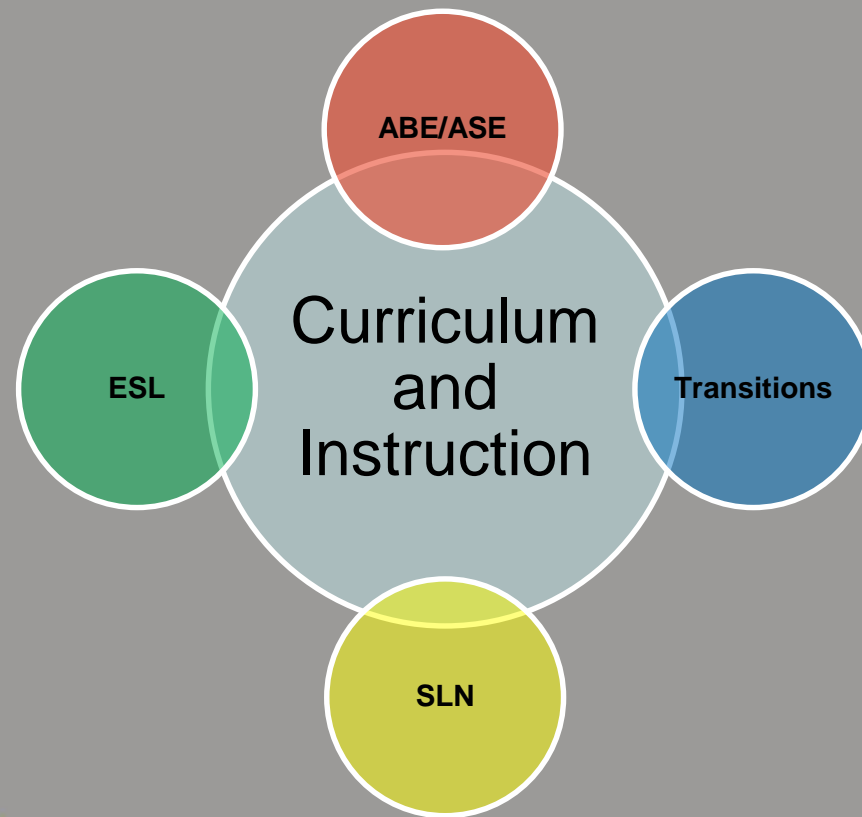


Creating Local Program Instructional Teams through Instructional Professional Pathways



Agenda

Introduction: Jamil Steele, Senior Director Adult Education
Illinois Community College Board

ABE/ASE Pathway: Dawn Hughes, Executive Director
Central Illinois Adult Education Service Center

ESL Pathway: Catherine Porter, Professional Development Specialist
Adult Learning Resource Center

Special Learning Needs Pathway: Sarah Goldammer, Educational Training Specialist
Southern Illinois Professional Development Center

Transitions Pathway: Bevan Gibson, Director
Southern Illinois Professional Development Center

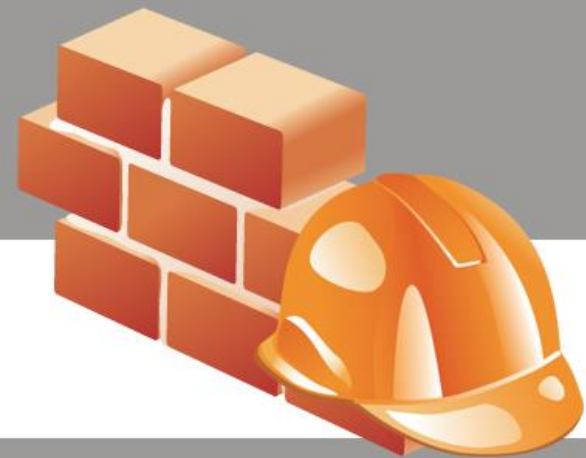
Data Analysis System: Ben McDaniel, Director for Adult Education – Data & Accountability
Illinois Community College Board

Connecting CCR Innovations, EBRI, SLN: Sarah Goldammer, Educational Training Specialist
Southern Illinois Professional Development Center

Questions

All handouts are available at:

excellenceinadulthood.com



What is an Instructional Team?

- An Instructional Team is composed of representatives from the instructional categories the program serves
- The Program Administrator serves on the Instructional Team
- It is important to include members with expertise in technology and digital literacy on the team



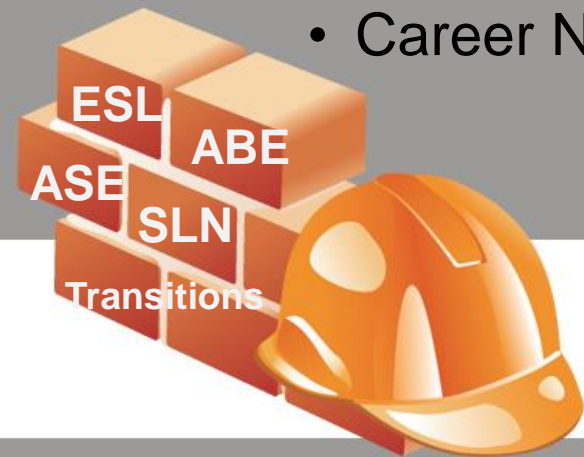
Team Purpose

- The purpose of an Instructional Team is to bring together instructors, administrative staff and support staff to develop instructional offerings and delivery of services of the highest quality
- Specialists representing each area can bring their expertise to the team to create effective instruction of the highest quality and rigor



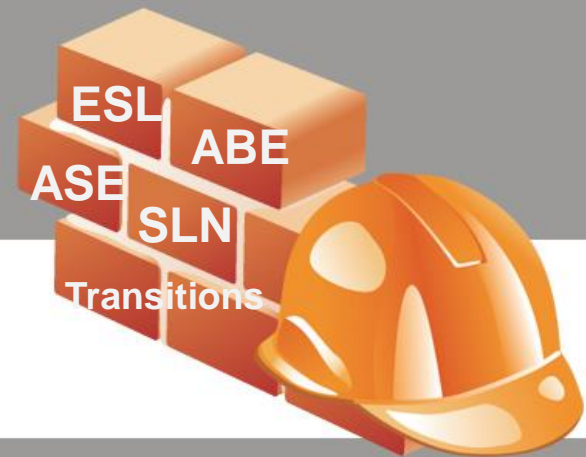
Team Participants

- Considering the instructional categories a program provides, the instructional team would be composed of Standards Proficient Instructors and Specialists in the following areas:
 - ABE/ASE Language Arts and Math
 - ESL
 - Transitions
 - Special Learning Needs
 - Career Navigators



Additional Team Members

- Staff with expertise in:
 - Technology
 - Digital Literacy
- The Program Administrator and Program Coordinators are required members of the Instructional Team

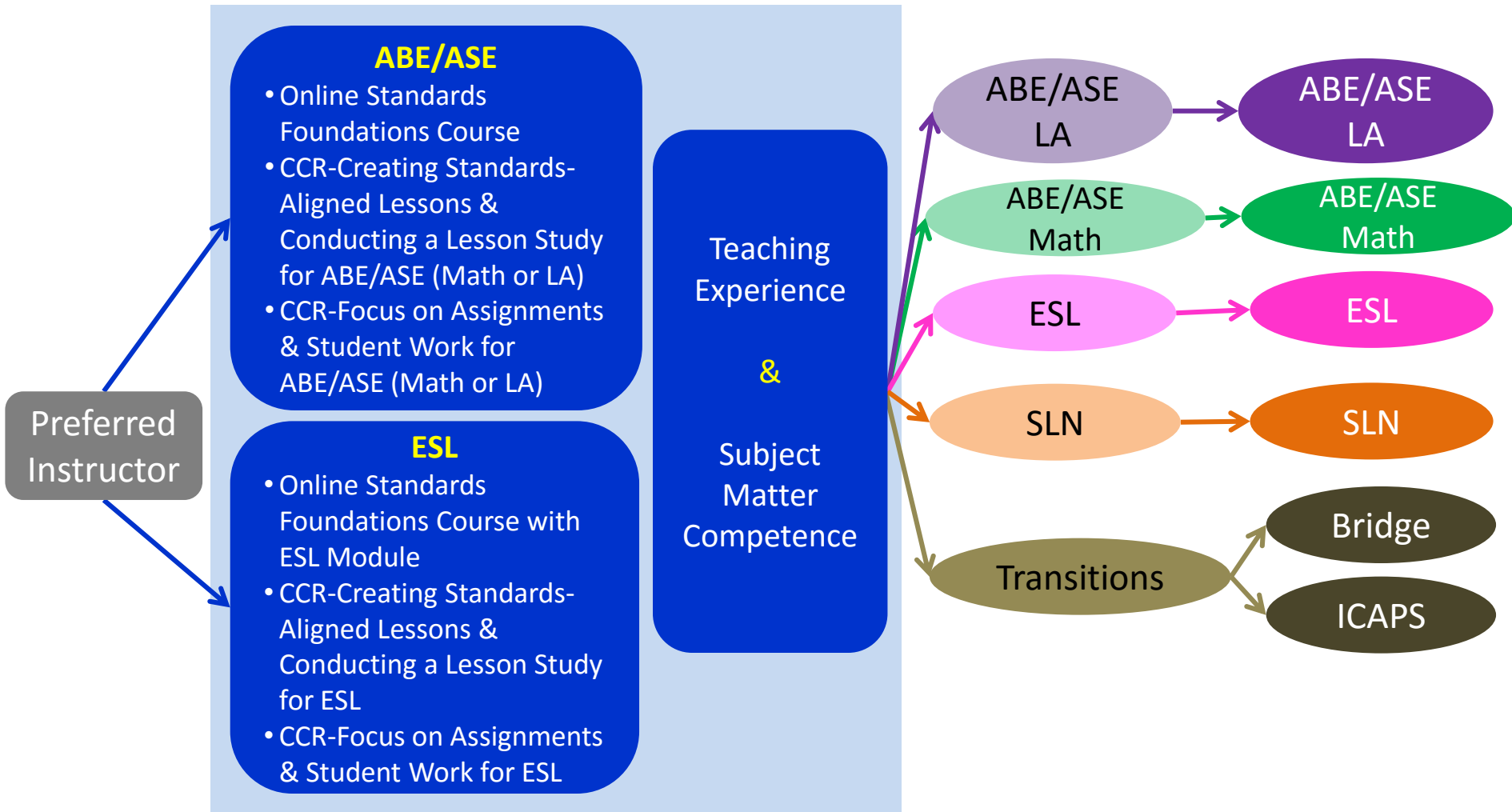


Illinois Community College Board Adult Education & Literacy Instructional Staff Professional Pathways*

Standards Proficient Instructor Credential**

Specialist Credential**

Master Teacher Credential**



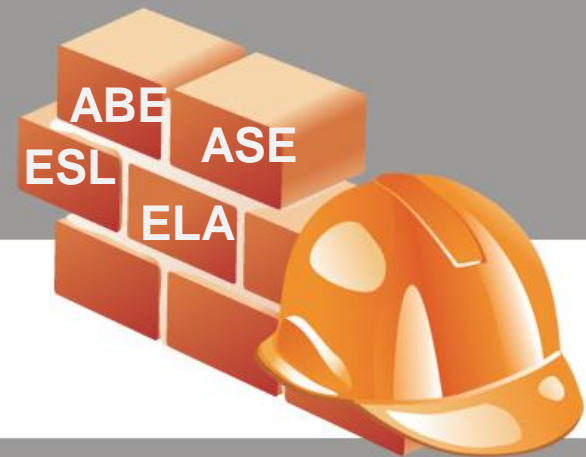
*For more detailed information, see the appropriate instructional pathway document.

**Credential will be issued by the ICCB.

Standards Proficient Instructor

ABE/ASE

ESL



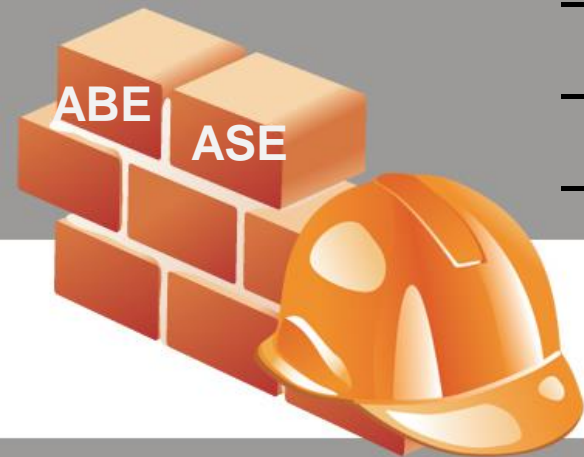
ABE/ASE Professional Pathway

ABE/ASE (LA or Math) Specialist

- Criteria
- Curriculum Work
- Supporting Instruction
- Programmatic Development & Support

ABE/ASE (LA or Math) Master Teacher

- Criteria
- Curriculum Work
- Supporting Instruction
- Programmatic Development & Support



ESL Professional Pathway

Specialist

- Criteria
- Curriculum Work
- Supporting Instruction
- Programmatic Development & Support

Master Teacher

- Criteria
- Curriculum Work
- Supporting Instruction
- Programmatic Development & Support



Special Learning Needs Professional Pathway

Specialist

- Criteria
- Curriculum Work
- Supporting Instruction
- Programmatic Development & Support

Master Teacher

- Criteria
- Curriculum Work
- Supporting Instruction
- Programmatic Development & Support



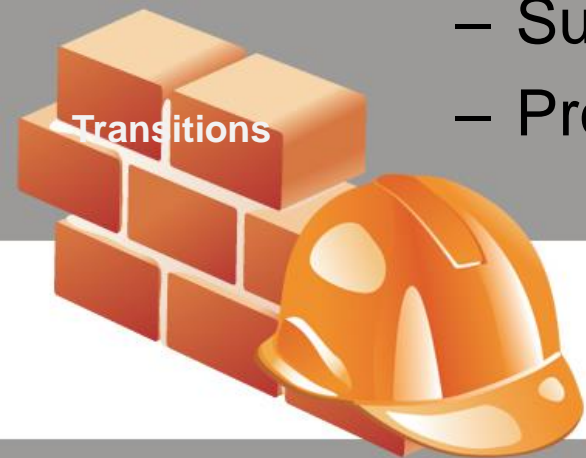
Transitions Professional Pathway

Specialist

- Criteria
- Curriculum Work
- Supporting Instruction
- Programmatic Development & Support

Master Teacher

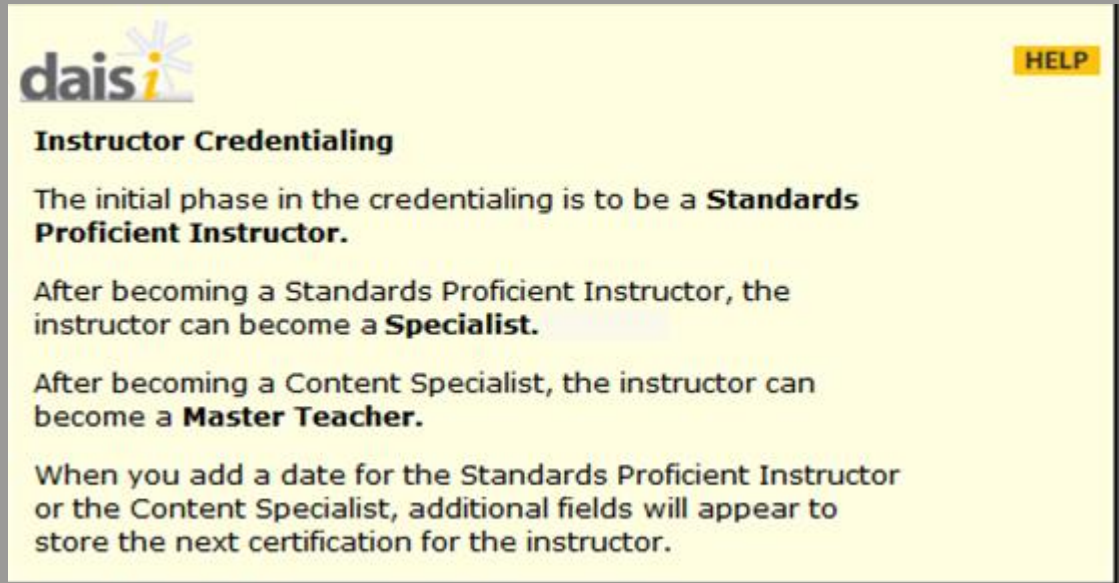
- Criteria
- Curriculum Work
- Supporting Instruction
- Programmatic Development & Support



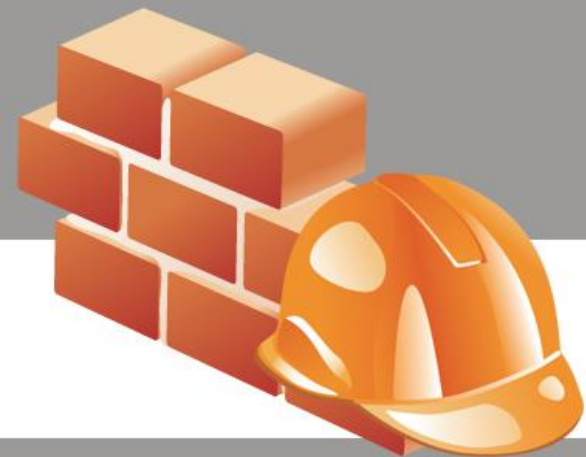
Professional Pathway Credentialing

Three separate credentials exist for Standards Proficient Instructors on the Illinois Data Collection System (DAISI).

Standards Proficient Instructor (SPI), Specialist (S) and Master Teacher (MT) credentials are applied directly to the instructor's record by State or Service Center Network staff



The screenshot shows the DAISI website interface. At the top left is the DAISI logo, and at the top right is a yellow 'HELP' button. The main heading is 'Instructor Credentialing'. Below this, the text explains the credentialing process: 'The initial phase in the credentialing is to be a **Standards Proficient Instructor**. After becoming a Standards Proficient Instructor, the instructor can become a **Specialist**. After becoming a Content Specialist, the instructor can become a **Master Teacher**. When you add a date for the Standards Proficient Instructor or the Content Specialist, additional fields will appear to store the next certification for the instructor.'



Assessing Classroom Outcomes for Credentialed Standards Proficient Instructors

Program Average outcomes for instructors data is compared to outcomes generated by Standards Proficient Instructors through the DAISI reporting system.

Instructor Information (FY SUMMARY)	Instructor	Program average for instructors(FY2017)
Total # of Class Sections (w/students)	15	21.42
Average Class Enrollment	2.67	3.79
Average Student AH	65.33	89.11
Persistence Rate (All Classes)	73.29%	71.17%
Total # of claimable students in FY	23	34.02
Total # of NRS claimable students in FY	23	33.29
Total # pre-tested	23	34.02
Total # post-test	13	13.40
Post-test %	56.52%	39.39%
Total # gaining level	12	10.71
Total % gaining level	52.17%	31.48%
Total # gaining points, but not a level	1	1.80
Total % gaining points, but not a level	4.35%	5.29%
Total # making gains	13	12.51
Total % making gains	56.52%	36.77%

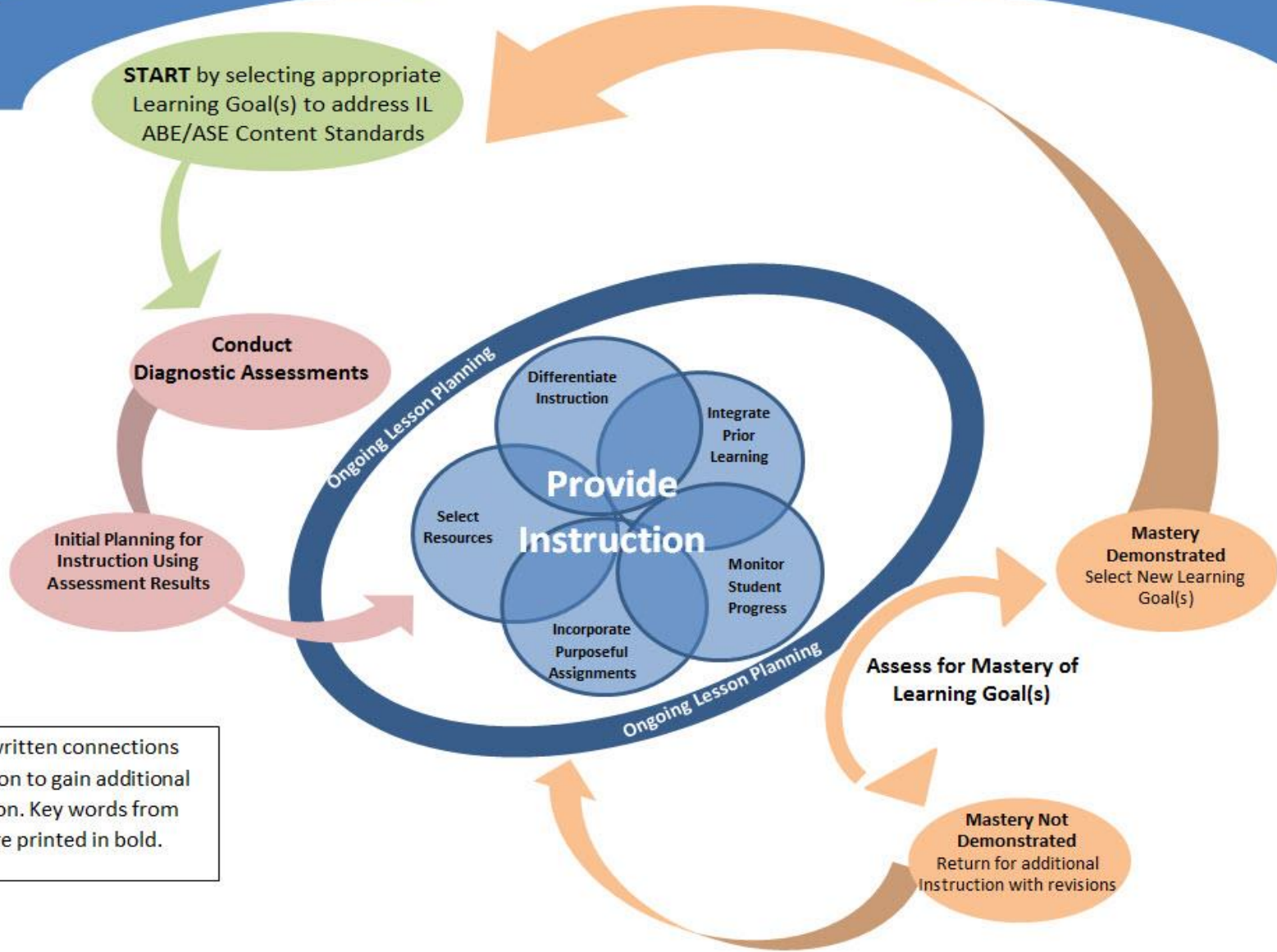


CCRS – EBRI - SLN

- How do all of these initiatives work together to provide effective instruction?



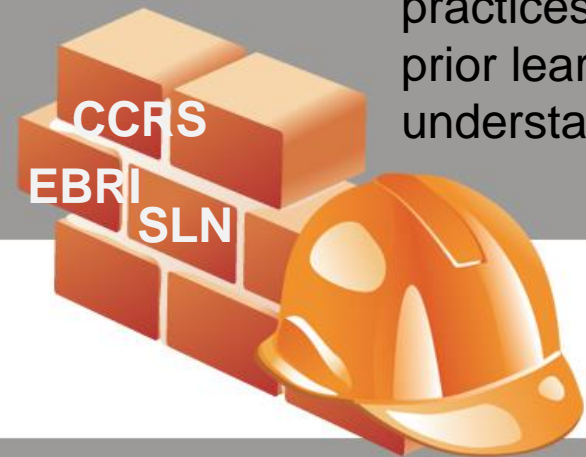
Connecting CCR Innovations, EBRI, SLN An Effective Teaching Process



Refer to written connections information to gain additional explanation. Key words from graphic are printed in bold.

Connecting CCR Innovations, EBRI and SLN: An Effective Teaching Process

- ✓ Use process-driven, evidenced-based approaches to improve instructional effectiveness
- ✓ Focus on listening, speaking, reading, and writing as a related continuum of learning
- ✓ Provide tools and resources that create a thorough learning method
- ✓ Clarify instructional strengths while providing targeted teaching in improving instructional needs
- ✓ Build on the information and strategies of other instructional practices and when combined solidifies the knowledge from prior learning while providing additional clarifications for specific understanding



1) Use results of assessments to inform instructional **lesson planning**

i.e. assessment shows gaps in vocabulary – lesson plan addresses standard 4.R.VA.4: Acquire and use accurately level-appropriate general academic and domain-specific (subject-based or work related) words and phrases. Combine EBRI and SLN strategies to address student's determined auditory learning strength by using TELL and SHARE method discussing meaning and application of specific work-related words. Then students share with classmates their discussion to further reinforce meanings.



Questions?



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