

SABES ABE TEACHER'S LICENSE SELF-ASSESSMENT & PORTFOLIO PLANNING MODULE (For Route 4 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.)

SABES ABE TEACHER'S LICENSE SELF-ASSESSMENT & PORTFOLIO PLANNING MODULE (ROUTE 4)

(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>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 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>Experience:</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)	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 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>Experience:</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 			

(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>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 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>Experience:</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)	<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 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><u>Experience:</u></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)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>