

SABES ABE TEACHER'S LICENSE SELF-ASSESSMENT & PORTFOLIO PLANNING MODULE (For Route 3 License-Seeking Teachers)

The self-assessment beginning on the next page will help you discover what evidence you might already have, and what knowledge and skills you might still need to acquire, to include in your performance portfolio. Each page is for a separate standard, given at the top. Here is an explanation of the columns:

First column: These are the performance indicators (PIs) from the evaluation rubric, the evidence you must provide to indicate your proficiency for particular standards. The Review Panel will be using these to determine if you've met a given standard.

Column #1: List any college courses or 10+/PDP trainings you've completed that you believe could cover PIs. (Keep in mind that DOE will need evidence of completion, such as transcripts, and course descriptions or syllabi.)

Column #2: List here any ABE teaching experience, staff development, or other kinds of acceptable evidence that could indicate you've covered certain PIs. See box below.

Column #3 Use these empty squares to plan how you will meet unmet PIs. As you can see from the list below, you may obtain new knowledge and skills in a number of ways. (SABES has developed resource lists by standard at www.sabes.org/license; upcoming staff development is posted on the SABES Calendar at www.sabes.org.)

Some acceptable forms of experiential evidence: lesson plans and curricula; workshops and other staff development activities; self-directed learning; learners' work; mentoring and collaborative work. *See Guidelines for full list. New forms of evidence might be added in the future. AND the same evidence could be used to cover more than one standard.*

A Note about Adult Development vs. Adult Learning Theory

Adult development focuses on the change and growth adults experience as they move through the lifespan and examines various areas of development, including its cognitive, biological, social, moral, and psychological dimensions. It explores characteristics and experiences which might be common to most adults at various time periods (some say stages) in their lives as well as individual uniqueness. Adult development (current levels, developmental tasks, transitions, etc.) influences reasons for participation in adult learning experiences, capabilities brought to the experience, educational needs, participants' responses to learning opportunities and challenges, and the effectiveness of different strategies used by educators to facilitate adult learning. Adult learning opportunities (good ones at least) contribute to the advancement of higher and more complex levels of thinking, relating, and understanding self and others and thus foster development.

Adult learning theory has a broader scope, focusing on characteristics of adult learners, how adults learn best, motivation for learning in adulthood, effective strategies for facilitating adult learning, and philosophies of adult education.
(Thanks to Dr. Diane Goss of Curry College.)

(a) 1. Incorporates theories of and research in adult development in designing effective instruction appropriate to the learning environment (e.g., in the classroom, workplace, homeless shelter).

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p><u>Coursework:</u></p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that theories of adult human development were addressed and that participants learned how to design effective instruction appropriate to an ABE learning environment</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of theories of adult human development addressed by coursework 2) How knowledge was used to design effective instruction appropriate to an ABE learning environment 	<p><i>[Sample evidence: A college course in stages of human development.]</i></p>		<p><i>[Sample plans: "Read articles from website" or "Enroll in Adult Development course @ Central SABES."]</i></p>
<p><u>Experience:</u></p> <p>d. Evidentiary documentation: Copy of either a curriculum, or a syllabus, or a series of lesson plans showing how relevant theories and/or research in adult education were used to plan instruction for adult learners</p> <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What developmental theory, or concept, or principle, or research was employed in the curriculum, or syllabus, or series of lesson plans 2) Why this theory, or concept, or principle, or research was employed in the curriculum, or syllabus, or series of lesson plans 3) How this theory, or concept, or principle, or research was employed in the curriculum, or syllabus, or series of lesson plans 		<p><i>[Sample evidence: Lesson plan indicating help for a learner who does not yet believe she can learn.]</i></p>	

(a) 2. Incorporates theories of and research in adult learning and in learning disabilities in designing effective instruction appropriate to the learning environment.

Performance Indicators (PIs)	<i>1. Can I meet this standard through coursework or 10+/PDP trainings?</i>	<i>2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?</i>	<i>3. What can I do to meet this standard, if I haven't already?</i>
<p><u>Coursework:</u></p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that theories of adult learning were addressed, and that learning disabilities were addressed, and that participants learned how to design effective instruction appropriate to an ABE learning environment</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion. or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of theories of adult learning addressed by coursework 2) Knowledge of learning disabilities 3) How knowledge of above was used to design effective instruction appropriate to an ABE learning environment 	<p><i>[Sample evidence: YALD course on LD]</i></p>		<p><i>[Sample plan: "Wendy to prepare MI discussion for us."]</i></p>
<p><u>Experience:</u></p> <p>d. Evidentiary documentation: Copy of either a curriculum, or a syllabus, or a series of lesson plans showing how theories or research in adult learning and learning disabilities were used in planning instruction</p> <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What theory, or concept, or principle was used in the design of instruction 2) Why this theory, or concept, or principle was used in the design of instruction 3) How this theory, or concept, or principle was used in the design of instruction 4) How the design of instruction is appropriate for students with learning disabilities 			

(a) 3. Uses knowledge of the factors that influence adult learners' participation and persistence in adult basic education programs to increase learner success.

Performance Indicators (PIs)	<i>1. Can I meet this standard through coursework or 10+ /PDP trainings?</i>	<i>2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?</i>	<i>3. What can I do to meet this standard, if I haven't already?</i>
<p><u>Coursework:</u></p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that participation and persistence patterns of adult learners in adult basic education were addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of participation and persistence patterns in adult basic education 2) How these patterns affect learner success 	<p><i>[Sample evidence: YALD course on LD]</i></p>		<p><i>[Sample plan: "Wendy to prepare MI discussion for us."]</i></p>
<p><u>Experience:</u></p> <p>d. Evidentiary documentation: Copy of either a curriculum, or a syllabus, or a series of lesson plans showing how relevant theories and/or research in the participation and persistence patterns of adult learners were used to plan instruction for adult basic education learners</p> <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What theory, or concept, or principle, or research of participation or persistence patterns was employed in the design of the curriculum, or syllabus, or series of lesson plans 2) Why this theory, or concept, or principle, or research was employed in the curriculum, or syllabus, or series of lesson plans 3) How this theory, or concept, or principle, or research was employed in the curriculum, or syllabus, or series of lesson plans to increase learner success 			

(c) 1. Draws on the history, structure, purpose, and critical issues of adult basic education in planning instruction.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p>Coursework:</p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that the history, structure, purpose, and critical issues of ABE were addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of the history, structure, purpose, and critical issues of ABE 2) How this knowledge is used in planning instruction for adult learners 	<p><i>[Sample evidence: YALD course on LD]</i></p>		<p><i>[Sample plan: "Wendy to prepare MI discussion for us."]</i></p>
<p>Experience:</p> <p>d. Evidentiary documentation: Copy of either a curriculum, or a syllabus, or a series of lesson plans showing how either the history, or the structure, or the purpose, or two critical issues of adult basic education was used in planning instruction</p> <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What knowledge about the history, or structure, or purpose, or two critical issues in ABE was employed in planning instruction 2) Why this knowledge was employed in planning instruction 3) How this knowledge was employed in the curriculum, or syllabus, or series of lesson plans 			

(c) 3. Designs curriculum relevant to the experiences, interests, and goals of learners, the particular instructional setting, and the Department's adult basic education curriculum frameworks.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+ /PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p><u>Coursework:</u></p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that developing curriculum relevant for adult learners in specific instructional settings using the Department's ABE curriculum frameworks was addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of ABE learners' experiences, or interests, or goals 2) Knowledge of ABE instructional settings (e.g., family literacy, workplace education, corrections) 3) Knowledge of the Department's ABE curriculum frameworks 4) How this knowledge is used in designing curriculum for adult basic education learners <p><i>EXPERIENCE continued on next page.</i></p>	<p><i>[Sample evidence: YALD course on LD]</i></p>		<p><i>[Sample plan: "Wendy to prepare MI discussion for us."]</i></p>

Performance Indicators (PIs)	<i>1. Can I meet this standard through coursework or 10+/PDP trainings?</i>	<i>2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?</i>	<i>3. What can I do to meet this standard, if I haven't already?</i>
<p>Experience:</p> <p>d. Evidentiary documentation:</p> <ol style="list-style-type: none"> 1) Copy of either a curriculum, or a syllabus, or a series of lesson plans showing how the experiences, or interests, or goals of adult learners were used in the design of curriculum 2) Copy of either a curriculum, or a syllabus, or a series of lesson plans showing how the objectives of the instructional setting were used to design curriculum (using at least two program objectives) 3) Copy of either a curriculum, or a syllabus, or a series of lesson plans showing how the Department's ABE curriculum framework was used to design curriculum for adult basic education learners <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What knowledge of learner experiences, or interests, or goals were employed in the design of instruction for adult learners 2) Why these learner experiences, or interests, or goals were employed in the design of instruction 3) How these learner experiences, or interests, or goals were employed in the design of instruction for adult basic education learners 4) What objectives from the instructional setting were employed in the design of instruction 5) Why these objectives were employed in the design of instruction 6) How the objectives from the instructional setting were employed in the design of instruction 7) What ABE curriculum framework was employed in the design of instruction 8) Why this curriculum framework was employed in the design of instruction 9) How this curriculum framework was employed in the design of instruction for adult basic education learners 			

(c) 4. Integrates appropriate use of technologies into the adult education teaching and learning process.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p>Coursework:</p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that using technology in the classroom was addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of technology appropriate for adult learners (e.g., presentation technology, assistive technology) 2) How to integrate technology into the teaching and learning process for adult learners 	<p><i>[Sample evidence: YALD course on LD]</i></p>		<p><i>[Sample plan: "Wendy to prepare MI discussion for us."]</i></p>
<p>Experience:</p> <p>d. Evidentiary documentation: Copy of either a curriculum, or a syllabus, or a series of lesson plans showing how technology was integrated into instruction for adult learners</p> <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What technology was employed in instruction for adult learners 2) Why this technology was employed in instruction for adult learners 3) How the technology was employed in instruction for adult basic education learners 			

(c) 5. Sets forth the learning objectives, instructional methods, and their rationale in the design of instruction and makes them available to colleagues and learners.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+ /PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p><u>Coursework:</u></p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that development of learning objectives and instructional methods appropriate for adult learners were addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of learning objectives and instructional methods appropriate for adult learners 2) How this knowledge is used in the design of instruction for adult learners 			<p><i>[Sample plan: "Enroll in Curriculum & Methods course at NE SABES."]</i></p>
<p><u>Experience:</u></p> <p>d. Evidentiary documentation: Copy of either a curriculum, or a syllabus, or a series of lesson plans showing the learning objectives and the instructional methods, and their rationale</p> <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) Why these learning objectives were employed 2) Why these instructional methods were employed 3) How the learning objectives were implemented in the curriculum, or a syllabus, or a series of lesson plans 4) How the instructional methods were implemented in the curriculum, or a syllabus, or a series of lesson plans 5) How the curriculum, or syllabus, or lesson plans were made available to colleagues or learners 		<p><i>[Sample evidence: Flyer for your training on multi-level ESOL classrooms.]</i></p>	<p><i>[Sample plan: "Use SABES lesson plan module to build a set of plans."]</i></p>

(c) 6. Uses a variety of instructional methods, techniques, and tools that facilitate adult learning.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p>Coursework:</p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that instructional methods, techniques, and tools for adult learners were addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of instructional methods, techniques, and tools to facilitate adult learning 2) How to use instructional methods, techniques, and tools to facilitate adult learning 			
<p>Experience:</p> <p>d. Evidentiary documentation: Copy of either a curriculum, or a syllabus, or a series of lesson plans that describes instructional methods, or techniques, or tools used.</p> <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What instructional methods, or techniques, or tools were used with adult learners 2) Why these instructional methods, or techniques, or tools were used with adult learners 3) How these instructional methods, or techniques, or tools were used in the curriculum, or syllabus, or series of lesson plans for adult basic education learners 			<p><i>[Sample plan: "Use SABES lesson plan module to build a set of plans."]</i></p>

(c) 7. Uses strategies that are effective for learners to develop and use critical thinking skills and to solve complex problems.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p>Coursework:</p> <p>a. Evidence or course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that instructional strategies for developing critical thinking skills or solving complex problems were addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of strategies for critical thinking and solving complex problems 2) How to use strategies with adult learners to develop critical thinking skills or to solve complex problems 	<p><i>[Sample evidence: Completion certificate for "Teaching Problem-Solving strategies to GED learners."]</i></p>		
<p>Experience:</p> <p>d. Evidentiary documentation:</p> <ol style="list-style-type: none"> 1) Copy of either a curriculum, or a syllabus, or a series of lesson plans that describes strategies for developing critical thinking or complex problem solving skills 2) Two samples of learner work demonstrating the ability to apply critical thinking or complex problem solving skills <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What strategy was employed to develop adult learners' critical thinking or complex problem solving skills (e.g., study skills, metacognitive strategies) 2) Why this strategy was employed to develop adult learners' critical thinking or complex problem solving skills 3) How this strategy was employed within the curriculum, or a syllabus, or a series of lesson plans 			<p><i>[Sample plan: "Invite Ruth Schwendemen to lunch with cohort; use new learning in lesson plans."]</i></p>

(d) 1. Creates and uses formal and informal assessments for the purpose of placing learners at the appropriate instructional level.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p><u>Coursework:</u></p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that formal and informal assessments and how to use these assessments for placing learners at the appropriate instructional level were addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of formal and informal assessments 2) How to use formal and informal assessments to place adult learners at the appropriate instructional level 			
<p><u>Experience:</u></p> <p>d. Evidentiary documentation:</p> <ol style="list-style-type: none"> 1) Description of one commercially produced formal assessment or one informal assessment (e.g., teacher designed, program designed) used for initial or advancement placement 2) Results and interpretation of assessment used (provide specific examples or a case study) <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What assessment was employed to place learners at the appropriate instructional level 2) Why this assessment was employed to place learners at the appropriate instructional level 3) How the results of this assessment were used to place learners (provide specific examples or a case study) at the appropriate instructional level 		<p><i>[Sample evidence: Copies of educational gains testing, with statements.]</i></p>	

(d) 2. Creates and uses formative and summative assessments to evaluate learner progress.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p>Coursework:</p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that formative and summative assessments and how to use these assessments for evaluating learner progress were addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of formative and summative assessments 2) How to use formative and summative assessments to evaluate learner progress 			
<p>Experience:</p> <p>d. Evidentiary documentation:</p> <ol style="list-style-type: none"> 1) Copy of either a curriculum, or a syllabus, or a series of lesson plans showing what formative (e.g., check ins, evaluations of work, practice tests) or summative (e.g., check ins, practice tests, GED) assessments were used 2) Two examples of results and interpretation of assessment used <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What assessment was used to evaluate learner progress 2) Why this assessment was employed to evaluate learner progress 3) How the results of this assessment were used to evaluate learner progress (provide specific examples or a case study) 		<p><i>[Sample evidence: Educational gains training and subsequent testing done at your program/</i></p>	

(d) 3. Confers with colleagues, supervisors, and community resources when special assessments are required.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p><u>Coursework:</u></p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that identifying the need for special assessments was addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of special assessments for adult learners (e.g., screening for learning disabilities, hearing, vision) 2) How to determine when adult learners require special assessment 			
<p><u>Experience:</u></p> <p>d. Evidentiary documentation:</p> <ol style="list-style-type: none"> 1) One example of identifying special assessment 2) One example of conferring with colleagues, or supervisors, or community resources 3) One example of a resource for special assessment (provide contact information, name, address, phone) <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What method of determining the need for special assessment was employed 2) Why the special assessment was required 3) How the candidate conferred with colleagues, or a supervisor, or community resources regarding the 4) special assessment 		<p><i>[Sample evidence: Educational gains training and subsequent testing done at your program/</i></p>	

(d) 4. Evaluates the effectiveness of instruction and modifies it based upon results and student feedback.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p>Coursework:</p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that evaluating instruction and modifying instruction based upon evaluation was addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of how to evaluate instruction for effectiveness 2) How to use this knowledge to modify instruction based on results of evaluation and student feedback 			
<p>Experience:</p> <p>d. Evidentiary documentation:</p> <ol style="list-style-type: none"> 1) Copy of either a curriculum, or a syllabus, or a series of lesson plans showing at least <u>two</u> examples of modifications made as a result of evaluation 2) Two examples of learner feedback from written evaluations, or conference notes, or measures of results (formal: tests, quizzes; informal: questions, check-ins) <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What method of evaluating effectiveness of instruction or method of collecting student feedback was employed 2) Why this method of evaluating effectiveness of instruction or of collecting student feedback was employed 3) How the instruction was modified based on <u>either</u> the results of the evaluation or the student feedback 		<p><i>[Sample evidence: Lesson plans showing marked changes based on a check-in assessment.]</i></p>	<p><i>[Sample plan: "Read Herta-Marcias TESOL quarterly piece listed on SABES license support Website."]</i></p>

(d) 5. Uses data collection systems for program improvement.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p>Coursework:</p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that data collection systems for educational programs were addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of data collection systems 2) How data collection systems are used for improving adult basic education programs 			
<p>Experience:</p> <p>d. Evidentiary documentation:</p> <ol style="list-style-type: none"> 1) One example of a data collection system (copy of cover page is sufficient) 2) One example of how data collection system was used for program improvement (copy of data) <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What data collection system was employed 2) Why this data collection system was employed 3) How this data collection system was used to improve an adult basic education program 		<p><i>[Sample evidence: Lesson plans showing marked changes based on a check-in assessment.]</i></p>	<p><i>[Sample plan: "Read Herta-Marcias TESOL quarterly piece listed on SABES license support Website."]</i></p>

(e) 1. Communicates effectively and appropriately with learners.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p>Coursework:</p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that effective communication strategies were addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of communication strategies 2) How to communicate effectively and appropriately with adult learners 			
<p>Experience:</p> <p>d. Evidentiary documentation: Copy of either a curriculum, or a syllabus, or a series of lesson plans showing at least two examples of effective or appropriate communication strategies for adult learners</p> <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What communication strategies were employed to communicate effectively and appropriately with 2) adult learners a curriculum, or a syllabus, or a series of lesson plans 3) Why these strategies were employed 4) How these strategies were employed within a curriculum, or a syllabus, or a series of lesson plans 		<p><i>[Sample evidence: Lesson plans showing marked changes based on a check-in assessment.]</i></p>	<p><i>[Sample plan: "Read Herta-Marcias TESOL quarterly piece listed on SABES license support Website."]</i></p>

(e) 2. Creates an environment conducive to adult learning.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p>Coursework:</p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that creating adult learning environments was addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of adult learning environments 2) How to create effective learning environments for adults 			
<p>Experience:</p> <p>d. Evidentiary documentation: Photograph, or sketch, or diagram of an adult learning environment</p> <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What elements were employed to create an environment conducive to adult learning 2) Why these elements were employed 3) How these elements create a conducive learning environment for adult learners 		<p><i>[Sample evidence: Lesson plans showing marked changes based on a check-in assessment.]</i></p>	<p><i>[Sample plan: "Read Herta-Marcias TESOL quarterly piece listed on SABES license support Website."]</i></p>

(e) 3. Promotes learner involvement in community and societal issues.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p>Coursework:</p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that methods of promoting learner involvement in community or societal issues were addressed (e.g., PTA, zoning, school board, voter registration)</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of community and societal issues 2) How to promote learner involvement in community and societal issues 			
<p>Experience:</p> <p>d. Evidentiary documentation: Copy of either a curriculum, or a syllabus, or a series of lesson plans showing how learner involvement community or societal issues was promoted</p> <p>Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What strategy was employed to promote learner involvement in a community or societal issue 2) Why this strategy was employed in this instructional setting 3) How this strategy was used to promote learner involvement in a community or societal issue 		<p><i>[Sample evidence: Lesson plans showing marked changes based on a check-in assessment.]</i></p>	<p><i>[Sample plan: "Read Herta-Marcias TESOL quarterly piece listed on SABES license support Website."]</i></p>

(e) 4. Refers adult learners with challenging life issues to the appropriate resources.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p>Coursework:</p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that resources for adult learners were addressed (local, state, federal)</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of resources (e.g., substance abuse, housing, financial) 2) How resources are used with adult learners 			
<p>Experience:</p> <p>d. Evidentiary documentation:</p> <ol style="list-style-type: none"> 1) Example of a situation in which an adult learner needed to be referred to an outside resource (provide 2) specific example or a case study) 3) One example of a resource (provide contact information, name, address, phone) <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What resource referral was employed for the adult learner 2) Why this resource referral was employed 3) How this resource referral was used for an adult basic education learner 		<p><i>[Sample evidence: Lesson plans showing marked changes based on a check-in assessment.]</i></p>	<p><i>[Sample plan: "Read Herta-Marcias TESOL quarterly piece listed on SABES license support Website."]</i></p>

(e) 5. Uses resources available to learners to develop employment readiness skills.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p>Coursework:</p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that resources for developing employment skills were addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of employment resources (e.g., career centers) 2) How to use knowledge to help adult learners develop employment readiness skills 			
<p>Experience:</p> <p>d. Evidentiary documentation: Copy of either a curriculum, or a syllabus, or a series of lesson plans showing how resources were used to develop employment readiness skills for adult learners</p> <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What resources for learners to develop employment readiness skills were employed a curriculum, or a syllabus, or a series of lesson plans 2) Why these resources were employed 3) How these resources were employed within a curriculum, or a syllabus, or a series of lesson plans for adult basic education learners 		<p><i>[Sample evidence: Lesson plans showing marked changes based on a check-in assessment.]</i></p>	<p><i>[Sample plan: "Read Herta-Marcias TESOL quarterly piece listed on SABES license support Website."]</i></p>

(e) 6. Collaborates effectively with learners, colleagues, and relevant members of various educational settings (e.g., family literacy, corrections, or workplace education) and the community at large.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p>Coursework:</p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that collaborative efforts between learners, colleagues, educational settings, and the community were addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of communication and collaboration skills 2) How to use this knowledge for effective collaboration with learners, colleagues, etc. 			
<p>Experience:</p> <p>d. Evidentiary documentation: One example of collaborative effort with either a learner, or a colleague, or relevant members of various educational settings, or the community</p> <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What collaborative effort was employed with either a learner, or a colleague, or relevant members of various educational settings, or the community 2) Why this collaborative effort was employed 3) How this collaborative effort was employed with either a learner, or a colleague, or relevant members of various educational settings, or the community 		<p><i>[Sample evidence: Lesson plans showing marked changes based on a check-in assessment.]</i></p>	<p><i>[Sample plan: "Read Herta-Marcias TESOL quarterly piece listed on SABES license support Website."]</i></p>

(f) 2. Develops goals for an individual professional development plan.

Performance Indicators (PIs)	1. Can I meet this standard through coursework or 10+/PDP trainings?	2. Can I meet this standard through my teaching practice, training, self-directed learning, etc.?	3. What can I do to meet this standard, if I haven't already?
<p>Coursework:</p> <p>a. Evidence of course content: Copy of a course syllabus or a description from a college catalogue or course announcement showing that developing goals for a professional development plan were addressed</p> <p>b. Evidence of successful completion of coursework: Copy of a transcript, or a certificate of completion, or a certificate awarding professional development points</p> <p>c. Coursework statements about:</p> <ol style="list-style-type: none"> 1) Knowledge of developing professional goals 2) How professional goals are used within a professional development plan 			
<p>Experience:</p> <p>d. Evidentiary documentation: Copy of a professional development plan (may use the professional development plan provided for ABE recertification)</p> <p>e. Explanatory statements about:</p> <ol style="list-style-type: none"> 1) What goals were included in the professional development plan 2) Why these goals were included in the professional development plan 3) How these goals were used within the professional development plan 		<p><i>[Sample evidence: Lesson plans showing marked changes based on a check-in assessment.]</i></p>	<p><i>[Sample plan: "Read Herta-Marcias TESOL quarterly piece listed on SABES license support Website."]</i></p>