**Adult Basic Education Professional Teacher’s License**

### Route 3 Guidelines

**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.

**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.

**Application Requirements**

1. Submission of

1. [*Application for the Massachusetts Adult Basic Education Teacher’s License*](http://www.mass.gov/edu/government/departments-and-boards/ese/programs/educator-effectiveness/licensure/abe/application.html)
2. current resume or curriculum vitae
3. official transcript verifying a bachelor’s or a master’s degree
4. [*ABE Teaching Experience Verification*](http://www.mass.gov/edu/government/departments-and-boards/ese/programs/educator-effectiveness/licensure/abe/application.html) form
5. Passing scores on the following Massachusetts Tests for Educator Licensure (MTEL)
	1. Communication and Literacy Skills: Reading and Writing
	2. ABE Subject Matter

# **Licensure Requirements**

# Proficiency in the professional standards demonstrated via a performance portfolio (Attachment A).

# Portfolios must include:

1. qualifying letter received from the Department
2. portfolio affidavit
3. explanatory statements (Attachment B.1 and C.1)
4. evidentiary documentation (Attachments B.2)
5. teaching demonstration (Attachments D.­­­1-D.3)
6. Field Survey (Attachments E.1-E.5)

# **Attachment A**

***The Performance Portfolio***

Candidates’ proficiency of the professional licensure standards is assessed by means of a performance portfolio reviewed by a panel of ABE experts using criteria and evaluation rubrics provided by the Department. The portfolio is the mechanism by which candidates physically compile and arrange evidentiary documentation and narrative explanatory statements describing their knowledge, skills, and abilities relevant to each professional standard (Attachment B.1 *Writing Explanatory Statements*).

Candidates must include within their performance portfolio a signed portfolio affidavit attesting that the explanatory statements and the evidentiary documentation submitted therein are the candidates’ original work.

The *Professional Standards for Route 3* (Attachment C.1) identifies what information and documentation the candidate must submit within their performance portfolio in order to demonstrate proficiency in the standards for this route to the Professional license. Candidates are expected to provide evidence of meeting each standard through explanatory statements and evidentiary documentation based on their ABE teaching experience. If submitting prescribed materials used by the program, candidates must be able to demonstrate sufficient knowledge of them to respond to the explanatory statements. Simply saying that the material is “required by the program” is not sufficient and will not excuse candidates from addressing the explanatory statements.

Read the following sections of the guidelines carefully to ensure that all required components are included in your performance portfolio.

1. Attachment B.1: writing explanatory statements,
2. Attachment B.2: providing evidentiary documentation, and
3. Attachment D.1: teaching demonstration.
4. Attachment E.1: Field Survey

##### ***Portfolio Format and******Content***

Candidates must submit four (4) copies of their performance portfolio to the Department. After review by the panel, all but one (1) copy of the portfolio will be destroyed. No copies will be returned to the candidate. The original copy will stay on file at the Department.

**Format**

* 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
* Portfolios should be labeled on the front and on the spine with the candidate’s name
* Text within the portfolio should have 1” margins and be typed using 12 point Times New Roman, Arial or Calibri
* All pages should be numbered sequentially from start to end (including evidentiary materials)
* If quotations or citations are used, please use appropriate methods: e.g., Modern Language Association (MLA), or American Psychological Association (APA).
* Portfolios in need of significant revision or that exceed the size limitation may be returned.

**Content**

* **Front of Binder**
1. display candidate’s name, route to licensure and date of submission on the front cover
* **Binder Sections:** each section should betabbed and include the following documents:

**Tab 1**

1. table of contents listing all entries including appendices
2. a copy of the letter sent from the Department verifying eligibility to pursue route four
3. signed and dated copy of the Performance Portfolio Affidavit
4. current resume

**Tab 2 - Explanatory Statements**

1. the narratives discussing the candidates’ knowledge and skills relevant to each professional standard. Proof-read, spell-check and edit the statements prior to submission.
2. a bibliography listing the research and publications referenced for the development of the portfolio

**Tab 3 - Curriculum**

1. copy of a scope and sequence, instructional unit or a series of 3-5 lesson plans using the Department’s standardized template (Attachment C.2 or C.3). Other templates may be used only if they contain all of the components of the Department’s template.

**Tab 4 - Assessments**

1. description, samples and analysis of assessments used to place learners
2. samples of formative and summative assessments used to evaluate learners

**Tab 5 – Effectiveness**

1. samples of student work, student feedback and class evaluations

**Tab 6 – Teaching Demonstration**

1. a brief narrative to set the context for the demonstration
2. a brief narrative reflecting on the effectiveness of the lesson being demonstrated
3. class profile (Attachment D.2)
4. lesson plans using the Department’s standardized form (Attachment C.2 or C.3)
5. copies of handouts and assessments used during the lesson
6. the teaching demonstration DVD, labeled with candidate’s name and the date of the demonstration placed in a separate hole-punched plastic document protector

**Tab 7 – Field Survey**

1. Observation forms
2. Verification forms
3. Reflection
4. Checklist

**Tab 8 - Additional Evidence** (if relevant)

1. Professional Development certificates of completion
2. course description from catalog
3. transcript

# **Attachment B.1**

***Writing******Explanatory Statements***

The primary section of the performance portfolio is the explanatory statements. In these brief narratives, candidates discuss and describe their knowledge, skills and abilities relevant to each professional standard.

**Length**

Explanatory statements should be no longer than 2 pages per standard with the exception of standards (a)2 and (d)2 which have two parts. The 2 page limit applies to each part which could result in 4 pages for these standards. Portfolios exceeding this length will be returned to the candidate for revision.

**Content**

1. Explanatory statements must provide convincing evidence through discussion and descriptive examples of candidates’ knowledge, skills, and abilities related to the standard.
2. Explanatory statements must be targeted specifically to the professional standards being demonstrated. Candidates should clearly label the standards within the portfolio.

For example, *Standard (a)1. Incorporates theories of and research in adult development in designing effective instruction appropriate to the learning environment.*

1. Respond to the appropriate set of explanatory statements (ABE or ESOL) based on the content of the lesson plans submitted in the portfolio (e.g., candidates submitting math lesson plans would respond to the ABE explanatory statements).
2. It is candidates’ responsibility to:
3. 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.
4. Make explicit connections for the evaluators between your explanatory statements and your evidentiary documentation, and, when applicable, your teaching demonstration.
5. Provide adequate direction when referring to evidentiary documentation (e.g., see Tab 4, Sample 3). If using the same documentation for more than one standard, only include the documentation once in the appendix.

# **Attachment B.2**

***Providing Evidentiary Documentation***

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.

**Required Evidence**

Certain documentation (e.g., a series of lesson plans, formative and summative assessments) is required for each standard as outlined in Attachment C.1 (*Professional Standards for Route 3*).

**Additional Evidence**

The following documentation may also be included in the performance portfolio to support the candidate’s proficiency in the professional standards; 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. Be judicious in the selection and use of additional documentation and explicitly connect the documentation to the standards being demonstrated.

**Formal and Informal Learning Experiences**

If formal or informal learning experiences are relevant to the professional standards being demonstrated, candidates must appropriately reference them within the explanatory statements and provide a description of the relevance of such experiences and how they have been of professional value.

*Formal learning experiences* must be documented with certificates of completion, or transcripts and official course descriptions. These may include, but are not limited to:

1. workshops/trainings 2. courses 3. professional development activities

*Informal learning experiences* may include, but are not limited to written summaries of:

1. self-directed learning 2. working with a coach/mentor 3. collaborative projects

**Materials for Use with Learners and Learner Work**

1. assignments and handouts
2. surveys
3. assessments
4. photographs of student projects
5. technology

**Professional Accomplishments**

Documentation of achievements, awards, publications or research.

**Commendations**

Documented by learners, peers, and supervisory evaluations.

# **Attachment C.1**

# ***Professional Standards for Route 3***

**Standard(a):Understanding the Adult Learner**

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

**Evidentiary documentation**

1. Copy of a scope and sequence, thematic unit or a series of lesson plans (3-5) showing how relevant theories and/or research in adult education were used to plan instruction for adult learners

**Explanatory statements**

1. Briefly discuss a theory or specific research regarding the biological, psychological

or social development of adults in contrast to that of children.

1. Describe how this theory or research informs your instructional design.

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

**Evidentiary documentation**

1. Copy of a scope and sequence, thematic unit or a series of lesson plans (3-5) showing how relevant theories and/or research in adult learning and learning disabilities were used to plan instruction for adult learners

**Explanatory statements**

ABE Portfolios

**Part One - Adult Learning**

1. Briefly discuss a theory or research on adult learning that informs your instructional design.
2. Describe how you applied this theory/research to the instructional practices illustrated in the lesson plans submitted in this portfolio.
3. Discuss two socio-cultural and/or personal factors (e.g., gaps in prior education, age, trauma) and how they affect adult learning.
4. Explain how these factors informed the design of the lessons in this portfolio.

**Part Two - Learning Disabilities**

1. Explain how your knowledge of learning disabilities informs your instructional design.
2. Describe how you have modified or would modify instruction to meet the needs of a student with a documented or suspected learning disability.

ESOL Portfolios

**Part One - Adult Learning**

1. Using Standard 1 of the *Massachusetts Professional Standards for Teachers of Adult ESOL* as a reference, discuss the research-based principles of Second Language Acquisition (SLA) that inform your instructional design.
2. Describe how you applied these SLA principles to the instructional practices illustrated in the lesson plans submitted in this portfolio.
3. Discuss two socio-cultural and/or personal factors (e.g., gaps in prior education, age, trauma) and how they affect the capacity to acquire language.
4. Explain how these factors informed the design of the lessons in this portfolio.

**Part Two - Learning Disabilities**

1. Explain how your knowledge of learning disabilities informs your instructional design.
2. Describe how you have modified or would modify instruction to meet the needs of a student with a documented or suspected learning disability.

***(a)3.*** *Uses knowledge of the factors that influence adult learners’ participation and persistence in adult basic education programs to increase learner success.*

**Evidentiary documentation**

* + - 1. Copy of a scope and sequence, unit or a series of lesson plans (3-5) showing how relevant theories and/or research in the participation andpersistence patterns of adult learners were used to plan instruction

**Explanatory statements**

1. What theory orresearch on participation andpersistence patterns was employed in the design of the series of lesson plans?
2. Why was this theory orresearch employed in the series of lesson plans?
3. How was this theory orresearch employed in the series of lesson plans to increase learner success?

**Standard (c) Instructional Design and Teaching Approaches**

***(c)1****. Draws on the history, structure, purpose, and critical issues of adult basic education in planning instruction.*

**Evidentiary documentation**

Copy of a scope and sequence, unit or a series of lesson plans (3-5) showing how the history, structure, purpose, ortwo critical issues of adult basic education was used in planning instruction

**Explanatory statements**

1. What knowledge about the history, structure, purpose, ortwocritical issues in ABE was employed in planning instruction?
2. Why was this knowledge employed in planning instruction?
3. How was this knowledge employed in the series of lesson plans?

***(c)3****. Designs curriculum relevant to the experiences, interests, and goals of learners, the particular instructional setting, and the Department’s adult basic education curriculum frameworks.*

**Evidentiary documentation**

1. Copy of a scope and sequence, unit or a series of lesson plans (3-5) showing how the:
	* 1. experiences, interests orgoals of learners were used in the design of curriculum
	1. instructional setting influenced the design of curriculum
	2. College and Career Readiness Standards were used to design curriculum

**Explanatory statements**

1. What knowledge of learner experiences, interests, or goals was employed in the design of instruction for adult learners?
2. Why were these learner experiences, interests, or goals employed in the design of instruction?
3. How were these learner experiences, interests, or goals employed in the design of instruction?
4. What objectives from the instructional setting were employed in the design of instruction?
5. Why were these objectives employed in the design of instruction?
6. How were the objectives from the instructional setting employed in the design of instruction?
7. What CCR standards were employed in the design of instruction?
8. Why were these standards employed in the design of instruction?
9. How were these standards employed in the design of instruction?

***(c)4****. Integrates appropriate use of technologies into the teaching and learning process.*

**Evidentiary documentation**

* + - 1. Copy of a scope and sequence, unit or a series of lesson plans (3-5) showing how technology was integrated into instruction

**Explanatory statements**

1. What technology was employed in instruction for adult learners?
2. Why was this technology employed in instruction for adult learners?
3. How was the technology employed in instruction for adult basic education learners?

***(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.*

**Evidentiary documentation**

1. Copy of a scope and sequence, thematic unit or a series of lesson plans (3-5) that explicitly identify the learning objectives and instructional methods.

**Explanatory statements**

ABE Portfolios

1. Explain how you determined the learning objectives for the lessons submitted in this portfolio.
2. Briefly describe how these learning objectives align with the overall unit design and the needs of this particular group of students.
3. Discuss how you share learning objectives with students.
4. Explain how you share your lesson plans and instructional unit designs with colleagues.

ESOL Portfolios

1. Explain how you determined the language and content learning objectives for the lessons submitted in this portfolio.
2. Briefly describe how these learning objectives align with the overall unit design and the needs of this particular group of students.
3. Discuss how you share learning objectives with students.
4. Explain how you share your lesson plans and instructional unit designs with colleagues.

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

**Evidentiary documentation**

1. Copy of a scope and sequence, thematic unit or a series of lesson plans (3-5) that explicitly identify instructional methods, techniques and tools.

**Explanatory statements**

1. Describe the various instructional methods used in the lessons submitted in this portfolio that provide opportunities for all students to engage in meaningful communication and interaction within authentic contexts.
2. Explain how these instructional methods accommodate students’ range of academic needs and learning styles.
3. Discuss how these instructional methods support the learning objectives of the lessons in this portfolio.
4. Address the ways in which the materials and resources used in these lessons complement the instructional methods.

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

**Evidentiary documentation**

1. Copy of a series of lesson plans (3-5) that describe strategies for critical thinking skills
2. Two samples of learner work demonstrating the ability to apply critical thinking orcomplex problem solving skills

**Explanatory statements**

1. Describe the specific strategies employed in the submitted lessons and how they help students develop critical-thinking and problem-solving skills.
2. Give two examples of how students apply these skills in a variety of contexts in their daily lives.

**Standard (d) Learner Assessment and Evaluation**

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

**Evidentiary documentation**

1. Description of one commercially produced formal assessment orone informal assessment
used for initial oradvancing placement
2. Results and interpretation of assessment used (provide specific examples)

**Explanatory statements**

ABE Portfolios

* + - 1. Describe an assessment (informal or formal) you have developed and used for the purpose of determining your students’ instructional levels.
1. Explain how you address the academic needs of students who score at different instructional levels in reading, writing and/or math.

ESOL Portfolios

* + - 1. Describe an assessment (informal or formal) you have developed and used for the purpose of determining your students’ instructional levels.
1. Explain how you address the language needs of students whose oral test scores differ significantly from their literacy test scores.

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

**Evidentiary documentation**

1. Copy of a scope and sequence, unit or a series of lesson plans (3-5) showing what formative or summative assessments were used to determine if students met the learning objectives
2. Two examples of formative and summative assessment results and your interpretation of them

**Explanatory statements**

**Part One - Formative**

1. Describe the formative assessments used in the lessons submitted in this portfolio.
2. Explain how these assessments connect to the learning objectives.
3. Explain how the results of the formative assessments are used to plan further instruction.
4. Discuss how the results are shared with students to inform their ongoing learning goals.

**Part Two - Summative**

1. Describe a summative assessment you developed for a unit you have taught. Discuss its strengths and weaknesses.
2. Explain what you learned about student progress from the results of the summative assessment.
3. Discuss how this data informed your instructional practice.

***(d)3****. Confers with colleagues, supervisors, and community resources when special assessments are required.*

**Evidentiary documentation**

1. One example of conferring with colleagues or supervisors to identify a special assessment
2. One example of a community resource (provide contact information: name, address, phone)

**Explanatory statements**

1. What method of determining the need for special assessment was employed?
2. Why was the special assessment required?
3. How did the candidate confer with colleagues, a supervisor, orcommunity resources regarding the special assessment?

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

**Evidentiary documentation**

1. Copy of a series of lesson plans showing at least two examples of modifications
2. Two examples of learner feedback from written evaluations or conference notes

**Explanatory statements**

1. Describe at least three ways in which you evaluate the effectiveness of your instruction. Include the strategies used for the lessons submitted in this portfolio.
2. Share an example of a modification you have made to your instruction based on student feedback.
3. Share an example of a modification you have made to your instruction based on data from evaluations.
4. Explain how these modifications improved your instruction, learner engagement and progress.

***(d)5.*** *Uses data collection systems for program improvement.*

**Evidentiary documentation**

1. One example of a data collection system (copy of cover page is sufficient)
2. One example of how data collection system was used for program improvement (copy of data)

**Explanatory statements**

1. What data collection system was employed?
2. Why was this data collection system employed?
3. How was this data collection system used to improve an adult basic education program?

**(e) Facilitating the Adult Learning Environment**

***(e)1.*** *Communicates effectively and appropriately with learners.*

**Evidentiary documentation**

* + - 1. Copy of a scope and sequence, unit or a series of lesson plans (3-5) showing at least two examples of effective and appropriate communication

**Explanatory statements**

1. What communication strategies were employed to communicate effectively and appropriately with adult learners?
2. Why were these strategies employed?
3. How were these strategies employed within the series of lesson plans?

***(e)2.*** *Creates an environment conducive to adult learning.*

**Evidentiary documentation**

1. A photograph, sketch or diagram of the learning environment

**Explanatory statements**

1. What elements were employed to create an environment conducive to adult learning?
2. Why were these elements employed?
3. How did these elements create a conducive learning environment for adult learners?

***(e)3.*** *Promotes learner involvement in community and societal issues.*

 **Evidentiary documentation**

1. Copy of a scope and sequence, unit or a series of lesson plans (3-5) showing how learner involvement in community or societal issues was promoted

**Explanatory statements**

1. What strategy was employed to promote learner involvement in a community orsocietal issue?
2. Why was this strategy employed in this instructional setting?
3. How was this strategy used to promote learner involvement in a community orsocietal issue?

***(e)4.*** *Refers adult learners with challenging life issues to the appropriate resources.*

**Evidentiary documentation**

1. Example of a situation in which an adult learner needed to be referred to an outside resource (provide specific example or a case study)
2. One example of a resource (provide contact information: name, address, phone)

**Explanatory statements**

1. What resource referral was employed for the adult learner?
2. Why was this resource referral employed?
3. How was this resource referral used for an adult basic education learner?

***(e)5.*** *Uses resources available to learners to develop employment readiness skills.*

**Evidentiary documentation**

1. Copy of a scope and sequence, unit or a series of lesson plans (3-5) showing how resources were used to develop employment readiness skills for adult learners

**Explanatory statements**

1. What resources for learners to develop employment readiness skills were employed?
2. Why were these resources employed?
3. How were these resources employed within the lesson plans?

***(e)6.*** *Collaborates effectively with learners, colleagues, and relevant members of various educational settings (e.g., family literacy, corrections, or workplace education) and the community at large.*

**Evidentiary documentation**

1. One example of a collaborative effort with a learner, colleague, member of another educational setting, or the community

**Explanatory statements**

1. What collaborative effort was employed with a learner, colleague, or member of various educational settings, or the community?
2. Why was this collaborative effort employed?
3. How was this collaborative effort employed with a learner, colleague, or member of various educational settings, or the community?

**(f) Professionalism/Continuing Education**

 ***(f)2****. Develops goals for an individual professional development plan.*

**Evidentiary documentation**

1. Copy of a professional development plan

**Explanatory statements**

1. What goals were included in the professional development plan?
2. Why were these goals included in the professional development plan?
3. How were these goals used within the professional development plan?

# **Attachment C.2**

# ***ABE Lesson Plan Template***

|  |  |  |  |
| --- | --- | --- | --- |
| **Content Area**  |  | **Grade Level** |  |
| **Topic** |  | **Duration** |  |
| **CCRSAE**  |  |
|  |
|  |
|  |
| **Objectives** | *Students will be able to …* |
| **Content** |  |
| **Other** |  |
| **Materials/Resources** |  |
| *What are some authentic and meaningful materials related to the learning objectives?* |
| **Instruction** |  |
| *How will I go about teaching this lesson?* *What instructional methods and activities will lead students to meeting the learning objectives?* |
| **Engagement** |  |
| *How will students be engaged in this lesson?* |
| **Assessment** |  |
| *How will students show that they have met the objectives?* |
| **Home Study** |  |
| *What activity will reinforce this lesson?* |
| **Reflection** | *What went well? What modifications will make the lesson more effective?*  |
|  |  |

**Attachment C.3**

# ***ESOL Lesson Plan Template***

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill Area**  |  | **SP Level** |  |
| **Topic** |  | **Duration** |  |
| **CCRSAE/Frameworks**  |  |
| **Standards**  |  |
| **Benchmarks**  |  |
| **Objectives** | *Students will be able to …* |
| **Language** |  |
| **Content** |  |
| **Materials/Resources** |  |
| *What are some authentic and meaningful materials related to the learning objectives?* |  |
| **Instruction** |  |
| *How will I go about teaching this lesson?* *What instructional methods and activities will lead students to meeting the learning objectives?* |
| **Engagement** |  |
| *How will students be engaged in this lesson?* |
| **Assessment** |  |
| *How will students show that they have met the objectives?* |
| **Home Study** |  |
| *What activity will reinforce this lesson?* |
| **Reflection** | *What went well? What modifications will make the lesson more effective?* |
|  |  |

**Attachment D.1**

***Demonstration of Teaching***

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.

|  |
| --- |
| **Teaching Standards for Route 3** |
| (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) 6 | Uses a variety of instructional methods, techniques and tools that facilitate adult learning. |
| (c) 7 | Uses strategies to develop critical thinking and complex problem solving.  |
| (e) 1 | Communicates effectively and appropriately with learners. |
| (e) 2 | Creates an environment conducive to adult learning. |

**Criteria**

The teaching demonstration must:

1. be conducted with a class consisting of five or more 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 documentation:
5. *Class Profile* - identifying the type of class, program setting and population
6. An explanation of why this particular lesson was chosen (to set the context for the panel)
7. The lesson plan
8. An outline of the curriculum/instructional unit from which the lesson was chosen
9. Any relevant information regarding theory or research that informed the lesson plan
10. Copies of learner materials used during the lesson
11. Any prior assessments or student feedback used to inform the lesson
12. Written reflections including anything the teacher would do differently

In the case of multi-level classrooms, candidates should provide a summary of each student and the learning objectives for each differentiated lesson.

Candidates may use the documentation and materials from the teaching demonstration to demonstrate proficiency in 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**

Candidates have two options for demonstrating their teaching:

1. video recording (DVD)
2. mock demonstration

**Method 1: Video-recorded Teaching Demonstration**

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:

1. focus on the teacher from the learners’ perspective, with brief footage that establishes the physical learning environment
2. be recorded on DVD
3. not be edited
4. be no less than 30 minutes and no longer than 45-minutes
5. be of such quality that evaluators can clearly see and hear the candidate and 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
6. be viewable on both a computer and a DVD player.

Candidates must obtain permission from the program director before video-recording. Candidates must also obtain consent from learners before recording (Attachment D.3: *ABE Learner Consent Form*). All forms should be kept on file at the program in case any issues arise at a future date. Do not submit content forms to the Department.

Video-recording “hints” to improve quality:

1. Extra light is imperative
2. An external microphone helps to pick up learner questions and comments
3. Conduct a practice run to assess light and audio levels as well as camera angles
4. Eliminate background noise as much as possible
5. Preview the video to be sure that both teacher and learners can be heard clearly.

**Method 2: Mock Teaching Demonstration**

Candidates who are not currently teaching or who are not able to secure permission to video-tape in their program may conduct a mock teaching demonstration using the members of the review panel as learners.

1. Candidates should spend 5-10 minutes introducing their lesson to the review panel. Include the context of the lesson, the setting, a profile of the learners, and any previous lessons and assessments that informed their lesson.
	1. Candidates may choose to give review panelists profiles of learners to act out as part of the mock demonstration.
	2. Candidates may also choose to provide a photograph or a floor plan of their classroom in order to help panelists visualize the teaching setting.
2. Notify the ABE Licensure Coordinator prior to the date of the demonstration if any equipment will be needed (overhead projector, laptop, newsprint).
3. Candidates will then conduct a 45 minute teaching demonstration with the review panelists acting as learners and asking questions as learners. Review panelists will not ask evaluative questions during the demonstration.
4. At the conclusion of the mock demonstration, candidates will 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.
5. Candidates will be asked to leave the room for a few minutes while the panelists discuss the demonstration. If the panelists have questions, candidates will be asked to respond at this time.
6. Candidates will not be informed of the review panel’s recommendations at this time.

**Attachment D.2**

***Class Profile***

Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What else would you like the review panel to know about your class?

|  |  |  |
| --- | --- | --- |
| GenderIndicate number | Female  |  |
| Male |  |
|  Total number of students |  |
|  |
| Ethnicity Check all that apply  | African-American  |  |
| Asian-American |  |
| Caucasian |  |
| Hispanic |  |
| Multi-racial/Other |  |
| Native-American |  |
|  |  |
| Class LevelCheck one  | Basic literacy (GLE 0-1.9)  |  |
| Beginning ABE (GLE 2-3.9) |  |
| Pre-ASE (GLE 4-8.9) |  |
| ASE (GLE 9-12) |  |
| Beginning ESOL (SPL 0-3) |  |
| Intermediate ESOL (SPL 4-5) |  |
| Advanced ESOL (SPL 6-7) |  |
|  |  |  |
| Setting Check one  | ABE Correctional Institution  |  |
| Community Based Organization |  |
| Community College |  |
| Local Education Agency |  |
| Workplace Education |  |

Attachment D.3

***Sample ABE Learner Consent Form***

Dear ABE Learner:

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, am applying for the ABE Teacher’s Professional

 Name of Teacher

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 people 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:

 Learner listened to an audio-taped version of this form

 The form was orally translated into the learner’s primary language

 The written form was translated into the learner’s primary language

 Other: Please specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Attachment E.1**

***Field Survey***

The field survey is an opportunity to become familiar with the diversity of ABE populations and contexts in which ABE is delivered. All candidates with less than five years of ABE teaching experience 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 minimum of four one-hour observations in the following ABE settings (no more than two observations in the same setting):

Community-based organization

Community college

Local Education Agency (public school district)

Correctional facility (county house of correction, state correctional institution).

* one at each of the following levels:
1. ESOL SPL 1-6
2. Basic literacy\* GLE 0-4
3. Pre-ASE\* GLE 5-8
4. ASE\* GLE 9-12

\* one of these observations must be a math class

* a completed *Field Survey Observation* form (Attachment E.2) for each separate observation
* completed *Field Study Verification* (Attachment E.3) forms from each ABE program

2. Candidates must have all observations verified by the program director (Attachment E.3).

3. Once all of the observations have been conducted, a reflective component must be completed. (Attachment E.4). Candidates must answer a series of questions designed to help them reflect on the field of adult basic education, its purposes, and its practices. Teachers who already possess a preK-12 license, will need to 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* provided in Attachment E.5 and submit to the Department within the performance portfolio.

Candidates may use equivalent supervised field-based experiences for a portion of or for the entire field survey. However, candidates must still complete the following attachments as part of the portfolio:

1. E.2: *Field Survey Observation*

2. E.4: *Field Survey Reflections*

3. E.5: *Field Survey Checklist*

Please 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. Also, please remember that ABE directors are generously opening their programs to ABE licensure candidates. Access into these programs is a privilege and teacher and learner confidentiality must be respected.

**Attachment E.2**

***Field Survey Observation for Route 3***

Name of licensure candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of ABE program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of program director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Duration of Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **ABE context**  What is the mission (specialty) of the ABE program?

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1. **Type of class** What is the focus of this class? (ESOL, ABE, family literacy…)

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1. **Type of lesson**  What are the primary objectives of the lesson you observed?

How did you come to know that these were the learning objectives?

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1. **Assessments** What assessments (formative or summative) did the teacher use?

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1. **Instructional Methods** What teaching strategies or approaches did the teacher use?

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Why do you think the teacher used these particular methods?

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1. **Materials** What authentic and meaningful materials did the teacher use during the lesson?

How did students respond to these materials?

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1. **Subject Matter** What subject matter knowledge did the teacher have in order to teach this class effectively?

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1. **Learners** What did you notice about the needs and abilities of the learners?

Were the needs/abilities of each learner similar or different? Give examples.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What did you notice about the learning styles of the students?

Were they similar or different? Give examples to illustrate your response.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **Learning Environment** Describe the classroom environment.

What contributed to a positive learning experience?

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# How did learners interact with each other and with the teacher?

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1. What else did you observe that you would like to share?

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**Attachment E.3**

***Field Survey Verification***

This form must be completed by the ABE program director and submitted in the candidate’s portfolio.

|  |
| --- |
| **Program Information** |
| Name of Program Director:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Name of Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Program Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_City/Town:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Zip:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Telephone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Verification of Field Survey Observation** |
| I hereby certify that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (name of candidate)conducted \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of classroom observation at this program on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (# of hours) (date)The candidate observed the following class(es): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(signature of program director) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (date) |
|  |

**Attachment E.4**

***Field Survey Reflections***

The following questions are designed to help candidates reflect on their observations and on the field of adult basic education, its purposes, and its practices. Submit this form in the performance portfolio.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| 1. What, in general, did you discover about the field of adult basic education that will help make you an effective teacher?
 |
|  |
| 1. What similarities and differences did you notice about the adult learners in the various ABE classes you observed? (e.g., population, age, ethnicity, level of literacy, native languages)
 |
|  |
| 1. What similar needs, learning or otherwise, did you notice among the learners across the various ABE programs? How did these needs impact curriculum design, teaching methods, and the choice of learning materials?
 |
|  |
| 1. What differences, if any, did you notice between ESOL learners and ABE learners? How did these differences impact curriculum design, teaching methods, and formative assessment?
 |
|  |
| 1. **For PreK-12 teachers only**

What similarities and differences did you notice between your preK-12 teaching experience and the ABE teaching you observed? How did these factors influence the curriculum design, teaching methods, and materials used in the adult basic education classroom? |
|  |
| 1. Other reflections
 |
|  |

**Attachment E.5**

***Field Survey Checklist***

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have I completed observations that fulfill the following requirements?

Minimum combined total of four observations in the following settings with no more than two in the same setting:

* + - Community-based organizations
		- Community colleges
		- Local education agencies
		- Correctional facilities

Each observation was at least one hour.

 Observations of each of the following types of instruction:

* + - ESOL Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		- Basic literacy Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		- Pre-ASE Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		- ASE Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		- Math Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Have I completed a *Field Survey Observation* for each of my observations?

1. Do I have a completed *Field Survey Verification* for each of my observations?
2. Have I completed my *Field Survey Reflection*?
3. Have I included all of my Field Survey documents in my performance portfolio?