

ORIENTATION FOR NEW TEACHERS

I. Characteristics of Adult Learners

Participants will be able to:

A. General Characteristics: Adult Education Learners

1. Define adult learners as stated by the U.S. Department of Education.
2. Define eligibility for GED in Illinois.
3. Compare statistics about adult learners nationwide.
4. Compare numbers of learners in Illinois: ESL, ABE, GED.
5. Explain the ways adult learners differ from learners in K-12 classrooms.
6. Differentiate between ABE, GED, and ESL learners.

B. General Characteristics: Adult Education Programs

1. List the various types of institutions that host adult education classes.
2. List the various kinds of class structures in adult education programs.

C. Reasons Students Come to Class

1. Describe the motivations students have for attending adult education classes – why they come.
2. Explain the expectations students have when enrolling in adult education classes – what they want to achieve.
3. Contrast the types of curriculums that will be relevant and understandable to adults.
4. Describe classroom groupings and approaches that are optimal for adults.

D. Retention Issues

1. Draw conclusions from the reasons adults give for leaving classes before completion.
2. Present hypotheses of underlying reasons for adults leaving classes before completion.
3. List strategies that can be taken to encourage students to stay in class by administration and by teachers.
4. Consider the affects of these various strategies on adult learners.

E. Barriers to Success

1. Define success in the adult education classroom (see NRS).
2. Enumerate some of the barriers to success for adult learners in adult education classes.
3. Describe ways for teachers to lessen these barriers to success.
4. Describe the effects of these options on adult learners
5. Relate the barriers to learning that adults face in adult education classes to the barriers to learning faced in the outside world.

II. Adult Education Programming

A. Published or Proposed Standards for Adult Education

1. Identify the general purposes of educational standards.
2. Analyze the function of educational standards in developing classroom instruction.
3. Display the ability to access state standards at the Adult Education Content Standards Warehouse website:
http://www.adultedcontentstandards.org/about_warehouse.asp
4. Identify the Illinois Content Standards and explain their use in instruction (When developed).

B. NRS

1. Explain the purpose of NRS goal setting.
2. List the five core NRS goals.
3. List the five additional NRS goals.
4. Describe educational functioning levels in general terms.
5. Examine how the educational functioning levels relate to student placement and achievement.

C. Standardized Assessments

1. Describe the purpose of standardized assessments.
2. Distinguish standardized assessments from classroom assessments.
3. Explain the format and administration of tests appropriate for the instructor's specialization:
 - a. ESL instructors: BEST Literacy, BEST Plus and CELSA
 - b. ABE/GED instructors: TABE 7/8 and TABE 9/10
4. Clarify why it is important for test givers to conform to the instructions and timing guidelines that accompany each test.

D. GED

1. Explain the purpose of the GED.
2. List the requirements for students to be able to enroll in GED classes and take the GED exam.
3. List the five tests of the GED.
4. Briefly describe the formats of GED tests.
5. Demonstrate knowledge of the Illinois requirement of all GED test takers to pass an additional section on American patriotism and the principles of representative government.

E. Structures of Adult Education Classes

1. Compare the various structures of adult education programs:
 - a. Fixed enrollment
 - b. Open-entry/open-exit
 - c. Self directed (GED)
 - d. Specialized study groups
 - e. Distance learning
 - f. Lab classes.

III. Effective Instructional Practices

A. Foundations

1. Explain the function of the “Foundations for Effective Instruction” developed by the ICCB State Service Centers focusing on the instructor’s specific class: ABE, GED, or ESL.
2. Use the Self-Evaluation form in the Professional Development Planner to select appropriate foundations for development of teaching skills.
3. Prioritize the foundations selected.
4. Select workshops based on the foundations selected using the Service Center current flyers.

B. Developing Lessons

1. Learning Styles
 - a. Define student learning approaches.
 - b. Analyze how the variety of learning approaches affects student success.
 - c. Analyze how the teacher's learning styles affects teaching.
 - d. Compose some examples of some possible learning styles and teaching techniques.
 - e. Broaden the definition of learning styles by including how individuals' emotional make up and culture and affects learning.
2. Philosophies of Teaching
 - a. Outline the elements and give examples of traditional teaching.
 - b. Outline the elements and give examples of constructivist teaching.
 - c. Describe the communicative philosophy of teaching ESL and give examples.
3. Lesson Planning
 - a. Describe the function of lesson objectives.
 - b. Build on a previous lesson by using the process of Review/Reteach.
 - c. Describe and give examples of the Presentation stage of lesson creation.
 - d. lesson creation.
 - e. Describe and give examples of the Practice stage of lesson creation.
 - f. creation.
 - g. Describe and give examples of the Application/Production stage of lesson creation.
 - h. stage of lesson creation.
4. Multi-Level Classrooms
 - a. Define multi-level classes.
 - b. Compare the benefits and problems of multi-level classes.
 - c. Identify approaches to dealing with multi-level classes.
5. Materials selection
 - a. Contrast published materials with teacher-created materials.
 - b. Define copyright.
 - c. Give examples of materials in book form, on the Internet, downloadable, in video format, on tape and on CD's and DVD's
 - d. Describe how content, level, age, and English ability influences material selection.

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6. Materials for students online
 - a. Describe how to find Internet sites where students can learn online.
 - b. Describe how to find materials for students that can be downloaded from the Internet.

IV. Professional Development

A. Service Center Trainings

1. Obtain current staff development information from the ICCB State Service Centers.
2. Register for ICCB Service Center mailing lists.
3. Show knowledge of online training available from ICCB Service Centers.
4. Find the date of the annual regional Adult Education Conference
5. Describe other staff development choices offered by ICCB Service Centers.
6. Define the hours of professional development required by ICCB yearly.

B. Other Training Opportunities

1. Identify professional organizations in the instructor's specialized area and the websites of these organizations.
2. Explain how to access the websites of the chosen professional organizations in order to determine time, costs, and locations of annual regional and national conferences.
3. List of journals, magazines and books published by the chosen professional organizations.
4. Describe other journals and periodicals that are concerned with adult education.

C. Online Training for Teachers

1. Detail the process of finding Internet sites that support and extend instructor knowledge in their area of specialization.
2. List a few basic resource sites for adult educators.
3. Describe how to find online courses are available for adult educators from professional organizations and from universities.