

LEADERSHIP EXCELLENCE ACADEMIES

Getting Instructors Off to the Right Start and Keeping Them There



A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PACKAGE FOR LOCAL ADULT EDUCATION AND LITERACY PROGRAM MANAGERS



Welcome Back




Year One	Year Two
Final Webinar	Part 1 of Culminating Project Begins
Completion of Culminating Project	Follow-up Webinar
Workshop 3: Instructor Orientation	Workshop 3: Using Data
Follow-up Webinar	Online Intro to Using Data Course
Interim Activity D	Follow-up Webinar
Online Leadership Approach Course	Interim Activity B
Follow-up Webinar	Workshop 2: Integrating Research
Interim Activity C	Follow-up Webinar
Workshop 4: Student Persistence	Interim Activity A
	Workshop 1: Using Stakeholder Assessments
	Online Intro to Program Improvement Course
	Online Orientation to LEA Course

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Celebrating Your Success

Share a brief summary of your culminating project!



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Program Improvement

- Your program is only as good as your instructional staff!
- What can we learn from...
 - Self-Assessments
 - Research
 - Data

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Today's Workshop

You will:

- Apply research, data, and self-assessment information;
- Explore the components and available resources for an orientation model for new staff;
- Consider decision points necessary to adapt an effective orientation process;
- Examine strategies for maintaining quality, engaged instructional staff.

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Why is New Instructor Orientation so Important?



Meet Janice!

- Undergraduate degree in early childhood education
- Has taught K-3 for 20 years
- Recently hired as an adult education instructor to teach an ASE class
- 20 students
- 5 beginning level
- 8 intermediate level
- 7 advanced level

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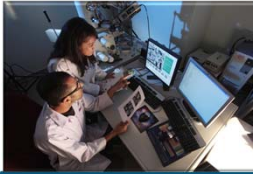
Activity 1: Getting Janice Ready to Teach

What does Janice need to know and be able to do?

- With your table partners, make a list of the most important things that Janice needs to know and be able to do before she starts teaching.

What Does the Research Tell Us?

- ABE teachers should be *prepared to address the unique needs of ABE students* (M. Cecil Smith, 2006)
- Support teachers in providing high quality instruction and services (Smith, Hofer, 2003).




The Critical First Year

- Students
First three weeks are critical (Quigley)
- Instructors
The first two years are critical!



What do your data tell you?


- How many new instructors/tutors do you hire each year?
- On average, how long do instructors/tutors remain in your program?
- What are the characteristics of those who stay? Of those who leave?



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How Do New Instructors Feel?

We've all been new at our jobs at one point in time.
How do new instructors feel?
Let's take a look!

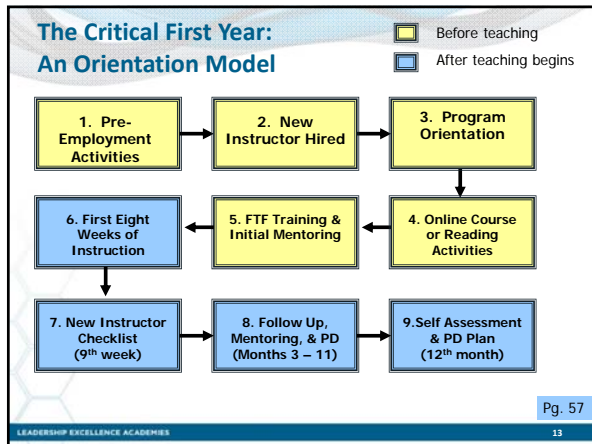


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Orientation Activity 2

- **What are you doing now?**
- What you are doing right now to prepare **new** adult education instructors/tutors for their role?
- What does your new instructor/tutor orientation look like?

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Examining the Components



Let's investigate the components to help you answer some of these questions.

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Examining the Components

- Job posting
 - Include agency requirements
- Clear expectations
 - Observe a class to determine good "fit"
 - View an online course on adult learning
- Interview
 - Include demonstration activities

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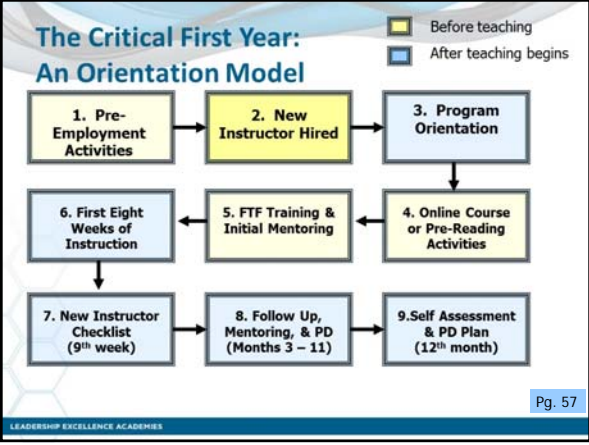
Examining the Components

1. Pre-employment

- Job posting
 - Include agency requirements
- Clear expectations
 - Observe a class to determine good “fit”
 - View an online course on adult learning
- Interview
 - Include demonstration activities

Sample Job Description Pg. 4

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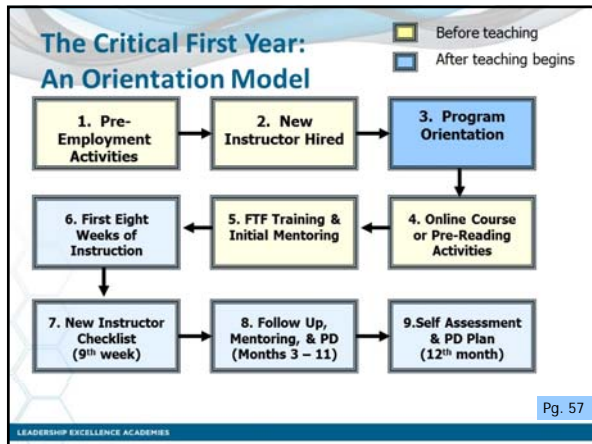
Examining the Components

2. New Instructor Hired

- Follow local policy and procedures.
- Include clear expectations in employee guidelines
 - Professional development and goal setting
 - Responsibilities
 - Accountability

Sample Memorandum of Employment – pg. 2

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Examining the Components

3. Program Orientation

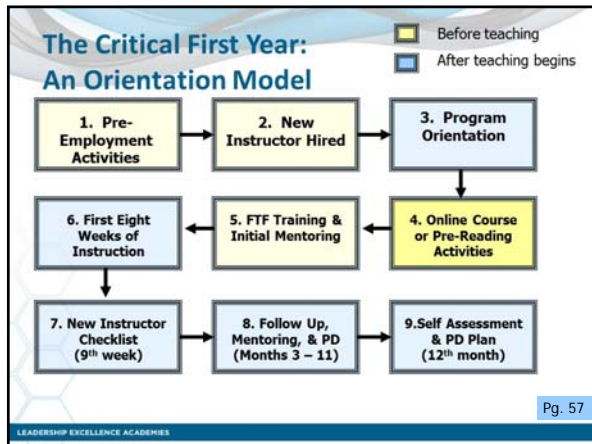
- Initial orientation
- *Local Program Follow Up Checklist*
- Assign a mentor
- Professional Development Explanations

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Activity 3: Starting the Process

- Refer to the New Instructor Orientation Planning Matrix in your packet.
- For components 1 - 3:
 - Assess what activities you are currently doing.
 - If you are not doing it, determine if you want to have it.

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Examining the Components

4. Online Course or Reading Activities

Sample Free Online Courses

- Review and select applicable lessons first!
- Basics of Adult Literacy Education
<http://aebasics.clee.utk.edu/>
 - The Adult Learner
 - Orientation and Assessment
 - Curriculum Development
 - Instructional Techniques
 - Adult Literacy Classroom



List and URLs on page 6

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Examining the Components

4. Online Course or Reading Activities

GED® 2014
gedtesting.com/educators/resources-educators

- Educator Resources
 - [Download Assessment Guide for Educators](#) (PDF)
 - [Watch the 2014 GED® Test Webinars](#) (PDF)
 - [The GED® Test: A Content Comparison](#) (PDF)
 - [GED Ready™: The Official Practice Test for 2014](#) (PDF)
 - [For Adult Education Professionals: The 2014 GED® test](#) (PDF)
 - [The 2014 GED® test](#) (PDF)

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Examining the Components

4. Online Course or Reading Activities

McGraw Hill -- TASC
 TEST ASSESSING SECONDARY COMPLETION
<http://www.ctb.com/ctb.com/control/ctbLandingPageViewAction?landingPageId=52783>

ETS --HiSET
 HIGH SCHOOL EQUIVALENCY TEST
<http://hiset.ets.org/>

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Examining the Components

4. Online Course or Reading Activities

Sample Free Online Resources
The Adult Basic Education Teacher's Toolkit

- o <http://www.tcall.tamu.edu/toolkit/cover.html>
- o Some Anticipated Questions
- o Facilitating Adult Learning in a Holistic, Participatory Classroom: A Model
- o The Teacher's Toolbox
- o The Reading Skills Toolbox
- o The Writing Skills Toolbox
- o The Computing Skills Toolbox

List and URLs on pg. 6

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Examining the Components

4. Online Course or Reading Activities

Sample Free Online Resources

- *Practitioner Toolkit: Working with Adult English Language Learners*
<http://familieslearning.org/pdf/practitioner-toolkit-working-with-adult-ell.pdf>
- o Background Information
- o Activity Packets (i.e., orientation, needs assessment, lesson planning, etc.)
- o Parent Education in Family Literacy Programs
- o Topics in Adult ESL Education and Family Literacy

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Examining the Components

4. Online Course or Reading Activities

Handbooks for New ABE and ESL Instructors

- Table of contents and sample pages in your packet
- Available for download and customization

Getting Ready



An Orientation to Adult Education

(Insert program name here.)

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Examining the Components

4. Online Course or Reading Activities

Handbooks for New ABE and ESL Instructors

- Instructor completes readings and investigative assignments

The Adult Learner	Needs of Adult Learners	Literacy Today	Intake & Orientation
Assessment	Goal Setting	Learning Styles	
Learning Disabilities	Planning & Delivering Instruction	The GED test (AE Only)	

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Examining the Components

4. Online Course or Reading Activities

ESL: Lots of tools and resources!

- Background interview form
- Learning styles questionnaire
- Needs assessment
- Student self assessment
- Adult Learning Plan
- ESL Teaching Resources
- Practical Tips
- Considerations for Setting NRS Goals

Getting Ready



An Orientation to Adult Education for ESL Instructors

(Insert program name here.)

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Examining the Components

4. Online Course or Reading Activities

ABE: Lots of tools and resources!

- o Educational Functioning Levels
- o Self Assessment
- o Learning Styles Inventory
- o Learning Needs Screening Instrument
- o Adult Learning Plan
- o Considerations for Setting NRS Goals

Getting Ready



An Orientation to Adult Education

(Insert program name here.)

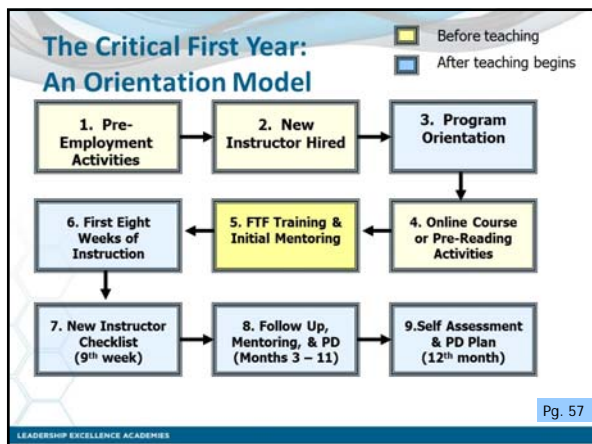
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Activity 4: Decisions Again!

- Refer to the New Instructor Orientation Planning Matrix in your packet.
- For component 4:
 - o Assess what activities you are currently doing.
 - o If you are not doing it, determine if you want to have it.

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Examining the Components

5. FTF Training and Initial Mentoring

- Usually two weeks prior to instruction
- Three - six hour training (one day or two half-days)
- Builds upon pre-reading topics and/or online courses
- Responds to any questions the readings or courses created

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Examining the Components

5. FTF Training and Initial Mentoring

- Application-focused
 - demonstration and observation
- Includes unaddressed items from Local Program Checklist
- Often delivered by staff member/trainer or experienced instructor/mentor

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Activity 5: What Would It Look Like?

- Refer to the Face-to-Face Guide for ABE and ESL instructors in your resource packet.
- Select which activities you feel would lend themselves to a thorough and effective face-to-face training for new instructors in your program.

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Developing a Mentoring Process

Developing a Mentoring Process

- Not expected to know everything
- Must know how to access resources
- Must be a good listener



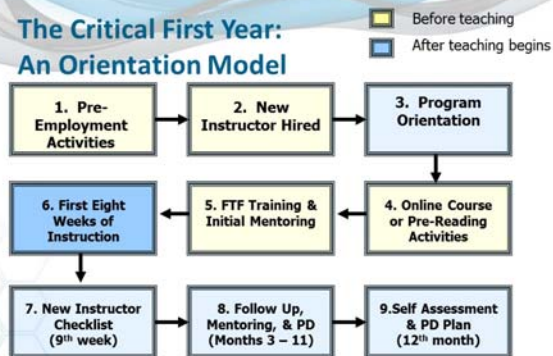
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Developing a Mentoring Process

Who is using mentors now?



The Critical First Year: An Orientation Model




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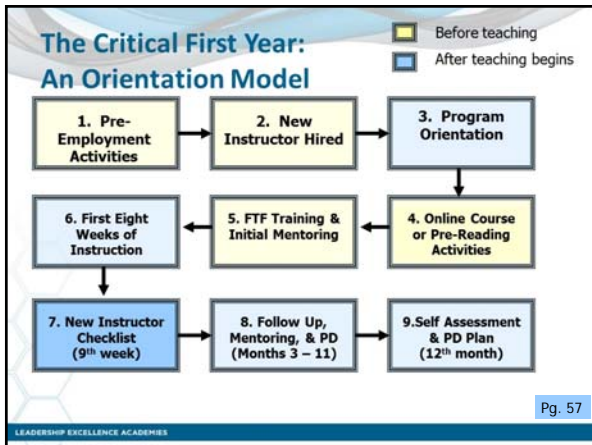
First Eight Weeks

6. First Eight Weeks of Instruction

Continued guidance from mentor




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Ninth Week

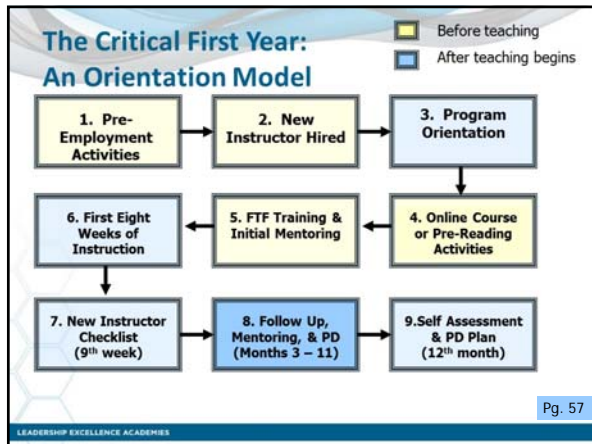
7. New Instructor Needs Check

At end of eight weeks, instructor completes *New Instructor Checklist*.



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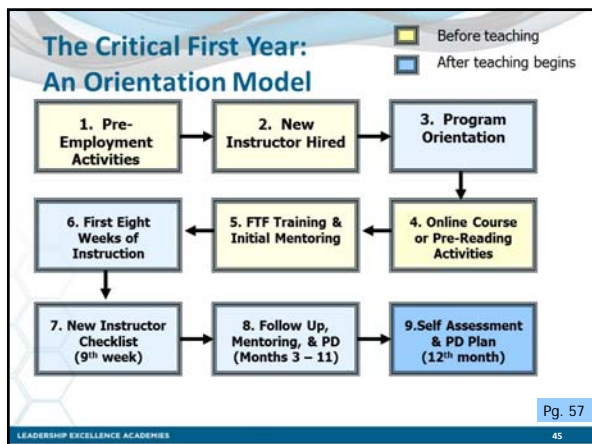
Months 3 - 11

8. Follow Up, Mentoring & PD

- Instructor meets with mentor to discuss items needing clarification, training, or support from the **New Instructor Checklist**.
- New Instructor Support Plan** is developed to address prioritized needs.

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12th Month

9. Self-Assessment & PD Plan

Self-Evaluation of Adult Teacher Competencies

Standard 1: Instructional and Non-Instructional Skills in Practice

1. Provide a self-evaluation of your teaching performance

Competency	Frequency	Level	Score
1.1. Plan and deliver instruction that meets the needs of all learners	Always	4	16
1.2. Monitor and adjust instruction to ensure all learners are successful	Always	4	16
1.3. Assess and evaluate student learning and performance	Always	4	16
1.4. Communicate with students, parents, and colleagues	Always	4	16
1.5. Collaborate with colleagues to improve student learning	Always	4	16
1.6. Engage in ongoing professional learning	Always	4	16

2. Develop skills, knowledge and abilities for the operation of a school

Competency	Frequency	Level	Score
2.1. Manage the school's operations	Always	4	16
2.2. Manage the school's budget	Always	4	16
2.3. Manage the school's facilities	Always	4	16
2.4. Manage the school's safety and security	Always	4	16
2.5. Manage the school's legal and regulatory requirements	Always	4	16
2.6. Manage the school's human resources	Always	4	16

3. Conduct research to improve practice and student learning

Competency	Frequency	Level	Score
3.1. Conduct research to improve practice and student learning	Always	4	16
3.2. Apply research findings to practice and student learning	Always	4	16
3.3. Collaborate with colleagues to improve practice and student learning	Always	4	16
3.4. Engage in ongoing professional learning	Always	4	16

- Instructor completes Self Assessment.
- Professional Development Plan for coming year is developed.

Sample PD plan Pg. 16

Activity 6: Completing the Matrix

- Refer to the New Instructor Orientation Planning Matrix in your packet.
- For components 5 - 9:
 - Assess what activities you are currently doing.
 - If you are not doing it, determine if you want to have it.

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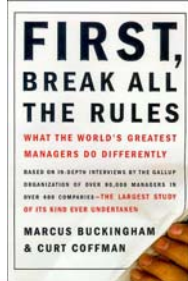
Activity 7 – Janice’s Case Study

- Read Janice’s case study.
- How can you help Janice so she will feel good about continuing to work with her students?

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Getting Them Off to the Right Start... And Keeping Them There!

“People don’t change that much. Don’t waste time trying to put in what was left out. Try to draw out what was left in. That’s hard enough.”



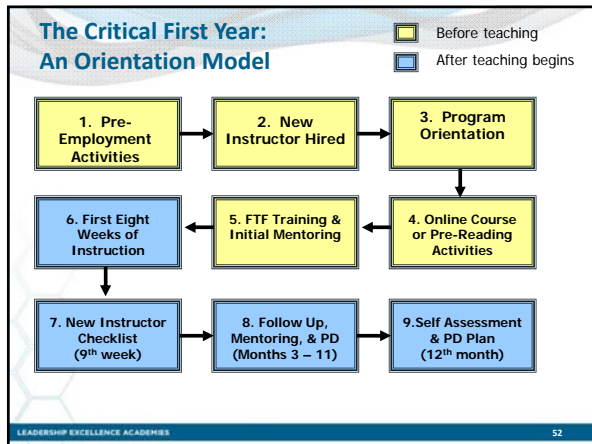
Getting Them Off to the Right Start... and Keeping Them There!

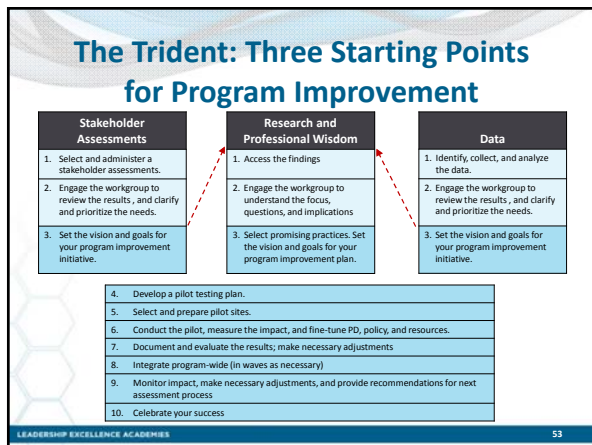
Focus on the strengths

- Assess each individual’s talents and skills.
- Build on what people can already do well.
- Provide training, coaching, and development opportunities that will help the person increase these skills.
- Compensate for or manage around weaknesses.

The Six Big Questions

1. Do I know what is expected of me?
2. Do I have what I need to do the job?
3. Do I know when I am doing a good job?
4. Do I feel my job is important?
5. Am I recognized as an individual?
6. Am I learning and growing?





Excerpt from Sample Timeline

July - March	Research Workgroup
October	Stakeholder Assessment Workgroup
February	Send Stakeholder Assessments
March	Data Workgroup
April	Compile PI needs from 3 sources
April	Yearly Evaluative Staff Meeting
June	Begin Pilots

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Next Steps

- No interim activity
- Final webinar [add date]
- Certification eligibility notification
- Online certification application
\$75 fee unless covered by the state

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Then - This Will Be You!



Jim Lively, CMPI
Certified Manager in Program Improvement

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Recertification –Planning Ahead


1. Create folder to store your recertification projects (recertification documentation forms linked in participants' library). **Due every 4 years.**
2. Receive e-mail reminder from CLEE to recertify & register online (reminder sent in August of 3rd year).
3. Upload & submit documentation forms totaling 3 points for review and approval.
4. Cost \$40 (due upon submission - check or credit card)

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Benefits to LEA Participants

Upon completion you will:

- Receive a certificate and lapel pin
- Be recognized at a special reception in your honor at the COABE conference
- Have your name posted on the LEA Hall of Fame webpage



LEADERSHIP EXCELLENCE ACADEMIES 55

Please Remember to:

Thank your State Director
for your LEA sponsorship



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