

Illinois Community College Board – Adult Education and Literacy

AEL Special Learning Needs Instructional Staff Professional Pathway

Movement from one level to the next (i.e. Special Learning Needs Proficient Instructor to Special Learning Needs Specialist) 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 Special Learning Needs pathway, an instructor must be a Preferred Instructor AND complete criteria to become either an ABE or ESL Standards Proficient Instructor.**

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	STANDARDS PROFICIENT INSTRUCTOR	SPECIAL LEARNING NEEDS SPECIALIST	SPECIAL LEARNING NEEDS MASTER TEACHER
Skills and Knowledge	<ul style="list-style-type: none"> • Please refer to the ABE or ESL Instructional Staff Professional Pathway for criteria for Preferred Instructor and Standards Proficient Instructor • ABE/ASE or ESL Standards Proficient Instructor Certificate required 	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ○ At least two years of adult education teaching experience ○ Present special learning needs content at area conferences, workshops, institutes, or other appropriate trainings ○ Successful completion and application of the following: <ul style="list-style-type: none"> ○ Content specific professional development in Special Learning Needs (See SLN professional development checklist for specifics) ○ SLN Certified Resource Specialist 	<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 ○ Data documented increased student outcomes ○ Strategy instruction expertise ○ Ability to model and articulate effective teaching practices and methodology ○ Ability to provide instructional leadership activities through a teaching/mentoring process ○ Application of CCR Innovations with a Special Learning Needs emphasis <ul style="list-style-type: none"> ○ Observe teaching in action to monitor lesson content and ensure

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		<ul style="list-style-type: none"> ○ Content specific college degree/certificate such as special ed specialization preferred ○ Recommended membership and active involvement in professional association(s) i.e. LDA, NAASLN ○ Complete PD for effective training/presentation ○ Application of CCR Innovations with a Special Learning Needs emphasis <ul style="list-style-type: none"> ○ Analyzing resources to maximize teaching materials ○ Revising a resource and curriculum to meet learning needs of students 	<p>instructional practices meet specific needs</p>

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<p>Potential responsibilities and tasks</p>	<ul style="list-style-type: none"> • Please refer to the ABE or ESL Instructional Staff Professional Pathway for criteria for Preferred Instructor and Standards Proficient Instructor 	<p><u>Curriculum Work</u></p> <ul style="list-style-type: none"> ▪ Assists in curriculum development ▪ Evaluates, aligns and recommends content-related instructional materials appropriate for multiple learning modalities/learning styles ▪ Develops appropriate content-related instructional materials <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 instruction ▪ Assists other content instructors, as appropriate ▪ Participates in peer mentoring or peer coaching activities ▪ Provides observation and feedback on integration of special learning needs instruction 	<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 SLN instructional resources ▪ Supports SLN Specialist(s) with mentoring, observations and/or professional development

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<p>Potential responsibilities and tasks</p>	<ul style="list-style-type: none"> Please refer to the ABE or ESL Instructional Staff Professional Pathway for criteria for Preferred Instructor and Standards Proficient Instructor 	<p><u>Programmatic Development & Support</u></p> <ul style="list-style-type: none"> Participates on special learning needs specific committees, teams, working groups, study groups, etc. Supports instructional staff through mentoring, observations and/or special learning needs training Serves in advisory capacity to ICCB as requested 	<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 Serve as mentor to instructors Contribute to the SLN blog Train to serve as certified SLN trainer OR complete adult ed research project OR SLN instructional application project with goal of advancing SLN instruction in Illinois