

SECTION 10: Appendices

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Adult Basic Education (ABE) Authorization Policy

Rationale

The Adult Education and Family Literacy Act requires the state to evaluate the extent to which local programs' educational services are provided by well-trained instructors. "Well-trained" is not defined by the Act; such definition is the state's responsibility (with federal approval). Colorado's purpose in establishing and implementing certification for adult educators are to:

- Standardize the basic knowledge and skills needed to teach in adult basic education programs in Colorado
 - Provide an entry point for instructors to the field of adult basic education
 - Recognize and validate the expertise and knowledge of experienced adult educators
 - Foster professionalism in Colorado's adult basic education workforce
 - Require participation in professional development activities to maintain and update knowledge and skills
1. All paid instructors who work with AEFLA-reported learners must be authorized **within three years** of their date of hire. **Those employed on or before July 1, 2012 who have never received PD Support for authorization courses must obtain the ABE Authorization by June 30, 2015.** An ABE Authorization Plan of Action with progress updates must be on file at the program for **ALL** paid instructors who do not have the authorization.
 2. **There must always be at least one authorized paid instructor** who works with AEFLA-reported learners employed at the program. If the program employs only one instructor who works 15 hours* or more per week and one instructor who works fewer than 15 hours* per week, both instructors must be authorized.
 - a. A minimum of 50 percent of paid instructors who work 15 or more hours per week must be authorized
 - b. A minimum of 25 percent of paid instructors who work fewer than 15 hours per week must be authorized
 3. Recipients of PD Support for ABE Authorization Courses are required to obtain the authorization within three years of accepting support for the first time.

*The hours include preparation, instruction, reporting and other responsibilities assigned by the instructional supervisor and/or program manager.

Adult Basic Education (ABE) Authorization Policy

Determining ABE Authorization Compliance

All AEFLA-funded programs are required to submit updates to the program's ABE Authorization Compliance Status Report by November 15 each year. Each program's mid-year ABE Authorization compliance status is determined in December. The two mid-year ABE Authorization compliance status options are in compliance and not in compliance. Programs not in compliance must submit an ABE Authorization Compliance Improvement Plan by December 31. Technical assistance will be provided to these programs and programs will submit updates to their compliance status report in April. Final compliance status is determined in July. The three status options are in compliance, compliance pending and not in compliance. Programs with a status of compliance pending and not in compliance must submit a revised improvement plan by July 31. Compliance with this, and all other state and federal requirements, is a condition of AEFLA funding. Refer to the program's Sub-grantee Agreement and Award Notification (Terms and Conditions of Award and Program Requirements).

Explanation of ABE Authorization Compliance Status Categories		
In Compliance	Compliance Pending	Not in Compliance
Meets all policy requirements	<ul style="list-style-type: none"> Failed to meet one or more policy requirements Program was in compliance in prior fiscal year Program staff are making reasonable progress towards earning the ABE Authorization 	<ul style="list-style-type: none"> Failed to meet one or more policy requirements Program had 'compliance pending' or 'not in compliance' status in prior fiscal year Program staff are NOT making reasonable progress towards earning the ABE Authorization

For more information about the ABE Authorization compliance process, see the [ABE Authorization Compliance Timeline](#) in Section 10.3 of the ABE Authorization Handbook.

Annual ABE Authorization Compliance Time Line

August/September

- Paid teaching staff members who do not have the ABE Authorization complete or update the ABE Authorization Plan of Action and keep this on file as part of their annual professional development plan. This applies to all paid instructors who work with at programs that receive grant funding from the CDE Office of Adult Education and Family Literacy (AEFL) and work with AEFLA-reported learners.

October

- By mid-October, the CDE Office of AEFL sends to each program director a memo about mid-year ABE Authorization compliance reporting and an ABE Authorization Compliance Status Report for the program.

November

- November 1 is the ABE Authorization Count Date. The ABE Authorization Compliance Status Report must include all paid teaching staff who are employed at the program as of November 1.
- By November 15, programs review the ABE Authorization Compliance Status Report and submit updated information about:
 - ◆ Paid teaching staff members who should be removed from the report because they are no longer employed at the program
 - ◆ Paid teaching staff members whose hours have increased or decreased since November 1 of the previous year. (Staff who as of November 1 are employed 15+ hours or fewer than 15 hours)
 - ◆ Paid teaching staff members who were hired since November 1 of the previous Fiscal Year
 - ◆ Paid teaching staff members who have obtained the ABE Authorization since November 1 of the previous Fiscal Year
 - ◆ Updates on ABE Authorization courses taken by staff members and/or portfolios submitted
- The Office of AEFL reviews the information submitted by AEFLA-funded programs, updates the ABE Authorization compliance Status Report for each program, determines the targets for staff members who work 15+ hours per week and fewer than 15 hours per week and the mid-year ABE Authorization compliance status of the program.

December

- The Office of AEFL emails a memo to program directors confirming the compliance targets and the program's compliance status.
- AEFLA programs that are not in compliance with the ABE Authorization Policy submit an ABE Authorization Compliance Improvement Plan by December 31.

January

- The Office of AEFL follows up with directors about improvement plans and provides technical assistance if needed. CDE Office of AEFL staff members work closely with AEFLA program directors and staff to support the program in obtaining compliance by the June 30 deadline.

May

- The Office of AEFL emails a memo with instructions for submitting a compliance status update to AEFLA-funded programs that submitted improvement plans in December. The deadline for the updates is May 31.

July

- The Office of AEFL confirms the final compliance status for the Fiscal Year that ended on June 30. Staff at programs in compliance with the ABE Authorization Policy may be eligible for Professional Development Support for ABE Authorization courses. Programs that are not in compliance must submit an update to the ABE Authorization Compliance Improvement Plan by July 31.

Certificate of Equivalency

Adult Basic Education Coursework

This certifies that

NAME GOES HERE

Has been evaluated and approved by the Adult Basic Education Authorization Committee based on the submission of an Adult Basic Education Authorization Portfolio proving equivalency to the following Colorado Community College Course:

EDU 131: Introduction to Adult Education **3 Credits**
(this area is completed per the Adult Basic Education Authorization Committee certification letter)

A total of 3 credits are awarded this day, August 30, 2012.



Gerri J. Anderson
Provost
Colorado Community College System



The Certificate of Equivalency is the equivalent of an unofficial transcript issued through the Colorado Community College System. The above mentioned person is awarded the listed number of credits by the Colorado Community College System on the listed date.

The History of the ABE Authorization

Professionalization of the field of adult basic education and development of a highly qualified workforce have long been concerns at both the national and state levels. Although Colorado has many years of experience providing professional development and training to adult education teachers through its state adult basic education office and its statewide professional organization for adult educators, the ABEA is Colorado's first State Board-governed certification program for adult educators.

The need for such a program was reinforced and brought to the forefront by the passage of the federal 'Literacy Involves Families Together (LIFT) Act of 2000', which reauthorized and amended Even Start to include staff qualifications (including adult education instructors) as a new required program element. To align all CDE-administered federally-funded programs serving Colorado adults and families with this new requirement, the Colorado Family Literacy Consortium convened a work group of practitioners and administrators to develop and implement a certification process for adult educators. The certification work group identified the competencies needed by teachers of adults, recommended courses and course content, negotiated a coursework delivery system with Colorado Community Colleges, and developed an alternative route to certification (the portfolio process).

September 2002

The Colorado Family Literacy Consortium in conjunction with the Colorado Department of Education organized an Adult Education Certification Workgroup. The Workgroup was charged with identifying the essential skills and knowledge that an adult education teacher must be able to demonstrate.

Workgroup Members:

- Harold Deselms, Group Facilitator, Former Provost of Trinidad State Junior College
- Lisa Cheney-Steen, CCCOnline
- Debra Fawcett, Consultant, CDE
- Frank Fielden, Even Start State Coordinator, CDE
- Bill Furney, Consultant, CDE
- Kathy Holmes, ABE/GED Program Specialist, Adult and Family Education Colorado Springs SD 11
- Virginia Howey, Executive Director, The Pinon Project
- Leigh Jordan, Family Literacy Coordinator, Community Partnership for Child Development
- Susan Lythgoe, Executive Director, Learning Source for Adults & Families
- Marcia Pittleman, ESL Instructor, Glendale Public Library
- Laura Pless, ABE Instructor, Colorado Mountain College
- Anthony Romero, Colorado Department of Corrections
- Kathy Santopietro-Weddel, Consultant, Northern Colorado Literacy Resource Center
- Lee-ann Short, Even Start Coordinator, Colorado Mountain College
- Pam Smith, State Director of Adult Education, CDE
- Mary Willoughby, Consultant, CDE
- Mimi Zappanti, Director, Adult Education Services, Trinidad State Junior College

Literacy Instruction Authorization (LIA) course competencies were derived and adapted from available current research including the Pro-Net Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs, TESOL's Standards for Teachers of Adult Learners, and other states' teacher competencies and standards.

January 2003

A sub-committee on Alternative Routes to Certification within the Adult Certification Workgroup formed. Chair: Leigh Jordan; Members: Lee-ann Short, Debra Fawcett, and Virginia Howey.

Fall 2003

The first LIA courses, EDU 131, 133, and 134, were offered through CCCOnline. Eleven scholarships for these courses were awarded to staff members of AEFLA funded programs by CDE's Office of Adult Education and Family Literacy through AEFLA State Leadership funds.

May 2004

HB 04-1104 was approved, which repealed and reenacted with amendments CRS 22-60.5-111 (Authorization) of the Colorado Educator Licensing Act of 1991. Among the amendments was the creation of several teacher authorizations, including the Literacy Instruction Authorization.

“The Department of Education may issue a Literacy Instruction Authorization to an applicant who provides documented evidence of literacy training and experience. A school district may employ a person who holds a Literacy Instruction Authorization to work as a literacy instructor in a literacy program operated by the school district before, during, or after regular school hours. A Literacy Instruction Authorization is valid for five years from the date of issuance. The Department of Education may renew the Literacy Instruction Authorization for successive five-year periods upon receipt of documented evidence that the person holding the authorization has completed additional literacy training or practice and any other renewal requirements specified by rule of the State Board of Education.” [CRS 22-60.5-111 (13)]

September 2004

The first LIA Portfolio Committee Meeting was held.

Original members of the LIA PC:

- Frank Fielden, Even Start State Coordinator, CDE, Served 2004-2005
- Leigh Jordan, Family Literacy Coordinator, Community Partnership for Child Development, Served 2004-2005
- Vera Atilano, Adult Education Coordinator, Intergenerational Learning Center/Adams SD 14, Served 2004-2013
- Mary Kay Cook, Workforce Development, Section Manager, Colorado Works Program, CDHS, Served 2004-2012
- Kathy Holmes, ABE/GED Program Specialist, Adult and Family Education Colorado Springs SD 11, Served 2004-2011
- Debra Fawcett, Consultant, CDE, Served 2004-2010
- Pam Smith, State Director of Adult Education, CDE, Served 2004-2010
- Paula Buffington, LIA PC Staffer, CDE, Served 2004-2009

The “Red Book” (Literacy Instruction: Alternative Means of Authorization. Documents and Forms for the Portfolio Process 2004-2005) was released at the Fall 2004 AEFLA Directors’ Meeting (September 9-10, 2004). Feedback from participants was solicited. FAQs were developed as a result and distributed to the field.

November 2004

The rubrics were developed for the LIA Portfolio Process by Pam Smith, Bill Furney, Jane Miller, Vera Atilano and Karen Carr.

January 2005

Updates to the LIA process were released to the AEFLA program directors as Version 2 of the “Red Book” for the LIA.

The Authorization website was created by Debra Fawcett.

February 2005

The first three LIA Portfolios were passed by the LIA Portfolio Committee.

Shannon Kozak, Director of Boulder Valley Family Literacy, joined the committee filling the void in family literacy expertise. She served 2005-2007.

April 2005

Opal Yule received the first LIA from Educator Licensing.

July 2005

Joyce Johnson, Director of Field Operations, Workforce Development Program, Department of Labor and Employment, became a member of the LIA Portfolio Committee adding expertise in the areas of community colleges and workforce development. She served 2005-2010.

August 2005

Kathy Holmes was named the LIA Portfolio Committee Chair.

September 1, 2005

Version 3 of the LIA Portfolio Process went into effect.

January 2006

The Professional Development Advisory Group and the LIA Portfolio Committee collaborated to discuss how the authorization and professional development are interrelated.

April 2006

Guides for Portfolio Evaluators were created by Debra Fawcett, Kathy Holmes, Jane Miller, and Mimi Zappanti to assist evaluators in their evaluation of applicants on specific topics.

May 2006

LIA Study Links was created by Debra Fawcett and posted on the web. The LIA Study Links were developed to help LIA students, portfolio applicants, and portfolio evaluators or program managers find resources on the Web related to topics covered in the EDU course competencies. Shortly after implementation this option was eliminated at the request of Educator Licensing. Educator Licensing said that this kind of support invalidated the authenticity of the knowledge that was to be demonstrated by the LIA.

June 2006

The Executive Committee of the LIA Portfolio Committee was formed with the purpose of determining the roles and responsibilities of the LIA Portfolio Committee and to address administrative and policy issues referred by the LIA Portfolio Committee.

March 2007

Gwen Welch, Director of Family Literacy, Jefferson County School, becomes a member of the LIA Portfolio Committee to add expertise in Family Literacy. She served 2007-2012.

The LIA Portfolio Committee began planning for a fourth version of the LIA Handbook.

April 2007

Jean McDonald, Administrative Assistant for the office of Adult Education and Family Literacy, was named the new LIA Portfolio Committee Staffer.

July 2007

The LIA Portfolio Committee held a two day work session to begin changes to the LIA Portfolio Process. The groundwork was laid for how to best move forward in the development of a new and improved LIA Portfolio Process.

October 2007

The New Directors' Meeting was held. Kathy Holmes, Paula Buffington and Jean McDonald presented on the LIA, Portfolio Process and Coursework to bring directors new to AEFLA programs up to speed on the LIA.

November – February 2007-2008

Kathy Holmes and Paula Buffington conducted six focus groups to solicit opinions on the LIA and feedback on the first draft of Version 4. The focus groups were held in:

- Pagosa Springs
- Glenwood Springs
- Metro Denver (2)
- Fort Morgan
- Pueblo

February 2008

Kathy Holmes, Paula Buffington and Pam Smith met with the Vice President/Provost of the Colorado Community College System (CCCS), Geri Anderson, to discuss the possible re-evaluation of the LIA required coursework and a facelift for the Certificate of Equivalency.

June 2008

Based on the feedback from the focus groups Kathy Holmes and Paula Gumina (formerly Buffington) made revisions to the LIA Handbook, Version 4, to present to the LIA Portfolio Committee.

Western State College offered EDU 134: Teaching ESL to Adult Learners as a one week intensive course for graduate credit.

July 2008

Feedback from the LIA Portfolio Committee generated more revisions to Version 4 of the LIA Handbook. Revisions were completed by Kathy Holmes and Jean McDonald and the draft that resulted was reviewed by a group of practitioners.

- Lisa Davey, Adult & Family Education School District 11
- Stephanie Moran, Durango Adult Learning Center
- Nita Bratt, The Learning Source for Adults and Families
- Callie Bradley, Lake County Family Literacy
- Kindra Plumb, Phillips County Family Education Services

Dialogue began with Colorado State University on adopting its graduate courses EDAAE 620: Processes and Methods and EDAAE 520: Adult Education, as graduate level courses for EDU 132 and EDU 131, respectively.

LIA Renewal information was published on the Authorization website.

The LIA application was made available on the Educator Licensing website.

August/September 2008

Final revisions were made by Debra Fawcett to the LIA Handbook, Version 4.

October 17, 2008

The LIA Handbook, Version 4, was released to the field through an LIA Specialist Training. The materials took effect January 1, 2009.

December 5, 2008

The LIA Portfolio Committee name was changed to the LIA Committee to reflect the wider range of responsibilities of the committee beyond reviewing LIA portfolios.

January 2009

Jessie Hawthorn, CDE/AEFL consultant, became the state LIA Specialist and joined the LIA Committee as the Co-Chairperson.

May 2009

Five years ago on May 8, 2004, the LIA was added to the list of approved authorizations issued by Educator Licensing. This date was recognized at the August 2009 CAEPA Rendezvous conference.

September 2009

The Colorado Board of Education approved that CDE Educator Licensing can accept transcripts for specific graduate courses offered by the Adult Education and Training department from Colorado State University (CSU) as evidence of completion of the required courses for the Literacy Instruction Authorization (LIA). This option became available to applicants in the spring 2010 semester.

February 2010

Pamela M. Smith, State Director of the Office of AEFL and leader of the process to establish the LIA, retired.

July 2010

Margaret Kirkpatrick was hired as the State Director of the Office of AEFL.

February 2011

Five new committee members were selected to join the LIA Committee.

- Carolyn Carter, ABE/ASE-GED Instructor, Served 2011-2012
- Sherri Durman, ESL Instructor, McLain Community High School, Served 2011-2012
- Callie James, Director and Instructor, Lake County Family Literacy, Served 2011-2012
- Karin McGuire-Hill, Director of Special Education, Colorado Department of Corrections, Served 2011-2013
- Julie Oliver, EDU course instructor, Morgan Community College, Served 2011

March 2011

CDE Educator Licensing no longer issues the authorization as an endorsement on a professional teaching license. Licensed teachers must renew the authorization separately from their license and it is issued as a separate document.

June 2011

Authorization applicants must submit applications electronically using eLicensing. Official transcripts must be uploaded to eLicensing.

July 2011

The Standards of Quality (SoQ) for Adult Education Programs in Colorado were published. Standard #12: Teacher Credentialing and Professional Development (PD) Program supports a qualified teaching staff by helping teachers to obtain the Literacy Instruction Authorization (LIA) and by providing opportunities for all teachers to participate in on-going professional development.

January 2012

The revised LIA portfolio requirements were implemented.

July 2012

The Evaluation of Equivalent Coursework option was introduced. Applicants in the process of using the Previous Coursework option in the portfolio must submit the documents by the September deadline. Applicants must use the Evaluation of Equivalent Coursework option starting in October 2012.

August 2012

On August 8, 2012 the Colorado Board of Education approved a change to the rules in the Educator Licensing Act of 1991 to change the name of the authorization from **Literacy Instruction Authorization to Adult Basic Education Authorization**.

October 2012

The ABE Authorization Committee begins meeting bi-monthly rather than monthly via conference call.

November 2012

Forty-two adult educators from throughout Colorado participated in the first meeting on revising the ABE Authorization course competencies. Groups were formed to draft revised competencies for each course.

December 2012 - May 2013

Groups meet to draft revised competencies which were submitted to the CDE Office of Adult Education and Family Literacy.

July 2013 - August 2013

Feedback was solicited from the field via a web-based survey about the revised competencies.

July 2013

Decreased number of committee member candidates and increased efficiency of staff and process lead CDE/AEFL to rely on in-house resources for portfolio evaluation. Regular ABEA Committee meetings are suspended indefinitely. The committee's role becomes ad hoc advisory group.

May 2014

The revised competencies for EDU 131, 132, 133, and 134 are accepted by the Colorado Community College system.

It is decided by members of the work group that developed the revised competencies for EDU 131 that this course is too theoretical to be validated by Evaluation of Experience. To document knowledge of these competencies, it must be completed by completing EDU 131 course work or demonstrating Equivalent Coursework.

December 2014

Rubrics were published for the Evaluation of Experience for EDU 132, 133, and 134 after directors were given opportunity in November to review and comment on the initial draft. The revised course competencies were to be in place for all courses beginning January 1, 2015.

Age Range of the ABE Authorization: Why the 0-21 Designation?

1. In Colorado, the state-administered federally-funded adult education grant program resides within the state education agency's (SEA) K-12 system. Adult education, administered by the SEA and therefore a component of the K-12 system, follows SEA administrative policies, procedures, and processes, including the rules and regulations of Colorado Educator Licensing.
2. All state educator authorizations contain an authorized age group or grade level range. Of the age groups and grade level ranges currently approved by the state for licensed educators, the 0-21 range most closely reflects the broad range of skill levels of the target populations served by AEFLA programs.
3. The 0-21 age range of the authorization does not imply exclusion of educational services to those over age 21, but does preclude the provision of educational services beyond the high school level, which is in compliance with the purposes of the federally funded adult education program.
4. The 0-21 category covers the continuum of educational functioning levels that comprise Adult Basic and Secondary Education (ABE/GED) as well as English language acquisition and English literacy skills (ESL). This category is also appropriate for the adult education skill levels and children's developmental phases targeted within the four components of family literacy.
5. The content of ABE, ASE, and ESL curricula is designed to provide the knowledge and skills needed to earn a high school diploma or its equivalent and prepare students to enter post secondary education and the workforce; fully in alignment with the underlying purposes of the Colorado Academic Standards.
6. The process to authorize a new age group or grade level range specifically for adult education would involve approval by the State Board of Education and the Colorado General Assembly (State Legislature). This is a time consuming process, and for the reasons given above is not a necessary investment of time and resources.

Rubric for EDU 132: Planning and Delivering Instruction to Adult Learners

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
<p>2.01 Prepare written outcomes-based instructional plans that incorporate Webb's Depth of Knowledge (DOK) levels and align with the curriculum and learners' goals</p>	<ul style="list-style-type: none"> Observed limited use (1 instance) of written instructional plans Observed limited appropriate integration (1 instance) into instruction of one or more of the four Webb's Depth of Knowledge (DOK) levels 	<ul style="list-style-type: none"> Uses appropriate needs assessment Observed 2-3 documented learner needs addressed in instruction 	<ul style="list-style-type: none"> Observed consistent use of written outcomes-based instructional plans for all lessons Observed consistent appropriate integration (3 or more instances) into instruction of one or more of the four Webb's Depth of Knowledge (DOK) levels Plans consistently aligned with curriculum and learners' goals
<p>2.02 Demonstrate the contextualization of ESL, ABE or ASE instruction to address adult learners' personal, educational, and career goals</p>	<ul style="list-style-type: none"> Observed limited contextualization (1 instance) of adult learners' personal, educational, and/or career goals into instruction 	<ul style="list-style-type: none"> Observed 2 instances of contextualization of adult learners' personal, educational, and/or career goals into instruction 	<ul style="list-style-type: none"> Observed consistent contextualization (3 or more instances) of adult learners' personal, educational, and/or career goals into instruction
<p>2.03 Create an instructional environment that supports the development of metacognition</p>	<ul style="list-style-type: none"> Observed limited use (1 strategy) that assisted learners in monitoring their own learning 	<ul style="list-style-type: none"> Observed the use of 2 strategies that assisted learners in monitoring their own learning 	<ul style="list-style-type: none"> Observed consistent use (3 or more strategies) that assisted learners in monitoring their own learning
<p>2.04 Utilize a variety of learner grouping strategies that address learning objectives</p>	<ul style="list-style-type: none"> Observed 1 grouping strategy with little to no connection to learning objectives 	<ul style="list-style-type: none"> Observed 2 grouping strategies connected to achievement of learning objectives 	<ul style="list-style-type: none"> Observed 3 or more grouping strategies directly connected to achievement of learning objectives
<p>2.05 Explain the purpose and use of formative and summative assessments. Identify specific standardized ABE, ASE and/or adult ESL assessments and describe their uses</p>	<ul style="list-style-type: none"> Explains 2 purposes or uses of formative and summative assessments Identifies 1 standardized ABE, ASE or ESL assessment 	<ul style="list-style-type: none"> Explains 3 purposes and/or uses of formative and summative assessments Identifies 1 standardized ABE, ASE or ESL assessment and describes its use 	<ul style="list-style-type: none"> Explains 4 or more purposes and uses of formative and summative assessments Identifies 2 standardized ABE, ASE or ESL assessments and describes their uses Attended a certified training for the administration of 1 NRS approved standardized assessment and can administer the assessment independently

Rubric for EDU 132: Planning and Delivering Instruction to Adult Learners

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
2.06 Explains the instructor's role in connecting adult learners to local resources that support them in achieving their personal, educational and career goals	<ul style="list-style-type: none"> Identifies 1-2 local resources Explains the basic role an instructor plays in referring learners to resources 	<ul style="list-style-type: none"> Identifies 3 local resources Explains how an instructor can facilitate a referral of adult learners to a needed resource 	<ul style="list-style-type: none"> Identifies 4 or more local resources Explains how an instructor can facilitate a referral of adult learners to a needed resource Gives an example of successfully connecting adult learners to local resources
2.07 Relate to instruction research and evidence-based practices that sustain motivation and promote persistence	<ul style="list-style-type: none"> Identifies 1-2 examples of research and/or evidence-based practices that sustain motivation and promote persistence 	<ul style="list-style-type: none"> Identifies 3 examples of research and/or evidence-based practices that sustain motivation and promote persistence Relates the examples to instruction of adult learners 	<ul style="list-style-type: none"> Identifies 4 or more examples of research and/or evidence-based practices that sustain motivation and promote persistence Provides 1 or more examples from professional experience of using research and evidence based practices that sustain motivation and promote persistence
2.08 Describe the process of providing accommodations for disabilities during instruction and assessment	<ul style="list-style-type: none"> Minimally describes the program's policies and practices for providing accommodations for special learning needs Describes 1-2 instructional accommodations for physical and/or learning challenges 	<ul style="list-style-type: none"> Comprehensively describes the program's policies and practices for providing accommodations for special learning needs Describes 3 instructional accommodations for physical and/or learning challenges 	<ul style="list-style-type: none"> Comprehensively describes the program's policies and practices for providing accommodations for special learning needs Describes 4 or more instructional accommodations for physical and/or learning challenges
2.09 Evaluate professional development options and resources for adult educators and develop a personal professional development plan	<ul style="list-style-type: none"> Identifies 1-2 PD options or resources Has a personal PD plan 	<ul style="list-style-type: none"> Identifies 3 PD options or resources Explains 1-2 criteria used to evaluate options or resources Has a personal PD plan 	<ul style="list-style-type: none"> Identifies 4 or more PD options or resources Explains 3 or more criteria used to evaluate options or resources Has a personal PD plan based on a PD self assessment

Rubric for EDU 132: Planning and Delivering Instruction to Adult Learners

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
<p>2.10 Develop and document a profile for adult learners to inform instruction using information such as background, standardized assessments results, prior knowledge, learning preferences, and educational and career goals</p>	<ul style="list-style-type: none"> ● Observed limited use (1 instance) when adult learner profiles were used to inform instruction ● Profiles contain documentation of: <ul style="list-style-type: none"> ● Standardized assessments results ● Educational and/or career goals 	<ul style="list-style-type: none"> ● Observed 2 instances when adult learner profiles were used to inform instruction ● Profiles contain documentation of: <ul style="list-style-type: none"> ● Standardized assessments results ● Educational and career goals ● Either learner background or prior academic or workplace knowledge 	<ul style="list-style-type: none"> ● Observed consistent use (3 or more instances) of regularly updated adult learner profiles to inform instruction ● Profiles contain documentation of: <ul style="list-style-type: none"> ● Standardized assessments results ● Educational and career goals ● Learner background ● Prior academic or workplace knowledge
<p>2.11 Describe and implement a process to support ABE, ASE and/or ESL learners in identifying, documenting, monitoring and revising personal, educational and career goals</p>	<ul style="list-style-type: none"> ● Describes 1 tool used to gain information about adult learners' personal, educational and career goals ● Observed limited evidence that goals are documented ● Did not observe that goals were monitored or revised 	<ul style="list-style-type: none"> ● Describes 1 or more tools used to gain information about adult learners' personal, educational and career goals ● Provides a basic description of the process used to gain the information ● Observed limited evidence that goals are documented ● Observed some evidence that goals are monitored and/or revised 	<ul style="list-style-type: none"> ● Describes 1 or more tools used to gain information about adult learners' personal, educational and career goals ● Provides a clear, complete description of the process used to gain the information ● Observed consistent evidence that goals are identified, documented, monitored and revised in partnership with learners
<p>2.12 Describe and implement a process to help adult learners understand and independently monitor academic performance and progress</p>	<ul style="list-style-type: none"> ● Identifies 1 strategy to assist learners in monitoring their own learning over time ● Observed implementation of this strategy during instruction 	<ul style="list-style-type: none"> ● Describes 2 strategies to assist learners in monitoring their own learning over time ● Observed implementation of 2 strategies during instruction 	<ul style="list-style-type: none"> ● Describes 3 or more strategies to assist learners in monitoring their own learning over time ● Observed implementation of 4 or more strategies during instruction

Rubric for EDU 133: Teaching Adult Basic Education (ABE) and Adult Secondary Education (ASE/GED)

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
3.01 Apply results from two or more types of assessments for ABE and/or ASE learners to the planning and delivery of instruction	<ul style="list-style-type: none"> Observed the use of results from 1 standardized assessment to plan and deliver level appropriate instruction 	<ul style="list-style-type: none"> Observed the use of results from 1 standardized assessment and 1 alternative assessment to plan and deliver level appropriate instruction 	<ul style="list-style-type: none"> Observed the use of results from 1 or 2 standardized assessments and 2 or more alternative assessments to plan and deliver level appropriate instruction
3.02 Deliver level-appropriate instruction using written outcomes-based instructional plan that integrates Webb's Depth of Knowledge levels and content areas across the curriculum	<ul style="list-style-type: none"> Observed limited use (1 instance) of written outcomes-based instructional plans Observed limited appropriate integration (1 instance) into instruction of one or more of the four Webb's Depth of Knowledge (DOK) levels 	<ul style="list-style-type: none"> Observed 2 instances when written outcomes-based instructional plans were used Observed 2 instances of appropriate integration into instruction of one or more of the four Webb's Depth of Knowledge (DOK) levels 	<ul style="list-style-type: none"> Observed consistent use of written outcomes-based instructional plans for all lessons Observed consistent appropriate integration (3 or more instances) into instruction of one or more of the four Webb's Depth of Knowledge (DOK) levels Plans consistently aligned with curriculum and learners' goals
3.03 Contextualize instruction based on ABE and/or ASE learners' self-identified prior knowledge, and personal, education and career goals	<ul style="list-style-type: none"> Observed limited contextualization (1 instance) of adult learners' personal, educational, and/or career goals into instruction 	<ul style="list-style-type: none"> Observed 2 instances of contextualization of adult learners' personal, educational, and/or career goals into instruction 	<ul style="list-style-type: none"> Observed consistent contextualization (3 or more instances) of adult learners' personal, educational, and/or career goals into instruction
3.04 Use technology to develop and deliver ABE and/or ASE instruction and provide learners with the opportunity to use technology to develop reading, writing and/or numeracy skills that address educational and/or career goals	<ul style="list-style-type: none"> Observed evidence that technology was used 1-2 times to develop and deliver ABE and/or ASE instruction Observed 1-2 instances when learners had opportunity to use technology to develop level appropriate reading, writing and/or numeracy skills that addressed educational and/or career goals 	<ul style="list-style-type: none"> Observed evidence that technology was used 3 times to develop and deliver ABE and/or ASE instruction Observed 3 instances when learners had opportunity to use technology to develop level appropriate reading, writing and/or numeracy skills that addressed educational and/or career goals 	<ul style="list-style-type: none"> Observed evidence that technology was used 4 or more times to develop and deliver ABE and/or ASE instruction Observed 4 or more instances when learners had opportunity to use technology to develop level appropriate reading, writing and/or numeracy skills that addressed educational and/or career goals

Rubric for EDU 133: Teaching Adult Basic Education (ABE) and Adult Secondary Education (ASE/GED)

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
3.05 Apply instructional practices that support the development of independent ABE and ASE learners prepared to transition to the next step in their education and/or career pathway	<ul style="list-style-type: none"> Observed 1 situation where the instructor supported learners in functioning independently Observed 1 example of instruction in content and skills learners need in their next step on their educational and/or career pathway 	<ul style="list-style-type: none"> Observed 2 situations where the instructor supported learners in functioning independently Observed 2 examples of instruction in content and skills learners need in their next step on their educational and/or career pathway 	<ul style="list-style-type: none"> Observed 3 or more situations where the instructor supported learners in functioning independently Observed 3 or more examples of instruction in content and skills learners need in their next step on their educational and/or career pathway
3.06 Utilize a variety of learner grouping strategies that address learning objectives	<ul style="list-style-type: none"> Observed 1 grouping strategy with little to no connection to learning objectives 	<ul style="list-style-type: none"> Observed 2 grouping strategies connected to achievement of learning objectives 	<ul style="list-style-type: none"> Observed 3 or more grouping strategies explicitly related to achievement of learning objectives
3.07 Evaluate the influence of the demographic profile and cultural norms and values of ABE and ASE learners and their instructors on instructional practices	<ul style="list-style-type: none"> Identifies 1-2 characteristics from learners' demographic profile and/or cultural norms and values Provides 1-2 examples of how demographic characteristics and/or cultural norms influence instructional practices 	<ul style="list-style-type: none"> Evaluates how the learners' demographic profile and cultural norms and values influence instructional practices 	<ul style="list-style-type: none"> Evaluates how the learners' demographic profile and cultural norms and values influence instructional practices Evaluates how the instructor's demographic profile and cultural norms and values influence instructional practices
3.08 Compare and contrast instructional techniques and resources appropriate for ABE and ASE learners	<ul style="list-style-type: none"> Identifies 1 similarity and 1 difference of 2 instructional techniques and/or resources 	<ul style="list-style-type: none"> Identifies 2 similarities and 2 differences of 2 or more instructional techniques and/or resources Identifies when and with whom to use the techniques and/or resources 	<ul style="list-style-type: none"> Identifies 3 or more similarities and 3 or more differences of 2 or more instructional techniques and/or resources Identifies when and with whom to use the techniques and/or resources
3.09 Evaluate professional development options and resources for adult educators and develop a personal professional development plan	<ul style="list-style-type: none"> Identifies 1-2 PD options or resources Has a personal PD plan 	<ul style="list-style-type: none"> Identifies 3 PD options or resources Explains 1-2 criteria used to evaluate options or resources Has a personal PD plan 	<ul style="list-style-type: none"> Identifies 4 or more PD options or resources Explains 3 or more criteria used to evaluate options or resources Has a personal PD plan based on a PD self assessment

Rubric for EDU 133: Teaching Adult Basic Education (ABE) and Adult Secondary Education (ASE/GED)

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
3.10 Identify a process for selecting level-appropriate instructional materials for ABE and ASE learners (e.g. print and digital media)	<ul style="list-style-type: none"> Identifies 1-2 criteria for evaluation and selection of print and/or digital core and supplementary materials Observed that some materials used with learners lack evidence that the criteria identified are present and may be inappropriate 	<ul style="list-style-type: none"> Identifies 3 criteria for evaluation and selection of print and/or digital core and supplementary materials Observed evidence that the criteria identified are present in the materials used with learners 	<ul style="list-style-type: none"> Identifies 4 or more criteria for evaluation and selection of print and/or digital core and supplementary materials Observed evidence that the criteria identified are present in the materials used with learners
3.11 Demonstrate knowledge of the writing skills adult learners need to complete each Educational Functioning Level (EFL) through the delivery of writing instruction appropriate to the adult learners' EFL	<ul style="list-style-type: none"> Identifies 1-2 writing skills appropriate for the EFL(s) taught as well as 1-2 writing skills above and below that level (s) Observed instruction of 1 level appropriate writing skill 	<ul style="list-style-type: none"> Identifies 3 writing skills appropriate for the EFL(s) taught as well as 3 writing skills above and below that level(s) Observed instruction of 2 level appropriate writing skills 	<ul style="list-style-type: none"> Identifies 4 or more writing skills appropriate for the EFL(s) taught as well as 4 or more writing skills above and below that level(s) Observed instruction of 2 level appropriate writing skills at 2 different levels
3.12 Demonstrate knowledge of the reading skills adult learners need to complete each Educational Functioning Level (EFL) through the delivery of reading instruction appropriate to the adult learners' EFL	<ul style="list-style-type: none"> Identifies 1-2 reading skills appropriate for the EFL(s) taught as well as 1-2 reading skills above and below that level (s) Observed instruction of 1 level appropriate reading skill 	<ul style="list-style-type: none"> Identifies 3 reading skills appropriate for the EFL(s) taught as well as 3 reading skills above and below that level(s) Observed instruction of 2 level appropriate reading skills 	<ul style="list-style-type: none"> Identifies 4 or more reading skills appropriate for the EFL(s) taught as well as 4 or more reading skills above and below that level(s) Observed instruction of 2 level appropriate reading skills at 2 different levels
3.13 Demonstrate knowledge of the numeracy skills adult learners need to complete each Educational functioning Level (EFL) through the delivery of numeracy instruction appropriate to the adult learners' EFL	<ul style="list-style-type: none"> Identifies 1-2 numeracy skills appropriate for the EFL(s) taught as well as 1-2 numeracy skills above and below that level(s) Observed instruction of 1 level appropriate numeracy skill 	<ul style="list-style-type: none"> Identifies 3 numeracy skills appropriate for the EFL(s) taught as well as 3 numeracy skills above and below that level(s) Observed instruction of 2 level appropriate numeracy skills 	<ul style="list-style-type: none"> Identifies 4 or more numeracy skills appropriate for the EFL(s) taught as well as 4 or more numeracy skills above and below that level(s) Observed instruction of 2 level appropriate numeracy skills at 2 different levels

Rubric for EDU 134: Teaching English as a Second Language (ESL) to Adults

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
4.01 Demonstrate knowledge of the language acquisition process for adults	<ul style="list-style-type: none"> Observed the use of 1-2 language acquisition approaches and/or techniques 	<ul style="list-style-type: none"> Observed the use of 3 language acquisition approaches and/or techniques 	<ul style="list-style-type: none"> Observed the use of 4 or more language acquisition approaches and/or techniques
4.02 Apply results from two or more types of assessments for adult ESL learners to the planning and delivery of instruction	<ul style="list-style-type: none"> Observed the use of results from 1 standardized assessment to plan and deliver level-appropriate instruction 	<ul style="list-style-type: none"> Observed the use of results from 1 standardized assessment and 1 alternative assessment to plan and deliver level-appropriate instruction 	<ul style="list-style-type: none"> Observed the use of results from 1 or 2 standardized assessments and 2 or more alternative assessments to plan and deliver level-appropriate instruction
4.03 Deliver level-appropriate instruction using a written outcomes-based instructional plan that integrates critical thinking skills and language skills and components (e.g. listening, speaking, reading, writing, pronunciation, vocabulary, syntax.)	<ul style="list-style-type: none"> Observed limited use (1 instance) of written outcomes-based instructional plans Observed limited appropriate integration (1 instance) of critical thinking skills and/or language skills and components (e.g. listening, speaking, reading, writing, pronunciation, vocabulary and syntax) 	<ul style="list-style-type: none"> Observed limited use 2 instances of written outcomes-based instructional plans Observed 2 instances of integration of critical thinking skills and language skills and components (e.g. listening, speaking, reading, writing, pronunciation, vocabulary and syntax) 	<ul style="list-style-type: none"> Observed consistent use of written outcomes-based instructional plans Observed consistent appropriate integration of critical thinking skills and language skills and components (e.g. listening, speaking, reading, writing, pronunciation, vocabulary and syntax)
4.04 Contextualize instruction based on adult ESL learners' self-identified prior knowledge, and personal education and career goals	<ul style="list-style-type: none"> Observed limited contextualization (1 instance) of adult learners' personal, educational, and/or career goals into instruction 	<ul style="list-style-type: none"> Observed 2 instances of contextualization of adult learners' personal, educational, and/or career goals into instruction 	<ul style="list-style-type: none"> Observed consistent contextualization (3 or more instances) of adult learners' personal, educational, and/or career goals into instruction
4.05 Use technology to develop and deliver ESL instruction and provide learners with the opportunity to use technology to develop English language proficiency that addresses educational and/or career goals	<ul style="list-style-type: none"> Observed evidence that technology was used 1-2 times to develop and deliver ESL instruction Observed 1-2 instances when learners had opportunity to use technology to develop English language proficiency that addressed educational and/or career goals 	<ul style="list-style-type: none"> Observed evidence that technology was used 3 times to develop and deliver ESL instruction Observed 3 instances when learners had opportunity to use technology to develop English language proficiency that addressed educational and/or career goals 	<ul style="list-style-type: none"> Observed evidence that technology was used 4 or more times to develop and deliver ESL instruction Observed 4 or more instances when learners had opportunity to use technology to develop English language proficiency that addressed educational and/or career goals

Rubric for EDU 134: Teaching English as a Second Language (ESL) to Adults

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
4.06 Demonstrate techniques for providing targeted, constructive error correction and for helping learners to develop the ability to monitor and correct errors.	<ul style="list-style-type: none"> Observed 1 technique for providing constructive error correction 	<ul style="list-style-type: none"> Observed 2 techniques for providing constructive error correction Observed 1-2 techniques for developing the learner's ability to monitor and correct errors 	<ul style="list-style-type: none"> Observed 3 or more techniques for providing constructive error correction Observed 3 or more techniques for developing the learner's ability to monitor and correct errors
4.07 Apply instructional practices that support the development of independent ESL learners prepared to transition to the next step in their education and/or career pathway	<ul style="list-style-type: none"> Observed 1 situation where the instructor supported learners in functioning independently Observed 1 example of instruction in content and skills learners need in their next step on their educational and/or career pathway 	<ul style="list-style-type: none"> Observed 2 situations where the instructor supported learners in functioning independently Observed 2 examples of instruction in content and skills learners need in their next step on their educational and/or career pathway 	<ul style="list-style-type: none"> Observed 3 or more situations where the instructor supported learners in functioning independently Observed 3 or more examples of instruction in content and skills learners need in their next step on their educational and/or career pathway
4.08 Utilize a variety of learner grouping strategies that address learning objectives	<ul style="list-style-type: none"> Observed 1 grouping strategy with little to no connection to learning objectives 	<ul style="list-style-type: none"> Observed 2 grouping strategies connected to achievement of learning objectives 	<ul style="list-style-type: none"> Observed 3 or more grouping strategies explicitly related to achievement of learning objectives
4.09 Differentiate the appropriate use of the adult learners' native language by the instructor of the learners during instruction	<ul style="list-style-type: none"> The learners' native language(s) are often used during instruction with learners at all Educational Functioning Levels. The instructor and/or the learners use the learners' native language(s) frequently during class periods to converse, translate, ask questions or give activity instructions 	<ul style="list-style-type: none"> The learners' native language(s) are occasionally used during instruction of or by learners above SPLs 0-1 Instructors and/or learners at SPLs 0-1 use the learners' native language(s) to explain activity instructions and occasionally to translate key vocabulary or concepts 	<ul style="list-style-type: none"> The learners' native language(s) are not used during instruction with learners above SPLs 0-1 Instructors of learners at SPLs 0-1 use the learners' native language(s) only to explain activity instructions
4.10 Evaluate the influence of the demographic profile and cultural norms and values of ESL learners and their instructors on instructional practices	<ul style="list-style-type: none"> Identifies 1-2 characteristics from learners' demographic profile and/or cultural norms and values Provides 1-2 examples of how demographic characteristics and/or cultural norms influence instructional practices 	<ul style="list-style-type: none"> Evaluates how the learners' demographic profile and cultural norms and values influence instructional practices 	<ul style="list-style-type: none"> Evaluates how the learners' demographic profile and cultural norms and values influence instructional practices Evaluates how the instructor's demographic profile and cultural norms and values influence instructional practices

Rubric for EDU 134: Teaching English as a Second Language (ESL) to Adults

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
4.11 Compare and contrast language teaching techniques and resources appropriate for adult ESL learners	<ul style="list-style-type: none"> Identifies 1 similarity and 1 difference of 2 instructional techniques and/or resources 	<ul style="list-style-type: none"> Identifies 2 similarities and 2 differences of 2 or more instructional techniques and/or resources Identifies when and with whom to use the techniques and/or resources 	<ul style="list-style-type: none"> Identifies 3 or more similarities and 3 or more differences of 2 or more instructional techniques and/or resources Identifies when and with whom to use the techniques and/or resources
4.12 Evaluate professional development options and resources for adult educators and develop a personal professional development plan	<ul style="list-style-type: none"> Identifies 1-2 PD options or resources Has a personal PD plan 	<ul style="list-style-type: none"> Identifies 3 PD options or resources Explains 1-2 criteria used to evaluate options or resources Has a personal PD plan 	<ul style="list-style-type: none"> Identifies 4 or more PD options or resources Explains 3 or more criteria used to evaluate options or resources Has a personal PD plan based on a PD self assessment
4.13 Identify a process for selecting level-appropriate instructional materials for ESL learners (e.g. print and electronic media)	<ul style="list-style-type: none"> Identifies 1-2 criteria for evaluation and selection of print and/or digital core and supplementary materials Observed that some materials used with learners lack evidence that the criteria identified are present and may be inappropriate 	<ul style="list-style-type: none"> Identifies 3 criteria for evaluation and selection of print and/or digital core and supplementary materials Observed evidence that the criteria identified are present in the materials used with learners 	<ul style="list-style-type: none"> Identifies 4 or more criteria for evaluation and selection of print and/or digital core and supplementary materials Observed evidence that the criteria identified are present in the materials used with learners
4.14 Demonstrate knowledge of the skills adult ESL learners need to complete each Educational Functioning Level (EFL through the delivery of language instruction appropriate to the adult learners' EFL)	<ul style="list-style-type: none"> Identifies 1-2 language skills appropriate for the EFL(s) taught as well as 1-2 language skills above and below that level(s) Observed instruction of 1 level appropriate language skill 	<ul style="list-style-type: none"> Identifies 3 language skills appropriate for the EFL(s) taught as well as 3 language skills above and below that level(s) Observed instruction of 2 level appropriate language skills 	<ul style="list-style-type: none"> Identifies 4 or more language skills appropriate for the EFL(s) taught as well as 4 or more language skills above and below that level(s) Observed instruction of 2 level appropriate language skills at 2 different levels

Course Competencies (Updated Competencies, 2015)

EDU 131

Introduction to Adult Education

- 1.01** Apply current research related to adult learning and development to delivering instruction to adult English language learners and adults with skills below 12th grade equivalency.
- 1.02** Summarize applicable federal and state adult education legislation, USDOE initiatives, and movements in adult education.
- 1.03** Discriminate between the types of education services available to adult English language learners and adults with skills below 12th grade equivalency.
- 1.04** Compare and contrast adult and child learning theories to identify research and evidence based instructional methods and techniques appropriate for adult learners.
- 1.05** Explain how adult learners' life experiences and circumstances can affect their participation in adult education.
- 1.06** Evaluate the influence of family, culture and community on adult learners' expectations and learning and use this information to deliver culturally responsive instruction.
- 1.07** Analyze the connection of helping adult learners set and monitor goals to persistence and motivation.
- 1.08** Explain the metacognitive process and analyzes strategies for developing metacognition in adult learners.
- 1.09** Distinguish the elements of an instructional environment and climate that engage adult learners and promote purposeful learning.
- 1.10** Describe local resources and support systems to minimize barriers in achieving educational and career goals for adult learners with special needs, e.g. adults with disabilities, skills at or below 3rd grade equivalency, immigrants and refugees at Student Performance Levels (SPLs) 0-2.
- 1.11** Evaluate professional development options and resources for adult educators and develop a personal professional development plan.

Course Competencies (Updated Competencies, 2015)

EDU 132

Planning and Delivering Instruction to Adult Learners

- 2.01** Prepare written outcomes-based instructional plans that incorporate Webb's Depth of Knowledge (DOK) levels and align with the curriculum and learners' goals
- 2.02** Demonstrate the contextualization of ESL, ABE or ASE instruction to address adult learners' personal, educational, and career goals
- 2.03** Create an instructional environment that supports the development of metacognition
- 2.04** Utilize a variety of learner grouping strategies that address learning objectives
- 2.05** Explain the purpose and use of formative and summative assessments. Identify specific standardized ABE, ASE and/or adult ESL assessments and describe their uses
- 2.06** Explains the instructor's role in connecting adult learners to local resources that support them in achieving their personal, educational and career goals
- 2.07** Relate to instruction research and evidence-based practices that sustain motivation and promote persistence
- 2.08** Describe the process of providing accommodations for disabilities during instruction and assessment
- 2.09** Evaluate professional development options and resources for adult educators and develop a personal professional development plan
- 2.10** Develop and document a profile for adult learners to inform instruction using information such as background, standardized assessments results, prior knowledge, learning preferences, and educational and career goals
- 2.11** Describe and implement a process to support ABE, ASE and/or ESL learners in identifying, documenting, monitoring and revising personal, educational and career goals
- 2.12** Describe and implement a process to help adult learners understand and independently monitor academic performance and progress

Course Competencies (Updated Competencies, 2015)
EDU 133
Teaching Adult Basic Education/Adult Secondary Education

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|---|--|
| <p>3.01 Apply results from two or more types of assessments for ABE and/or ASE learners to the planning and delivery of instruction</p> <p>3.02 Deliver level-appropriate instruction using written outcomes-based instructional plan that integrates Webb's Depth of Knowledge levels and content areas across the curriculum</p> <p>3.03 Contextualize instruction based on ABE and/or ASE learners' self-identified prior knowledge, and personal, education and career goals</p> <p>3.04 Use technology to develop and deliver ABE and/or ASE instruction and provide learners with the opportunity to use technology to develop reading, writing and/or numeracy skills that address educational and/or career goals</p> <p>3.05 Apply instructional practices that support the development of independent ABE and ASE learners prepared to transition to the next step in their education and/or career pathway</p> <p>3.06 Utilize a variety of learner grouping strategies that address learning objectives</p> <p>3.07 Evaluate the influence of the demographic profile and cultural norms and values of ABE and ASE learners and their instructors on instructional practices</p> | <p>3.08 Compare and contrast instructional techniques and resources appropriate for ABE and ASE learners</p> <p>3.09 Evaluate professional development options and resources for adult educators and develop a personal professional development plan</p> <p>3.10 Identify a process for selecting level-appropriate instructional materials for ABE and ASE learners (e.g. print and digital media)</p> <p>3.11 Demonstrate knowledge of the writing skills adult learners need to complete each Educational Functioning Level (EFL) through the delivery of writing instruction appropriate to the adult learners' EFL</p> <p>3.12 Demonstrate knowledge of the reading skills adult learners need to complete each Educational Functioning Level (EFL) through the delivery of reading instruction appropriate to the adult learners' EFL</p> <p>3.13 Demonstrate knowledge of the numeracy skills adult learners need to complete each Educational functioning Level (EFL) through the delivery of numeracy instruction appropriate to the adult learners' EFL</p> |
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Course Competencies (Updated Competencies, 2015)

EDU 134

Teaching English as a Second Language to Adults

- 4.01** Demonstrate knowledge of the language acquisition process for adults
- 4.02** Apply results from two or more types of assessments for adult ESL learners to the planning and delivery of instruction
- 4.03** Deliver level-appropriate instruction using a written outcomes-based instructional plan that integrates critical thinking skills and language skills and components (e.g. listening, speaking, reading, writing, pronunciation, vocabulary, syntax.)
- 4.04** Contextualize instruction based on adult ESL learners' self-identified prior knowledge, and personal education and career goals
- 4.05** Use technology to develop and deliver ESL instruction and provide learners with the opportunity to use technology to develop English language proficiency that addresses educational and/or career goals
- 4.06** Demonstrate techniques for providing targeted, constructive error correction and for helping learners to develop the ability to monitor and correct errors.
- 4.07** Apply instructional practices that support the development of independent ESL learners prepared to transition to the next step in their education and/or career pathway
- 4.08** Utilize a variety of learner grouping strategies that address learning objectives
- 4.09** Differentiate the appropriate use of the adult learners' native language by the instructor of the learners during instruction
- 4.10** Evaluate the influence of the demographic profile and cultural norms and values of ESL learners and their instructors on instructional practices
- 4.11** Compare and contrast language teaching techniques and resources appropriate for adult ESL learners
- 4.12** Evaluate professional development options and resources for adult educators and develop a personal professional development plan
- 4.13** Identify a process for selecting level-appropriate instructional materials for ESL learners (e.g. print and electronic media)
- 4.14** Demonstrate knowledge of the skills adult ESL learners need to complete each Educational Functioning Level (EFL through the delivery of language instruction appropriate to the adult learners' EFL)

The ABE Authorization Committee

Mission

To advise the Colorado Department of Education's Office of Adult Education and Family Literacy (AEFL) on the implementation and management of the Authorization component of its Professional Standards for Adult Educators System.

Purpose

- Provide feedback on the ABE Authorization Policy, the courses and the competencies and the process of obtaining the ABE Authorization
- Assist with special projects related to the ABE Authorization

Role and Responsibilities

- Understand the policies, requirements and processes that govern the ABE Authorization
- Understand the various routes to authorization (authorization courses, the portfolio process, and equivalent coursework requirements) as defined and described in the ABE Authorization Handbook
- Provide feedback on specific issues in portfolios as needed
- Recommend projects for each fiscal year

Duties and Time Commitments of Committee Members

Effective July 1, 2013 (FY14) the committee will meet on an as needed basis. Meetings are two to three hours in length and are held in Denver. Members can participate via conference call.

- Participate in meetings
- Review documents received via e-mail and submit comments or questions by the requested deadline. The frequency and number of documents is dependent on the specific project or task.

Benefits of Committee Membership

- Contribute to the development of professional standards for adult basic education instructors in Colorado
- Share your perspective and expertise on a state level committee
- Assist the state office in providing leadership to the field of adult basic education in Colorado
- Participate in a State Leadership initiative that has received national recognition
- Collaborate and network with a small group of colleagues from across the state