

Illinois Community College Board

Adult Education & Literacy

ESL Instructional Staff Professional Pathway

Movement from one level to the next (e.g., 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	ESL PREFERRED INSTRUCTOR	ESL STANDARDS PROFICIENT INSTRUCTOR	ESL SPECIALIST	ESL MASTER TEACHER
Skills and Knowledge	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ Proficiency in oral and written English ▪ Technology/Digital Literacy proficiency ▪ Experience with nonnative English speakers ▪ Training or coursework in ESL methodology ▪ Completion of professional development relevant to ESL <p>OR:</p> <ul style="list-style-type: none"> ▪ M.A. in TESOL/Applied Linguistics 	<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 ESL: <ul style="list-style-type: none"> ○ ESL Standards Foundations Course ○ CCR Innovation – Creating ESL Standards-Aligned Lessons & Conducting an ESL Lesson Study ○ CCR Innovation – Focusing on ESL Assignments and Student Work <p><u>Adult Education Teaching Experience</u> At least one year of teaching experience in ESL is <u>required</u>.</p>	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ At least 2 years of adult education ESL teaching experience ▪ Present at ESL-related conferences, workshops or other appropriate trainings ▪ Demonstrated knowledge of ESL teaching practices ▪ Demonstrated knowledge of ESL assessment practices ▪ Membership and active involvement in ESL-related professional association(s) ▪ Successful completion and application of the following: <ul style="list-style-type: none"> ▪ CCR Innovation – Analyzing Alignment of ESL Resources ▪ CCR Innovation – Revising an ESL 	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ At least 3 years of adult education ESL teaching experience ▪ Data documented increased ESL student outcomes ▪ Standards-based ESL lesson planning expertise ▪ Ability to model and articulate effective ESL teaching practices ▪ Ability to provide instructional leadership activities

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		<p><u>Subject Matter Competency</u> At least one of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ Demonstration of competency in teaching adult ESL ▪ M.A. in TESOL or related area ▪ ESL endorsement to K-12 teacher license 	<p>Resource to Improve Alignment to the Illinois ESL Content Standards</p> <ul style="list-style-type: none"> ▪ CCR Innovation – Observing the Illinois ESL Content Standards-in-Action 	

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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 ESL instruction ▪ Utilizes various instructional methods to meet the needs of all learners; e.g., culturally sensitive approaches that acknowledge and support diverse language and cultural backgrounds, Special Learning Needs (SLN) for English as a Second Language (ESL) approaches for students with various learning styles, EBRI for reading instruction at appropriate ESL levels, and Bridge/transitions approaches at appropriate ESL levels. ▪ 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>Curriculum Work</u></p> <ul style="list-style-type: none"> ▪ Assists in ESL curriculum development ▪ Evaluates, aligns and recommends appropriate ESL-related instructional materials ▪ Develops appropriate ESL instructional materials <p><u>Supporting Instruction</u></p> <ul style="list-style-type: none"> ▪ 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>Curriculum Work</u></p> <ul style="list-style-type: none"> ▪ Leads or participates in ESL curriculum development <p><u>Supporting Instructors</u></p> <ul style="list-style-type: none"> ▪ Consults teacher to teacher, as appropriate ▪ Helps ESL instructors select, adapt and customize instructional resources ▪ Supports ESL Content Specialist(s) with mentoring, observations and/or professional development

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	<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 (e.g., attendance, pre and post testing, NRS outcomes, primary/secondary goals, separation, 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>Teacher Collaboration</u></p> <ul style="list-style-type: none"> ▪ Works collaboratively with other ESL and ABE/ASE instructors ▪ Coordinates program activities with other staff to maximize instructional effectiveness 		<p><u>Programmatic Development & Support</u></p> <ul style="list-style-type: none"> ▪ Participates on ESL specific committees, teams, working groups, study groups, etc. ▪ Supports ESL instructional staff through mentoring, observations and/or standards-based 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 ESL instructional program ▪ Assists in program evaluation activities ▪ Contributes to designing professional development plan for ESL instruction ▪ Assists in identification and establishment of appropriate professional growth opportunities for ESL staff