SECTION 10:
Appendices

Adult Basic Education (ABE) Authorization Policy

Rationale

The Adult Education and Family Literacy Act requires the state to evaluate the extent to which local programs' educational services are provided by well-trained instructors. "Well-trained" is not defined by the Act; such definition is the state's responsibility (with federal approval). Colorado's purpose in establishing and implementing certification for adult educators are to:

- Standardize the basic knowledge and skills needed to teach in adult basic education programs in Colorado

- Provide an entry point for instructors to the field of adult basic education

- Recognize and validate the expertise and knowledge of experienced adult educators

- Foster professionalism in Colorado's adult basic education workforce

- Require participation in professional development activities to maintain and update knowledge and skills

1. All paid instructors who work with AEFLA-reported learners must be authorized **within three years** of their date of hire. **Those employed on or before July 1, 2012 <u>who have never received PD Support for authorization courses</u> must obtain the ABE Authorization by June 30, 2015.**

2. An ABE Authorization Plan of Action with progress updates must be on file at the program for **ALL** paid instructors who do not have the authorization.

3. **There must <u>always be</u> at least one authorized paid instructor** who works with AEFLA-reported learners employed at the program.

   a. A minimum of 50 percent of paid instructors who work 15 or more hours per week must be authorized

   b. A minimum of 25 percent of paid instructors who work fewer than 15 hours per week must be authorized

   c If the program employs only one instructor who works 15 hours* or more per week and one instructor who works fewer than 15 hours* per week, both instructors must be authorized.

4. Recipients of PD Support for ABE Authorization Courses are required to obtain the authorization within three years of accepting support for the first time.

*The hours include preparation, instruction, reporting and other responsibilities assigned by the instructional supervisor and/or program manager.

Adult Basic Education (ABE) Authorization Policy

Determining ABE Authorization Compliance

All AEFLA-funded programs are required to submit updates to the program's ABE Authorization Compliance Status Report by November 15 each year. Each program's mid-year ABE Authorization compliance status is determined in December. The two mid-year ABE Authorization compliance status options are in compliance and not in compliance. Programs not in compliance must submit an ABE Authorization Compliance Improvement Plan by December 31. Technical assistance will be provided to these programs and programs will submit updates to their compliance status report in April. Final compliance status is determined in July. The three status options are in compliance, compliance pending and not in compliance. Programs with a status of compliance pending and not in compliance must submit a revised improvement plan by July 31. Compliance with this, and all other state and federal requirements, is a condition of AEFLA funding. Refer to the program's Sub-grantee Agreement and Award Notification (Terms and Conditions of Award and Program Requirements).

Explanation of ABE Authorization Compliance Status Categories		
In Compliance	Compliance Pending	Not in Compliance
Meets all policy requirements	• Failed to meet one or more policy requirements • Program was in compliance in prior fiscal year • Program staff are making reasonable progress towards earning the ABE Authorization	• Failed to meet one or more policy requirements • Program had 'compliance pending' or 'not in compliance' status in prior fiscal year • Program staff are NOT making reasonable progress towards earning the ABE Authorization

For more information about the ABE Authorization compliance process, see the ABE Authorization Compliance Timeline in Section 10.3 of the ABE Authorization Handbook.

Annual ABE Authorization Compliance Time Line

August/September

- Paid teaching staff members who do not have the ABE Authorization complete or update the ABE Authorization Plan of Action and keep this on file as part of their annual professional development plan. This applies to all paid instructors who work with at programs that receive grant funding from the CDE Office of Adult Education and Family Literacy (AEFL) and work with AEFLA-reported learners.

October

- By mid-October, the CDE Office of AEFL sends to each program director a memo about mid-year ABE Authorization compliance reporting and an ABE Authorization Compliance Status Report for the program.

November

- November 1 is the ABE Authorization Count Date. The ABE Authorization Compliance Status Report must include all paid teaching staff who are employed at the program as of November 1.
- By November 15, programs review the ABE Authorization Compliance Status Report and submit updated information about:
  - Paid teaching staff members who should be removed from the report because they are no longer employed at the program
  - Paid teaching staff members whose hours have increased or decreased since November 1 of the previous year. (Staff who as of November 1 are employed 15+ hours or fewer than 15 hours)
  - Paid teaching staff members who were hired since November 1 of the previous Fiscal Year
  - Paid teaching staff members who have obtained the ABE Authorization since November 1 of the previous Fiscal Year
  - Updates on ABE Authorization courses taken by staff members and/or portfolios submitted
- The Office of AEFL reviews the information submitted by AEFLA-funded programs, updates the ABE Authorization compliance Status Report for each program, determines the targets for staff members who work 15+ hours per week and fewer than 15 hours per week and the mid-year ABE Authorization compliance status of the program.

December

- The Office of AEFL emails a memo to program directors confirming the compliance targets and the program's compliance status.
- AEFLA programs that are not in compliance with the ABE Authorization Policy submit an ABE Authorization Compliance Improvement Plan by December 31.

January

- The Office of AEFL follows up with directors about improvement plans and provides technical assistance if needed. CDE Office of AEFL staff members work closely with AEFLA program directors and staff to support the program in obtaining compliance by the June 30 deadline.

May

- The Office of AEFL emails a memo with instructions for submitting a compliance status update to AEFLA-funded programs that submitted improvement plans in December. The deadline for the updates is May 31.

July

- The Office of AEFL confirms the final compliance status for the Fiscal Year that ended on June 30. Staff at programs in compliance with the ABE Authorization Policy may be eligible for Professional Development Support for ABE Authorization courses. Programs that are not in compliance must submit an update to the ABE Authorization Compliance Improvement Plan by July 31.

Certificate of Equivalency

Adult Basic Education Coursework

This certifies that

NAME GOES HERE

Has been evaluated and approved by the Adult Basic Education Authorization Committee based on the submission of an Adult Basic Education Authorization Portfolio proving equivalency to the following Colorado Community College Course:

EDU 131:   Introduction to Adult Education   3 Credits
(this area is completed per the Adult Basic Education Authorization Committee certification letter)

A total of 3 credits are awarded this day, August 30, 2012.

Geri J. Anderson

Geri J. Anderson
Provost
Colorado Community College System

COLORADO COMMUNITY
COLLEGE SYSTEM

The Certificate of Equivalency is the equivalent of an unofficial transcript issued through the Colorado Community College System. The above mentioned person is awarded the listed number of credits by the Colorado Community College System on the listed date.

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The History of the ABE Authorization

Professionalization of the field of adult basic education and development of a highly qualified workforce have long been concerns at both the national and state levels. Although Colorado has many years of experience providing professional development and training to adult education teachers through its state adult basic education office and its statewide professional organization for adult educators, the ABEA is Colorado's first State Board-governed certification program for adult educators.

The need for such a program was reinforced and brought to the forefront by the passage of the federal 'Literacy Involves Families Together (LIFT) Act of 2000', which reauthorized and amended Even Start to include staff qualifications (including adult education instructors) as a new required program element. To align all CDE-administered federally-funded programs serving Colorado adults and families with this new requirement, the Colorado Family Literacy Consortium convened a work group of practitioners and administrators to develop and implement a certification process for adult educators. The certification work group identified the competencies needed by teachers of adults, recommended courses and course content, negotiated a coursework delivery system with Colorado Community Colleges, and developed an alternative route to certification (the portfolio process).

September 2002

The Colorado Family Literacy Consortium in conjunction with the Colorado Department of Education organized an Adult Education Certification Workgroup. The Workgroup was charged with identifying the essential skills and knowledge that an adult education teacher must be able to demonstrate.

Workgroup Members:
- Harold Deselms, Group Facilitator, Former Provost of Trinidad State Junior College
- Lisa Cheney-Steen, CCCOnline
- Debra Fawcett, Consultant, CDE
- Frank Fielden, Even Start State Coordinator, CDE
- Bill Furney, Consultant, CDE
- Kathy Holmes, ABE/GED Program Specialist, Adult and Family Education Colorado Springs SD 11
- Virginia Howey, Executive Director, The Pinon Project
- Leigh Jordan, Family Literacy Coordinator, Community Partnership for Child Development
- Susan Lythgoe, Executive Director, Learning Source for Adults & Families
- Marcia Pittleman, ESL Instructor, Glendale Public Library
- Laura Pless, ABE Instructor, Colorado Mountain College
- Anthony Romero, Colorado Department of Corrections
- Kathy Santopietro-Weddel, Consultant, Northern Colorado Literacy Resource Center
- Lee-ann Short, Even Start Coordinator, Colorado Mountain College
- Pam Smith, State Director of Adult Education, CDE
- Mary Willoughby, Consultant, CDE
- Mimi Zappanti, Director, Adult Education Services, Trinidad State Junior College

Literacy Instruction Authorization (LIA) course competencies were derived and adapted from available current research including the Pro-Net Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs, TESOL's Standards for Teachers of Adult Learners, and other states' teacher competencies and standards.

January 2003

A sub-committee on Alternative Routes to Certification within the Adult Certification Workgroup formed. Chair: Leigh Jordan; Members: Lee-ann Short, Debra Fawcett, and Virginia Howey.

Fall 2003

The first LIA courses, EDU 131, 133, and 134, were offered through CCCOnline. Eleven scholarships for these courses were awarded to staff members of AEFLA funded programs by CDE's Office of Adult Education and Family Literacy through AEFLA State Leadership funds.

May 2004

HB 04-1104 was approved, which repealed and reenacted with amendments CRS 22-60.5-111 (Authorization) of the Colorado Educator Licensing Act of 1991. Among the amendments was the creation of several teacher authorizations, including the literacy instruction authorization.

"The Department of Education may issue a Literacy Instruction Authorization to an applicant who provides documented evidence of literacy training and experience. A school district may employ a person who holds a Literacy Instruction Authorization to work as a literacy instructor in a literacy program operated by the school district before, during, or after regular school hours. A Literacy Instruction Authorization is valid for five years from the date of issuance. The Department of Education may renew the Literacy Instruction Authorization for successive five-year periods upon receipt of documented evidence that the person holding the authorization has completed additional literacy training or practice and any other renewal requirements specified by rule of the State Board of Education." [CRS 22-60.5-111 (13)]

September 2004

The first LIA Portfolio Committee Meeting was held.

Original members of the LIA PC:
- Frank Fielden, Even Start State Coordinator, CDE, Served 2004-2005
- Leigh Jordan, Family Literacy Coordinator, Community Partnership for Child Development, Served 2004-2005
- Vera Atilano, Adult Education Coordinator, Intergenerational Learning Center/Adams SD 14, Served 2004-2013
- Mary Kay Cook, Workforce Development, Section Manager, Colorado Works Program, CDHS, Served 2004-2012
- Kathy Holmes, ABE/GED Program Specialist, Adult and Family Education Colorado Springs SD 11, Served 2004-2011
- Debra Fawcett, Consultant, CDE, Served 2004-2010
- Pam Smith, State Director of Adult Education, CDE, Served 2004-2010
- Paula Buffington, LIA PC Staffer, CDE, Served 2004-2009

The "Red Book" (Literacy Instruction: Alternative Means of Authorization. Documents and Forms for the Portfolio Process 2004-2005) was released at the Fall 2004 (September 9-10, 2004) AEFLA Directors' Meeting. Feedback from participants was solicited. FAQs were developed as a result and distributed to the field.

November 2004

The rubrics were developed for the LIA Portfolio Process by Pam Smith, Bill Furney, Jane Miller, Vera Atilano and Karen Carr.

January 2005

Updates to the LIA process were released to the AEFLA program directors as Version 2 of the LIA.

The Authorization website was created by Debra Fawcett.

February 2005

The first three LIA Portfolios were passed by the LIA Portfolio Committee.

Shannon Kozak, Director of Boulder Valley Family Literacy, joined the committee filling the void in family literacy expertise. Served 2005-2007.

April 2005

Opal Yule received the first LIA from Educator Licensing.

July 2005

Joyce Johnson, Director of Field Operations, Workforce Development Program, Department of Labor and Employment, became a member of the LIA Portfolio Committee adding expertise in the areas of community colleges and workforce development. Served 2005-2010.

August 2005

Kathy Holmes was named the LIA Portfolio Committee Chair.

September 1, 2005

Version 3 of the LIA Portfolio Process went into effect.

January 2006

The Professional Development Advisory Group and the LIA Portfolio Committee collaborated to discuss how the authorization and professional development are interrelated.

April 2006

Guides for Portfolio Evaluators were created by Debra Fawcett, Kathy Holmes, Jane Miller, and Mimi Zappanti to assist evaluators in their evaluation of applicants on specific topics.

May 2006

LIA Study Links was created by Debra Fawcett and posted on the web. The LIA Study Links were developed to help LIA students, portfolio applicants, and portfolio evaluators or program managers find resources on the Web related to topics covered in the EDU course competencies.
http://www.cde.state.co.us/cdeadult/AuthorizationStudyLinks.htm

June 2006

The Executive Committee of the LIA Portfolio Committee was formed with the purpose of determining the roles and responsibilities of the LIA Portfolio Committee and to address administrative and policy issues referred by the LIA Portfolio Committee.

March 2007

Gwen Welch, Director of Family Literacy, Jefferson County School, becomes a member of the LIA Portfolio Committee to add expertise in Family Literacy. Served 2007-2012.

The LIA Portfolio Committee began planning for a fourth version of the LIA Handbook.

April 2007

Jean McDonald, Administrative Assistant for the office of Adult Education and Family Literacy, was named the new LIA Portfolio Committee Staffer.

July 2007

The LIA Portfolio Committee held a two day work session to begin changes to the LIA Portfolio Process. The groundwork was laid for how to best move forward in the development of a new and improved LIA Portfolio Process.

October 2007

The New Directors' Meeting was held. Kathy Holmes, Paula Buffington and Jean McDonald presented on the LIA, Portfolio Process and Coursework to bring directors new to AEFLA programs up to speed on the LIA.

November – February 2007-2008

Kathy Holmes and Paula Buffington conducted six focus groups to solicit opinions on the LIA and feedback on the first draft of Version 4. The focus groups were held in:
- Pagosa Springs
- Glenwood Springs
- Metro Denver (2)
- Fort Morgan
- Pueblo

February 2008

Kathy Holmes, Paula Buffington and Pam Smith met with the Vice President/Provost of the Colorado Community College System (CCCS), Geri Anderson, to discuss the possible re-evaluation of the LIA required coursework and a facelift for the Certificate of Equivalency.

June 2008

Based on the feedback from the focus groups Kathy Holmes and Paula Gumina (formerly Buffington) made revisions to the LIA Handbook, Version 4, to present to the LIA Portfolio Committee.

Western State College offered EDU 134: Teaching ESL to Adult Learners as a one week intensive course for graduate credit.

July 2008

Feedback from the LIA Portfolio Committee generated more revisions to Version 4 of the LIA Handbook. Revisions were completed by Kathy Holmes and Jean McDonald and the draft that resulted was reviewed by a group of practitioners.
- Lisa Davey, Adult & Family Education School District 11
- Stephanie Moran, Durango Adult Learning Center
- Nita Bratt, The Learning Source for Adults and Families
- Callie Bradley, Lake County Family Literacy
- Kindra Plumb, Phillips County Family Education Services

Dialogue began with Colorado State University on adopting its graduate courses EDAE 620: Processes and Methods and EDAE 520: Adult Education, as graduate level courses for EDU 132 and EDU 131, respectively.

LIA Renewal information was published on the Authorization website.

The LIA application was made available on the Educator Licensing website.

August/September 2008

Final revisions were made by Debra Fawcett to the LIA Handbook, Version 4.

October 17, 2008

The LIA Handbook, Version 4, was released to the field through an LIA Specialist Training. The materials took effect January 1, 2009.

December 5, 2008

The LIA Portfolio Committee name was changed to the LIA Committee to reflect the wider range of responsibilities of the committee beyond reviewing LIA portfolios.

January 2009

Jessie Hawthorn, CDE/AEFL consultant, became the state LIA Specialist and joined the LIA Committee as the Co-Chairperson.

May 2009

Five years ago on May 8, 2004, the LIA was added to the list of approved authorizations issued by Educator Licensing. This date was recognized at the August 2009 CAEPA Rendezvous conference.

September 2009

The Colorado Board of Education approved that CDE Educator Licensing can accept transcripts for specific graduate courses offered by the Adult Education and Training department from Colorado State University (CSU) as evidence of completion of the required courses for the Literacy Instruction Authorization (LIA). This option became available to applicants in the spring 2010 semester.

February 2010

Pamela M. Smith, State Director of the Office of AEFL and leader of the process to establish the LIA, retired.

July 2010

Margaret Kirkpatrick was hired as the State Director of the Office of AEFL.

February 2011

Five new committee members were selected to join the LIA Committee.
- Carolyn Carter, ABE/ASE-GED Instructor, Served 2011-2012
- Sherri Durman, ESL Instructor, McLain Community High School, Served 2011-2012
- Callie James, Director and Instructor, Lake County Family Literacy, Served 2011-2012
- Karin McGuire-Hill, Director of Special Education, Colorado Department of Corrections, Served 2011-2013
- Julie Oliver, EDU course instructor, Morgan Community College, Served 2011

March 2011

CDE Educator Licensing no longer issues the authorization as an endorsement on a professional teaching license. Licensed teachers must renew the authorization separately from their license and it is issued as a separate document.

June 2011

Authorization applicants must submit applications electronically using eLicensing. Official transcripts must be uploaded to eLicensing and mailed to CDE Educator Licensing.

July 2011

The Standards of Quality (SoQ) for Adult Education Programs in Colorado were published. Standard #12: Teacher Credentialing and Professional Development (PD) Program supports a qualified teaching staff by helping teachers to obtain the Literacy Instruction Authorization (LIA) and by providing opportunities for all teachers to participate in on-going professional development.

January 2012

The revised LIA portfolio requirements were implemented.

July 2012

The Evaluation of Equivalent Coursework option was introduced. Applicants in the process of using the Previous Coursework option in the portfolio must submit the documents by the September deadline. Applicants must use the Evaluation of Equivalent Coursework option starting in October 2012.

August 2012

On August 8, 2012 the Colorado Board of Education approved a change to the rules in the Educator Licensing Act of 1991 to change the name of the authorization from Literacy Instruction Authorization to Adult Basic Education Authorization.

October 2012

The ABE Authorization Committee begins meeting bi-monthly rather than monthly via conference call.

November 2012

Forty-two adult educators from throughout Colorado participated in the first meeting on revising the ABE Authorization course competencies. Groups were formed to draft revised competencies for each course.

December 2012 - May 2013

Groups meet to draft revised competencies which were submitted to the CDE Office of Adult Education and Family Literacy.

July 2013 - August 2013

Feedback was solicited from the field via a web-based survey about the revised competencies.

July 2013

Decreased number of committee member candidates and increased efficiency of staff and process lead CDE/AEFL to rely on in-house resources for portfolio evaluation. Regular ABEA Committee meetings are suspended indefinitely. The committee's role becomes ad hoc advisory group.

Age Range of the ABE Authorization: Why the 0-21 Designation?

1. In Colorado, the state-administered federally-funded adult education grant program resides within the state education agency's (SEA) K-12 system. Adult education, administered by the SEA and therefore a component of the K-12 system, follows SEA administrative policies, procedures, and processes, including the rules and regulations of Colorado Educator Licensing.

2. All state educator authorizations contain an authorized age group or grade level range. Of the age groups and grade level ranges currently approved by the state for licensed educators, the 0-21 range most closely reflects the broad range of skill levels of the target populations served by AEFLA programs.

3. The 0-21 age range of the authorization does not imply exclusion of educational services to those over age 21, but does preclude the provision of educational services beyond the high school level, which is in compliance with the purposes of the federally funded adult education program.

4. The 0-21 category covers the continuum of educational functioning levels that comprise Adult Basic and Secondary Education (ABE/GED) as well as English language acquisition and English literacy skills (ESL). This category is also appropriate for the adult education skill levels and children's developmental phases targeted within the four components of family literacy.

5. The content of ABE, ASE, and ESL curricula is designed to provide the knowledge and skills needed to earn a high school diploma or its equivalent and prepare students to enter post secondary education and the workforce; fully in alignment with the underlying purposes of the Colorado Academic Standards.

6. The process to authorize a new age group or grade level range specifically for adult education would involve approval by the State Board of Education and the Colorado General Assembly (State Legislature). This is a time consuming process, and for the reasons given above is not a necessary investment of time and resources.

Rubric for EDU 131: Introduction to Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
1.01 Creates physical and virtual environments that engage learners in purposeful learning	• Evidence of 1-2 ways learners were engaged in purposeful learning	• Evidence of 3 ways learners were engaged in purposeful learning	• Evidence of 4 or more ways learners were engaged in purposeful learning
1.02 Describes the types of adult education services and the various contexts in which they occur	• Describes adult education services at own program or a local adult education program	• Describes 3 types of adult education services at own program and/or the various contexts in which they occur	• Describes 4 or more types of adult education services and/or various contexts in which they occur throughout the region and/or state
1.03 Describes federal legislation, USDOE programs, and movements in adult education in Colorado and the U.S.	• Describes 1-2 pieces of federal legislation, USDOE programs, and movements in adult education in Colorado and the U.S.	• Describes 3 pieces of federal legislation, USDOE programs, and movements in adult education in Colorado and the U.S.	• Describes 4 or more pieces of federal legislation, USDOE programs, and movements in adult education in Colorado and the U.S.
1.04 Describes local, state, and national organizations that serve adult educators	• Identifies and describes the primary focus of the work of 1-2 local, state, and national organizations • Is **not** a member of any organization	• Identifies and describes the primary focus of the work of 4 local, state, and national organizations • Is a member of at least 1 organization	• Identifies and describes the primary focus of 5 or more local, state, and national organizations • Is a member of 2 or more organizations and <u>describes active participation in at least 1</u>
1.05 Identifies Malcolm Knowles' adult education principles	• Identifies 1-2 adult education principles	• Identifies 3 adult education principles	• Identifies 4 or more adult education principles
1.06 Identifies conditions of adult learning	• Identifies 1-2 conditions of adult learning	• Identifies 3 conditions of adult learning	• Identifies 4 or more conditions of adult learning
1.07 Identifies personal and situational characteristics of adult learners	• Identifies 1-2 characteristics of adult learners	• Identifies 3 characteristics of adult learners	• Identifies 4 or more characteristics of adult learners

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Rubric for EDU 131: Introduction to Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
1.08 Identifies how community, heritage, culture, and goals shape learning and expectations of adult learners	• Identifies 1-2 ways in which learner background and goals shape adult learning and expectations	• Identifies 3 ways in which learner background and goals shape adult learning and expectations	• Identifies 4 or more ways in which learner background and goals shape adult learning and expectations
1.09 Identifies differences between adult and childhood education	• Identifies 1-2 differences between adult education and childhood education	• Identifies 3 differences between adult education and childhood education	• Identifies 4 or more differences between adult and childhood education
1.10 Demonstrates awareness of current research surrounding adult learning and development	• Demonstrates awareness of 1-2 examples of current research regarding adult learning	• Demonstrates awareness of 3 examples of current research regarding adult learning	• Demonstrates awareness of 4 or more examples of current research related to adult learning
1.11 Identifies resources for professional development	• Identifies 1-2 resources for professional development	• Identifies 3-4 resources for professional development	• Identifies 5 or more resources for professional development
1.12 Acknowledges adults as learners	• Identifies 1-2 ways to acknowledge adults as learners • Observed 1 example of adults being acknowledged as learners	• Identifies 3 ways to acknowledge adults as learners • Observed 2-3 examples of adults being acknowledged as learners	• Identifies 3 ways to acknowledge adults as learners • Observed 2-3 examples of adults being acknowledged as learners
1.13 Demonstrates awareness of urban and rural community services and support systems and how to access them	• Identifies 1-2 local services and support systems available to adult learners • Limited referrals to available services	• Identifies 3 urban and rural services and support systems available to adult learners and describes how learners can access these systems • Evidence of 3 appropriate referrals to available services	• Identifies 3 urban and rural services and support systems available to adult learners and describes how learners can access these systems • Evidence of 3 appropriate referrals to available services
1.14 Utilizes a variety of publications and online resources available for adult educators	• Identifies 1-2 publications and online resources utilized • Limited or inconsistent integration of resources to classroom practice	• Identifies 3-4 publications and online resources utilized • Evidence of integration of 2-3 resources into instruction	• Identifies 3-4 publications and online resources utilized • Evidence of integration of 2-3 resources into instruction

Rubric for EDU 132: Planning, Organizing, and Delivering Adult Education Instruction

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
2.01 Implements needs assessment appropriate to learner's level for ESL, ABE, and ASE. (A needs assessment identifies what a learner hopes to gain from instruction.)	• Explains learner needs assessment and its purpose but does not use with learners	• Uses appropriate needs assessment • Observed 2-3 documented learner needs addressed in instruction	• Develops and implements appropriate needs assessment • Observed 4 or more documented learner needs addressed in instruction
2.02 Integrates learners' background, prior knowledge, and current goals into planning instruction	• Observed 1-2 ways learners' background, prior knowledge, and current goals integrated into instruction	• Observed 3 ways learners' background, prior knowledge, and current goals integrated into instruction	• Observed 4 or more ways learners' background, prior knowledge, and current goals integrated into instruction
2.03 Demonstrates awareness of classroom management techniques	• Observed use of 1-2 classroom management techniques	• Observed use of 3 classroom management techniques	• Observed use of 4 or more classroom management techniques
2.04 Practices a variety of learner grouping strategies and integrates group work with independent learning	• Observed use of 1-2 grouping strategies	• Observed use of 3 grouping strategies	• Observed use of 4 or more grouping strategies
2.05 Modifies planned lessons to accommodate learners' needs and paces lessons appropriately. (In individualized instructional programs, look for ways a prescribed lesson or topic may be adjusted to meet students' needs.)	• Observed 1 way lessons were modified and/or pacing was adjusted to accommodate learners' needs	• Observed 2-3 ways lessons were modified and/or pacing was adjusted to accommodate learners' needs	• Observed 4 or more ways lessons were modified and/or pacing was adjusted to accommodate learners' needs
2.06 Accommodates various learning styles	• Observed 1-2 ways learning styles accommodated	• Observed 3 ways learning styles accommodated	• Observed 4 or more ways learning styles accommodated
2.07 Incorporates learner diversity as a classroom resource	• Observed 1 way learner diversity was incorporated as a classroom resource	• Observed 2 ways learner diversity was incorporated as a classroom resource	• Observed 3 or more ways learner diversity was incorporated as a classroom resource

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Rubric for EDU 132: Planning, Organizing, and Delivering Adult Education Instruction

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
2.08 Teaches learners how to learn (meta-cognitive approaches)	• Observed use of 1 strategy to assist learners in monitoring their own learning	• Observed use of 2-3 strategies to assist learners in monitoring their own learning	• Observed use of 4 or more strategies to assist learners in monitoring their own learning
2.09 Demonstrates awareness of instructional options for adults with disabilities and how to access local resources for assistance	• Identifies 1-2 instructional options and local resources	• Identifies 3 instructional options and local resources	• Identifies 4 or more instructional options and local resources
2.10 Explains the purpose and design of the individualized student education plan and/or the 1-year classroom education plan. (The individualized student education plan is used in one-on-one instructional situations and the 1-year classroom education plan is used in group instruction situations.)	• Explains 1 purpose of a student education plan (SEP) and/or the 1-year classroom education plan	• Explains 2-3 purposes of a student education plan (SEP) and/or the 1-year classroom education plan	• Explains 4 or more purposes of a student education plan (SEP) and/or the 1-year classroom education plan
2.11 Identifies ways for adults to apply learning within content areas and integrates employment, family, and community related activities into instruction	• Identifies 1-2 ways employment, family or community related activities are integrated into content area instruction	• Identifies 3-4 ways employment, family or community related activities are integrated into content area instruction	• Identifies 5 or more ways employment, family or community related activities are integrated into content area instruction
2.12 Develops effective lesson plans using a variety of techniques and outcome measures to meet identified learner goals	• Identifies 1-2 techniques and/or outcome measures included in lesson plan or individualized student education plan • Observed 1-2 ways techniques and/or outcome measures were implemented in instruction	• Identifies 3 techniques and/or outcome measures included in lesson plan or individualized student education plan • Observed 3 ways techniques and/or outcome measures were implemented in instruction	• Identifies 4 or more techniques and/or outcome measures included in lesson plan or individualized student education plan • Observed 4 or more ways techniques and/or outcome measures were implemented in instruction
2.13 Defines and applies approaches in adult learning	• Defines 1-2 approaches in adult learning • Observed 1 approach applied during instruction	• Defines 3-4 approaches in adult learning • Observed 2 approaches applied during instruction	• Thoroughly defines 5 or more approaches in adult learning • Observed 3 or more approaches applied during instruction
2.14 Utilizes knowledge of the factors that contribute to student retention and motivation	• Identifies 1-2 factors that contribute to student retention and motivation • Observed use of 1-2 strategies to retain and motivate learners	• Identifies 3 factors that contribute to student retention and motivation • Observed use of 3 strategies to retain and motivate learners	• Identifies 4 or more factors that contribute to student retention and motivation • Observed use of 4 or more strategies to retain and motivate learners

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Rubric for EDU 133: Adult Basic Education (ABE) and Adult Secondary Education (ASE/GED)

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
3.01 Integrates life skills throughout the curriculum	• Evidence of integration of 1-2 life skills throughout the curriculum • Limited or inconsistent incorporation of realia into instruction	• Evidence of integration of 3-4 life skills throughout the curriculum • Incorporation of realia into instruction	• Evidence of integration of 5 or more life skills throughout the curriculum • Consistent incorporation of realia into instruction
3.02 Applies knowledge of cognition (comprehension, application, analysis, and synthesis) to the appropriate instructional levels	• Evidence of level appropriate instruction in 1-2 cognitive strategies	• Evidence of level appropriate instruction in 3 cognitive strategies	• Evidence of level appropriate instruction in 4 or more cognitive strategies
3.03 Demonstrates competency in teaching math skills to levels 0-12.9. 0-3.9 - Instruction includes whole number math skills and such competencies e.g. numeration, estimation, problem-solving, whole number operations, and mathematic terms and measurement 4.0-8.9 - Instruction includes rational numbers in all four math operations, basic geometry, basic statistics, and problem-solving 9.0-12.9 - Instruction includes basic algebra, geometry, statistics, measurement and graphing	• Total math (computation and applied math) score between 580-594 on TABE forms 9/10 level A or scaled score between 235-239 on CASAS forms 37/38 level D Life Skills Math or forms 17/18 Workforce Learning Systems Forms • Observed level appropriate instruction in 1-2 math skills	• Total math (computation and applied math) score between 595-607 on TABE forms 9/10 level A or a scaled score between 240-244 on CASAS forms 37/38 level D Life Skills Math or forms 17/18 Workforce Learning Systems Forms • Observed level appropriate instruction in 3 math skills	• Total math (computation and applied math) score of 608+ on TABE forms 9/10 level A or a scaled score of 245+ on CASAS forms 37/38 level D Life Skills Math or forms 17/18 Workforce Learning Systems Forms • Observed level appropriate instruction in 4 or more math skills
3.04 Teaches techniques that develop comprehension, critical thinking, and problem-solving skills appropriate to the 4.0-12.9 level	• Observed instruction at levels 4.0-12.9 in 1-2 comprehension, critical thinking, and problem-solving techniques	• Observed instruction at levels 4.0-12.9 in 3 comprehension, critical thinking, and problem-solving techniques	• Observed instruction at levels 4.0-12.9 in 4 or more comprehension, critical thinking, and problem-solving techniques
3.05 Teaches learner self-correction strategies	• Evidence of instruction in 1-2 strategies for self-correction	• Evidence of instruction in 3 strategies for self-correction	• Evidence of instruction in 4 or more strategies for self-correction

Rubric for EDU 133: Adult Basic Education (ABE) and Adult Secondary Education (ASE/GED)

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
3.06 Demonstrates awareness of the demographics of ABE/ASE learners and understands the characteristics of the three levels of ABE/ASE learners: 0-3.9, 4.0-8.9, 9.0-12.9	• Identifies 1-2 ABE/ASE learner demographics and/or characteristics of each of the three levels	• Identifies 3-4 ABE/ASE learner demographics and/or identifies characteristics of each of the three levels	• Identifies 5 or more ABE/ASE learner demographics and/or more characteristics of each of the three levels
3.07 Demonstrates knowledge of the cross-curricular nature of the GED test and/or high school completion curriculum	• Describes 1 aspect of the cross-curricular nature of the GED test and/or high school completion curriculum	• Describes 2-3 aspects of the cross-curricular nature of the GED test and/or high school completion curriculum	• Describes 4 or more aspects of the cross-curricular nature of the GED test and/or high school completion curriculum
3.08 Demonstrates awareness of the sequential spiral of skills needed to successfully complete the 5 areas of GED testing or the program's high school completion curriculum	• Identifies 1-2 skills needed to complete the 5 GED tests or for completion of the high school curriculum	• Identifies 3-4 skills needed to complete the 5 GED tests or for completion of the high school curriculum	• Identifies 5 or more skills needed to complete the 5 GED tests or for completion of the high school curriculum
3.09 Assists adults at the 0-3.9 levels to develop literacy skills in and out of classroom settings through a variety of instructional approaches and methods (Not all applicants teach learners at these levels, but it is required that they have the knowledge of these literacy skills.)	• Explains 1-2 approaches and methods by which adults develop basic literacy skills	• Explains 3 approaches and methods by which adults develop basic literacy skills	• Explains 4 or more approaches and methods by which adults develop basic literacy skills
3.10 Demonstrates understanding of computer-assisted learning objectives and identifies computer-based learning programs for ABE/ASE. (If computers aren't available for learners, the instructor uses computer based resources for learning and brings material from these resources into the classroom.)	• Identifies 1-2 strategies for incorporating computer-assisted instruction and/or 1-2 computer-based learning programs	• Identifies 3 strategies for incorporating computer-assisted instruction and/or computer-based learning programs	• Identifies 4 or more strategies for incorporating computer-assisted learning and/or computer-based learning programs
3.11 Identifies document, prose, and quantitative literacy appropriate to the 0-12.9 level	• Identifies reading material in 2 of the 3 types of literacy appropriate for each level and explains how they are used in instruction	• Identifies reading material in the 3 types of literacy appropriate for each level and explains how they are used in instruction	• Identifies reading material in the 3 types of literacy appropriate for each level and explains how they are used in instruction • Observed use of 3 types of literacy throughout the program year

Rubric for EDU 133: Adult Basic Education (ABE) and Adult Secondary Education (ASE/GED)

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
3.12 Demonstrates ability to evaluate and select textbooks and software for ABE/ASE	• Identifies 1-2 criteria for evaluation and selection of textbooks and software for core and supplementary materials • The criteria identified are evident in the materials used with learners	• Identifies 3 criteria for evaluation and selection of textbooks and software for core and supplementary materials • The criteria identified are evident in the materials used with learners	• Identifies 4 or more criteria for evaluation and selection of textbooks and software for core and supplementary materials • The criteria identified are evident in the materials used with learners
3.13 Identifies, administers, and reports data on at least one standardized assessment that measures ABE/ASE proficiencies and uses the test scores appropriately to guide instruction	• Identifies 1 standardized ABE/ASE assessment • Limited ability to administer the standardized assessment • Limited or inconsistent data reporting • Observed 1-2 ways test information was used to guide instruction	• Identifies 1 standardized assessment • Administers the standardized assessment independently • Timely data reporting • Observed 3 ways test information was used to guide instruction	• Identifies 2 or more standardized assessments • Attended certified CASAS or TABE training and administers assessments independently • Consistent, timely, accurate data reporting • Observed 4 or more ways test information was used to guide instruction
3.14 Identifies techniques or activities that prepare ABE/ASE learners for standardized assessments	• Identifies 1-2 techniques or activities that prepare learners for standardized assessments	• Identifies 3 techniques or activities that prepare learners for standardized assessments • Observed use of 1-2 techniques or activities that prepare learners for standardized assessment	• Identifies 4 or more techniques or activities that prepare learners for standardized assessments • Observed use of 3 or more techniques or activities that prepare learners for standardized assessment
3.15 Defines, develops (if necessary), and administers criterion tests and/or performance assessments used periodically to measure proficiency in reading, writing, and math	• Defines and administers 1-2 alternative assessments in reading, writing, and math	• Defines and administers 3 types of alternative assessments in reading, writing, and math	• Defines, develops, and administers 4 or more types of alternative assessments in reading, writing, and math
3.16 Identifies writing skills appropriate to the 0-12.9 levels	• Identifies 1-2 writing expectations appropriate for each level • Observed instruction in 1 writing skill at each level	• Identifies 3 writing expectations appropriate for each level • Observed instruction in 2 writing skills at each level	• Identifies 4 or more writing expectations appropriate for each level • Observed instruction in 3 or more writing skills at each level

Rubric for EDU 134: Teaching English as a Second Language (ESL) to Adult Learners

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
4.01 Demonstrates appropriate use of native language in the classroom and individual instruction	• Limited knowledge of the appropriate use of native language during instruction • Observed limited or inconsistent appropriate use of native language during instruction	• Observed appropriate use of the learners' native language during instruction	• Observed appropriate use of the learners' native language by the teacher AND the learners during instruction • Observed activities that motivate and require learners to use English only
4.02 Teaches self correction strategies for ESL	• Observed instruction in 1-2 strategies for learner self-correction	• Observed instruction in 3 strategies for learner self-correction	• Observed instruction in 4 or more strategies for learner self-correction
4.03 Demonstrates awareness of the demographics of adult ESL learners and understands the characteristics of the three levels of ESL: beginning, intermediate, and advanced	• Identifies 1-2 ESL learner demographics and/or characteristics of each of the three levels	• Identifies 3-4 ESL learner demographics and/or characteristics of each of the three levels	• Identifies 5 or more ESL learner demographics and/or characteristics of each of the three levels
4.04 Demonstrates understanding of computer-assisted learning in support of learning objectives and identifies several computer-based learning programs for ESL. (If computers aren't available for learners, the instructor uses computer based resources for learning and brings material from these resources into the classroom.)	• Identifies 1-2 strategies for incorporating computer-assisted instruction and/or computer-based learning programs	• Identifies 3-4 strategies for incorporating computer-assisted instruction and/or computer-based learning programs	• Identifies 5 or more strategies for incorporating computer-assisted instruction and/or computer-based learning programs
4.05 Demonstrates a variety of formats for providing constructive error correction with critical linguistic feedback to learners	• Uses 1-2 techniques to provide constructive error correction with critical linguistic feedback to learners	• Uses 3 techniques to provide constructive error correction with critical linguistic feedback to learners	• Uses 4 or more techniques to provide constructive error correction with critical linguistic feedback to learners
4.06 Demonstrates ability to evaluate and select textbooks and software for ESL	• Identifies 1-2 criteria for selection and evaluation of textbooks and software for core and supplementary materials • The criteria identified are evident in materials used with learners	• Identifies 3 criteria for selection and evaluation of textbooks and software for core and supplementary materials • The criteria identified are evident in materials used with learners	• Identifies 4 or more criteria for selection and evaluation of textbooks and software for core and supplementary materials • The criteria identified are evident in materials used with learners

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Rubric for EDU 134: Teaching English as a Second Language (ESL) to Adult Learners

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
4.07 Identifies, administers, and reports data on at least one standardized assessment that measures ESL proficiencies and uses the test score appropriately to guide instruction	• Identifies 1 standardized ESL assessment • Limited ability to administer the standardized assessment • Limited or inconsistent data reporting • Observed 1-2 ways test information was used to guide instruction	• Identifies 1 standardized ESL assessment • Administers the standardized assessment independently • Timely, accurate data reporting • Observed 3 ways test information was used to guide instruction	• Identifies 2 or more standardized ESL assessments • Attended certified CASAS or BEST training and administers assessments independently • Consistently reports timely, accurate data • Observed 4 or more ways test information was used to guide instruction
4.08 Identifies techniques or activities that prepare ESL learners for standardized assessments	• Identifies 1-2 techniques or activities that prepare learners for standardized assessments	• Identifies 3 techniques or activities that prepare learners for standardized assessments • Observed use of 1-2 techniques or activities that prepare learners for standardized assessments	• Identifies 4 or more techniques or activities that prepare learners for standardized assessments • Observed use of 3 or more techniques or activities that prepare learners for standardized assessments
4.09 Defines, develops (if necessary) and administers criterion tests and/or performance assessments used periodically to measure proficiency in English language	• Defines and administers 1-2 alternative assessments to measure English language proficiency	• Defines and administers 3 types of alternative assessments to measure English language proficiency	• Defines, develops, and administers 4 or more types of alternative assessments to measure English language proficiency
4.10 Identifies the processes by which learners acquire a new language in and out of classroom settings and implements various approaches and techniques	• Identifies 1-2 language acquisition processes • Observed use of 1-2 language acquisition approaches and techniques	• Identifies 3 language acquisition processes • Observed use of 3 language acquisition approaches and techniques	• Identifies 4 or more language acquisition processes • Observed use of 4 or more language acquisition approaches and techniques
4.11 Identifies and integrates language skills and language components in lesson planning (listening, speaking, reading, writing, vocabulary, semantics, syntax, and sound)	• Observed integration of 1-2 language skills and components in lesson planning	• Observed integration of 3 language skills and components in lesson planning	• Observed integration of 4 or more language skills and components in lesson planning

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Rubric for EDU 135: Family Literacy in Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
5.01 Involves adult learners in an interactive, ongoing, and cooperative process to set individual and family goals	• Identifies 1-2 examples of involving adult learners in an interactive, ongoing, and cooperative process to set individual and family goals • Observed identified examples	• Identifies 3 examples of involving adult learners in an interactive, ongoing, and cooperative process to set individual and family goals • Observed identified examples	• Identifies 4 or more examples of involving adult learners in an interactive, ongoing, and cooperative process to set individual and family goals • Observed identified examples
5.02 Demonstrates activities for literacy and language skills development based on family experiences and culture	• Observed 1-2 activities for literacy and language skills development based on family experiences and culture	• Observed 3 activities for literacy and language skills development based on family experiences and culture	• Observed 4 or more activities for literacy and language skills development based on family experiences and culture
5.03 Demonstrates strategies to provide a literacy-rich text environment	• Observed 1-2 strategies to provide a literacy-rich environment	• Observed 3 strategies to provide a literacy-rich environment	• Observed 4 or more strategies that provide a literacy-rich text environment
5.04 Engages early learners in different types of text such as stories, conversations, poetry, dramatizations, messages, etc.	• Observed use of 1-2 different types of text with early learners (EFL 0-4.9).	• Observed use of 3 different types of text with early learners (EFL 0-4.9)	• Observed use of 4 or more different types of text with early learners (EFL 0-4.9)
5.05 Promotes children's success with literacy through meaningful literacy experiences and interactions with adults	• Observed 1-2 activities that promote children's success with literacy through meaningful literacy experiences and interactions with adults	• Observed 3 activities that promote children's success with literacy through meaningful literacy experiences and interactions with adults	• Observed 4 or more activities that promote children's success with literacy through meaningful literacy experiences and interactions with adults
5.06 Demonstrates the ability to teach the connection between sounds and letters	• Observed 1-2 techniques or activities to develop phonemic awareness at an age appropriate level	• Observed 3 techniques or activities to develop phonemic awareness at an age appropriate level	• Observed 4 or more techniques or activities to develop phonemic awareness at an age appropriate level

Rubric for EDU 135: Family Literacy in Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
5.07 Implements the Plan-Do-Review process, in which staff, parents, and children all have active roles	• Observed use of 1-2 elements of the Plan-Do-Review process	• Observed use of 3 elements of the Plan-Do-Review process • Observed active participation of staff, parents and/or children	• Observed use of 4 or more elements of the Plan-Do-Review process • Observed active participation of staff, parents and children
5.08 Assists parents in developing goals that support their children's learning	• Observed 1-2 examples of parents being assisted in developing goals that support their children's learning	• Observed 3 examples of parents being assisted in developing goals that support their children's learning	• Observed 4 or more examples of parents being assisted in developing goals that support their children's learning
5.09 Demonstrates strategies that support parents in language and literacy development at home	• Observed use of 1-2 strategies that support parents in literacy development at home	• Observed use of 3 strategies that support parents in literacy development at home	• Observed use of 4 or more strategies that support parents in literacy development at home
5.10 Demonstrates ability to facilitate parent involvement in child's classroom and in school activities	• Observed 1-2 examples of facilitation of parent involvement in child's classroom or in school activities	• Observed 3 examples of facilitation of parent involvement in child's classroom or in school activities	• Observed 4 or more examples of facilitation of parent involvement in child's classroom and in school activities
5.11 Uses extrinsic motivators to encourage families to remain in the program long enough to meet their goals and to form intrinsic motivation	• Observed use of 1-2 extrinsic motivators to encourage families to remain in the program	• Observed use of 3 extrinsic motivators to encourage families to remain in the program long enough to meet their goals	• Observed use of 4 or more extrinsic motivators to encourage families to remain in the program long enough to meet their goals and to form intrinsic motivation
5.12 Demonstrates strategies to listen, ask questions, summarize discussions, and survey parents about interests/ needs	• Observed use of 1-2 strategies to talk with parents about interests/ needs	• Observed use of 3 strategies to talk with parents about interests/needs	• Observed use of 4 or more strategies to talk with parents about interests/needs
5.13 Demonstrates strategies to facilitate development of problem-solving skills	• Observed use of 1-2 strategies to develop problem-solving skills	• Observed use of 3 strategies to develop problem-solving skills	• Observed use of 4 or more strategies to develop problem-solving skills

Rubric for EDU 135: Family Literacy in Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
5.14 Demonstrates strategies to encourage parent leadership	• Observed use of 1-2 strategies to encourage parent leadership	• Observed use of 3 strategies to encourage parent leadership	• Observed use of 4 or more strategies to encourage parent leadership
5.15 Demonstrates strategies to integrate academic skills into parent support lessons	• Observed use of 1-2 strategies to integrate academic skills into parent support lessons	• Observed use of 3 strategies to integrate academic skills into parent support lessons	• Observed use of 4 or more strategies to integrate academic skills into parent support lessons
5.16 Demonstrates meaningful ways to use print to create an environment that promotes language-rich experiences	• Observed 1-2 meaningful uses of print to create an environment that promotes language-rich experiences	• Observed 3 meaningful uses of print to create an environment that promotes language-rich experiences	• Observed 4 or more meaningful uses of print to create an environment that promotes language-rich experiences
5.17 Demonstrates instructional strategies that utilize or are based on family strengths, interests, and needs	• Observed use of 1-2 instructional strategies that utilize or are based on family strengths, interests and needs	• Observed use of 3 instructional strategies that utilize or are based on family strengths, interests and needs	• Observed use of 4 or more instructional strategies that utilize or are based on family strengths, interests and needs
5.18 Demonstrates scaffolding to obtain optimum learning	• Observed 1-2 ways scaffolding was used to optimize learning	• Observed 3 ways scaffolding was used to optimize learning	• Observed 4 or more ways scaffolding was used to optimize learning
5.19 Demonstrates knowledge of literacy development concepts	• Identifies 1-2 literacy development concepts in either adults or children	• Identifies 3 literacy development concepts in both adults and children	• Identifies 4 or more literacy development concepts in both adults and children and their reciprocal roles in a family literacy program

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Rubric for EDU 135: Family Literacy in Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
5.20 Demonstrates knowledge of how parents and staff support early literacy development	• Identifies 1-2 ways parents or staff can support early literacy development	• Identifies 3 ways parents and staff can support early literacy development	• Identifies 4 or more ways parents and staff can support early literacy development
5.21 Makes use of community resources to support parent learning	• Identifies 1-2 community resources used to support parent learning	• Identifies 3-4 community resources used to support parent learning	• Identifies 5 or more community resources used to support parent learning
5.22 Demonstrates understanding of Family Action Plans that address parent goals in all four components and identifies the need for additional resources to support family's educational goals	• Explains purpose and role of Family Action Plans that address parent goals in all four components	• Explains purpose and role of Family Action Plans that address parent goals in all four components • Identifies 1-2 reasons why additional resources are needed to support family's educational goals	• Explains purpose and role of Family Action Plans that address parent goals in all four components • Identifies 3 or more reasons why additional resources are needed to support family's educational goals
5.23 Describes the four component model, including federal definition of family literacy services	• Lists the four components of family literacy programming	• Lists and describes the four components of family literacy programming • Provides basic federal definition of family literacy services	• Lists and thoroughly describes the four components of model family literacy programming • Thoroughly explains the federal definition of family literacy services
5.24 Describes characteristics of an effective family literacy program	• Describes 1-2 characteristics of an effective family literacy program	• Describes 3 characteristics of an effective family literacy program	• Describes 4 or more characteristics of an effective family literacy program
5.25 Identifies and describes the structures that support children's learning: environment, routines, interactions, and assessment	• Identifies and describes 1-2 structures that support children's learning	• Identifies and describes 3 structures that support children's learning	• Identifies and describes 4 or more structures that support children's learning
5.26 Describes a home environment and family experiences that build knowledge and opportunities for learning new concepts	• Describes 1-2 attributes of a home's physical environment and/or types of family experiences that build knowledge and opportunities for learning new concepts	• Describes 1-2 attributes of a home's physical environment that build knowledge and opportunities for learning new concepts • Describes 1-2 types of family experiences that build knowledge and opportunities for learning new concepts	• Describes 3 or more attributes of a home's physical environment that build knowledge and opportunities for learning new concepts • Describes 3 or more types of family experiences that build knowledge and opportunities for learning new concepts

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Rubric for EDU 135: Family Literacy in Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
5.27 Explains the rationale behind PACT time and its purposes in a 4 component family literacy program	• Explains the rationale for PACT time and identifies 1-2 purposes of PACT time	• Explains the rationale for PACT time and identifies 3 purposes of PACT time	• Thoroughly explains the rationale for PACT time and identifies 4 or more purposes of PACT time
5.28 Demonstrates knowledge of research that supports a strong correlation between children being read to by their primary caretakers and children's interest in books, as well as interactive reading patterns between parents and preschoolers	• Cites 1-2 examples from research that support a correlation between children being read to by their primary caretakers and children's interest in books	• Cites and summarizes 3 examples from research that support a correlation between children being read to by their primary caretakers and children's interest in books	• Cites and summarizes 4 or more examples from research that support a correlation between children being read to by their primary caretakers and children's interest in books • Explains interactive reading patterns between parents and preschoolers
5.29 Describes the rationale for component integration and how team planning is essential to its successful implementation	• Describes the rationale for component integration • Gives 1-2 reasons why team planning is essential to successful implementation of component integration	• Describes the rationale for component integration • Gives 3 reasons why team planning is essential to successful implementation of component integration	• Thoroughly describes the rationale for component integration • Gives 4 or more reasons why team planning is essential to successful implementation of component integration
5.30 Identifies ways that themes, ideas, and issues can be integrated throughout the components	• Identifies 1-2 ways that themes, ideas and/or issues can be integrated throughout components	• Identifies 3 ways that themes, ideas and/or issues can be integrated throughout components	• Identifies 4 or more ways that themes, ideas and issues can be integrated throughout components
5.31 Describes the role parents play in positive adult-child interactions	• Describes 1-2 ways parents can create positive adult-child interactions	• Describes 3 ways parents can create positive adult-child interactions	• Describes 4 or more ways parents can create positive adult-child interactions
5.32 Demonstrates a team approach to integrating all four components into curriculum planning	• Identifies 1-2 examples of use of a team approach that integrates 1-2 of the components into curriculum planning	• Identifies 3 examples of use of a team approach that integrates 3 of the components into curriculum planning	• Identifies 4 or more examples of use of a team approach that integrates all 4 components into curriculum planning • Observed application of identified examples

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Rubric for EDU 135: Family Literacy in Adult Education

	1-Limited Proficiency	2-Proficient	3-Substantial Proficiency
5.33 Develops effective lesson plans to integrate parent support with early child-hood education, adult education, and Parent and Child Together time	• Review of a random selection of lesson plans demonstrates 1 way parent support was integrated • Observed integration of parent support during instruction	• Review of a random selection of lesson plans demonstrates 2 ways parent support was integrated • Observed integration of parent support during instruction	• Review of a random selection of lesson plans demonstrates 3 or more ways parent support was integrated • Observed integration of parent support during instruction
5.34 Implements the program's core messages throughout the components	• Identifies the program's core messages • Observed implementation of core messages in 1-2 components	• Identifies the program's core messages • Observed implementation of core messages in 3 components	• Identifies the program's core messages • Observed implementation of core messages in 4 components of a family literacy program
5.35 Demonstrates ability to evaluate and select a variety of developmentally-appropriate texts	• Identifies 1-2 criteria for evaluation and selection of developmentally-appropriate texts • The criteria identified are evident in the materials used with learners	• Identifies 3 criteria for evaluation and selection of developmentally-appropriate texts • The criteria identified are evident in the materials used with learners	• Identifies 4 or more criteria for evaluation and selection of developmentally-appropriate texts • The criteria identified are evident in the materials used with learners
5.36 Creates and implements daily routine that provides opportunities for small group, large group, and one-on-one learning throughout the day and throughout the curriculum	• Identifies how a daily routine was created that provides opportunities for various groupings • Observed 1-2 examples of daily routines that provided opportunities for various groupings	• Identifies how a daily routine was created that provides opportunities for various groupings • Observed 3 examples of daily routines that provided opportunities for various groupings	• Identifies how a daily routine was created that provides opportunities for various groupings • Observed 4 or more examples of daily routines that provided opportunities for various groupings
5.37 Identifies, administers, and reports data on appropriate screening/assessment instruments for different ages	• Identifies 1 appropriate screening/assessment for different ages • Limited ability to administer the screening/assessment • Limited or inconsistent data reporting	• Identifies 2 appropriate screening/assessments for different ages • Administers the screening/assessment independently • Timely, accurate data reporting	• Identifies 3 or more appropriate screening/assessments for different ages • Administers the screening/assessment independently • Timely, accurate data reporting
5.38 Identifies and demonstrates effective strategies for parents to support their children's early learning	• Identifies 1-2 effective strategies for parents to support their children's early learning • Observed use of these strategies	• Identifies 3 effective strategies for parents to support their children's early learning • Observed use of these strategies	• Identifies 4 or more effective strategies for parents to support their children's early learning • Observed use of these strategies

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Course Competencies
EDU 131 *Introduction to Adult Education*

1.01 Creates physical and virtual environments that engage learners in purposeful learning

1.02 Describes the types of adult education services and the various contexts in which they occur

1.03 Describes Federal legislation, USDOE programs, and movements in adult education in Colorado and across the U.S

1.04 Describes local, state and national organizations that serve adult educators

1.05 Identifies Malcolm Knowles' adult education principles

1.06 Identifies conditions of adult learning

1.07 Identifies personal and situational characteristics of adult learners

1.08 Identifies how community, heritage, culture, and goals shape learning and expectations of adult learners

1.09 Identifies difference between adult and childhood education

1.10 Demonstrates awareness of current research surrounding adult learning and development

1.11 Identifies resources for professional development

1.12 Acknowledges adults as learners

1.13 Demonstrates awareness of urban and rural community services and support systems and how to access them

1.14 Utilizes a variety of publications and online resources available for adult educators

Course Competencies
EDU 132 *Planning, Organizing, and Delivering Adult Education Instruction*

2.01 Implements needs assessment appropriate to learner's level for ESL, ABE and ASE

2.02 Integrates learners' background, prior knowledge, and current educational goals into planning instruction

2.03 Demonstrates awareness of classroom management techniques

2.04 Practices a variety of learner grouping strategies, and integrates group work with independent learning

2.05 Modifies planned lessons to accommodate learners' needs and paces lessons appropriately

2.06 Accommodates various learning styles

2.07 Incorporates learner diversity as a classroom resource

2.08 Teaches learners how to learn (metacognitive approaches)

2.09 Demonstrates awareness of instructional options for adults with disabilities, and how to access local resources for assistance

2.10 Explains the purpose and design of the individualized student education plan or the 1-year classroom education plan

2.11 Identifies ways for adults to apply learning within content areas, and integrates employment, family, and community related activities into instruction

2.12 Develops effective lesson plans using a variety of techniques and outcome measures to meet identified learner goals

2.13 Defines and applies approaches in adult learning

2.14 Utilizes knowledge of the factors that contribute to student retention and motivation

Course Competencies
EDU 133 *Adult Basic Education/Adult Secondary Education*

3.01 Demonstrates awareness of the demographics of ABE/ASE learners, and understands the characteristics of the three levels of ABE/ASE learners: 0-3.9, 4.0-8.9, 9.0-12.9

3.02 Demonstrates awareness of the levels of complexity of the skills and knowledge needed to successfully complete each of the GED exams or the program's high school completion curriculum

3.03 Demonstrates ability to evaluate and select textbooks and software for ABE/ASE

3.04 Demonstrates understanding of computer assisted learning in support of learning objectives and identifies computer based learning programs for ABE/ASE

3.05 Identifies, administers, and reports data on at least one standardized assessment that measures ABE/ASE proficiencies and uses the test score appropriately to guide instruction

3.06 Identifies techniques or activities that prepare ABE/ASE learners for standardized assessment

3.07 Defines, develops (if necessary), and administers criterion tests and/or performance assessments used periodically to measure proficiency in reading, writing, and math

3.08 Integrates life skills throughout the curriculum

3.09 Applies the knowledge of cognition (comprehension, application, analysis, and synthesis) to the appropriate instructional levels

3.10 Teaches learner self-correction strategies

3.11 Assists adults at the 0-3.9 level to develop literacy skills in and out of classroom settings through a variety of instructional approaches and methods

3.12 Identifies writing skills appropriate to the 0-3.9 reading level

3.13 Identifies document, prose, and quantitative literacy appropriate to the 0-3.9 reading level

3.14 Demonstrates competency in whole number math skills and the ability to teach such competencies as numeration, estimation, problem solving, whole number operations, mathematic terms and measurement

3.15 Teaches techniques that develop comprehension, critical thinking, and problem solving skills appropriate to the 4.0-8.9 instructional level

3.16 Identifies writing skills appropriate to the 4.0-8.9 reading level

3.17 Identifies document, prose, and quantitative literacy appropriate to the 4.0-8.9 reading level

3.18 Demonstrates competency in working with rational numbers in all four math operations, basic geometry, basic statistics, and problem solving and the ability to teach these skills

3.19 Demonstrates knowledge of the cross curricular nature of the GED test and/or the high school completion curriculum

3.20 Demonstrates techniques that develop comprehension, critical thinking, and problem solving skills appropriate to the 9.0-12.9 level

3.21 Identifies writing skills appropriate to 9.0-12.9 reading level

3.22 Identifies document, prose, and quantitative literacy appropriate to the 9.0-12.9 reading level

3.23 Demonstrates competency in basic algebra, rational numbers, statistics, probability, geometry, measurement, problem solving, graphing, and knowledge of techniques to teach the above skills

Course Competencies
EDU 134 *Teaching English as a Second Language to Adult Learners*

4.01 Demonstrates appropriate use of the native language in classroom and individual instruction

4.02 Teaches self correction strategies for ESL

4.03 Demonstrates awareness of the demographics adult ESL learners, and understands the characteristics of the three levels of ESL: beginning, intermediate, and advanced

4.04 Demonstrates understanding of computer-assisted learning in support of learning objectives and identifies several computer-based learning programs for ESL

4.05 Demonstrates variety of formats for providing constructive error correction with critical linguistic feedback to learners

4.06 Demonstrates ability to evaluate and select textbooks and software for ESL

4.07 Identifies, administers and reports data on at least one standardized assessment to measure ESL proficiencies and uses the test score appropriately to guide instruction

4.08 Identifies techniques or activities that prepare ESL learners for standardized assessments

4.09 Defines, develops (if necessary) and administers criterion testing and/or performance assessments used to measure proficiency in English language skills

4.10 Identifies the processes by which learners acquire a new language in and out of class-room settings and implements various approaches and techniques

4.11 Identifies and integrates language skills and language components in lesson planning (listening, speaking, reading, writing, vocabulary, semantics, syntax, and sound)

Course Competencies
EDU 135 *Family Literacy in Adult Education*

5.01 Involves adult learners in an interactive, on-going, and cooperative process to set individual and family goals

5.02 Demonstrates activities for literacy and language skills development based on family experiences and culture

5.03 Demonstrates strategies to provide a literacy-rich text environment

5.04 Engages early learners in different types of text, such as stories, conversations, poetry, dramatizations, messages, etc.

5.05 Promotes children's success with literacy through meaningful literacy experiences and interactions with adults

5.06 Demonstrates the ability to teach the connection between sounds and letters

5.07 Implements the Plan-Do-Review process, in which staff, parents, and children all have active roles

5.08 Assists parents in developing goals that support their child's learning

5.09 Demonstrates strategies that support parents in language and literacy development at home

5.10 Demonstrates ability to facilitate parent involvement in child's classroom and in school activities

5.11 Uses extrinsic motivators to encourage families to remain in the program long enough to meet their goals and to form intrinsic motivation

5.12 Demonstrates strategies to listen, ask questions, summarize discussions, and survey parents about interests/needs

5.13 Demonstrates strategies to facilitate development of problem-solving skills

5.14 Demonstrates strategies to encourage parent leadership

5.15 Demonstrates strategies to integrate academic skills into parent support lessons

5.16 Demonstrates meaningful ways to use print to create an environment that promotes language-rich experience

5.17 Demonstrates instructional strategies that utilize or are based on family strengths, interests, and needs

5.18 Demonstrates scaffolding to obtain optimum learning

5.19 Demonstrates knowledge of literacy development concepts

5.20 Demonstrates knowledge of how parents and staff support early literacy development

5.21 Makes use of community resources to support parent learning

5.22 Demonstrates understanding of Family Action Plans that address parent goals in all four components, and identifies the need for additional resources to support family's educational goals

Course Competencies
EDU 135 *Family Literacy in Adult Education*

5.23 Describes the four component model, including federal definition of family literacy services

5.24 Describes characteristics of an effective family literacy program

5.25 Identifies and describes the structures that support children's learning: environment, routines, interactions, and assessment

5.26 Describes a home environment and family experiences that build knowledge and opportunities for learning new concepts

5.27 Explains the rationale behind PACT time and its purposes in a 4 component family literacy program

5.28 Demonstrates knowledge of research that supports a strong correlation between children being read to by their primary caretakers and children's interest in books, as well as interactive reading patterns between parents and preschoolers

5.29 Describes the rationale for component integration and how team planning is essential to its successful implementation

5.30 Identifies ways that themes, ideas, and issues can be integrated throughout the components

5.31 Describes the role parents play in positive adult-child interactions

5.32 Demonstrates a team approach to integrating all four components into curriculum planning

5.33 Develops effective lesson plans to integrate parent support with early childhood education, adult education, and Parent and Child Together components

5.34 Implements the program's core messages throughout the components

5.35 Demonstrates ability to evaluate and select a variety of developmentally-appropriate texts

5.36 Creates and implements daily routine that provides opportunities for small group, large group, and one-on-one learning time throughout the day and throughout the curriculum

5.37 Identifies, administers, and reports data on appropriate screening/assessment instruments for different ages

5.38 Identifies and demonstrates effective strategies for parents to support their children's early learning

The ABE Authorization Committee

Mission

To advise the Colorado Department of Education's Office of Adult Education and Family Literacy (AEFL) on the implementation and management of the Authorization component of its Professional Standards for Adult Educators System.

Purpose

- Provide feedback on the ABE Authorization Policy, the courses and the competencies and the process of obtaining the ABE Authorization
- Assist with special projects related to the ABE Authorization

Role and Responsibilities

- Understand the policies, requirements and processes that govern the ABE Authorization
- Understand the various routes to authorization (authorization courses, the portfolio process, and equivalent coursework requirements) as defined and described in the ABE Authorization Handbook
- Provide feedback on specific issues in portfolios as needed
- Recommend projects for each fiscal year

Duties and Time Commitments of Committee Members

Effective July 1, 2013 (FY14) the committee will meet on an as needed basis. Meetings are two to three hours in length and are held in Denver. Members can participate via conference call.

- Participate in meetings
- Review documents received via e-mail and submit comments or questions by the requested deadline. The frequency and number of documents is dependent on the specific project or task.

Benefits of Committee Membership

- Contribute to the development of professional standards for adult basic education instructors in Colorado
- Share your perspective and expertise on a state level committee
- Assist the state office in providing leadership to the field of adult basic education in Colorado
- Participate in a State Leadership initiative that has received national recognition
- Collaborate and network with a small group of colleagues from across the state