

Illinois Community College Board – Adult Education and Literacy

AEL Instructional Staff Professional Pathway in Transitions

Movement from one level to the next (i.e. Transitions Certified Instructor to Transitions 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 Transitions 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	TRANSITIONS SPECIALIST	BRIDGE MASTER	ICAPS MASTER
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 experience ▪ Present transitions 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 transitions (see Transitions professional development checklist for specifics) ▪ Content specific college degree/certificate such as workforce education 	<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 teaching experience ▪ Data documented increased student outcomes ▪ 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 Bridge emphasis <ul style="list-style-type: none"> -Observe teaching in action to monitor lesson content and ensure instructional 	<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 teaching experience ▪ Data documented increased student outcomes ▪ 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 an ICAPS emphasis

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Skills and Knowledge		<ul style="list-style-type: none"> ▪ Recommended membership and active involvement in professional association(s), i.e., NCPN, NCTN, NCWE ▪ Complete professional development for effective training/presentation ▪ Application of CCR Innovations with a Transitions emphasis <ul style="list-style-type: none"> -Analyzing resources to maximize teaching materials -Revising a resource and curriculum to meet learning needs of students 	practices meet specific needs	-Observe teaching in action to monitor lesson content and ensure instructional practices meet specific needs

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<p>Potential responsibilities and tasks</p>	<ul style="list-style-type: none"> ▪ Please refer to the ABE/ASE 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 transitioning to post-secondary, training or employment ▪ Develops appropriate content-related instructional materials contextualized to Career Pathways and the CCRS <p><u>Supporting instruction</u></p> <ul style="list-style-type: none"> ▪ Mentor 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 coaching activities ▪ Provides observation and feedback on integration of transitions instruction 	<p><u>Curriculum Work</u></p> <ul style="list-style-type: none"> ▪ Leads or participates in curriculum development for Bridge programming ▪ Leads or participates in curriculum development to integrate Transitions/Career Pathways ▪ Knowledge and or use of Statewide Bridge curricula <p><u>Supporting Instruction</u></p> <ul style="list-style-type: none"> ▪ Helps instructors select, adapt and customize instructional resources for Bridge programs ▪ Supports Transitions Specialist(s) with mentoring, observations and/or professional development ▪ Consults teacher to teacher, as appropriate 	<p><u>Curriculum Work</u></p> <ul style="list-style-type: none"> ▪ Leads or participates in curriculum development for ICAPS programming ▪ Leads or participates in curriculum development to integrate Transitions/Career Pathways ▪ Evaluates, aligns and recommends appropriate content-related instructional materials with a team teacher ▪ Develops appropriate content-related instructional materials for ICAPS Support Class <p><u>Supporting Instruction</u></p> <ul style="list-style-type: none"> ▪ Helps instructors select, adapt and customize instructional resources for ICAPS programs

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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 transitions specific committees, teams, working groups, study groups, etc. ▪ Supports instructional staff through mentoring, observations and/or transitions training ▪ Serves in advisory capacity to ICCB as requested 	<ul style="list-style-type: none"> ▪ Supports other Bridge instructors, as appropriate ▪ Participates in peer mentoring or peer coaching activities ▪ Provides observation and feedback on contextualized instruction <p><u>Programmatic Development & Support</u></p> <ul style="list-style-type: none"> ▪ Participates on Bridge committees, teams, working groups, study groups, etc. ▪ 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 	<ul style="list-style-type: none"> ▪ Supports Transitions Specialist(s) with mentoring, observations and/or professional development ▪ Assists other ICAPS instructors, as appropriate ▪ Participates in peer mentoring or peer coaching activities ▪ Provides observation and feedback on integrated instruction through mentoring process <p><u>Programmatic Development & Support</u></p> <ul style="list-style-type: none"> ▪ Participates on ICAPS related committees, teams, working groups, study groups, etc. ▪ Supports administration in activities to strengthen instructional program

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<p>Potential responsibilities and tasks</p>	<ul style="list-style-type: none"> ▪ Please refer to the ABE/ASE or ESL Instructional Staff Professional Pathway for criteria for Preferred Instructor and Standards Proficient Instructor 		<p>appropriate professional growth opportunities for staff</p> <ul style="list-style-type: none"> ▪ Serves as mentor to instructors ▪ Contribute to Transitions Blog ▪ Train to serve as credentialed Bridge trainer OR complete a Bridge instructional application project with the goal of advancing Bridge program instruction in Illinois ▪ Serves in advisory capacity to ICCB as requested 	<ul style="list-style-type: none"> ▪ 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 ▪ Serves as mentor to instructors ▪ Contribute to Transitions Blog ▪ Train to serve as credentialed ICAPS trainer OR complete an ICAPS instructional application project with the goal of advancing ICAPS program instruction in Illinois ▪ Serves in advisory capacity to ICCB as requested