

**Illinois State Board of Education
Service Center System**

Foundations of Effective Instruction for:

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FOUNDATIONS FOR ABE/GED INSTRUCTORS

Effective instructors of ABE/GED demonstrate the following skills and knowledge:

BACKGROUND KNOWLEDGE: THE ADULT LEARNER

1. Possess knowledge of adult learning theory, including how adults acquire knowledge and connect new information to personal experience.
2. Possess knowledge of learning styles and strategies.
3. Possess general knowledge about exceptionality in learning, including learning disabilities.
4. Demonstrate sensitivity for cultural, gender and age differences.
5. Possess general knowledge of ABE/GED organizational structure, practices, mission and goals.

Needs Assessment and Lesson Planning

1. Use a variety of techniques to assess learners' needs, including informal assessment and self-assessment.
2. Select materials appropriate to learners' needs.
3. Develop lesson plans which integrate presentation, practice, performance, and application.
4. Incorporate learners' prior experiences, cultural heritage, learning styles, and community resources into instruction.
5. Provide learners with the opportunity to apply new information and skills in a wide range of contexts.
6. Individualize instruction as appropriate.
7. Integrate appropriate technology into the needs assessment process and lesson planning.

Classroom Management

1. Manage a multilevel classroom effectively.
2. Use cooperative learning structures as appropriate.
3. Use effective communication strategies to convey ideas, share information, and generate discussion.
4. Support learning for students whose first language is not English.

ABE/GED Content Areas

1. Teach lessons which reflect knowledge of content areas such as social studies, science.
2. Teach lessons which reflect an understanding of the structure of spoken and written language.
3. Teach lessons which reflect knowledge of the reading process.
4. Teach lessons which reflect knowledge of the writing process.
5. Teach lessons which reflect an understanding of math computation and reasoning.
6. Use effective teaching strategies in above content areas for learners who have special learning needs.
7. Integrate technology into the above content areas to promote learning.

Assessment

1. Assess students' learning levels to ensure appropriate placement within a program.
2. Develop instructional objectives that clearly reflect what students will learn and how progress will be measured.
3. Monitor student progress through a variety of methods to ensure academic success.
4. Develop and implement a plan for integrating assessment into the instructional process.
5. Provide evidence of student progress so that gains can be demonstrated.

Professional Development

1. Attend ABE/GED related professional development workshops and conferences.
2. Participate in ABE/GED professional organizations.
3. Keep abreast of the field by reading ABE/GED books and journals.

FOUNDATIONS FOR ESL INSTRUCTORS

Effective instructors of ESL demonstrate the following skills and knowledge:

BACKGROUND KNOWLEDGE: THE ADULT SECOND LANGUAGE LEARNER

1. Possess knowledge of adult second language acquisition.
2. Possess knowledge of language learning styles and strategies.
3. Possess general knowledge about exceptionality in learning, including learning disabilities.
4. Are familiar with the MELT Student Performance Levels (SPLs).
5. Are able to identify the SPLs of adult learners.
6. Demonstrate sensitivity for cultural, gender and age differences in adult language learners.

NEEDS ASSESSMENT AND LESSON PLANNING

1. Use a variety of techniques to assess learners' needs, including informal assessment and self-assessment.
2. Select materials appropriate to learners' needs.
3. Select materials appropriate to learners' SPLs.
4. Develop lesson plans which integrate presentation, practice, application, and review.
5. Incorporate learners' prior experiences, cultural heritage, and community resources into instruction.
6. Plan lessons to accommodate a wide range of ESL learning styles and strategies.
7. Provide learners with the opportunity to apply new information and skills in a wide range of contexts.
8. Individualize instruction as appropriate.
9. Integrate appropriate technology into the needs assessment process and lesson planning as appropriate.

CLASSROOM MANAGEMENT

1. Manage a multilevel classroom effectively.
2. Deal with errors (both oral and written) in a meaningful and productive manner.
3. Use cooperative learning structures as appropriate.

ESL SKILL AREAS

1. Teach effective ESL literacy lessons.
2. Teach effective ESL listening lessons.
3. Teach ESL conversation effectively.
4. Teach narrative reading effectively.
5. Teach ESL writing skills effectively.
6. Teach ESL grammar communicatively.
7. Teach effective pronunciation lessons.
8. Use effective teaching strategies in above content areas for learners who have special learning needs (e.g., nonliterate learners or learners with learning disabilities).
9. Integrate technology into above content areas to promote learning.

ASSESSMENT

1. Are able to assess student level to ensure appropriate placement within a program.
2. Monitor student progress to ensure academic success.
3. Provide evidence of student progress so that gains can be demonstrated.

PROFESSIONAL DEVELOPMENT

1. Attend ESL-related professional development workshops and conferences.
2. Are active in ESL professional organizations.
3. Keep abreast of the field by reading ESL books and journals.

Foundations for Instructors Teaching Students with Learning Disabilities (LD)

Effective instructors of adults with learning disabilities demonstrate the following skills and knowledge:

Background Knowledge

1. Possess knowledge of adult learning theory.
2. Identify characteristics of adults with learning disabilities.
3. Understand educational, vocational, and social implications of learning disabilities in adult life.
4. Understand the impact of learning disabilities on second language learning.

Needs Assessment and Lesson Planning

1. Use a variety of techniques to assess learners' goals and needs.
2. Use a variety of assessment strategies to obtain useful information about students' learning strengths and difficulties.
3. Select, modify instructional materials and techniques to meet specific goals and needs of students with learning disabilities.
4. Individualize instruction as appropriate.
5. Plan lessons to accommodate a wide range of adult learning styles and strategies.
6. Develop and implement lesson plans which integrate presentation, practice, performance, and application.
7. Help students focus on how they learn best and develop self-accommodation strategies.

Classroom Management

1. Possess knowledge of basic classroom management techniques.
2. Integrate adults with learning disabilities into the classroom management plan.
3. Use cooperative learning structures as appropriate.
4. Modify communication strategies to promote student understanding and completion of assignments.

5. Demonstrate sensitivity toward students with learning disabilities regardless of culture, gender and age differences.
6. Incorporate learners' experiences, cultures, and community resources into instruction.

LD Content Areas

1. Develop and implement instructional strategies that reflect knowledge of content areas, enhance thinking process, and vocabulary development in different academic areas (reading, math, science, literature).
2. Develop and implement lessons that provide students with the opportunity to use and apply emerging ideas and skills in a wide range of contexts.
3. Develop and implement lessons that integrate technology into the instructional process to promote learning.
4. Use a variety of instructional and technological accommodations with students with learning disabilities.

Assessment

1. Write instructional objectives that reflect what students will learn and how progress will be measured.
2. Work with students to develop a clear understanding of expected outcomes.
3. Monitor student progress through a variety of methods to ensure academic success.
4. Help students reflect on their own progress.
5. Develop and implement a plan for integrating assessment into the instructional process.
6. Provide evidence of student progress so that gains can be demonstrated.

Professional Development

1. Attend learning disabilities related professional development workshops and conferences.
2. Participate in learning disabilities-related professional organizations.
3. Keep abreast of the field of learning disabilities by reading books and journal articles on adults with learning disabilities.
4. Identify community resources available to assist students with learning disabilities.

FOUNDATIONS FOR INSTRUCTORS TEACHING TECHNOLOGY

Effective adult education instructors of technology demonstrate the following skills and knowledge:

1. Possess knowledge of and utilize hardware in classroom such as personal computer, peripherals, printers, presentation equipment, scanners, web conferencing equipment, digital cameras, etc.
2. Understand the computer operating system for Windows, DOS, or Macintosh.
3. Possess the skills to evaluate and utilize educational software which best meet the instructional goals of the students.
4. Possess knowledge of and utilize the Internet for collaborative projects, telecommunications, research, data collection, free software, technical support with tools such as email, listservs, bulletin boards, telenet, World Wide Web, chat rooms, web conferencing, etc.
5. Understand principles of instructional design and evaluation.
6. Possess knowledge of and utilize software to more effectively manage classroom activities/student progress with tools such as word processing applications, spreadsheet applications, database applications, desktop publishing, presentation and graphics applications.
7. Understand and utilize the Internet for asynchronous on-line professional development.
8. Integrate appropriate technologies (multi-media) into ESL, ABE, GED activities to meet instructional goals and a variety of learning differences.
9. Integrate appropriate software applications in ESL, ABE, GED activities which are used in the workplace to better prepare students for the workforce (e.g., word processing, spreadsheets, databases, desktop publishing, electronic performance support systems, monitoring tools, etc.).
10. Integrate appropriate technologies and software applications which encourage workforce skills such as self-direction, problem solving, quality production, collaboration and communication.
11. Integrate the Internet (email, listservs, WWW) into student activities to promote student as information seeker, navigator, evaluator, critical thinker and analyzer, creator of knowledge using resources, effective communicator, technical user and responsible citizens in a technological age.

12. Possess skills and utilize distance learning technologies to communicate, access information, and collaborate with such tools as one-way interactive satellite, and two-way compressed video teleconferencing.
13. Be aware of community organizations which utilize technologies/mentoring programs to better prepare students for the workforce.

FOUNDATIONS FOR ACCOUNTABILITY

Since June 1994, Illinois has been one of six “national laboratories” to establish a performance system around the principles of joint accountability across workforce development programs and principles of quality assurance and continuous improvement. The Illinois State Board of Education (ISBE) has been included as a project partner since the inception of the project, through the formation of a “state project team,” a “state technical terms,” and an “Illinois Common Performance Management Information System (ICPMIS) state policy team” which “has developed a proposed set of common measures and measurement strategies to document program outcomes.” With funding from the Illinois Employment and Training Centers, the ICPMIS is moving toward further development and implementation of a common professional management system across training and education providers in Illinois.

It is pertinent that during about the same time period, the Adult Education Service Centers in Illinois were selected as one of six states funded by the National Institute for Literacy to undertake statewide capacity building projects for a two-year period.

In discussions in the Accountability Work Group of the Partners in Professional Development (PIPD) last year, as in the Capacity Building Projects, the Illinois Indicators of Program Quality surfaced as the core structure of any accountability effort or system. Performance measures, whether common or random, obviously serve as the basis for counting various accomplishments of programs and the learners served in them relative to the Program Quality Indicators.

For a number of reasons, the demand for accountability has provided additional impetus to “defining,” “counting,” “measuring,” as well as placing a monetary value on the things which are accomplished by a learner/program. In Illinois, the initial two-year effort to award significant performance dollars to Adult Education program budgets has further focused attention on quantity of outcomes, their value and perhaps on the quality of programs and services. The ICPMIS effort mentioned earlier and the new focus on welfare-to-work add further significance and large amounts of money and importance to measuring and rewarding certain desired outcomes.

As Service Center (and Training Center) partners develop plans for addressing accountability and the appropriate role and value of professional/organizational development, it must be clear that professional development is the critical component of any continuous improvement initiative. The goal is continuous quality improvement for Adult Education programs.

The following foundations are proposed for the Service Center partners to define the work of the Accountability Priority Work Group, utilizing the Indicators of Program Quality as the primary basis for designing and evaluating adult education services:

1. Continue to recognize the Indicators of Program Quality as the primary basis for designing and evaluating adult education services.
2. Utilize the capacity building process as the basis for Service Centers to connect with local programs to assist them in identifying specific areas of their programs which they choose to improve, either qualitatively or quantitatively.

3. Recognize and make programs familiar with the ICPMIS process, the measures, values and methodology for accounting for the accomplishments/performance of Adult Education learners and programs in relation to each other and in relation to all other efforts included in the emerging ICPMIS.
4. Explore the feasibility of using STAIRS and other related management information systems as the databases for measuring and reporting program and student performance in the context of ICPMIS and utilize the capacity building model as a basis for relating the impact of professional development on teacher performance and student outcomes.
5. Recognize that the ISBE/CFPD contract for external and self-evaluation activities with Northern Illinois University and that other evaluative activities undertaken by Adult Education programs provide important information for programs to consider in identifying their need for professional/organizational development efforts. The Service Centers will assist programs in utilizing evaluative data as well as STAIRS, etc., in identifying program improvement needs and initiatives.
6. Coordinate the accountability efforts with the goals and activities of the Continuing Professional Development Learning Communities, the Virtual Teacher-Learning Communities and other professional development initiatives of the Service Center/Training Center partners.

FOUNDATIONS FOR CITIZENSHIP INSTRUCTORS

Effective citizenship instructors demonstrate the following skills and knowledge:

BACKGROUND KNOWLEDGE: THE CITIZENSHIP APPLICANT

1. Possess knowledge of adult learning and second language acquisition.
2. Have the ability to communicate in English and model effective language skills.
3. Demonstrate cross-cultural awareness and sensitivity for age and gender differences.
4. Understand the historical and legal bases for immigration and naturalization.
5. *Possess a sound understanding of the application process, the INS examination process and United States government and history.*

NEEDS ASSESSMENT AND LESSON PLANNING

1. Identify and respond to learners' needs, interests, and goals when developing and implementing instructional plans.
2. Create an environment conducive to learning by drawing on adult learning theory and incorporating learners' experiences and cultural heritage into instruction.
3. Use a variety of teaching methods and techniques appropriate to the needs and levels of learners.
4. Plan lessons that integrate presentation, practice, application, and review.
5. Are sensitive to the importance of learner roles (family member, worker, community member/citizen, etc.) in adult retention and motivation and promote learner involvement in community and societal issues.
6. Sequence and pace lesson appropriately using a variety of resources and accommodate a range of learning styles.
7. Effectively use technology including the WWW as a tool for instruction.

CLASSROOM MANAGEMENT

1. Manage a multilevel classroom effectively.
2. Set up productive student groups according to study material and student skill levels.
3. Use cooperative learning structures as appropriate.
4. Set up mock interview situations that reflect INS demands.

CONTENT AREAS FOR CITIZENSHIP PREPARATION

1. Teach lessons that cover the U.S. history and civics information included in the *INS 100 (96) Questions*
2. Teach lessons that prepare students for the dictation writing part of the INS test.
3. Teach lessons that cover the vocabulary and content of the N400 application.

ASSESSMENT

1. Work with learners to identify their needs, strengths, and goals.
2. Use results of assessment data on a regular basis to plan lessons, track progress, and manage classes.
3. Modify instruction based on learner feedback and peer evaluation.
4. Monitor student progress to ascertain readiness for the INS interview and test.

PROVIDE LEARNER GUIDANCE AND REFERRAL

1. Know how to access information about community resources available to naturalization applicants.
2. Share information with students and colleagues about educational resources/ opportunities and support services.

PROFESSIONAL DEVELOPMENT

1. Keep abreast of updates and changes in the INS naturalization procedures.
2. Engage in a variety of ESL/Citizenship professional development activities and integrate new skills and knowledge into lesson planning.
3. Regularly attend an advocacy group such as the Adult Learning Resource Center Citizenship Educators Interest Group, the Immigration and Naturalization Service/Community Based Organizations' monthly forum, or the Illinois Coalition for Immigrant and Refugee Rights Citizenship Task Force Meeting.