

Illinois Community College Board

Adult Education & Literacy

ELA

English Language Acquisition (ELA) Instructional Staff Professional Pathway

Movement from one level to the next (e.g., Preferred Instructor to Standards Proficient Instructor) is contingent on meeting minimum requirements of the previous column. Therefore, all potential responsibilities and tasks accumulate as one navigates the pathway. To begin the pathway, an instructor must meet all following criteria under Preferred Instructor below.

All adult education instructors are required to have a BS/BA degree in education or related field (excluding CTE-only instructors). All new teachers are required to complete the online *Orientation to Adult Education for Instructors* course in iLEARN within 6 months of hire.

REQUIREMENTS	ELA PREFERRED INSTRUCTOR	PROFICIENT INSTRUCTOR in ELA STANDARDS	SPECIALIST in ELA STANDARDS	MASTER TEACHER in ELA STANDARDS
Skills and Knowledge	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ Proficiency in oral and written English ▪ Technology/Digital Literacy proficiency ▪ Experience with nonnative English speakers ▪ Completion of professional development relevant to ELA ▪ Training or coursework in ELA methodology, documented by <u>one</u> of the following: <ul style="list-style-type: none"> ○ M.A. in TESOL/Applied Linguistics ○ ESL Endorsement on a K-12 Teacher License ○ TESOL/TESL Certificate from a recognized institution of higher education (e.g., Cambridge Certificate) ○ Completion of iLEARN course <i>ELA Methods</i> <p>AND:</p> <ul style="list-style-type: none"> ▪ Adult Education Teaching Experience: At least <u>one year</u> of ELA teaching experience is <i>strongly recommended</i>. 	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ Successful completion and application of the training for Proficient Instructor in ELA Standards: <ul style="list-style-type: none"> ○ <i>Introduction to ELA Standards</i> iLEARN course ○ 2-part virtual or in-person training on analyzing and developing standards-aligned lessons ○ Classroom application activities 	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ At least 2 years of adult education ELA teaching experience ▪ Present at ELA-related conferences, workshops or other appropriate trainings ▪ Demonstrated knowledge of ELA assessment practices ▪ Successful completion and application of the training for Specialists in ELA Standards: <ul style="list-style-type: none"> ○ Implementing standards-aligned lessons ○ Observing the IL Adult Education Content Standards for English Language Acquisition in action <p><u>Subject Matter Competency</u> <u>At least one</u> of the following must be met:</p> <ul style="list-style-type: none"> ▪ Demonstration of competency in teaching adult ELA ▪ M.A. in TESOL or related area ▪ ESL endorsement to K-12 teacher license 	<p><u>All</u> of the following criteria must be met:</p> <ul style="list-style-type: none"> ▪ At least 3 years of adult education ELA teaching experience ▪ Successful completion of the training for Master Teacher in ELA Standards: <ul style="list-style-type: none"> ○ Standards-based ELA lesson planning expertise ○ Ability to model and articulate effective ELA teaching practices ○ Ability to provide instructional leadership activities

Illinois Community College Board Adult Education & Literacy

ELA

English Language Acquisition (ELA) Instructional Staff Professional Pathway

	ELA PREFERRED INSTRUCTOR	PROFICIENT INSTRUCTOR in ELA STANDARDS	SPECIALIST in ELA STANDARDS	MASTER TEACHER in ELA STANDARDS
Potential Responsibilities and Tasks	<p><u>Preparation</u></p> <ul style="list-style-type: none"> ▪ Develops the course syllabus ▪ Creates lesson plans that meet curricular requirements for assigned classes <p><u>Instruction/Classroom Management</u></p> <ul style="list-style-type: none"> ▪ Uses appropriate standards and methodologies for ELA instruction ▪ Utilizes various instructional methods to meet the needs of all learners; e.g., culturally sensitive approaches that acknowledge and support diverse language and cultural backgrounds, Special Learning Needs (SLN) approaches for students with various learning styles, EBRI for reading instruction at appropriate ELA levels, and Bridge/transitions approaches at appropriate ELA levels. ▪ Creates a classroom environment that is conducive to learning and appropriate to the maturity and interest of the students <p><u>Evaluation of Student Progress</u></p> <ul style="list-style-type: none"> ▪ Monitors and documents student progress through varied formal and informal assessments and provides follow up and/or referral as needed <p><u>Technology</u></p> <ul style="list-style-type: none"> ▪ Incorporates technology skills into instruction to assist students in becoming proficient technology users 		<p><u>Curriculum Work</u></p> <ul style="list-style-type: none"> ▪ Assists in ELA curriculum development ▪ Evaluates, aligns and recommends appropriate ELA-related instructional materials ▪ Develops appropriate ELA instructional materials <p><u>Supporting Instruction</u></p> <ul style="list-style-type: none"> ▪ Assists other content instructors, as appropriate ▪ Participates in peer mentoring or peer coaching activities ▪ Provides observation and feedback on integration of standards-based instruction 	<p><u>Curriculum Work</u></p> <ul style="list-style-type: none"> ▪ Leads or participates in ELA curriculum development <p><u>Supporting Instructors</u></p> <ul style="list-style-type: none"> ▪ Consults teacher to teacher, as appropriate ▪ Helps ELA instructors select, adapt and customize instructional resources ▪ Supports ELA Content Specialists with mentoring, observations and/or professional development

Illinois Community College Board Adult Education & Literacy

ELA

English Language Acquisition (ELA) Instructional Staff Professional Pathway

	ELA PREFERRED INSTRUCTOR	PROFICIENT INSTRUCTOR in ELA STANDARDS	SPECIALIST in ELA STANDARDS	MASTER TEACHER in ELA STANDARDS
Potential Responsibilities and Tasks, <i>continued</i>	<p><u>Recordkeeping</u></p> <ul style="list-style-type: none"> ▪ In accordance with local program policies, maintains accurate, current, and complete records for each student (e.g., attendance, pre and post testing, NRS outcomes, primary/secondary goals, separation, achievement data) ▪ Provides clear instructions, lesson plans and materials for substitutes <p><u>Supporting Students</u></p> <ul style="list-style-type: none"> • Assists in counseling and guidance with emphasis on maximum progress of participants and successful transition to the next level with the goal of entering post-secondary education or the workplace <p><u>Teacher Collaboration</u></p> <ul style="list-style-type: none"> ▪ Works collaboratively with other ELA and ABE/ASE instructors ▪ Coordinates program activities with other staff to maximize instructional effectiveness 		<p><u>Programmatic Development & Support</u></p> <ul style="list-style-type: none"> ▪ Participates on ELA specific committees, teams, working groups, study groups, etc. ▪ Supports ELA instructional staff through mentoring, observations and/or standards-based training ▪ Serves in advisory capacity to ICCB as requested 	<p><u>Programmatic Development & Support</u></p> <ul style="list-style-type: none"> ▪ Supports administration in activities to strengthen ELA instructional program ▪ Assists in program evaluation activities ▪ Contributes to designing professional development plan for ELA instruction ▪ Assists in identification and establishment of appropriate professional growth opportunities for ELA staff