

Illinois Community College Board

Adult Education & Literacy

Adult Basic Education (ABE) & Adult Secondary Education (ASE) Instructional Staff Professional Pathway

Movement from one level to the next (i.e. Preferred Instructor to Standards Proficient Instructor) is contingent on meeting minimum requirements of the previous column. Therefore, all potential responsibilities and tasks accumulate as one navigates the pathway. To begin the pathway, an instructor must meet all following criteria under Preferred Instructor below.

All adult education instructors are required to have a BS/BA degree in education or related field (excluding CTE-only instructors). All new teachers are required to complete the online New Teacher Orientation course within 6 months of hire.

REQUIREMENTS	ABE/ASE PREFERRED INSTRUCTOR	ABE/ASE (LA or Math) STANDARDS PROFICIENT INSTRUCTOR	ABE/ASE (LA or Math) SPECIALIST	ABE/ASE (LA or Math) MASTER TEACHER
Skills and Knowledge	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ English proficiency in oral and written English ▪ Technology/Digital Literacy proficiency ▪ Training or coursework in teaching methodology ▪ Completion of professional development relevant to subject area ▪ Experience with disadvantaged individuals 	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ Successful completion and application of the following content specific professional development in either Language Arts (LA) or Mathematics: <ul style="list-style-type: none"> ○ Standards Foundations course ○ CCR Innovation – Creating Standards-Aligned Lessons & Conducting a Lesson Study ○ CCR Innovation – Focusing on Assignments and Student Work 	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ At least one year of adult education teaching experience in content area ▪ Present at content-area conferences, workshops, institutes, or other appropriate trainings ▪ Demonstrated knowledge of ABE/ASE assessment practices ▪ Successful completion and application of the following: <ul style="list-style-type: none"> ○ CCR Innovation – Analyzing Alignment of Resources ○ CCR Innovation – Revising a Resource 	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ At least three years of adult education experience in content area ▪ Data documented increased student outcomes ▪ Standards-based lesson planning expertise ▪ Ability to model and articulate effective teaching practices and methodology ▪ Ability to provide instructional leadership activities

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		<p><u>Adult Education Teaching Experience</u> At least one year of teaching experience in ABE/ASE is <u>required</u>.</p> <p><u>Subject Matter Competency</u> At least <u>one</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ Demonstration of subject matter competency ▪ Degree in relevant content area ▪ Recognized state teacher certification in relevant content area 	<p>to Improve Alignment to the Illinois ABE/ASE Content Standards</p> <ul style="list-style-type: none"> ○ CCR Innovation – Observing the Illinois ABE/ASE Content Standards-in-Action 	
Potential responsibilities and tasks	<p><u>Preparation</u></p> <ul style="list-style-type: none"> ▪ Develops the course syllabus ▪ Creates lesson plans that meet curricular requirements for assigned classes <p><u>Instruction/Classroom Management</u></p> <ul style="list-style-type: none"> ▪ Uses appropriate standards and methodologies for content area of instruction ▪ Utilizes various instructional methods to meet the needs of all learners; i.e., EBRI/Reading, Special Learning Needs (SLN) for students with various learning styles 		<p><u>Curriculum Work</u></p> <ul style="list-style-type: none"> ▪ Assists in curriculum development ▪ Evaluates, aligns and recommends appropriate content-related instructional materials ▪ Develops appropriate content-related instructional materials 	<p><u>Curriculum Work</u></p> <ul style="list-style-type: none"> ▪ Leads or participates in curriculum development <p><u>Supporting Instructors</u></p> <ul style="list-style-type: none"> ▪ Consults teacher to teacher, as appropriate ▪ Helps instructors select, adapt and customize instructional resources

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<p>Potential responsibilities and tasks</p>	<ul style="list-style-type: none"> ▪ Creates a classroom environment that is conducive to learning and appropriate to the maturity and interest of the students <p><u>Evaluation of Student Progress</u></p> <ul style="list-style-type: none"> ▪ Monitors and documents student progress through varied formal and informal assessments and provide follow up and/or referral as needed <p><u>Technology</u></p> <ul style="list-style-type: none"> ▪ Incorporates technology skills into instruction to assist students in becoming proficient technology users <p><u>Recordkeeping</u></p> <ul style="list-style-type: none"> ▪ In accordance with local program policies, maintains accurate, current, and complete records for each student (i.e. attendance, pre and post testing, NRS outcomes, primary/secondary goals, separation and achievement data) ▪ Provides clear instructions, lesson plans and materials for substitutes <p><u>Supporting Students</u></p> <ul style="list-style-type: none"> ▪ Assists in counseling and guidance with emphasis on maximum progress of participants and successful transition to the next level with the goal of entering post-secondary education or the workplace 		<p><u>Supporting Instruction</u></p> <ul style="list-style-type: none"> ▪ Mentors new(er) teachers to analyze the alignment of resources and revise a resource to improve alignment ▪ Assists other content instructors, as appropriate ▪ Participates in peer mentoring or peer coaching activities ▪ Provides observation and feedback on integration of standards-based instruction <p><u>Programmatic Development & Support</u></p> <ul style="list-style-type: none"> ▪ Participates on content-area specific committees, teams, working groups, study groups, etc. ▪ Supports instructional staff through mentoring, observations and/or standards-based training 	<ul style="list-style-type: none"> ▪ Supports LA or Math Specialist(s) with mentoring, observations and/or professional development <p><u>Programmatic Development & Support</u></p> <ul style="list-style-type: none"> ▪ Supports administration in activities to strengthen instructional program ▪ Assists in program evaluation activities ▪ Contributes to development of professional development plan for instruction ▪ Assists in identification and establishment of appropriate professional growth opportunities for staff

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	<p><u>Teacher Collaboration</u></p> <ul style="list-style-type: none"> ▪ Works collaboratively with other ESL/ABE/ASE instructors ▪ Coordinates program activities with other staff to maximize instructional effectiveness 		<ul style="list-style-type: none"> ▪ Serves in advisory capacity to ICCB as requested 	