

Getting Instructors Off to the Right Start



MAEPD

Today's Training Objectives



You will:

- Explore the components and available resources of an orientation model for new ABE and ESL instructional providers
- Consider decision points necessary to adapt an effective orientation process to your program.

Why is new instructor orientation so important?



Meet Janice!

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

Activity 1: Getting Janice Ready to Teach



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

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

What does the research tell us?



- Preparation of instructors is considered to be one of the greatest needs in ABE and ESL programs (Foster, 1988; Kazemek, 1988).
- Instructors feel they need to be better supported if they are to provide high-quality instruction and services to students (Smith, Hofer, 2003).
- Our field needs to recognize the needs of instructors as critical to the improvement of the field as a whole and then create a plan for improving the preparation of its instructors (Smith, Hofer, 2003).

The Critical First Two Years



- Students
 - ❖ First three weeks are critical (Quigley)
- Instructors
 - ❖ What's good for the goose is good for the gander.
 - ❖ The first two years are critical!



How do new instructors feel?



We've all been new at our jobs at one point in time.

How do new instructors feel?

Let's take a look!

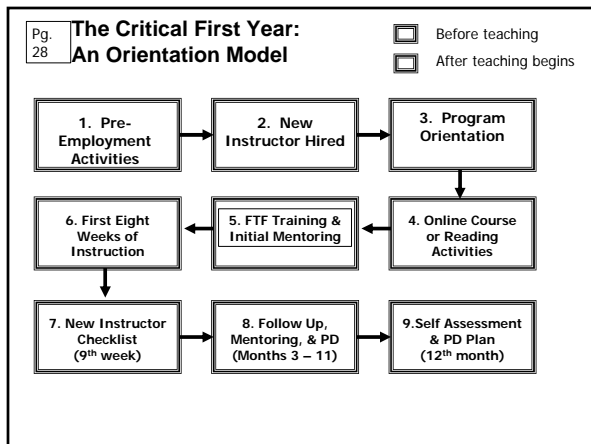
Activity 2



What are you doing now?

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

Share your new instructor/tutor orientation process with your table partners.



Examining the Components



- Job posting
 - ❖ Include orientation expectations
 - ❖ Paid or unpaid?
- Clear expectations
 - ❖ Observe a class to determine good "fit"
 - ❖ View an online course on adult learning
- Interview
 - ❖ Include assessments such as:
 - Practice GED Test
 - Writing sample
 - Scenarios
 - ❖ Select people based on talent
 - Drive for achievement, need for expertise
 - Focus, discipline, personal responsibility
 - Empathy, attentiveness to individual differences

Sample Job Description
Pg. 7

Pre-employment

Examining the Components



- Follow local procedures.
- Include clear expectations in contract, such as:
 - ❖ Orientation
 - ❖ Professional development
 - ❖ Attendance at staff meetings
 - ❖ Data collection responsibilities
 - ❖ Minimum student attendance to justify class
 - ❖ Performance accountability

Sample Memorandum of
Employment – pg. 5

New Instructor Hired

Examining the Components



- Meet with new instructor for initial orientation.
- Begin addressing some of the items on the Local Program Checklist.
Pg. 9
- Assign a mentor.
- Explain and distribute:
 - ❖ URL for online course/s OR
 - ❖ Pre-reading packet

Program Orientation

Activity 3: Starting the Process



- Refer to the New Instructor Orientation Planning Matrix in your packet. Pg. 29
- For components 1 - 3:
 - ❖ Assess what activities you are currently doing.
 - ❖ If you are not doing it, determine if you want to have it.
 - ❖ If so, determine who would be responsible for doing it and when.
- Share your ideas with your table partners.

Examining the Components



Sample Free Online Courses

- Review and select applicable lessons first!

List and URLs on page 10



Online Course or Reading Activities

Examining the Components



- **A Roadmap to Implementing Adult Basic Education Programs** (5 hours)
 - ❖ <http://www.floridatechnet.org/insevice/abe/>
 - ❖ History of Adult Basic Education
 - ❖ The Adult Learner
 - ❖ Teaching and Learning Strategies
 - ❖ Student Eligibility
 - ❖ Student Services
 - ❖ Curriculum Frameworks
 - ❖ Staff Development



Online Course or Reading Activities

Examining the Components



- **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

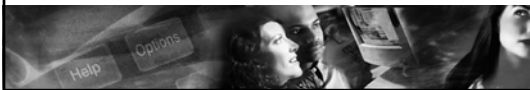


Online Course or Reading Activities

Examining the Components



- **Basics of Adult Literacy Education**
 - ❖ <http://www.c-pal.net/course/index.html>
 - ❖ The Adult Learner
 - ❖ Orientation and Assessment
 - ❖ Curriculum Development
 - ❖ Instructional Techniques
 - ❖ The Adult Literacy Classroom



Online Course or Reading Activities

Examining the Components



- **Basics of Adult Literacy Education**
- Each module contains:
 - ❖ Worksheets to plan and guide your study
 - ❖ Self-assessments to customize your learning
 - ❖ Research and information on a variety of Adult Literacy Education topics
 - ❖ Quotes, real-life examples, and tips from adult education practitioners
 - ❖ Links and resources for further study
 - ❖ A glossary of key terms

Online Course or Reading Activities

Examining the Components



- **Teaching Adult ESOL (5 hours)**
 - ❖ <http://www.irsc.edu/html/esol3/intro.html>
 - ❖ Student Assessment and Placement
 - ❖ Curriculum Guidelines, Standardized Syllabi and Progress Reports
 - ❖ Instructional Strategies That Work
 - ❖ Recruitment and Retention
 - ❖ Instructor Resources



Online Course or Reading Activities

Examining the Components



<http://www.floridatechnet.org/webbased.htm#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

Online Course or Reading Activities

Examining the Components



- *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

List and URL's on pg. 11

Online Course or Reading Activities

Examining the Components



- Verizon Literacy Network
 - ❖ <http://literacynetwork.verizon.org/Free-Online-Courses.21.0.html>

Online Course or Reading Activities

Examining the Components



Handbooks for New ABE and ESL Instructors

- Table of contents and sample pages in your packet
- Available for download and customization
 - ❖ Adult Basic Education
 - *Handbook for New Instructors of Adult Education with investigative assignments*
 - ❖ ESL
 - *Handbook for New ESL Instructors of Adult Education with investigative assignments*

Online Course or Reading Activities

Examining the Components



Handbooks for New Instructors

- Instructor completes readings and investigative assignments
- Topics:
 - ❖ The Adult Learner
 - ❖ Needs of Adult Learners
 - ❖ Literacy Today, including NRS
 - ❖ Intake and Orientation
 - ❖ Assessment
 - ❖ Goal Setting
 - ❖ Learning Styles
 - ❖ Learning Disabilities
 - ❖ Planning and Delivering Instruction
 - ❖ The GED Test (AE only)

Online Course or Reading Activities

Examining the Components



Lots of tools and resources!

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



Online Course or Reading Activities

Examining the Components



Lots of tools and resources!

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



Online Course or Reading Activities

Activity 4: Decisions Again!



- Refer to the New Instructor Orientation Planning Matrix in your packet. Pg. 29
- For component 4:
 - ❖ Assess what activities you are currently doing.
 - ❖ If you are not doing it, determine if you want to have it.
 - ❖ If so, determine who would be responsible for doing it and when.
- Share your ideas with your table partners.

Examining the Components



- Usually two weeks prior to instruction
- Three - six hour training (one day or two half-days)
- Builds upon pre-reading topics and/or online courses
- Responds to any questions the readings or courses created
- Application-focused
 - ❖ demonstration and observation
- Includes unaddressed items from Local Program Checklist
- Often delivered by staff member/trainer or experienced instructor/mentor

FTF Training and Initial Mentoring

Examining the Components



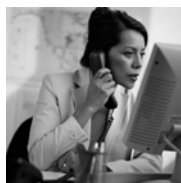
- Refer to Face-to-Face Guide for ABE and ESL instructors in your resource packet Pg. 12 - 14
- Sample discussion/demonstration topics and resources
- Determine any immediate TA needs
- Follow up with mentoring/classroom observation

FTF Training and Initial Mentoring

First Eight Weeks



- Instructor continues to receive guidance from mentor.



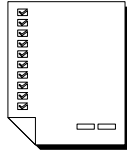
First Eight Weeks of Instruction

Ninth Week



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

Pg. 16



New Instructor Needs Check

Months 3 - 11



- Instructor meets with mentor to discuss items needing clarification, training, or support from the *New Instructor Needs Checklist*.

Pg. 20

- *New Instructor Support Plan* is developed to address prioritized needs.

Follow Up, Mentoring & PD

12th Month



- Instructor completes Self Assessment.
 - ❖ Sample instructor self assessments distributed during Year 1 training
- Individual professional development plan for coming year is developed.

Sample PD plans
Pg. 21



Self-Assessment & PD Plan

Activity 5: Completing the Matrix



- Refer to the New Instructor Orientation Planning Matrix in your packet. Pg. 29
- For components 5 - 9:
 - ❖ Assess what activities you are currently doing.
 - ❖ If you are not doing it, determine if you want to have it.
 - ❖ If so, determine who would be responsible for doing it and when.
- Share your ideas with your table partners.

Developing a Mentoring Process



- Developing a Mentoring Process Pg. 24
 - ❖ Mentor: an experienced individual (usually an instructor) who is willing to be a resource to new instructors
 - ❖ Not expected to know everything
 - ❖ Must know how to access resources
 - ❖ Must be a good listener



Developing a Mentoring Process



Who is using mentors now?

Tell us about what you are doing.



Developing a Mentoring Process



- Preparing for the role of mentor
 - ❖ Become familiar with the New Instructor Checklist.
 - ❖ Review the professional development calendar and be familiar with topics and availability.
 - ❖ Know the expertise of fellow instructors.
 - ❖ Have a clear understanding of state procedures for assessment, reporting, and accountability.

Developing a Mentoring Process



- Samples of mentoring activities
 - ❖ Meetings
 - ❖ Emailing
 - ❖ Telephone
 - ❖ Journaling
 - ❖ Observations
 - ❖ Resource referrals
- Importance of a signed Mentoring Agreement (in resource packet)

Activity 6 – Janice’s Case Study



- Read Janice's case study. Pg. 33
- With your table partners, discuss the following:
 - ❖ How can you help Janice so she will feel good about continuing to work with her students?

Always willing to help...



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**For more information visit:
<http://www.maepd.org>**
