

Guidelines for the Adult Basic Education Teacher's License

Section V

ABE Professional License: Routes 3 & 4

1) Regulations

In accordance with 603 CMR 47.00: *Licensure of Adult Basic Education Teachers*, applicants for the ABE teacher's license in Massachusetts must demonstrate the successful application of the professional standards for ABE teachers as set forth in 603 CMR 47.08 of the regulations.

2) Purpose

These guidelines are for applicants who choose to pursue the professional license through a Department trained and appointed ABE Review Panel. The panel review process is a performance assessment process administered by the Department of Elementary and Secondary Education.

3) Application Requirements

1. Submission of a completed *Application for the Massachusetts Adult Basic Education Teacher's License* (Attachment A).
2. Submission of official transcript verifying a bachelor's or a master's degree.
3. Submission of proof of ABE teaching experience (Attachments B and B.1).
4. Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL).
5. Passing score on the ABE Subject Matter test of the MTEL.

4) Licensure Requirements

1. Demonstration of the relevant professional standards for route to licensure via a performance assessment (Attachment C) after the Department's evaluation of candidate's application within a performance portfolio to include:
 - a. Assessment letter from Department
 - b. Resume or curriculum vitae
 - c. Performance Portfolio Affidavit (Attachment D)
 - d. Relevant coursework or professional development (Attachment E)
 - e. Demonstration of relevant knowledge, skills, and abilities for each professional standard required by route to licensure (Attachments F.1- F.5)
 - f. Teaching demonstration (Attachments G.1-G.5)
2. Completion of a Field Survey (Route 3 only; Attachment H.1)
 - a. Submission of as many completed *Field Survey Observation Questionnaire* forms (Attachment H.2) and *Verification of Field Survey Observation* forms (Attachment H.3) as necessary to complete the field survey requirements
 - b. Completed *Reflections on Field Survey Observations* (Attachment H.4)
 - c. Completed *Field Survey Checklist* (Attachment H.5)



Attachment A

APPLICATION FOR THE ADULT BASIC EDUCATION TEACHER'S LICENSE

Section 1. Your Personal Information

Social Security # _____ - _____ - _____ Date of Birth: _____ Gender: Male: ___ Female ___

Last Name: _____ First Name: _____ Middle: _____

Previous Name (if applicable) _____

To update your name, you must submit proof of name change (Driver's License if # is your SS#, or Marriage/Divorce Certificate).

Home Address

Street _____ Apt. # _____

City/Town _____ State _____ Zip _____

Daytime Tel # _____ - _____ - _____ Evening Tel.# _____ - _____ - _____

email: _____

- Have you previously applied for a Massachusetts Educator Certificate/License? Yes No
- Do you currently hold a Massachusetts Teacher Certificate/License? Yes No
- If yes, what is the certificate/license number? _____

Section 2. Application Level

Level of ABE license applying for:

Provisional ABE License:

You must show proof of a bachelor's or a master's degree, plus passing scores on the appropriate Massachusetts Tests for Educator Licensure: the Communication & Literacy Skills test and the ABE Subject Matter test. For more information or to register for the test, visit <http://www.doe.mass.edu/mtel>.

Professional ABE License:

You must show proof of a bachelor's or a master's degree, plus passing scores on the appropriate Massachusetts Tests for Educator Licensure: the Communication & Literacy Skills test and the ABE Subject Matter test. For test information and registration, visit <http://www.doe.mass.edu/mtel>. All requirements for licensure are approved by an ABE Review Panel.

Section 3. Payment Information

Please check one below:

I am paying by Check payable to: The Commonwealth of Massachusetts
Please enclose with your application a certified check or money order, attached to bottom left of application. No personal checks or cash accepted.

Total Paid
\$ _____

Credit Card (Master Card or Visa only) Complete the attached Credit Card Payment Form.

Section 4. Transcripts

Please indicate the college/university's official transcripts (or copies showing the Registrar's signature and/or seal) that you are submitting with your application, as well as those that may be arriving under separate cover.

Enclosed with Application

Sending to the attention of the ABE Licensure Coordinator

Section 5. Affidavit/Applicant's Signature

The Massachusetts Department of Elementary and Secondary Education has been certified by the Criminal History Systems Board for access to conviction and pending criminal case data for the purpose of screening prospective and current holders of educator licenses awarded by the Department of Elementary and Secondary Education, and for access to CORI conviction data in the context of proceedings relative to the recertification process. A criminal record check may be conducted for criminal and pending or criminal case information only, as authorized, and it will not necessarily disqualify me.

State law requires applicants for licensure to affirm certain information. Please check all of the statements below that apply. If you do not check each statement, please enclose a letter of explanation. We will then contact you and will determine your eligibility for licensure.

Upon application and/or completion of my last licensure or renewal application, I certify that:

- I have not been convicted of any crime or received deferred adjudication (e.g., continued without a finding) or admitted to sufficient facts, nor am I currently charged with any crime (misdemeanor or felony). [Do not include minor traffic violations.]
- I have not been identified by any child protection agency as a perpetrator of child abuse or neglect.
- I have not been dismissed for cause from any position I held.
- I have not been asked to resign from any position or resigned from any position while under investigation or as a result of discipline.
- I have not had a professional license or certificate denied, revoked, suspended, surrendered or annulled, and no action is pending to revoke or suspend any professional license or certificate I hold.
- In accordance with MA General Laws Chapter 62C, § 49A, I have filed all state tax returns and paid all Massachusetts taxes required by law, and I am in compliance with all Massachusetts laws relating to payment of child support.
- I have read MA General Laws Chapter 119, § 51A, which requires educators and others who are paid to care for or work with children to make a report immediately to the Department of Children and Families or to the person in charge of the school or institution if there is reasonable cause to believe a child under 18 is suffering physical or emotional injury as a result of abuse, including sexual abuse, or neglect. I understand my obligations under § 51A and the penalties for failure to comply.
- I understand and acknowledge that as a condition of holding an educator license, a criminal background check may be conducted for criminal and pending case information as authorized by the Criminal History Systems Board and that a criminal record will not automatically disqualify me.
- This application contains no misrepresentations or falsehoods. I understand that misrepresentations or falsehoods may be cause for denial or revocation of my educator license.
- I understand that I must notify the Commissioner of the Massachusetts Department of Elementary and Secondary Education in writing within ten days if in the future the answers to any of these questions change.

Print Your Full Name: _____

Signed under penalties of perjury

Date _____

An incomplete application will be returned to you, causing a delay in your process.

Special accommodations are available to any person who has a documented physical or learning disability. For further information, please contact the Office of Educator Licensure at 781-338-3000. The Massachusetts Department of Elementary and Secondary Education does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, or sexual orientation.



Charge Card Authorization Form

MASTERCARD and VISA Accepted

Please complete all areas of this form so that we may process your payment in a timely manner.

1. Applicant Information

Applicant's Name _____

Applicant's Social Security Number _____ - _____ - _____

2. Card Holder Information

Card Holder's Last Name _____ Card Holder's First Name & Middle Initial (if any) _____

Card Holder's Address, Street and Apartment Number, *if any* _____

Card Holder's City/Town _____ State _____ Zip Code _____

3. Credit Card Information

Please CIRCLE the credit card you are using to process your application **MASTERCARD** **VISA**

ACCOUNT # _____ Expiration Date: ____/____

FEES

\$100.00 for first license/Primary Area
\$ 25.00 for each New Field and Grade Level/Additional Area, or Duplicate License

Please apply payment to: PreK-12 Renewal Vocational ABE Duplicate License

Total Payment: \$ _____

Card Holder's Signature _____ Date _____

Attachment B

Application Requirements: *ABE Teaching Experience*

Candidates for Routes 3 and 4 must submit completed *Adult Basic Education Teaching Experience Verification Form(s)*¹ as evidence of ABE teaching experience in order to qualify for Routes 3 and 4. Candidates need only submit as many forms as needed to meet the minimum instructional hours for either Route 3 or route 4.

Verification forms are used to verify:

- **the number of ABE teaching hours that were observed by a supervisor.**
Supervisors cannot verify ABE teaching hours that occurred within other programs.
- **ABE classroom teaching hours and ABE tutoring hours.**
Since the license is for ABE teachers, which implies that they have ABE classroom teaching experience, only a percentage of tutoring hours can be used toward licensure.
- **hours you spent teaching ABE subject matter** (*reading, writing, math, science, social studies, ESOL*).
Experience teaching adults in vocational subjects (automotive repair, barbershop, hairdressing) and non-academic subjects (*computer, typing, study skills*) do not qualify as ABE subject matter. Additionally teaching in higher education, with the exception of developmental education, does not qualify as subject matter for this license.
- **actual teaching contact hours.**
Preparation time does not count toward the total number of instructional hours. Please calculate the teaching hours from the date of employment to the date you are completing the form. The Department will not calculate these hours for you.

ABE Instruction:

1. To qualify for **Route 3**, candidates must:
 - verify a minimum of 480 instructional hours in adult basic education
 - provide evidence of a current Massachusetts teaching license at either the *Initial* or the *Professional* levels (previously known as *Provisional with Advanced Standing* and *Standard* levels).
2. To qualify for **Route 4**, candidates must
 - verify a minimum of 2400 instructional hours in adult basic education.

Tutoring:

Candidates who submit proof of successful completion of a tutor training of at least 15 hours, may use tutoring experience for Routes 3 or 4.² Proof consists of one of the following:

- a transcript or a certificate of completion, or
- a certificate awarding professional development points, or
- a letter (on letterhead) from the program director in which the training was conducted

Developmental Education:

Candidates may submit proof of instruction in developmental reading, writing, numeracy, and language development that is conducted within a post-secondary educational program that may be used to fulfill requirements for Routes 3 and 4.² Proof consists of one of the following:

- a copy of the course catalogue showing the applicant's name, or
- a copy of the teaching contract, or
- a letter (on letter head) from the head of the department in which the instruction was conducted.

¹In instances where programs have closed or teaching records are not available, the Department will make a determination on a case-by-case basis.

²For Route 3, no more than 80 instructional hours may be used toward meeting the minimum requirement. For Route 4, no more than 400 instructional hours may be used toward meeting the minimum requirement.



Attachment B.1

The Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3806

Adult and Community Learning Services

Teaching Experience Verification

Applicants with a current preK-12 teacher’s license, at either the initial or professional levels (formerly known as provisional with advanced standing and standard), and at least one year of ABE teaching experience, or the equivalent (480 instructional hours), may be eligible to pursue the professional ABE license via Route 3.

Applicants with at least five years of ABE teaching experience, or the equivalent (2,400 instructional hours), may be eligible to pursue the professional ABE license via Route 4. For more information on the types of teaching that may be used toward these routes to licensure, refer to the *Guidelines for the ABE Teacher’s License* available at <http://www.doe.mass.edu/educators/abeguidelines/part5.pdf>

Please complete the information on this form before submitting it to your current and/or past supervisors. Please use a separate form for each employer. You may submit as many *Verification Forms* as necessary to qualify for either route 3 or 4.

To be completed by the applicant (Please print)	
1. Social Security Number: _____ - _____ - _____ DOB: _____	
2. Last Name: _____ First Name: _____ Middle: _____	
3. Affidavit (Applicant’s Signature) <i>This application contains no misrepresentations or falsehoods. Misrepresentations or falsehoods shall be sufficient cause for denial or revocation of the ABE license. Signed under the penalties of perjury.</i>	
_____ Signature	_____ Date Signed
Special accommodations are available to any person who has documented physical or learning disabilities. For further information, please contact the Office of Educator Licensure at 781-338-6600.	

To be completed by the ABE supervisor (Please print)

4. Supervisor's Last Name: _____ First Name: _____

5. Position and Title: _____

6. ABE Program: _____

7. Program Address: _____

City/Town: _____ State: _____ Zip: _____

8. Daytime Telephone #: _____

E-mail address: _____

Note: The Department may contact you if any questions arise or clarifications are needed.

9. Verification of Applicant's Experience:

a) The applicant is/was an ABE teacher and/or tutor with this program from:

_____ to _____
 month / day /year month / day /year

b) While employed/volunteering in the above program, the applicant accumulated the following number of hours of ABE teaching experience (preparation time not included):

Taught or Tutored	# ABE classes	# hrs/week	# weeks	Subtotal hours
Total:				

Example

Taught or Tutored	# ABE classes	# hrs/week	# weeks	Total hours
Taught	3 ESOL	5	80	1200
Tutored	1 ABE student	2	32	64
Total:				1264

c) If applicable, did the applicant complete a tutor training program of at least 15 hours?

- Yes* No N/A

*A copy of the certificate of completion for this training must be included with the application in order for tutoring hours to be considered.

10. Affidavit (Supervisor's Signature)

This application contains no misrepresentations or falsehoods. Misrepresentations or falsehoods shall be sufficient cause for denial or revocation of the ABE license. Signed under the penalties of perjury.

Signature

Date Signed

Attachment C

Performance Portfolio Guidelines: *Performance Assessment*

Performance will be assessed by means of a performance portfolio by a review panel convened and trained by the Department using criteria and evaluation rubrics provided by the Department. The performance portfolio is the mechanism by which candidates physically compile and arrange evidence to meet the requirements for licensure. The assessment will determine whether candidates are proficient in the teacher standards. Proficiency is determined through the candidate's documentation of their knowledge, skills, and abilities with the professional standards through explanatory statements and supported through evidentiary documentation.

Explanatory statements should describe and discuss the knowledge, skills, and abilities necessary to demonstrate proficiency in the professional standards (*Attachment F.3 Guidelines for Explanatory Statements for the Performance Portfolio*) and refer to documented examples (evidentiary documentation) provided in an appendix to the portfolio.

Evidentiary documentation is material used to support the existence of knowledge and the ability to use that knowledge in practice. A single source of documentation may be used to support proficiency in more than one standard; however, candidates should not include any documentation that is not directly relevant to the standards being demonstrated. See *Attachment F.4: Examples of Additional Evidentiary Documentation for the Performance Portfolio* for a list of documentation that may be used, when appropriate, within the performance portfolio.

There are two methods of presentation that candidates may use to document their knowledge, skills, and abilities for the professional standards (*Attachment F.5 Guidelines for Portfolio Format*):

- 1) Using a standard-by-standard approach whereby candidates demonstrate one standard after another for each standard for the candidate's route to licensure.
- 2) Using a case study of ABE teaching experience as the foundation for demonstrating each standard for the candidate's route to licensure.

Candidates must include within their performance portfolio an affidavit attesting that the explanatory statements and the evidentiary documentation submitted therein are the candidates' original work. (See *Attachment D: ABE Teacher's License Performance Portfolio Affidavit*.)

Attachment D

ABE Teacher's License Performance Portfolio Affidavit

I, _____, hereby submit my performance portfolio to the ABE Review Panel for review and evaluation. I submit that the writing and the evidentiary documentation included herein are my original work. Although my written work may have been proofread, this is my work and was not written by anyone else. Additionally, I have not copied or reproduced this work from other sources. I understand that inclusion of materials in this portfolio from other authors without proper attribution constitutes plagiarism and will result in the denial of licensure.

I understand that the ABE Review Panel will review and evaluate the performance portfolio and may request a personal interview. Upon completion of the review, the panel may recommend to the Department one of the following:

- 1) That I be licensed, or
- 2) That I be licensed only after meeting certain specified condition(s), or
- 3) That I not be licensed.
(Candidates denied licensure may resubmit a new performance portfolio after one year.)

I certify that I understand the statements above.

Signature

Date

Print Name

Attachment E

Performance Portfolio Guidelines: *Using Professional Development/Coursework*

Candidates may use successfully completed professional development (referred to hereinafter as "coursework" or "course") to demonstrate proficiency in the professional standards for the ABE teacher's license as part of a performance portfolio. The professional development must be substantive and may include college/university coursework or other workshops or seminars consisting of a minimum of ten (10) hours per offering, which include an evaluative component. To demonstrate successful achievement of a standard using coursework, all components of a standard must be addressed. More than one course may be used to demonstrate proficiency in a standard, and a single course, when appropriate, may be used to address more than one standard.

Candidates may not use coursework as the sole demonstration in the fulfillment of the standards that include a demonstration of teaching. However, the coursework may be used to further support the knowledge the candidate possesses relevant to the standard.

For all referenced coursework, candidates must provide evidence of course content (a copy of course syllabus or copy of a course description from college catalogue) in addition to evidence of successful completion of the coursework (e.g., a copy of a transcript, or a certificate of completion, or a certificate awarding professional development points) in an appendix to their performance portfolios. Candidates must also include in their performance portfolios a written statement ("coursework statement") on how relevant coursework fulfills an individual standard, limited to one paragraph for each key component of the standard. (See Attachment F.1 or F.2 for more information and the evaluation rubric.)

Courses that contain relevant content but are directed toward non-adults may be used; however, candidates must explain briefly in the relevant paragraph how the content knowledge can be adapted for use with adult learners. For example, if a candidate has completed a course in learning disabilities but the content addressed only children's learning disabilities, the candidate must explain in the relevant paragraph how this knowledge can be adapted for use with adults.

Attachment F.1

Performance Portfolio Guidelines: *Rubrics for Route 4*

ABE licensure candidates may demonstrate proficiency in the teacher standards in a performance portfolio via coursework, or professional experience, or a combination of the two using the rubrics below. Each rubric identifies what information and products the candidate must submit within their performance portfolio in order to demonstrate proficiency in the teacher standards for their route to the Professional license.

To use coursework to meet the standard, candidates are expected to provide evidence of meeting the standard through evidence of the course content, successful completion of the coursework, and knowledge of the essential components of the standard. If the standard has not been met through coursework, candidates are expected to provide evidence of meeting the standard through evidentiary documentation and explanatory statements based on their ABE teaching experience. If the candidate chooses to use a combination of coursework and experience to demonstrate proficiency in the standard, then the candidate must give careful thought as to which evidence and which statements they are addressing through either coursework or experience, and they must determine how best to organize the materials and the statements in order to address the requirements of the standard.

When providing evidentiary documentation, candidates may provide either original materials (curricula, syllabi, lesson plans) or materials prescribed by their ABE program. If using prescribed materials, candidates must be able to demonstrate sufficient knowledge of them to respond to the explanatory statements. Simply saying that the material is “required” is not sufficient and will not excuse candidates from addressing the explanatory statements.

When providing documentation of coursework, *copies* of transcripts, certificates, and/or PDP award letters are sufficient. However, *official* transcripts should be submitted to the Department as part of your application for the permanent record.

Candidates are encouraged to read the rubrics carefully as they must provide all evidence and statements as noted. Candidates are also reminded to read the relevant sections of the guidelines pertaining to performance assessment, using professional development/coursework in fulfillment of the professional standards, writing explanatory statements, providing additional evidentiary documentation, and conducting the demonstration lesson.

Attachment F.2

Performance Portfolio Guidelines: *Professional Standards for Route 4*

Standard (a) Understanding the Adult Learner

Standards in this section emphasize the knowledge base for adult development and adult learning, including learner motivation and persistence, and learning differences.

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

Coursework:

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

b. Evidence of successful completion of coursework:

Copy of a transcript, **or** certificate of completion, **or** certificate awarding professional development points

c. Coursework statements about:

- 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

Experience:

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

e. Explanatory statements about:

- 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

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

Coursework:

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

b. Evidence of successful completion of coursework:

Copy of a transcript, **or** certificate of completion, **or** certificate awarding professional development points

c. Coursework statements about:

- 1) Knowledge of theories of adult learning addressed by coursework
- 2) Knowledge of learning disabilities
How knowledge of above was used to design effective instruction appropriate to an ABE learning environment

Experience:

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

e. Explanatory statements about:

- 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
(use a case study to illustrate how you work with a specific student with a specific learning disability)

Standard (c) Instructional Design and Teaching Approaches

Standards in this section address what the adult basic education instructor needs to know in order to plan, develop, and implement effective instruction.

(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.

Coursework:

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

b. Evidence of successful completion of coursework:

Copy of a transcript, **or** certificate of completion, **or** certificate awarding professional development points

c. Coursework statements about:

- 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

Experience:

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

e. Explanatory statements about:

- 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** syllabus, **or** series of lesson plans
- 4) How the instructional methods were implemented in the curriculum, syllabus, **or** series of lesson plans
- 5) How the curriculum, **or** syllabus, **or** lesson plans were made available to colleagues **or** learners

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

Coursework:

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

b. Evidence of successful completion of coursework:

Copy of a transcript, **or** certificate of completion, **or** certificate awarding professional development points

c. Coursework statements about:

- 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

Experience:

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

e. Explanatory statements about:

- 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

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

Coursework:

a. Evidence of 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

b. Evidence of successful completion of coursework:

Copy of a transcript, **or** certificate of completion, **or** certificate awarding professional development points

c. Coursework statements about:

- 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

Experience:

d. Evidentiary documentation:

- 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

e. Explanatory statements about:

- 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

Standard (d) Learner Assessment and Evaluation

Standards in this section address what the adult basic education instructor needs to know and to be able to do to use or create assessments to place learners into appropriate instructional levels, monitor learner progress, and evaluate effectiveness of instruction.

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

Coursework:

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

b. Evidence of successful completion of coursework:

Copy of a transcript, **or** certificate of completion, **or** certificate awarding professional development points

c. Coursework statements about:

- 1) Knowledge of formal and informal assessments
- 2) How to use formal and informal assessments to place adult learners at the appropriate instructional level

Experience:

d. Evidentiary documentation:

- 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)

e. Explanatory statements about:

- 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 at the appropriate instructional level (provide specific examples **or** a case study)

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

Coursework:

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

b. Evidence of successful completion of coursework:

Copy of a transcript, **or** certificate of completion, **or** certificate awarding professional development points

c. Coursework statements about:

- 1) Knowledge of formative and summative assessments
- 2) How to use formative and summative assessments to evaluate learner progress

Experience:

d. Evidentiary documentation:

- 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

e. Explanatory statements about:

- 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)

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

Coursework:

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 were addressed

b. Evidence of successful completion of coursework:

Copy of a transcript, **or** certificate of completion, **or** certificate awarding professional development points

c. Coursework statements about:

- 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

Experience:

d. Evidentiary documentation:

- 1) Copy of either a curriculum, **or** a syllabus, **or** a series of lesson plans showing at least two 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)

e. Explanatory statements about:

- 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 either the results of the evaluation **or** the student feedback

Attachment F.3

Performance Portfolio Guidelines: *Explanatory Statements*

Length:

The length of the explanatory statements depends upon the format used:

- 1) Standard-by-standard approach: explanatory statements should be no longer than 2 pages per standard. (Portfolios exceeding this length will be returned to candidates.)
- 2) Case study approach: the length of the case study will depend upon the number of standards to be demonstrated; the 2 page per standard guideline should be employed (i.e., candidates for route 4 who are demonstrating proficiency in 8 standards should submit a case study no longer than 8-16 pages. Portfolios exceeding this length will be returned to candidates.)

Content:

- 1) In response to the explanatory statement prompts for each standard provided by the Department (see Attachment F.1 or F.2), statements must provide convincing evidence of candidates' knowledge, skills, and abilities through discussion and descriptive examples.
- 2) Explanatory statements must be targeted specifically to the professional standards being demonstrated. Candidates should clearly label the standards being demonstrated (e.g., "(a)1." or "In this section I will demonstrate standard (a)1"). Or, when using a case study, include in-line references (e.g., "standard (a)1") at the precise point the demonstration occurs within the narrative.
- 3) Statements demonstrating proficiency relevant of the standards should:
 - a. Identify for evaluators that the candidate has a genuine understanding of the theories, concepts, or research referenced.
 - b. Identify for evaluators the candidate's ability to apply theories and research to practice relevant to the standard.

These can be done by analyzing the candidate's experience, knowledge, and skills by breaking them down into essential parts and explaining their significance relevant to the standard.

- 4) It is candidates' responsibility to:
 - a. Ensure that information is presented in clear, concise language and organized in a logical sequence so that evaluators do not have to search for relevant information.
 - b. Provide adequate direction when referring to evidentiary documentation ("see Attachment X.1"), even if the same documentation is used for demonstrating more than one standard (if using the same documentation for more than one standard, only include the documentation once in the appendix).
 - c. Make explicit connections for the evaluators between your explanatory statements and your evidentiary documentation, and, when applicable, your teaching demonstration.
 - d. Make the relevance of the evidentiary documentation explicit for each of the applicable standards in the appropriate section; do not include any documentation that is not directly relevant.

Attachment F.4

Performance Portfolio Guidelines: *Additional Evidentiary Documentation*

In addition to a copy of a curriculum, syllabus, series of lesson plans, or other documentation requested for each standard, other sources of documentation may be used to support proficiency of the standard further. However, *candidates should not include any documentation that is not directly relevant to the standards being demonstrated.* Candidates are cautioned not to overwhelm their portfolios with extraneous documentation, and candidates are reminded of the size limitations on portfolios for their route to licensure. As such, candidates should be judicious in their selection and use of additional documentation and should explicitly connect the documentation to the standards being demonstrated.

The following documentation may also be included in the appendix of the performance portfolio in support of the candidate's relevant knowledge and skills:

1) **Formal and informal learning experiences**

Above and beyond the official transcripts from educational institutions that candidates are asked to submit as part of their application, candidates may have additional learning experiences that may be used to support their proficiency in the professional standards. If formal or informal learning experiences are relevant to the professional standards being demonstrated, they should be appropriately referenced within the explanatory statements, should include a description of the relevance of such experiences and how they have been of professional value, and should detail that value.

a. *Formal learning experiences* documented with certificates/letters of completion from the presenter. These may include, but are not limited to:

1. workshops
2. Trainings
3. Professional development

b. *Informal learning experiences* may include, but are not limited to:

1. Summaries of self-directed learning
2. Citations of books, articles, materials read
3. Summaries of results of collaborative projects
4. Annotated bibliographies
5. Summaries of consultations with experts

2) **Materials for use with learners and learner work**

Documentation may include, but is not limited to samples of the following:

1. Curricula, syllabi, lesson plans, assignments, and handouts
2. Learners' surveys
3. Learners' assessments
4. Photographs of bulletin boards, chalkboards, or student projects
5. Records of classroom observations
6. Demonstrations and direct observations
7. Case studies

3) **Involvement in professional organizations**

Documentation of involvement, including a detailed summary of how these experiences have been of professional value, related to the standards being demonstrated. Regardless of the organizations mentioned, discussion about organizational activities should center on the scope and significance of the candidate's professional development related to the standard(s) being demonstrated.

4) **Professional development**

Documentation of relevant professional presentations, trainings, and mentoring

5) **Professional accomplishments**

Documentation of achievements, developed web-sites, awards, grants, publications, reports, research, special recognitions, and major improvements or innovations.

6) **Commendations**

Documented by learners, peers, and supervisory evaluations.

7) Other documentation to be determined. This list is not meant to be exhaustive.

Attachment F.5

Performance Portfolio Guidelines: *Content and Format*

Candidates must submit **four (4)** copies of their performance portfolio to the Department.

After review by the panel, all but 1 copy of the portfolio will be destroyed unless the candidate requests in writing that extra copies be returned. The candidate must then provide the Department with a self-addressed, stamped envelope(s) large enough to accommodate the contents of the portfolios.

Portfolio Format:

Portfolios must be formatted as follows:

- o Each copy of the portfolio must be submitted in a three-ring binder (no larger than 1”) or be professionally bound. There should be **no** loose papers in the portfolios. Remember, “less” is “more” if it is well organized.
- o Portfolios should be labeled on the front and on the spine with the candidate’s name.
- o Text within the portfolio should be typed, have 1” margins, and use a 12 point font (excluding evidentiary materials)
- o All pages should be numbered sequentially from start to end (including evidentiary materials)
- o If quotations or citations are used, please use appropriate citation methods: e.g., Modern Language Association (MLA), or American Psychological Association (APA).
See http://www.columbia.edu/cu/cup/cgos/idx_basic.html for information on proper citation methods.
- o If the teaching demonstration is recorded, the DVD needs to be labeled with candidate’s name and the date of the demonstration. Please submit DVDs that are compatible to PC computers and/or DVD players.

Organization of Portfolio:

- o **Cover Page:** include the candidate’s name, identification number, and the route to licensure.
- o **Individual Sections** tabbed and labeled as follows:
 1. **Table of Contents:**
A table of contents listing all entries including appendices.
 2. **Evaluation Letter:**
A copy of the evaluation letter from the Department verifying the route the candidate is qualified to use.
 3. **Resume/CV:**
A copy of the candidate’s current resume or curriculum vitae, to include start and end dates and a complete description of the specific duties and responsibilities for each position held.
 4. **Performance Portfolio Affidavit:**
Signed and dated by the candidate.
 5. **Explanatory Statements:**
The substantive written pieces in the portfolio in response to the evaluation rubrics provided by the Department.
 6. **Appendices:**
A series of 3-4 lesson plans from an instructional unit must be included in this section along with relevant evidentiary documentation that supports the knowledge and skills being demonstrated in the portfolio. The standardized template (*Attachment F.6 or F.7*) must be used for all submitted lesson plans.
Clearly label each piece of documentation on the top of the page, using the same format as used with the attachments to these guidelines.
Carefully select evidence that best represents and is directly related to the knowledge/skills being addressed.
 7. **Works Cited:**
At the end of the portfolio, include a listing of works cited using appropriate citation methods (e.g., MLA or APA)

PLEASE proof-read, spell-check and edit the portfolio prior to submission. Portfolios in need of significant revision, or that exceed the size limitation may be returned.

Attachment F.6

ABE Lesson Plan

Content Area		Level	
Unit Theme		Lesson #	of #
Date (s)		Duration	
Topic			
CCRS AE			
Anchor	<i>Students will develop an understanding of ...</i>		
Standards	<i>Through understanding they will recognize that ...</i>		
Objectives	<i>Students will be able to ...</i>		
Content			
Other			
Resources	<i>Choose authentic, real-life resources and materials as much as possible.</i>		
Instruction	<i>How will I go about teaching this lesson? How much time will I need?</i>		
	Activity	Time	

Participation	<i>How will students be engaged in this lesson?</i>
Assessment	<i>How will students show that they have met the objectives?</i>
Home Study	<i>What self-study activity will reinforce this lesson?</i>
Reflection	<i>What went well/could be changed to make the lesson more effective/surprised me about this lesson/ should I remember about learners' goals/needs?</i>

Attachment F.7

ESOL Lesson Plan

Skill Area		Level	
Unit Theme		Lesson #	of #
Date (s)		Duration	
Topic			
Frameworks			
Standards	<i>Students will develop an understanding of ...</i>		
Benchmarks	<i>Through understanding they will recognize that ...</i>		
Objectives	<i>Students will be able to ...</i>		
Language			
Content			
Resources	<i>Choose authentic, real-life resources and materials as much as possible.</i>		
Instruction	<i>How will I go about teaching this lesson? How much time will I need?</i>		
	Activity	Time	

Participation	<i>How will students be engaged in this lesson?</i>
Assessment	<i>How will students show that they have met the objectives?</i>
Home Study	<i>What self-study activity will reinforce this lesson?</i>
Reflection	<i>What went well/could be changed to make the lesson more effective/surprised me about this lesson/ should I remember about learners' goals/needs?</i>

Attachment G.1

Demonstration of Teaching: *Candidate's Criteria*

Certain standards have been identified as those most appropriate to be demonstrated through actual teaching. While in some instances these standards may be demonstrated through other means, the demonstration is to confirm that candidates are able to use them in practice. The standards that must be included as part of the teaching demonstration are determined by the route to licensure.

Route 3	Route 4
(c) 5. Sets forth learning objectives, instructional methods and their rationale in the design of instruction and makes them available to colleagues and learners.	(c) 5.
(c) 6. Uses a variety of instructional methods, techniques and tools that facilitate adult learning.	(c) 6.
(c) 7. Uses strategies to develop critical thinking and complex problem solving.	(c) 7.
(e) 1. Communicates effectively and appropriately with learners.	
(e) 2. Creates an environment conducive to adult learning.	

Criteria for Demonstration Lesson:

1. Be conducted with a class consisting of five or more ABE students
2. Demonstrate the professional standards as identified by the route to licensure
3. Be one of the lessons submitted within the performance portfolio
4. Be submitted with the following information:
 - a. Type of class, program setting and population (*Attachment G.3: Class Profile*)
 - b. An explanation of why this particular lesson, materials and teaching tools were chosen (to set the context of the demonstration for the review panel)
 - c. Any relevant learner information including information regarding relevant theory or research
 - d. Teacher's detailed reflections on the experience (including anything the teacher would do the same or differently in other circumstances)
 - e. Be submitted with the following supporting documentation:
 - 1) An outline of the curriculum/instructional unit
 - 2) Any relevant prior assessments
 - 3) A copy of the lesson plan and the learning objectives
 - 4) Copies of any learner materials used within the lesson plan
 - f. If conducting an "Observed Demonstration Lesson", include the portfolio entries for the standards being observed
5. In the case of multi-level classrooms, candidates should provide evaluators with a summary of each student and the learning objectives for each differentiated lesson.

Note: Candidates may use the documentation and materials from the teaching demonstration to demonstrate other standards within their performance portfolio. Only one demonstration lesson per candidate is permissible and only in extenuating circumstances will the candidate be permitted to conduct an additional demonstration lesson. Extenuating circumstances will be reviewed on a case-by-case basis by the Department.

Methods for Demonstration Lesson:

Candidates have two options for demonstrating their teaching:

1. video recording (DVD)
2. mock demonstration

Video-recorded lessons may be conducted with a class of the candidate's choice. Candidates may submit documentation of previous teaching evaluations for consideration if the evaluation expressly covers the standards required by their routes to licensure. The review panel will review all documentation for the teaching demonstration as part of the review of the performance portfolio.

1. Video-recorded Demonstration Lesson:

If a video-taped teaching demonstration is used, one copy of the video must be submitted with each copy of the performance portfolio. The video must:

- a) Focus on the teacher from the learners' perspective, with brief footage that establishes the physical learning environment;
- b) Be unedited and recorded on DVD;
- c) Be no less than 30 minutes and no longer than 45-minutes; and
- d) Be of such quality that evaluators can clearly see and hear the candidate and his/her learners. Any videos that cannot be clearly seen or heard will not be accepted and a video of better quality will be required for resubmission;
- e) Be able to be viewed on both a computer and a DVD player.

Video-recording "hints" to improve quality:

1. Extra light is imperative, since cameras don't "see" the way the human eye does.
2. An external microphone may help to pick up learner questions and comments.
3. Conduct a run-through, or a test, to assess light and audio levels, as well as camera angles before shooting final takes. In your "test," be sure that evaluators can hear both you and your learners so evaluators may understand your responses to learners. Additionally, be sure that there is not too much background noise to distract the evaluators.

Note: Candidates must comply with ABE programs' policies regarding the video-recording of learners by obtaining permission from the program's director or designee before taking video of learners. Candidates must also obtain learners' consent before recording (Attachment G.5: *ABE Learner Consent Form*). Consent forms do not need to be submitted to the Department with the performance portfolio; however, candidates should keep these documents in case any issues arise at a future date.

2. Mock Demonstration Lesson:

Candidates may conduct a mock demonstration lesson using the members of the review panel as learners.

- a. Candidates should be prepared to spend 5-10 minutes introducing their lesson, the context of the lesson, the learning setting, their learners, and previous lessons and assessments that would inform this lesson. Candidates may choose to give review panelists profiles of learners to act out as part of the mock demonstration. Candidates may also choose to provide a photograph or a floor plan of their classroom in order to help panelists visualize the teaching setting. Candidates should let the ABE Licensure Coordinator know if any technical equipment is necessary for their demonstration (overhead projector, computer, newsprint).
- b. Candidates will then conduct 30-45 minute demonstration lessons with the review panelists acting as learners and asking questions as learners (review panelists will not ask evaluative questions during the mock teaching demonstration).
- c. At the conclusion of the mock demonstration, candidates will then have 5-10 minutes to wrap up by discussing what will come next, any follow up assessments that will be conducted, and what they would do the same or differently next time.
- d. Candidates will then be asked to leave the room for a few minutes while the panelists discuss the demonstration and the performance portfolio. If the panelists have any additional questions, either about the teaching demonstration or about the performance portfolio, candidates will be asked to respond at this time.
- e. Candidates will not be informed of the review panel's recommendations at this time.

Attachment G.3

Demonstration of Teaching: *Class Profile*

Candidates need to complete this profile and submit it to the evaluator of your teaching demonstration along with the other required documentation.

		Number of...
Gender	Female	
	Male	
Ethnicity	African-American	
	Asian-American	
	Caucasian	
	Hispanic	
	Multi-racial/Other	
	Native-American	
Total number of students		

		Check one
Type of ABE <i>class</i> observed	Basic literacy (GLE 0-1.9)	
	Beginning ABE (GLE 2-3.9)	
	Pre-GED/ASE (GLE 4-8.9)	
	GED/ASE (GLE 9-12)	
	Beginning ESOL (SPL 0-3)	
	Intermediate ESOL (SPL 4-5)	
	Advanced ESOL (SPL 6-7)	

		Check one
Type of ABE <i>program setting</i> in which class observation took place	ABE Correctional Institution	
	Community Based Organization	
	Community College	
	Local Education Agency	
	Workplace Education	

Attachment G.4

Demonstration of Teaching: *Orientation to Learner Consent Form*

ABE Teachers:

The *ABE Learner Consent Form* should be introduced and explained to your ABE students prior to the actual video-recording of the classroom demonstration lesson.

Make sure students understand:

- they are helping you,
- this is voluntary and they aren't required to participate,
- what "voice" and "image" mean,
- what "evaluate" means.

If the learners have any concerns, it is best not to include them in your recording. If you include students who have any concerns, you run the risk of:

- learners recanting after the recording, making the recording inadmissible,
- alienating or changing the nature of your relationship with the learner.

The consent form is available in 10 different languages both written and oral. You can find these forms on the Department's website.

Attachment G.5

Demonstration of Teaching: *ABE Learner Consent Form*

Dear ABE Learner:

I, _____, am applying for the ABE Teacher's Professional License. As part of the process, I would like to record this class to demonstrate my ability to teach.

In order to use the video-recording of my teaching, I need your permission to record your voice and image. Your participation is voluntary and your permission is optional.

Please read the following two options. Check the box next to the option you choose and then sign and date the form.

Thank you very much.

Option I: I give my permission to be recorded on video as part of the class on _____.
(date)

I understand that:

- my participation is voluntary,
- the video will be looked at by a small number of educators who are trained to evaluate teachers,
- the video will not be used for any other purpose,
- my last name will not be used.

Option II: I do not want to participate in this recorded class.

Signature of Student

Date

This section is to be completed by the licensure candidate

The following accommodation(s) was made for the learner completing this form:

- o Learner listened to an audio-taped version of this form
- o The form was orally translated into the learner's primary language
- o The written form was translated into the learner's primary language
- o Other: Please specify _____

Attachment H.1

Field Survey: *Requirements*

For candidates of Route 3 only

The field survey is an opportunity to become familiar with the diversity of ABE populations and contexts in which ABE is conducted. All candidates with less than five years of ABE teaching experience (or the equivalent) are required to conduct a minimum of 15 hours of observation in a variety of ABE settings, during which they will observe several levels of ABE classes, and include reflection on practice.

1. Observations shall include:

a. **Adult Basic Education Settings**

A minimum of three hours of observation in three or more of the following ABE settings (no observation shall be less than one hour):

- 1) Community-based organizations (e.g. homeless, family literacy, workplace education, ABE/ESOL),
- 2) Community colleges (e.g. an ABE or ESOL program within a community college),
- 3) Local Education Agency (e.g. a public school district ABE program),
- 4) ABE in Correctional Institutes (county house of correction, state correctional institution).

b. **Adult Basic Education Classes**

A minimum of three hours of observation in three or more of the following ABE class types (no observation shall be less than one hour):

- 1) Basic literacy (GLE 0-1.9)
- 2) Beginning ABE (GLE 2-3.9)
- 3) Pre-GED/ASE (GLE 4-8.9)
- 4) GED/ASE (GLE 9-12)
- 5) Beginning ESOL (SPL 0-3)
- 6) Intermediate ESOL (SPL 4-5)
- 7) Advanced ESOL (SPL 6-7)

An observation of *at least one mathematics class* shall be conducted in a beginning ABE, pre-GED, or GED classroom.

2. Candidates must have all observations verified by a program director (Attachment H.3).
3. After the conclusion of the observations, a reflective component must be completed. (Attachment H.4: *Reflections on Field Survey Observations*.) Candidates must answer a series of questions designed to help candidates reflect on the field of adult basic education, its purposes and practices. Teachers who are using Route 3 to become licensed and already possess a preK-12 teacher's license, will also reflect on the similarities and differences between teaching in preK-12 and teaching in ABE.
4. Candidates shall attach all field survey documents to the *Field Survey Checklist* (Attachment H.5) and submit them to the Department within the performance portfolio.

Note: Candidates may use equivalent supervised, in-service field-based experiences for a portion of or for the entire field survey. If using previously supervised field-based experiences to fulfill field survey observations, candidates must still complete Attachments H.2: *Field Survey Observation Questionnaire*, H.4: *Reflections of Field Survey Observations*, and H.5: *Field Survey Checklist* and submit them to the Department.

Attachment H.2

Field Survey: *Observation Questionnaire*

For candidates of Route 3 only

Guidelines for Candidates/Observers:

1. Make arrangements with ABE programs to observe at least three different kinds of ABE classes (ESOL, basic literacy, pre-GED, GED) in three different ABE contexts (CBO, LEA, Corrections). At least one of these observations must be of a mathematics class in a beginning ABE, pre-GED/ASE, or GED/ASE classroom. All three observations need to be no less than one hour.
2. Remember that the purpose of these observations is not to evaluate, but to become familiar with different ABE learning populations and with many of the varied contexts in which ABE instruction takes place.
3. The ABE programs are generously opening their programs to you as an ABE licensure candidate. Access into these programs is a privilege. Teacher and learner confidentiality must be strictly adhered to.
4. For each observation, you will need to complete one Observation Questionnaire form. *Please use additional sheets, if necessary.*
5. ABE program directors or her/his designee will need to verify that you conducted the observations by completing Attachment H.3.

Field Study Observation Questionnaire

For candidates of Route 3 only

Licensure Candidate's Name: _____

ABE Program Information

1. Name of ABE Program: _____

2. Program Address: _____

3. ABE Program Director/Designee: _____

4. Date and time: _____

5. Length of observation: _____

Reflection Questions:

6. *ABE Context:* What is the purpose (mission) of the ABE program?

7. *Type of Class:* What is the primary focus of this class? (ESOL, ABE, GED, workplace)

8. *Type of Lesson:* What were the primary objectives of the lesson you observed?
How did you come to know that these were the learning objectives?

9. *Assessment Used:* What assessments did the teacher use (formal or informal) with the class?

10. *Teaching Strategies/Approaches*: What teaching strategies/approaches did the teacher use?

10a. Why do you think the teacher used these particular strategies/approaches?
Give examples to support your answer.

11. *Materials Used*: What materials did the teacher use during the lesson?

12. What *academic subject matter* (reading, writing, ESOL, mathematics, science, history) did the teacher need to know in order to teach this class?

13. *Learners*: What did you notice about the needs and abilities of learners?
Were they similar or different? Use examples to illustrate your response.

13a. What did you notice about the learning styles of the students?
Were they similar or different? Please use examples to illustrate your response.

13b. What were some of the different needs (learning or otherwise) or learning styles among the learners?

14. *Learning Environment:* Describe the classroom environment and what contributed to a positive learning environment.

14a. How did learners interact with each other and the teacher?

15. Is there anything else you noted in your observation that you would like to comment on?

Candidate's Signature

Date

Attachment H.3

Field Survey: Verification of Observation

For candidates of Route 3 only

Please completed this form and attach it to the *Field Survey Checklist* (Attachment H.4) along with the other relevant documents.

Section One: To be completed by the ABE Program Director or her/his designee	
1. Name: _____	
2. Position/Title: _____	
3. ABE Program: _____	
4. Program Address: _____	
City/Town: _____	Zip: _____
5. Daytime Telephone #: _____	
6. E-mail address: _____	
7. Verification of Field Survey Observation:	
I hereby certify that _____ conducted _____ hour(s) of on-site observation from _____ to _____ on _____ (time) (time) (date)	
_____ Program Director's Signature	_____ Date
Section Two: To be completed by the candidate	
I hereby certify that the above information is true and accurate.	
_____ Candidate's Signature	_____ Date

Attachment H.4

Field Survey: *Observation Reflections*

For candidates of Route 3 only

Candidates/Observers:

Now that you have completed all of the observations for your field survey, the following questions are designed to help you reflect on your observations and to reflect on the field of adult basic education, its purposes and practices.

Please complete the following questions on a separate sheet, attach to the *Field Survey Checklist* (Attachment H.5), and submit to the Department.

Reflection Questions:

- 1) What similarities and differences did you notice among the different ABE classes and contexts? (population served, age, ethnicity, level of literacy, native language)
- 2) What needs, learning or otherwise, did you notice among learners across the ABE contexts and how they impacted the classroom? (curriculum design, teaching methods, language(s), materials used)
- 3) What similarities and differences did you notice between your preK-12 teaching experience and the ABE teaching you observed and how did they impact the ABE classroom? (e.g. curriculum design, teaching methods, language(s) and materials used).
- 4) What population and context would you like to pursue in more depth in the pre-practicum and why?

Attachment H.5

Field Survey: *Checklist*

For candidates of Route 3 only

Candidate's Name: _____ Date: _____

I have completed observations that fulfill the following requirements:

1. A total of three observations in each of the following categories:

- Community-based Organizations
- Community Colleges
- Local Education Agency or Correctional Institution

2. No observation was less than one hour.

3. Observations of each of the following types of instruction*:

- Basic literacy Site: _____
- ESOL Site: _____
- Pre-GED/ASE Site: _____
- GED/ASE Site: _____
- A mathematics class Site: _____

I have completed the following documents for each of my observations:

1. *Field Survey Observation Questionnaire*

2. *Verification of Field Survey Observation*

I have completed my *Observation Reflections*?

Candidate's Signature

*Observations can be combined
(a basic level math class in a pre-GED program, an ESOL class in a CBO, a GED class in an LEA).