

## Teaching Observations: Process for Obtaining Observer Approval



Once practitioners have been approved by the Department to pursue a route to the professional level of the license, they need to conduct a demonstration of teaching as part of their performance assessment. One method for the teaching demonstration is to have a qualified observer conduct the evaluation. Here are the steps for approval of observers:

- 1) Interested observers should send a copy of their resume with a cover letter stating which of the observer qualifications they believe they meet (qualifications are found in the Guidelines, Section V., page 31; and are also listed to the right).
- 2) The Department will determine whether they are qualified to conduct the observation. If approved, the Department will send a Participation Agreement outlining the duties and responsibilities of the observer as they will be conducting observations on the Department's behalf.
- 3) Once the Department receives the signed Agreement, the observation materials will be sent to the observer with instructions for completion and return.
- 4) Following the observed demonstration of teaching, observers will return all observation documents, including those received by the licensure candidate, to the Department. The Department will include those documents in the candidate's portfolio for the review panel evaluation. The candidate is not required to secure copies of the evaluation for her/his portfolio.

If you have any questions about the demonstration of teaching observation process, please contact the Department.

### Excerpt from the Guidelines:

#### *"Observed Demonstration Lesson:*

*The demonstration of teaching may be evaluated by program directors, or their designees, who are pre-approved by the Department and who meet one of the following qualifications:*

- a. *A Massachusetts ABE teacher's license at the Professional level and two years of experience supervising ABE teachers; or*
- b. *Three years, or the equivalent, of ABE teaching experience and two years of experience supervising ABE teachers; or*
- c. *Five years of supervising ABE teachers and a graduate degree in education, or related degree; or*
- d. *Three years of teacher supervisory experience within a teacher preparation program and, beginning 2006, a minimum of three years of teacher preparation supervisory experience and two years of ABE teaching experience; or*
- e. *A Massachusetts preK-12 teacher's license at the Professional level and two years of experience supervising ABE teachers.*

*The program director must submit her/his resume or vitae, or must submit a letter of recommendation along with the designee's resume or vitae for review by the ABE Licensure Coordinator. Evaluators must complete the observation and evaluation instrument provided by the Department."*

*The ABE Teacher's License Update is published by the MDOE (Massachusetts Department of Education) in coordination with SABES (System for Adult Basic Education Support) in an effort to keep practitioners and interested parties apprised of the status of the ABE Teacher's License. This Update, past issues, and other relevant documents are posted on the following web-sites:  
[www.doe.mass.edu/educators/abe.html](http://www.doe.mass.edu/educators/abe.html) or [www.sabes.org/license](http://www.sabes.org/license)*

We're on the Web!

[www.doe.mass.edu/educators/abe.html](http://www.doe.mass.edu/educators/abe.html)

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*IF YOU HAVE QUESTIONS  
OR COMMENTS, PLEASE  
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### **NCSALL AND SABES COLLABORATE ON LICENSE SUPPORT**

SABES and the National Center for the Study of Adult Learning and Literacy are collaborating on a 15-hour training based on the findings of an adult development study conducted by Dr. Robert Kegan of the Harvard Graduate School of Education. In this training, ten practitioners, including five license-seeking teachers working with SABES, have formed a study circle facilitated by Dr. Eileen Barry, formerly the resource librarian at Southeast SABES. Through a series of readings, discussions, and activi-

## **NE SABES TO OFFER "TEACHING FOR DIVERSITY IN THE ABE CLASSROOM"**

This 25-hour, license-compatible course is being offered as a hybrid course with face-to-face and online sessions presented by Meck Groot and Donna Bivens, Co-Directors of the Women's Theological Center. Participants will learn how to teach effectively across such differences as race, ethnicity, class, gender, and sexuality; examine their own social location, its assumptions, standards, values, and practices; receive tools and opportunities for increasing awareness of difference and analyzing issues of rank, power and privilege as these relate to difference, particularly in the ABE classroom; apply what they are learning to multicultural settings and intercultural situations.

Participants will attend an introductory "face-to-face" meeting at Northeast SABES on Friday, May 30, 2003 from 12:30-5:00pm, then participate in four weeks of facilitated on-line postings, discussions, and responses to assigned readings, produce a final project/paper (approximately 5 typed pages), and then attend a final face-to-face meeting at Northeast SABES from 1:00-5:00pm on Friday, June 27, 2003, during which final projects will be shared.

To register or for more information: Please contact Alisa Povenmire at [apovenmire@necc.mass.edu](mailto:apovenmire@necc.mass.edu), or 978-738-7304.

## **Congratulations and Announcements**

ties, the participants are learning about the study's findings reported in *Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple Cultures of Mind* and applying them to their practice. Upon completion of the training, the participants will be able to use this coursework toward demonstrating proficiency for the ABE Teacher's License. (The cited study can be accessed via the Web at [www.gse.harvard.edu/~ncsall/research/reports.htm](http://www.gse.harvard.edu/~ncsall/research/reports.htm))

### **REVIEW PANELISTS NEEDED**

for a review panel training this summer. If you are interested in participating, please complete and submit the nomination form at <http://www.doe.mass.edu/acls/abecert/Rpap.doc> In addition to a 3-day training, panelists must be willing to commit to six meetings per year (some of these meetings may be conducted via telephone). If you are accepted to participate, you will be notified of the training dates and location.

### **CONGRATULATIONS TO THE NEW LICENSEES:**

**Professional** license awarded:  
Susan Southey (Jacobson)

**Provisional** licenses awarded:  
LuAnn Thibodeau      Sergio Furtado  
Nancy Sheridan      Susan Arase  
Elizabeth Donahue      Ron Beaty  
Emily MorrisonBricken      Paul Amara  
Geraldine Morenski      Carey Reid  
Francis Cummings      Jane Evans  
Kathleen Joyce      James Baird  
Marianne Murray  
Tara Montembault

**FREE FREE FREE FREE FREE**  
Summer Content Institutes are being offered by the Department of Education across the Commonwealth for Massachusetts' teachers. For further information, please check the MDOE web-site at: [www.doe.mass.edu/content\\_institutes](http://www.doe.mass.edu/content_institutes)

### **LATEST ISSUE OF "FOCUS ON BASICS" DEVOTED TO LICENSURE**

The Spring 2003 issue of *Field Notes* covers a range of topics dealing with the ABE Teacher's License. Andrea O'Brien, one of the first two teachers to get the professional license, describes how she put together a successful performance portfolio and set up a teaching demonstration for the panel that reviewed her licensure materials. Mary Jayne Fay of the Department of Education provides background on the license, as well as a useful FAQ to guide license seekers. Lisa Jochim, Director of the UMass Dartmouth Workers' Education Program in New Bedford, describes her experience working with a cohort of license-seekers as part of SABES's license-support field test. Carey Reid of SABES explains what it's like to take the Communication and Literacy Skills Test. (To receive a copy, contact Heather Brack via email at [hbrack@worlded.org](mailto:hbrack@worlded.org).)