What You Observe or Discover</b>
<p><b>The Intake Process</b></p> <ul style="list-style-type: none"> <li>• What paperwork does each student complete at intake?</li> <li>• How are special needs/barriers determined?</li> <li>• How are learning styles determined?</li> </ul>	
<p><b>The Assessment Schedule and Process:</b></p> <ul style="list-style-type: none"> <li>• When are tests administered?</li> <li>• Which standardized</li> </ul>	

<p>assessment instruments are used?</p> <ul style="list-style-type: none"> <li>• From the raw score (number wrong/right) how is the recorded score determined?</li> <li>• How/where are test results recorded/kept?</li> </ul>	
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<b>Observe or Ask the Instructor About...</b>	<b>Describe What You Observe or Discover</b>
<p><b>Setting up the Instructional Plan for Each Student</b></p> <ul style="list-style-type: none"> <li>• How are goals set?</li> <li>• How are instructional materials determined?</li> <li>• How are assignments determined?</li> <li>• How does the instructor keep track of completed assignments?</li> </ul>	
<p><b>The File Management System</b> What information is found in each of these types of files?</p> <ul style="list-style-type: none"> <li>• Permanent Program files</li> <li>• Confidential files</li> <li>• Student working files</li> </ul>	
<p>The Weekly or Monthly Schedule</p>	
<p>Retention Activities and Incentives</p>	

The Greatest Challenge	
The Greatest Reward	



## Kentucky Professional Development Requirements 2007-2008

### **NEW Program Directors, Instructors and Instructor's Aides**

Kentucky Adult Education (KYAE) recognizes that the needs of new and experienced adult educators are different. New practitioners need to be exposed to a core set of knowledge about how adults learn, how to plan for and deliver instruction that will maximize learning gains, how to recruit and retain students, and KYAE policies, procedures and expectations.

All new adult education program directors, instructors and instructor's aides are expected to complete within the first 90 days of employment **KYAE 200: Orientation to Adult Education online course**; this course is a prerequisite for attending other workshops.

All NEW adult education program directors, instructors and instructor's aides are expected to complete one of the following specialty tracks that aligns with their primary assignment identified in AERIN. The tracks are: ABE/GED, Corrections, ESL, Family Literacy, Workplace or Program Director.

- o Full-time (20 or more hours per week) will have **one year** to complete the track.
- o Part-time (Less than 20 hours per week) will have **two years** to complete the track.
- o Those hired after **January 1** of the current fiscal year are required to have an active PD plan and complete at least one-half of the track if they are full-time.

**DIRECTIONS:** In conjunction with your supervisor, determine the area in which you spend the largest percentage of your time (e.g, teaching ABE/GED). This is considered your **Primary Assignment** which you will select in AERIN. Your primary assignment in AERIN determines your specialty track. The following lists the courses required for each specialty. These items must be part of your PD Plan for 2007-2008.

#### **ABE/GED – Primary assignment identified in AERIN is ABE/GED**

- KYAE 200: Orientation to Adult Education online course\*
- Introduction to TABE and Diagnostic Tools
- Foundations in Reading and Writing Instruction\*\*
- Foundations in Math Instruction\*\*
- Bridges to Practice Part I & Part II or Bridges to Practice online and Bridges to Practice Part II

#### **Corrections—Primary assignment identified in AERIN is Corrections Education**

- KYAE 200: Orientation to Adult Education online course\*
- Introduction to TABE and Diagnostic Tools
- Foundations in Reading and Writing Instruction\*\*
- Foundations in Math Instruction\*\*
- Bridges to Practice Part I & Part II or Bridges to Practice online and Bridges to Practice Part II

#### **English as a Second Language - Primary assignment identified in AERIN is ESL**

- KYAE 200: Orientation to Adult Education online course\*
- Orientation to ESL (a blended course)
- CASAS ESL or BEST Plus Implementation Training
- PBS EL/Civics Link online course or Workplace ESL training

### **Family Literacy** – *Primary assignment identified in AERIN is Family Literacy*

- KYAE 200: Orientation to Adult Education online course\*
- Foundations in Family Literacy training (a blended face-to-face and online course) including a Foundation Project.
- Foundations to Reading and Writing Instruction\*\*

### **Workplace** - *Primary assignment identified in AERIN is Workplace*

- KYAE 200: Orientation to Adult Education online course\*
- WP 300: Training the Workforce online course
- Foundations in Reading and Writing Instruction\*\*
- Foundations in Math Instruction\*\*
- Workplace ESL training, if applicable

### **Program Director** - *Primary assignment identified in AERIN is Program Director*

- KYAE 200: Orientation to Adult Education online course\*
- Introduction to Program Leadership Part I and Part II training
- Introduction to TABE and Diagnostic Tools or Administering the GED Official Practice Test and OPT Personal Computer Implementation Training
- NRS Online Modules: What is NRS; NRS Data Flow; Using NRS Data; Intake and Goal Setting; Assessment; Measuring Educational Gain
- The Program Director as an Effective Instructional Leader online course

\* All new practitioners are expected to complete the KYAE 200 online course **within the first 90 days of employment** and have an active PD plan on PDtrack.

\*\* Instructors with a degree in mathematics or a teaching certificate or endorsement in mathematics may waive *Foundations in Math Instruction*. Instructors with certification as a reading specialist or who have a reading & writing endorsement may waive *Foundations in Reading & Writing Instruction*; however, they are to attend the workshop *Scoring the GED Essay*



### **EXPERIENCED Program Directors, Instructors and Instructor's Aides**

Experienced program directors and practitioners (instructors and instructor's aides) can choose from the PD opportunities posted on [PDtrack](#) and/or design their own self-directed activities (SDAs) that meet KYAE criteria and documentation requirements.

### EXPERIENCED ADULT INSTRUCTORS

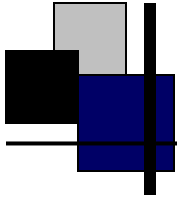
- Staff employed an average of 20 hours or more per week must complete **8 PDUs** annually.
- Staff employed an average of 19.75 hours or less per week must complete **2 PDUs** annually.
- Staff working fewer than 50 hours per year have **no PD requirement**.

Professional Development Units (PDUs) will be awarded based on the rigor of the overall professional development experience and its application in the classroom rather than on seat time. The goal is for instructors to choose events that best suit them for learning new knowledge and skills linked to local program needs. SDAs enable an instructor to work with his/her supervisor to choose the activities that best match his/her PD plan goals, describe how the SDA fits the program improvement goals and determine how and when the educator will complete the activity.

Supervisors must determine if the documentation for an SDA follows KYAE guidelines and if the project the instructor has undertaken is sufficient or robust enough to warrant the number of PDUs for that category.

### PDU Categories

- **Investigate** new practices (**1 PDU**) — learn by attending a workshop or conference, or reviewing professional literature.
- **Disseminate** what is learned with colleagues (**3 PDUs**) — lead a study circle with local peers or present a training event at a regional or state-level meeting.
- **Demonstrate expertise** by sharing effective practices across the nation (**4 PDUs**) — present at a national conference or publish an article in a professional journal related to the professional experience.
- **Apply and evaluate** knowledge and skills in the classroom (**5 PDUs**) — develop and use lesson plans based on what was previously investigated by the educator and examine its effectiveness with student performance data.



# Orientation to Program Leadership

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## Agenda

### Part I: Setting the Stage

9:00 a.m. – 3:30 p.m.

Welcome, Introductions, and Overview

Opening Remarks

KYAE Policy Review

*Break*

KYAE Support Services

Getting To Know You: Group Activity

- What are your needs?
- Program Self Review Form
- Prioritize needs and Report back

*Lunch on your own*

Fiscal Management & Contract Compliance

- Scope of Work
- Contract
- Invoicing
- Budget Amendment Activity

Q & A

Evaluation and Wrap up—Next Steps

**Homework:** Complete Program Self-Review Form and return to KYAE by Sept 14

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### Part II: Why Leadership Matters

(4-6 weeks later)

9:00 a.m. – 4:00 p.m.

#### **Day One**

Welcome and Overview

Think about the question: What is your role in meeting the five critical questions?

#### **Are more Kentuckians participating in adult education programs?**

Panel: KYAE Core Services

- Distance Learning
- Family Literacy
- Economic Development

- ESL: Building Capacity
- Corrections

*Break*

- Panel: How to Recruit more Students
- Table Talk: *How can your program meet aggressive enrollment goals?*  
Review the recruitment section of the Program Self-Review form

*Lunch with your group*

**Are more adult education students meeting their educational goals?**

- What can data tell us?
- Data and the National Reporting System
- GED Testing Requirements
- The Role of the Instructor and the New PD Framework
- Table Talk: *What questions do you have about data?* (Program Self-review on data quality.)

Wrap Up and Adjourn Day 1

**Day 2**

**Are more adult education students advancing on to postsecondary education?**

- KHEAA and the Adult Education Program
- Content Standards Overview
- Table Talk: *What can you do to help more students' transition to postsecondary education?* Program Self-review on transitions.

Break

**Are more adult education students prepared for employment and the changing workforce?**

A Panel:

- Workforce Education & the WF Instructor
- Workforce Alliance
- KEC/WorkKeys & Win Curriculum
- One Stop and Rapid Response
- Skill Mobile
- Table Talk:

*Working Lunch*

**Are Kentucky communities and economy benefiting?**

- PowerPoint presentation—
- Summarize Five Critical Questions
- Table Talk: *Action plan for meeting the five Critical questions—report back.*

Wrap Up, Evaluation & Next Steps

## Orientation to Program Leadership

### Follow-up Questionnaire

As a participant in the *Orientation to Program Leadership* training program this fall, you can help us evaluate the immediate, long-range, and lasting effects of the training. During the workshop you completed an evaluation that helped us identify changes we need to make to improve the workshop.

Now that two months have passed since you attended the workshop, we would like to know if you have used the new knowledge and skills you gained from the leadership training. Please review the following course objectives:

The following **learning objectives** were stated for the training program

- Improve your understanding of the roles, responsibilities, and expectations of a program director;
- Recognize multiple strategies to reach and serve more learners;
- Understand contractual responsibilities for program and fiscal implementation.
- Report, interpret, and use data for program improvement;
- Discover the role of technology for instruction and program administration.
- Learn new assessment policy and guidelines for the GED;
- Anticipate management challenges;
- Understand your role as an instructional leader.

Please take a few moments to answer the following questions. Your questions will be kept confidential.

1. Did you feel these objectives met your needs as a program manager?  Y  N  
If no, what needs to be added?
2. Which components of the training did you use **on the job**?
3. When should this program be offered to new program managers?  
 Before becoming a program manager  When first becoming a program manager  
 After several months on the job  
Please give your reasoning
4. Complete this sentence: *As a program manager I feel. . .*
5. Indicate the extent to which you are allowed to practice what you learned (*please check only one*):  
 I have not been able to practice **anything** I learned  
 I have not been able to practice **much** of what I learned  
 I have been able to practice **most** of what I learned  
 I have been able to practice **all** of what I learned

Comment:

**Program changes you have implemented since the Training Program**

6. What are you **now doing** that you were not doing before completing the training?
7. What have you **stopped doing** as a program director since completing this training?
8. What prevents you from implementing what you learned?
9. When I think of these new ideas that were introduced in the workshop, my greatest concern is

10. Have you used the KYAE Website(s), Policy and Procedure manual, or forms provided during the training? If yes, which ones

10. As a result of this training program, what do you estimate to be the increase in your effectiveness as a manager?

- Very significant change in my effectiveness
- Significant change in my effectiveness
- Some change in my effectiveness
- Little change

Rate your level of **use** of the new knowledge:

- no action;  beginning to seek more information;  Getting ready to implement;  Already implementing changes;  Wondering how the changes will affect students;

*Thank you for taking time to complete this survey. This now concludes **Orientation to Program Leadership**. You have successfully completed all portions of this training. We hope your experience was positive.*

Return this survey to [sandra.kestner@ky.gov](mailto:sandra.kestner@ky.gov)

# Coming Soon in 2008!

## Online Orientation Course for New Local Adult Education Managers

A Joint Initiative of the Adult Education State Directors (NAEPDC) and ProLiteracy America

### Six Interactive Lessons

Introduction to  
Adult  
Education

Characteristics  
of Adult  
Learners

Recruitment,  
Orientation, &  
Intake

Instructional  
Leadership

Program  
Management

Professional  
Development

See sample list of  
topics on back.

It is not easy being a new local adult education program manager. It is a complex job with responsibilities that require knowledge and skills in adult teaching and learning, effective management, and visionary leadership. It requires a thorough understanding of the National Reporting System and the ability to engage staff in promoting continuous improvement.

Since most of us in adult education came into this business “sideways,” with degrees in everything from political science to home economics, taking on the role of program manager can be very challenging.

That is why the Adult Education State Directors (NAEPDC) and ProLiteracy America are developing a new online course to help introduce new adult education managers to their important roles and responsibilities.



#### The online course will be:

- **Approximately six hours in length**
- **Asynchronous – enroll anytime**
- **Very interactive with investigative assignments, audio, video, and discussion boards**
- **The perfect precursor to state-conducted face-to-face orientation workshops**
- **Very affordable at \$99/person**

#### For More Information

##### Contact

Kathi Polis at  
[klpolis@suddenlink.net](mailto:klpolis@suddenlink.net)  
304.550.3447

Mark Cass at  
[mcass@proliteracy.org](mailto:mcass@proliteracy.org)  
888-528-2224

## Introduction to Adult Education

- Evolution of adult education
- Types of programs offered
- Student eligibility
- Federal legislation
- Core performance measures
- National Reporting System
- Your role in accountability
- Funding

## Instructional Leadership

- Elements of instructional leadership
- Making teaching & learning a priority
- Assessment
  - Student needs assessment
  - Learning styles
  - Special learning needs
  - Goal setting
  - Ongoing assessment
  - Tips on standardized post-testing
- Alignment
  - Standards-based instruction
- Monitoring
  - Don't expect what you don't inspect
  - What should you observe when you monitor classes?
- Learning
  - Analyzing student data
  - Getting the staff involved

## Characteristics of Adult Learners

- Who is the adult learner?
- What do adult learners need and want?
- Maslow's hierarchy of need
- What do we know about teaching adults?
- Adult learning versus childhood learning
- English as a Second Language considerations
- Your role as instructional leader
- Andragogy vs pedagogy

## Program Management

- Hiring and supervising staff
  - Hire right, train right, treat right
- Monitoring program operations
  - IPQ's
  - Program self assessments
  - Classroom monitoring
- Fiscal oversight
  - Your role
  - Money doesn't grow on trees
- Data management
  - The data collection process
  - Documenting student outcomes
  - Conducting a data quality assessment

## Recruitment, Orientation, & Intake

- Recruitment
  - Knowing your target audience
  - Five steps to successful recruitment
- Orientation
  - Scheduling the orientation
  - Components of the orientation process
  - Who should conduct the orientation?
- Intake
  - Student enrollment form
  - Standardized assessment
  - FAQ's on pre-testing
  - Test administration procedures
  - What do the pre-tests tell me?
  - Educational functioning levels

## Professional Development

- How do you learn?
- Professional development options
- Online PD
- What the research tells us
- Professional development planning
- Supporting continuous learning
- What about your own professional development?

The topics listed above represent a sampling of course content.