

# Getting Instructors Off to the Right Start...And Keeping Them There



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# Resource Packet

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## MEMORANDUM

TO: Bonnie Reynolds, ABE Instructor

FROM: John Barlowe  
Adult Basic Education Administrator

DATE: August 6, 2006

SUBJECT: ABE Memorandum of Agreement for 2006

Welcome to Adult Basic Education. We are happy to have you share your talents with our adult students and our staff members this year. This memorandum identifies the expectations and responsibilities related to your role as ABE Instructor. If you agree with these terms, please sign and return one copy to me by September 5, 2006.

In your role as ABE instructor, Nottoway County Schools agrees to provide the following:

1. salary at the rate of \$20.00 per hour of instruction;
2. salary at the rate of \$20.00 per hour of counseling students and preparing related instructional activities at your class site not to exceed thirty minutes prior to class time;
3. salary at the rate of \$20.00 per hour for a maximum of ten hours of adult education professional development;
4. technical assistance and financial resources in the development and use of new instructional materials and methods that will improve our instructional services;
5. instructional materials for your instructional program;
6. facilities to enhance your instructional program;
7. other resources needed to improve your instructional program;
8. assistance in recruiting and enrolling students;
9. visitation to your class once a month by the supervisor and suggestions for improving your instructional services; and
10. assistance in maintaining student attendance. If the student to instructor ratio drops below 8 to 1 for two consecutive months, the supervisor will close or combine classes.

As an ABE Instructor, you agree to the following:

1. meeting the class schedule on the attached calendar;
2. notifying the supervisory if you cannot meet a class;
3. completing new instructor orientation during first year;
4. attending all preservice and end of year staff meetings;

5. completing and reporting on your individual professional development plan;
6. assisting in the development and field testing of new methods and materials that will improve our instructional program;
7. developing an individual study plan with each student based on diagnostic testing data as well as student interests and goals;
8. review and updating that study plan with the student every \_\_\_\_ hours of instruction;
9. conducting group discussions at least every fifth class session to develop student problem solving, verbal communications, values clarification and appreciation skills as well as build a social network to support the learners;
10. reporting to your supervisor if attendance begins to decrease;
11. contacting each student who misses two consecutive class meetings;
12. filing completed instructor's register and student data according to the attached calendar.

Hopefully, these items clarify the expectations of the Nottoway Adult Basic Education Program. If you agree to these conditions, please sign below and return a copy to me by September 5, 2006. Please note, this is not a contract. All conditions are subject to availability of funds to continue program offerings. If you have questions, please call me at \_\_\_\_\_.

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Signature of Administrator

date

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Signature of Instructor

date



**CLASS TITLE: Instructor**

**CHARACTERISTICS OF THE CLASS:** Provides instruction to adult education students. Plans, implements, documents and evaluates instructional practices, procedures and materials. Directs and coordinates all aspects of a family literacy program.

**EXAMPLES OF DUTIES:**

**Instruction:**

- Provides instruction in literacy, ABE/GED, ESL, workplace, family literacy and/or citizenship. Applies research-based instructional practices that incorporate the use of computers and other technologies.
- Uses a variety of instructional strategies and tools appropriate to the needs of the student; for example, Kentucky Virtual Adult Education, PLATO, WIN, GED Online, WorkKeys, etc.
- Uses lesson plans that integrate instruction across content areas.
- Provides continuous feedback and adjusts instruction to maximize student learning.
- Works with colleagues to develop and evaluate curriculum and materials.
- Integrates work-, family- and community-related activities into instruction.
- Administers and interprets appropriate placement and diagnostic tests.
- Applies adult education principles and methods in the workforce classroom.
- Delivers instruction on workplace essential skills.
- Facilitates the transfer of learned skills from the classroom to the job.
- Uses job/task analysis (JTAs) in planning instruction and developing curricula.
- Incorporates SCANS skills in the instructional process.
- Plans learning experiences that are interactive and relevant to the specific workplace environment.
- Customizes and develops workforce education curriculum and lesson plans that facilitate transference from the classroom to the job based on the workforce goals and expected training outcomes.
- Provides PACT and parenting activities.

**Assesses and monitors learning:**

- Uses formal and informal assessment data to monitor and document student progress.
- Collects and manages accurate data for program improvement and accountability.
- Participates in the retention and follow-up of students.

**Classroom Management:**

- Maintains knowledge of program regulations, policy and procedures.
- Maintains student records.
- Supervises instructional assistants.

**Community:**

- Makes referrals to community agencies or postsecondary institutions as appropriate.
- Advocates literacy at the local and state level and explains the impact of undereducation on employment and society.
- Assesses adult education needs and promotes program in community.
- Promotes use of community resources and participates in activities of other community agencies.
- Coordinates family literacy and collaborates with appropriate services and agencies.
- Integrates the four components of family literacy to create a comprehensive family literacy program.
- Recruits families and matches them with instructional staff.

**Individual Professional Development:**

- Participates in required professional development activities.
- Uses technology resources to engage in ongoing professional development and lifelong learning.
- Assesses personal strengths and weaknesses as a basis for developing an Individual Professional Development Plan.

**MINIMUM REQUIREMENTS:**

- As of July 1, 1998, all new instructors shall possess a minimum of a bachelor's degree. A degree in education or a content-related field is preferred.
- All new instructors must complete a prescribed new instructor orientation process.

*Source: Kentucky Adult Education, Council on Postsecondary Education, March 8, 2004.*

## New Instructor Orientation: Local Program Follow-Up Checklist

Component	Topic to be addressed	Completed ✓
<b>Introduction to the Adult Learner</b>	1. Demographics of the local class population have been shared with the instructor.	
<b>Your Adult Education Program</b>	2. The program's mission and philosophy have been shared with the instructor.	
	3. The organizational structure of the local program has been explained.	
	4. How program areas are organized (ABE, ESL, etc.) and how classes are structured (e.g., multi-level) have been explained.	
	5. The instructor has been given a job description with an explanation of his/her responsibilities.	
<b>Recruitment, Intake, and Orientation</b>	6. The program's procedures for recruitment, orientation, and intake of new students have been explained.	
	7. The instructor has been trained in administering required assessments.	
	8. The instructor has been given a list of required forms to be maintained in student and/or instructor folder	
<b>Planning and Delivering Instruction</b>	9. The instructor has been given a list (or made aware of) community support services available for students.	
	10. The instructor has visited the class site to review available equipment and instructional materials.	
<b>Collecting, Documenting, and Reporting Student Achievements</b>	11. The instructor has received training on using the data management system.	
	12. The impact of student data on program accountability has been emphasized to the instructor.	
<b>Understanding Policies and Procedures</b>	13. Program-specific forms such as contracts, time sheets, class schedule/calendar, minor permission form, course registration form, drivers' license attendance form, etc. have been explained.	
	14. Program requirements for record-keeping and retention of student records have been explained.	
	15. Program-specific procedures such as student confidentiality, procedures for accident/emergency, inclement weather, discipline/grievance, student sign in/sign out, and computer usage have been explained.	
	16. Program accountability for specific tests used in individual programs have been explained.	
	17. Local GED testing procedures have been explained.	
	18. The instructor has received the local instructors' manual, if available.	
	19. The local audit policy has been explained.	
	20. Program-specific procedures for working with special needs students have been explained.	
<b>Professional Development</b>	21. Procedures, requirements, and documentation for participation in professional development have been explained.	
	22. A list/calendar of locally-available PD activities has been given to the instructor.	
	23. Information has been given on where videotapes and other staff development items are located, accessed, and used.	
	24. The instructor has been given the opportunity to evaluate the orientation process.	

## Free Online Courses for New Instructor Orientation

- **A Roadmap to Implementing Adult Basic Education Programs (5 hours)**
  - ❖ <http://www.floridatechnet.org/in-service/abe/>
  - ❖ History of Adult Basic Education
  - ❖ The Adult Learner
  - ❖ Teaching and Learning Strategies
  - ❖ Student Eligibility
  - ❖ Student Services
  - ❖ Curriculum Frameworks
  - ❖ Staff Development
  
- **Understanding the ABE Student (5 hours)**
  - ❖ <http://www.floridatechnet.org/in-service/abe/abestudent/>
  - ❖ The Adult Learner
  - ❖ Learning Theory 101
  - ❖ Making the Match
  - ❖ Building a World Class Program
  
- **Teaching Adult ESOL (5 hours)**
  - ❖ <http://www.ircc.edu/html/esol3/intro.html>
  - ❖ Student Assessment and Placement
  - ❖ Curriculum Guidelines, Standardized Syllabi and Progress Reports
  - ❖ Instructional Strategies That Work
  - ❖ Recruitment and Retention
  - ❖ Teacher Resources
  
- **GED 2002 Making New Connections Series (5 hours each)**
  - ❖ <http://www.floridatechnet.org/in-service/gedteach/> The GED Student
  - ❖ The GED Tests
  - ❖ The GED Program
  - ❖ Effective Teaching Strategies
  - ❖ Technology in the Classroom
  - ❖ Critical Thinking and Visual Processing
  - ❖ Higher Order Math
  - ❖ Language Arts and Writing
  
- **Verizon Literacy Network**
  - ❖ <http://literacynetwork.verizon.org/Free-Online-Courses.21.0.html>

## Free Online Resources for New Instructor Orientation

- ***The Adult Basic Education Teacher's Toolkit***
  - ❖ <http://www-tcall.tamu.edu/toolkit/cover.html>
  - ❖ Some Anticipated Questions
  - ❖ Facilitating Adult Learning in a Holistic, Participatory Classroom: A Model
  - ❖ The Teacher's Toolbox
  - ❖ The Reading Skills Toolbox
  - ❖ The Writing Skills Toolbox
  - ❖ The Computing Skills Toolbox
  
- ***Practitioner Toolkit: Working with Adult English Language Learners***
  - ❖ [http://www.familit.org/site/c.gtJWJdMQIsE/b.1847749/k.9806/Practitioner Toolkit Working with Adult English Language Learners.htm](http://www.familit.org/site/c.gtJWJdMQIsE/b.1847749/k.9806/Practitioner%20Toolkit%20Working%20with%20Adult%20English%20Language%20Learners.htm)
  - ❖ Background Information
  - ❖ Activity Packets (i.e., orientation, needs assessment, lesson planning, etc.)
  - ❖ Parent Education in Family Literacy Programs
  - ❖ Topics in Adult ESL Education and Family Literacy

**Face-to-Face ABE Pre-service Component  
Delivered by Program Director or Peer Trainer/Mentor**

Sample Discussion Topics	Resources You'll Need
<p>1) <b>Introduction to Your Adult Education Program</b></p> <p>a) <b>Organizational structure</b> of state adult education agency and its relationship to local programs</p> <p>b) <b>Your local program's structure</b>, mission, and philosophy</p> <p>c) <b>Class structure</b> such as open entry/managed entry, multi-level/uni-level</p> <p>d) <b>Professional development</b> opportunities, process for registering, incentives and support, etc.</p>	<ul style="list-style-type: none"> <li>• Instructor's completed investigative assignments</li> <li>• List of state and local staff members and responsibilities</li> <li>• Local program brochures, website, etc.</li> <li>• Registration forms for upcoming professional development activities</li> </ul>
<p>2) <b>Introduction to the Adult Learner</b></p> <p>a) Clarify any questions the instructor has from <i>The Adult Learner</i> and <i>Needs of Adult Learners</i> sections of the handbook.</p> <p>b) Demographics of the learners served in your program</p>	<ul style="list-style-type: none"> <li>• A scheduled time for the new instructor to visit class sites and observe adult learners</li> </ul>
<p>3) <b>Recruitment, Orientation, and Intake</b></p> <p>a) Clarify any questions the instructor has from the <i>Intake and Orientation, Assessment, and Goal Setting</i> sections of the handbook.</p> <p>b) <b>Orientation and Intake</b> : Your program's orientation and intake process for new students (when, where, how often, who does it) and the instructor's role. Explain forms being used.</p> <p>c) <b>Standardized Assessment</b>: Explanation of the instructor's role in standardized assessment.  <b>TABE</b>: Demonstrate administration and scoring procedures, stressing the importance of (1) following the protocol to ensure valid results and (2) using the locator to determine the appropriate level of test.  <b>CASAS</b>: process for receiving training prior to use.            *Explain that lowest content area is used to determine entry educational functioning level.</p> <p>d) <b>Other Assessment Options</b>: Official GED Practice Test: Provide a copy and explain its use and administration procedures. Discuss importance of using informal assessments to chart learner progress.</p> <p>e) <b>Goal Setting</b>: Importance of goal setting related to program performance. Review <i>Considerations for Setting Realistic NRS Goals</i></p>	<ul style="list-style-type: none"> <li>• Copies of student registration forms</li> <li>• Other forms used during the student orientation process</li> <li>• Sample TABE or CASAS tests and administration and scoring manuals</li> <li>• Copy of Official GED Practice Test and scoring manual</li> <li>• <i>Considerations for Setting Realistic NRS Goals</i> handout</li> <li>• Sample student folder with copies of forms and documentation required by local program</li> </ul>

Sample Discussion Topics	Resources You'll Need
f) <b>File Management:</b> What does the student folder need to contain?	
<p>4) <b>Planning and Delivering Instruction</b></p> <p>a) Clarify any questions the instructor has from the <i>Learning Styles and Adult Learners</i>, <i>Special Learning Needs</i>, and <i>Planning and Delivering Instruction</i> sections of the handbook.</p> <p>b) <b>Special Learning Needs:</b> Explain the program's procedures for helping adults with special learning needs.</p> <p>c) <b>Selection of Materials:</b> Demonstrate types of learning resources available in the classroom.</p> <p>d) <b>Lesson Planning:</b> Demonstrate Adult Learning Plan or similar instrument being used in program. Explain any program expectations for lesson planning.</p> <p>e) <b>Methods of Instruction:</b> Discuss importance of using varied methods, including research-based practices and group activities. Provide lists of websites and resources.</p> <p>f) <b>Support Services:</b> Explain the types of support services that are available to address student needs, such as transportation, child care, counseling, etc.</p>	<ul style="list-style-type: none"> <li>• Sample textbooks, software, and other learning resources</li> <li>• List of recommended textbooks, publishers</li> <li>• Sample Adult Learning Plan or similar document</li> <li>• List of websites and resources for instructional strategies and resources (i.e., NW LINCS - <a href="http://www.nwlincs.org/">http://www.nwlincs.org/</a>)</li> <li>• List of support services in the community</li> </ul>
<p>5) Collecting, Documenting, and Reporting Student Achievement</p> <p>a) <b>Performance Measures and NRS:</b> Explain the National Reporting System, core performance measures, and educational functioning levels in more detail, process for reporting and monitoring, process for student follow-up.</p> <p>b) <b>Data Collection:</b> Explain instructor's role in data collection and any necessary training he/she will need in the program's data management system.</p>	<ul style="list-style-type: none"> <li>• List of GED test dates, locations, fees, registration forms</li> <li>• Program's performance report on core measures</li> <li>• Data collection forms, such as attendance forms, etc.</li> </ul>
<p>6) Policies and Procedures</p> <p>a) <b>Local policies and procedures</b> for accidents/emergencies, inclement weather, classroom security, photocopying, discipline/grievance, timesheets, ordering materials and supplies, etc.</p> <p>b) <b>Procedural Guidelines</b> for such items as retention of student records, student confidentiality issues, student disciplinary procedures, student sign in/sign out, etc.</p>	<ul style="list-style-type: none"> <li>• Employee handbook or written guidance on program procedures</li> <li>• Program and personnel forms/reports requiring instructor's signature or understanding, such as requisition orders</li> <li>• Class schedule</li> </ul>

At the conclusion of the face-to-face training, the director/mentor should review the *Local Program Follow Up Checklist* to determine if all issues have been addressed.

Time should then be scheduled for the new instructor to observe his/her mentor in the classroom and to clarify any unanswered questions – prior to beginning the new teaching assignment.

**Face-to-Face ESL Pre-service Component  
Delivered by Program Director or Peer Trainer/Mentor**

Sample Discussion Topics	Resources You'll Need
<p>1) <b>Introduction to Your Adult Education Program</b></p> <p>a) <b>Organizational structure</b> of state adult education agency and its relationship to local programs</p> <p>b) <b>Your local program's structure</b>, mission, and philosophy.</p> <p>c) <b>Professional development</b> opportunities, process for registering, incentives and support, etc.</p>	<ul style="list-style-type: none"> <li>• Instructor's completed investigative assignments</li> <li>• List of state and local staff members and responsibilities</li> <li>• Local program brochures, website, etc.</li> <li>• Registration forms for upcoming professional development activities</li> </ul>
<p>2) <b>Introduction to the Adult Learner</b></p> <p>a) Clarify any questions the instructor has from <i>The Adult Learner</i> and <i>Needs of Adult Learners</i> sections of the handbook.</p> <p>b) Demographics of the learners served in your program</p>	<ul style="list-style-type: none"> <li>• A scheduled time for the new instructor to visit class sites and observe adult learners</li> </ul>
<p>3) <b>Recruitment, Orientation, and Intake</b></p> <p>a) Clarify any questions the instructor has from the <i>Intake and Orientation, Assessment, and Goal Setting</i> sections of the handbook.</p> <p>b) <b>Orientation and Intake:</b> Your program's orientation and intake process for new students (when, where, how often, who does it) and the instructor's role. Explain forms being used.</p> <p>c) <b>Standardized Assessment:</b> Explanation of the instructor's role in standardized assessment.</p> <p style="padding-left: 20px;">i) Demonstrate administration, scoring procedures, and how results can be used to guide the Adult Learning Plan.</p> <p>d) <b>Other Assessment Options:</b> Discuss importance of using informal assessments to chart learner progress.</p> <p>e) <b>Goal Setting:</b> Importance of goal setting related to program performance. Review <i>Considerations for Setting Realistic NRS Goals</i></p> <p>f) <b>File Management:</b> What does the student folder need to contain?</p>	<ul style="list-style-type: none"> <li>• Copies of student registration forms</li> <li>• Other forms used during the student orientation process</li> <li>• Sample standardized tests and administration and scoring manuals</li> <li>• Copy of Official GED Practice Test and scoring manual</li> <li>• <i>Considerations for Setting Realistic NRS Goals</i> handout</li> <li>• Sample student folder with copies of forms and documentation required by local program</li> </ul>
<p>4) <b>Planning and Delivering Instruction</b></p> <p>a) Clarify any questions the instructor has from the <i>Learning Styles and Adult Learners, Special Learning Needs, and Planning and Delivering Instruction</i> sections of the handbook.</p> <p>b) <b>Special Learning Needs:</b> Explain the program's procedures for helping adults with special</p>	<ul style="list-style-type: none"> <li>• Sample textbooks, software, and other learning resources</li> <li>• List of recommended textbooks, publishers</li> </ul>

Sample Discussion Topics	Resources You'll Need
<p>learning needs.</p> <p>c) <b>Selection of Materials:</b> Demonstrate types of learning resources available in the classroom.</p> <p>d) <b>Lesson Planning:</b> Demonstrate Adult Learning Plan or similar instrument being used in program. Explain any program expectations for lesson planning.</p> <p>e) <b>Methods of Instruction:</b> Discuss importance of using varied methods, including research-based practices and group activities. Provide lists of websites and resources.</p> <p>f) <b>Support Services:</b> Explain the types of support services that are available to address student needs, such as transportation, child care, counseling, etc.</p>	<ul style="list-style-type: none"> <li>• Sample Adult Learning Plan or similar document</li> <li>• List of websites and resources for instructional strategies and resources (i.e., NW LINCS - <a href="http://www.nwlincs.org/">http://www.nwlincs.org/</a>)</li> <li>• List of support services in the community</li> </ul>
<p>5) Collecting, Documenting, and Reporting Student Achievement</p> <p>a) <b>Performance Measures and NRS:</b> Explain the National Reporting System, core performance measures, and educational functioning levels in more detail, process for reporting and monitoring, process for student follow-up.</p> <p>b) <b>Data Collection:</b> Explain instructor's role in data collection and any necessary training he/she will need in the program's data management system.</p>	<ul style="list-style-type: none"> <li>• Program's performance report on core measures</li> <li>• Data collection forms, such as attendance forms, etc.</li> <li>• List of educational functioning levels</li> </ul>
<p>6) Policies and Procedures</p> <p>a) <b>Local policies and procedures</b> for accidents/emergencies, inclement weather, classroom security, photocopying, discipline/grievance, timesheets, ordering materials and supplies, etc.</p> <p>b) <b>Procedural Guidelines</b> for such items as retention of student records, student confidentiality issues, student disciplinary procedures, student sign in/sign out, etc.</p>	<ul style="list-style-type: none"> <li>• Employee handbook or written guidance on program procedures</li> <li>• Program and personnel forms/reports requiring instructor's signature or understanding, such as requisition orders</li> <li>• Class schedule</li> </ul>

**At the conclusion of the face-to-face training, the director/mentor should review the *Local Program Follow Up Checklist* to determine if all issues have been addressed.**

**Time should then be scheduled for the new instructor to observe his/her mentor in the classroom and to clarify any unanswered questions – prior to beginning the new teaching assignment.**

# New Instructor Checklist

**Recommendations:** Self-assessment is to be completed during 9<sup>th</sup> week of employment. Prerequisites: Pre-service training and mentoring support

**Directions:** All of us came into adult education sideways. All of us have a lot to learn about teaching adults regardless of how much experience we have. As a new instructor, don't feel overwhelmed as you review this checklist. You are NOT expected to know how to do everything on this list. The purpose of this self-review is to identify and prioritize those items that you would like to learn more about during the next eight months. We will do our best to provide you with the support you need to do so.

Component	Skill/Knowledge  As a new adult education instructor, I...	Feel OK With This	Need Additional Training
Introduction to the Adult Learner	1. Understand the demographics and characteristics of adult students.		
	2. Understand the fundamentals of adult learning theory and its impact on teaching adult learners.		
	3. Understand the instructor's role in effectively serving adult students.		
My Adult Education Program	1. Am aware of the philosophy and mission of my local adult education program.		
	2. Understand the organizational structure of my local adult education program and the types of services available to students.		
	3. Have an introductory understanding of the federal and state legislation that supports the adult education program.		
	4. Have a working knowledge of the requirements of the National Reporting System.		
Recruitment, Intake, and Orientation	1. Understand my role in student recruitment.		
	2. Understand how intake, orientation, and registration of new students take place.		
	3. Understand how cultural differences impact social and educational intake procedures.		
	4. Know which forms must be present in the student and/or instructor folder.		
	5. Understand the state's pre-testing and post-testing requirements.		
	6. Understand how to keep all standardized tests, answer keys, and instructor's manuals		

Component	Skill/Knowledge  As a new adult education instructor, I...	Feel OK With This	Need Additional Training
	secure at all times.		
	7. Am able to administer required standardized tests according to the test publisher's protocol (if applicable).		
	8. Understand the system for identifying students who are ready to be post-tested.		
	9. Know how to use standardized test results to assign an educational functioning level and how it applies to classroom placement.		
	10. Understand how to help students set initial goals (short term/long term, personal and NRS goals).		
Planning, Delivering, and Re-planning Instruction	1. Know how to utilize short- and long-term goals to plan contextualized instruction.		
	2. Understand different learning styles and activities appropriate for each learning preference.		
	3. Know how to use standardized test results to select appropriate curriculum materials.		
	4. Know what an individual learning plan looks like and how to develop it with student input.		
	5. Understand the basic components of an effective lesson plan.		
	6. Can identify good teaching strategies to use with specific adult populations.		
	7. Understand the difference between instructor-centered and student-centered instruction.		
	8. Understand the importance and use of multi-sensory approaches and teaching methods.		
	9. Understand the system for identifying and serving special needs students, including students from multi-lingual and multi-cultural backgrounds.		
	10. Understand effective classroom management strategies including handling of multi-level classrooms.		
	11. Know how to use formal and informal assessment data to monitor learner progress.		
	12. Have a list of support services and know how to refer students.		
	13. Understand how to give students feedback and evaluation of class work in order to keep students progressing.		
	14. Have been exposed to classroom resources and instructional materials and know where to access additional resources.		

Component	Skill/Knowledge  As a new adult education instructor, I...	Feel OK With This	Need Additional Training
	15. Am familiar with computer software programs used in the class/lab.		
	16. Understand factors that promote learner persistence.		
	17. Have a process for evaluating student data and student feedback to adapt my instructional delivery.		
Collecting, Documenting, and Reporting Student Achievement	1. Understand the purpose and usefulness of student data.		
	2. Understand the importance and impact of helping students set realistic short-term and NRS goals.		
	3. Know how to use formal and informal assessment data to document learner progress.		
	4. Can identify each reporting form and explain its purpose.		
	5. Can accurately complete and submit forms/data required by my program.		
	6. Understand my responsibilities in the follow-up of student achievements.		
Understanding Policies and Procedures	1. Understand student confidentiality issues including (1) completion of the release of information form, (2) handling of incoming calls to students and/or visits to class by friends or relatives and (3) the type of information that is public record.		
	2. Understand the student code of conduct.		
	3. Can locate, understand, complete, and submit required forms and paperwork.		
	4. Understand relevant state and local policies and procedures.		
	5. Can identify the five parts of the GED Test and state GED testing requirements and procedures (if applicable).		
	6. Understand program admission policies.		
	7. Have been given information about keys and security.		
	8. Know what equipment and materials will be available at the class site.		
	9. Know whom to contact in case of an emergency.		

Component	Skill/Knowledge  As a new adult education instructor, I...	Feel OK With This	Need Additional Training
	10. Know how to request more forms or materials.		
	11. Have been given a class schedule/calendar.		
	12. Have been given the opportunity to observe an experienced instructor in a class similar to that of the instructor.		
	13. Have access to keys for files and cabinets as needed.		
	14. Know location of telephone, emergency exits, first aid kit, fire extinguisher, and emergency procedures and numbers.		
	15. Understand and can communicate the sign-in/sign-out procedures for students, if applicable.		
	16. Know log-in information for computers.		
	17. Understand the local communication process.		
Professional Development	1. Understand the importance and role of professional development in effective basic skills instruction.		
	2. Understand local staff development requirements.		
	3. Understand my responsibility to assess my professional growth needs and seek out appropriate opportunities to address those needs.		
	4. Understand how to access local, state, and national professional development opportunities.		

**Priorities I would like to address during the next eight months:**

1. \_\_\_\_\_

2. \_\_\_\_\_

## New Instructor Support Plan

Instructor's Name: \_\_\_\_\_

This is what I want to learn more about during the next eight months:

1. \_\_\_\_\_

2. \_\_\_\_\_

This is how I would like to learn it (e.g., training workshop (if available), online course, classroom observation, mentoring, etc.):

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This is how I will know if I have learned it successfully:

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\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Program Director

\_\_\_\_\_  
Date

## Professional Development Planning Chart

Based on the results of your Self Assessment, select your top three priorities for professional growth and complete the chart below.

<b>Competency I would like to improve:</b>	<b>This is what I would like to learn:</b>	<b>This is how I would like to learn it:</b> (e.g., workshops, practitioner research, study circles, mentoring, reading articles, internet search, classroom observation of other instructors, etc.)
1.		
2.		
3.		

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructional Specialist's Signature

\_\_\_\_\_  
Local Administrator's Signature

(Maryland's draft Individual PD Plan, 2006)

The Virginia Adult Learning Resource Center

## Professional Development Plan

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

Home Address: \_\_\_\_\_

Class Site: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

*Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

1. Learning objective or the question I will pursue is:

2. The strategies and target dates to meet my objective are:

Strategies	Target Dates

3. The resources I will use to meet my objective or to answer my question are:

4. Ways that I will document or demonstrate my learning (evidence of accomplishment):

*The  
Mentor's  
Basic  
Guide*



McLendon and Polis  
2005

## ***“It helps to have someone to talk to who knows the ropes.”***

A mentor is a colleague with experience who is willing to be a resource person to a less experienced colleague, especially a new colleague.

Here are some tips and considerations as you start your mentoring experience:

- You will be asked a lot of questions by the new colleague.
- You are not expected to know everything about everything.
- Those about which you feel you have some expertise, feel free to express your thoughts.
- In more cases than not, your job is to connect the colleague with sources that do have expertise.
- Listening is an asset.

### **Preparation: There are several ways to prepare for your role.**

1. Review the Instructor Checklist and for any item about which you are unclear, see the program director for advice.
2. Review the professional development calendar to be familiar with topics and availability.
3. Be familiar with the expertise of other instructors on your staff. Your mentee may need to observe someone who has expertise in a particular area.
4. Be on the lookout for a mentor training session in the community. Many organizations that use mentors offer training.

### **Providing Assistance: There are a number of ways to help your mentee.**

**Meeting:** Setting up a regular schedule to meet is helpful: one hour every Friday afternoon, or, if you are in the same building, over a brown bag lunch every Wednesday.

**Emailing:** Exchanging email addresses and providing a reasonable time to expect a reply is helpful—everyone is busy and a mentee should not expect an immediate reply all the time.

**Phone:** If you are willing to accept phone calls, set times and numbers at which it is convenient for you to accept calls.

**Journaling:** Jotting down issues and questions in a journal as they come to mind is an effective way for a mentee to capture issues before they are lost. You can either share journals or your mentee can email the issue at the end of the day.

**Observations:** It is helpful for new instructors to observe experienced instructors at work. Rarely are all class compositions the same, but observing the management and responsiveness is helpful. It is also helpful for the mentor to observe the mentee's class and have a debriefing session with any suggestions.

**Referring:** Based on expressed need or the results of the New Instructor Questionnaire or the Self Assessment, you may be able to refer your mentee to another instructor whom you know demonstrates the skills the mentee needs.

Just remind yourself that:

- this is a helping relationship,
- you do not have to know everything, and
- it is perfectly acceptable to refer issues to the Program Director or other staff members.

Also remember how rewarding it is to be able to help a colleague and hope that you will get a mentor when you change jobs!

# Mentoring Agreement

Mentor: \_\_\_\_\_

Mentee: \_\_\_\_\_

Beginning Date: \_\_\_\_\_

Ending Date: \_\_\_\_\_

We agree to work together over the next \_\_\_\_\_ months as follows:

Discussions: We will meet for **weekly** one hour meetings to discuss issues that come up. Our initial schedule will be:

\_\_\_\_\_.

Emails: We will email each other at the following email addresses:

\_\_\_\_\_.

\_\_\_\_\_.

As a mentor, I am available to take calls at the following times and numbers:

Times: \_\_\_\_\_.

Numbers: \_\_\_\_\_.

Confidentiality is important. Each of us will respect each other's confidentiality.

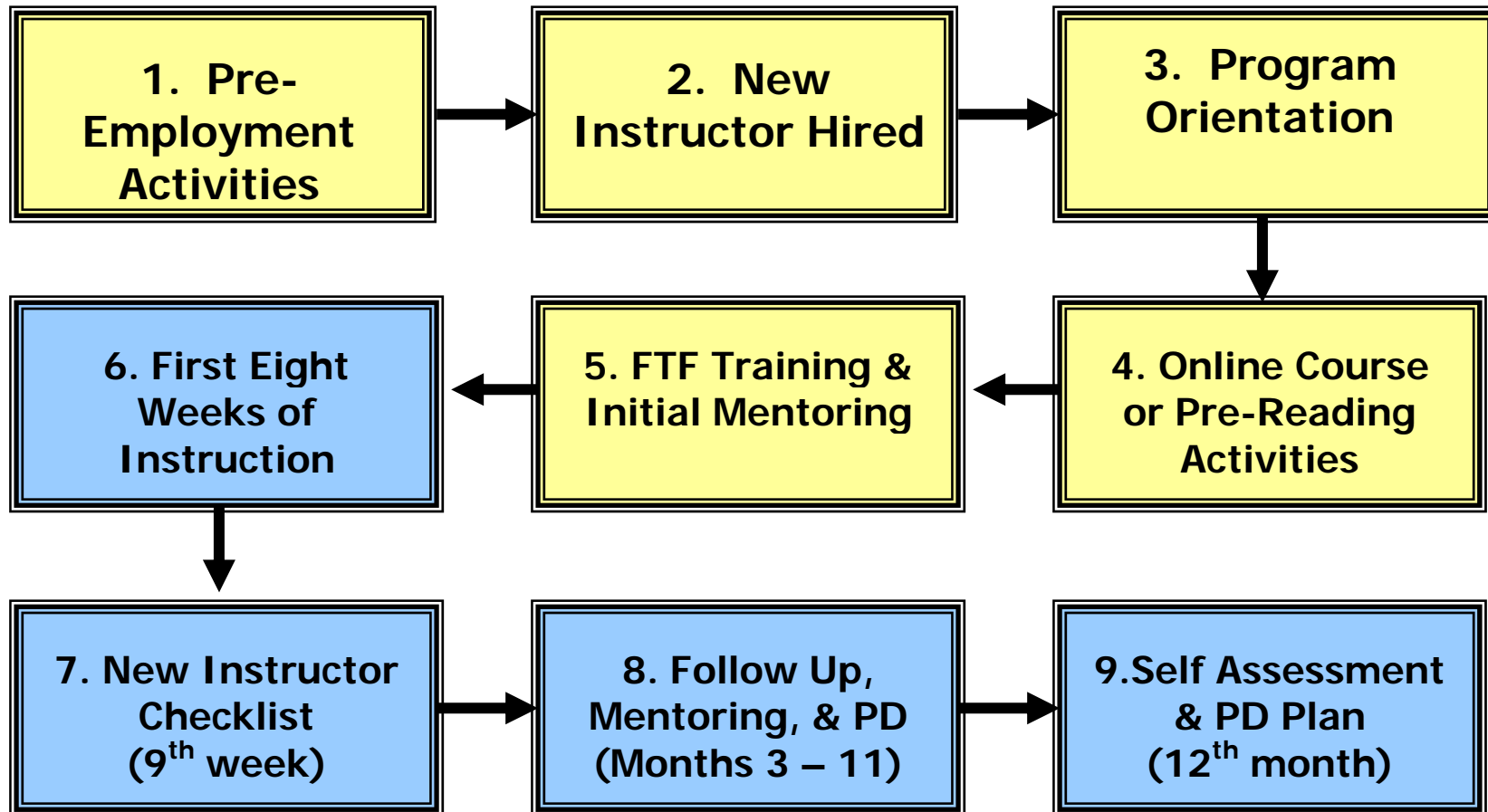
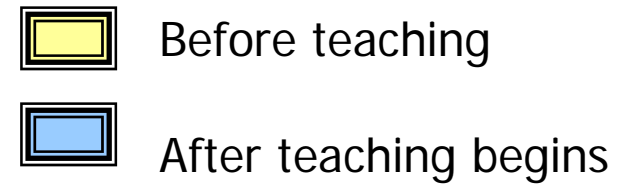
We have developed the following ground rules and opportunities for working together (e.g., observations of each other's classroom, field trips together to visit other programs, meetings over lunch, journaling):

Mentor's Signature and Date: \_\_\_\_\_

Mentee's Signature and Date: \_\_\_\_\_

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# The Critical First Year: An Orientation Model



## New Instructor Orientation Planning Matrix

Component	Activity	Resources	Have	Don't Have	Want	Lead Person	Timetable
1. Pre-Employment Activities	Clear job description with job responsibilities and expectations	KY job description in packet					
	Pre-interview activities such as class observation						
	Performance-based interview with assessments (e.g., practice GED test, writing sample, scenarios)						
2. New Instructor Hired	Contract with job responsibilities and clear expectations	VA personnel memorandum in packet					
3. Program Orientation	Use of parts of the <i>Local Program Checklist</i> to guide initial content	Local Program Checklist in packet					
	Completion of personnel paperwork						
	Review of job description						
	Class scheduling/location confirmed						
	Orientation model explained <ul style="list-style-type: none"> <li>○ Will new instructors be compensated for completing orientation?</li> <li>○ Do you need specialized components for different class types (e.g., ABE, ESL,</li> </ul>						

Component	Activity	Resources	Have	Don't Have	Want	Lead Person	Timetable
3. Program Orientation (continued)	workplace)?						
	Assignment of a mentor <ul style="list-style-type: none"> <li>○ Who will serve as mentors?</li> <li>○ Do they need training to understand their role?</li> <li>○ Who will provide the training?</li> <li>○ Will the mentor receive compensation?</li> <li>○ Will you use a mentor/new instructor written agreement?</li> </ul>	The Mentoring Basic Guide in packet					
	Explanation and distribution of URL's for online courses and/or resources <ul style="list-style-type: none"> <li>○ Who will determine most appropriate lessons/courses and/or resources?</li> <li>○ How long will the instructor have to complete it?</li> <li>○ How will you document completion of the courses/resources?</li> <li>○ To whom should the instructor submit that documentation?</li> </ul>	List of URL's in packet					
	Explanation and distribution of <i>Pre-Reading Packet and Activities</i> <ul style="list-style-type: none"> <li>○ Who will review and adapt the packets and activities?</li> </ul>	Pre-Reading Packet and Activities for New ABE Instructors  Pre-Reading Packet and					

Component	Activity	Resources	Have	Don't Have	Want	Lead Person	Timetable
		Activities for New ESL Instructors					
	Visitation to class site	Pre-arranged visit to class site					
4. Online Course or Pre-Reading Packets	<p>Online courses and/or web-based resources</p> <ul style="list-style-type: none"> <li>○ Who will determine most appropriate lessons/courses and/or resources?</li> <li>○ How long will the instructor have to complete it?</li> <li>○ How will you document completion of the courses/resources?</li> <li>○ To whom should the instructor submit that documentation?</li> </ul>	List of URL's in packet					
	<p><i>Pre-Reading Packet and Activities</i></p> <ul style="list-style-type: none"> <li>○ Who will review and adapt the packets and activities?</li> <li>○ How long will the instructor have to complete it?</li> <li>○ To whom should the instructor submit his/her activity responses?</li> </ul>	<p>Pre-Reading Packet and Activities for New ABE Instructors</p> <p>Pre-Reading Packet and Activities for New ESL Instructors</p>					

Component	Activity	Resources	Have	Don't Have	Want	Lead Person	Timetable
5. FTF Training and Initial Mentoring	Three – six hour face-to-face training with new instructors/tutors <ul style="list-style-type: none"> <li>○ When will it occur?</li> <li>○ Who will conduct it?</li> </ul>	Sample agendas in packet					
	Initial mentoring prior to new instructor/tutor beginning instruction <ul style="list-style-type: none"> <li>○ When will this occur?</li> <li>○ Who will do it?</li> </ul>	Pre-arranged mentor trained and ready					
6. First Eight Weeks of Instruction	Guidance from mentor <ul style="list-style-type: none"> <li>○ How will they communicate?</li> <li>○ How often will they communicate?</li> </ul>	Pre-arranged mentor trained and ready					
7. New Instructor Needs Check	New instructor completes <i>New Instructor Checklist</i> <ul style="list-style-type: none"> <li>○ Who will adapt it, if needed?</li> </ul>	New Instructor Checklist in packet					
8. Follow Up, Mentoring, and PD	Use of <i>New Instructor Support Plan</i> <ul style="list-style-type: none"> <li>○ Who will adapt it, if needed?</li> </ul>	New Instructor Support Plan in packet					
9. Self-Assessment & PD Plan	Use of Instructor Self Assessment from Year 1 <ul style="list-style-type: none"> <li>○ Who will adapt one of the samples distributed in Year 1?</li> </ul>	Year 1 LEA Training: Using Self Assessment to Identify Strengths and Needs					
	Use of Individual Professional	Samples in packet					

Component	Activity	Resources	Have	Don't Have	Want	Lead Person	Timetable
	Development Plan ○ Who will adapt it, if needed?						

# Case Study

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## Activity 6

### Janice's Case Study



**Background:** Janice has an undergraduate degree in early childhood education. She has taught K-3 for twenty years. You recently hired her as part-time adult education instructor for a GED class. She spent six hours with her mentor, Phillip, observing his class and asking questions. She opened the doors and twenty students walked in. Five were on a beginning literacy level, eight were intermediate, and seven were GED level. She loved them all, they all adored her, and they are settling in.

Phillip, her mentor, has helped her organize the class with small groups of similar levels and large group discussions every Thursday night. Janice feels like she is doing a pretty good job.

After her first two months on the job, Phillip asked her to take the New Teacher Checklist home and complete it. Phillip explained that it helps us all identify parts of our repertoire we need to work on.

Janice completed the checklist and felt both relieved and perplexed. On the one hand, the checklist helped her to see several things that she was doing well. On the other hand, it helped her identify a number of things that needed work.

**Situation:** Janice comes into your office, plops down and says, "I think I should quit. There are just too many things that I don't know how to do. And I didn't even know that I didn't know."

She had not had problems with the assessments because she knew what the guidelines were and could follow them. Philip had helped her with classroom management issues of her multi-level class so she felt good about that.

However, she did not feel comfortable with understanding different learning styles and activities appropriate for each learning preference. She also wasn't sure how to evaluate student data and student feedback to adapt instructional delivery for adult learners. In addition, she was particularly concerned about teaching higher level math. She was not able to explain the concepts of math so her students understood what and why they were doing it. She knew how to introduce things like fractions and algebra, but the students just didn't seem to be getting it.

Also, she thought computers would help her students, and there were computers in the building. However, she did not know how to access them, and she was not familiar with what appropriate programs were available for the various levels and subjects.

Finally, many of her students were poor and did not know how to access other community services. Janice felt those services were out there, but she did not know how to access them either, who to call, and who qualifies for what.

**AT YOUR TABLE, DISCUSS HOW YOU CAN HELP JANICE SO SHE WILL FEEL GOOD ABOUT CONTINUING TO WORK WITH HER STUDENTS.**