**Virginia Adult Educator Certification Program**

## ESOL Instructor Certification Program: Level I, Session 1
## Instructing the Adult ELL: The Field of ESOL

# Extension Project

### Five Easy Steps to Follow:*

☐ 1. Complete self-assessment tool for Virginia Adult Education Teacher Standards, **# 1 and # 4.** This can be found on pages 2-4 of this packet.

☐ 2. Complete the Action Plan (page 5). See sample Action Plan (page 6) for guidance.

☐ 3. Send only the completed action plan to:

   **valrcesol@vcu.edu**

☐ 4. Once the Action Plan is reviewed and approved, it will be sent back to you so that you can continue with your project.

☐ 5. Once the project is completed, fill out the Certification Action Plan Results (CAPR) (pages 7-8) and send to the above email address.

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**Deadlines for submission of forms:**

- **Action Plan** – two weeks (14 days) after the Session 1 workshop
- **CAPR** – three months (90 days) after receiving approval of action plan.

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* You must complete all steps in order to receive credit for Level I, Session 1 of the Virginia Adult Educator Certification Program (ESOL Instructors).

Virginia Adult Educator
Certification Program

# Virginia Adult Education Teacher Standards

## Self-Assessment

**Directions:**

1- Review each of the standards and accompanying competencies.

2- For each competency, use the Likert scale to assess your proficiency with the competency.
  * "**1**" indicates you need improvement.
  * "**2**" indicates you are currently working on improving your performance.
  * "**3**" indicates that you are confident in your ability to demonstrate the competency.

Write a ✔ in the column that best that describes your evaluation of your ability to demonstrate each competency.

3- In the final section for each standard, you may want to jot down particular strengths you demonstrate related to the standard or the numbers of some of the competencies and/or evidence statements which you would like to improve upon.

4- On completion of the self-assessment, select your top three priorities (areas for improvement) for professional growth and transfer these to the Action Plan form. Consider a project that would address one of these priorities.

5- Complete the rest of the Action Plan and have it signed by a local administrator.

6- Send only the Action Plan to the Resource Center.

**1 = needs improvement    2 = progressing    3 = proficient**

| Standard 1: Help establish and support program goals and responsibilities.<br><br>An adult education teacher: | | | | |
|---|---|---|---|---|
| **Competencies:** | **Sample Evidence of Competency:** | **1** | **2** | **3** |
| 1.1 Demonstrates and understanding of the program's mission, goals, and priorities | 1.1.1 Follows program's procedures and guidelines | | | |
| 1.2 Maintains accuracy and confidentiality of learner information and records | 1.2.1 Follows the program accountability plan that includes a system for secure record keeping and reporting<br>1.2.2 Follows program requirements for confidentiality and release of information | | | |
| 1.3 Collects and reports accurate data for program improvement and accountability | 1.3.1 Collects, records, and reports National Reporting System (NRS) data accurately in accordance with program's procedures<br>1.3.2 Collects examples of learner work periodically to document student competencies in portfolio<br>1.3.3 Solicits feedback from learners regarding instruction and program improvement in a manner that is considerate of the learners' culture and language skills<br>1.3.4 Submits required documents in the program's assigned time period | | | |
| 1.4 Follows program guidelines to improve learner persistence | 1.4.1 Collaborates with colleagues to address learners' barriers to participation<br>1.4.2 Encourages and supports learner transfers within programs (e.g., ESOL to ABE, ABE to GED or EDP)<br>1.4.3 Encourages and supports learner transfers to other programs (e.g., GED to post-secondary academic or vocational program)<br>1.4.4 Utilizes strategies that promote learner persistence<br>1.4.5 Analyzes student attendance and achievement data to identify and address possible persistence issues such as early leavers (students with less than 12 contact hours) or common characteristics of non-completers | | | |
| 1.5 Follows program's procedures and guidelines for the maintenance and security of materials and equipment | 1.5.1 Counts, tracks, and stores all assessment instruments in a secure location after use<br>1.5.2 Returns all equipment to the proper location after use<br>1.5.3 Follows protocols for test integrity | | | |
| 1.6 Makes suggestions for instructional materials and program improvement | 1.6.1 Reviews and suggests appropriate instructional materials for adult learners which includes the specific needs of English language learners, low-skilled learners, and learners with special needs such as visual, auditory, physical, and/or learning disabilities, and others<br>1.6.2 Participates in program improvement activities<br>1.6.3 Seeks professional development opportunities to enhance skills and practices | | | |
| **Summary of strengths:**<br><br>**Areas for improvement:** | | | | |

Virginia Adult Educator
Certification Program

| Standard 4: Assess learning and monitor progress. | | | | |
|---|---|---|---|---|
| **An adult education teacher:** | | | | |
| **Competencies:** | **Sample Evidence of Competency:** | **1** | **2** | **3** |
| 4.1 Administers appropriate standardized assessments according to guidelines established by the Virginia Department of Education | 4.1.1 Attends required training prior to administering standardized tests<br>4.1.2 Follows guidelines for appropriate test administration, scoring, and reporting<br>4.1.3 Follows procedures as indicated in *Assessment Policy for Virginia Adult Education and Literacy Programs* | | | |
| 4.2 Collaborates with learners to identify their needs, strengths, and goals and advises them or refers them to the appropriate level of instruction | 4.2.1 Uses appropriate needs assessments to determine learner strengths, needs, and goals upon entry into the program<br>4.2.2 Conducts ongoing needs assessments to provide referrals and to support learner transfers within or outside of the program | | | |
| 4.3 Interprets formal and informal assessment results, reviews the results with learners, and develops appropriate educational plans | 4.3.1 Uses assessment results to develop individualized and group educational plans in collaboration with learners<br>4.3.2 Provides opportunities for learners and peers to evaluate and give feedback on their learning and performance through reflection and self-assessment | | | |
| 4.4 Uses a variety of formal and informal assessments to develop curricula, plan lessons, monitor learner progress, and provide feedback to learners | 4.4.1 Conducts formal and informal skill assessments on a regular basis and uses the results to modify methods and curricula for learners<br>4.4.2 Completes item analysis to guide instruction<br>4.4.3 Maintains a record of assessment outcomes to monitor progress<br>4.4.4 Shares assessment results with learners as appropriate | | | |
| 4.5 Identifies those learners needing instructional adaptations | 4.5.1 Accesses appropriate tools, information, and training needed to identify learners needing instructional adaptations<br>4.5.2 Uses learner data and classroom observations to identify those learners requiring instructional adaptations<br>4.5.3 Confers with supervisor and colleagues if instructional adaptations are required<br>4.5.4 Knows program policy for further assessment or referral | | | |
| **Summary of strengths:** | | | | |
| **Areas for improvement:** | | | | |

Virginia Adult Educator
Certification Program

## ESOL Instructor Certification Program: Level I, Session 1
## Instructing

# **Action Plan**

**Name:**

**Email:**

**Local  Program:**

**Date attended session 1:**

| |
|---|
| **Top three priorities (areas for improvement) identified:**<br>    **1.**<br>    **2.**<br>    **3.**<br><br>**Place a check (✓) next to the one that you will address in your extension project.** |
| **Standards Category of your extension project:**<br><br>**Competency:** |
| **Reason for selecting this project:** |
| **Brief Description of Action Plan:** |

| Steps or Activities | Resources | Target Dates |
|---|---|---|
| | | |

Virginia Adult Educator
Certification Program

# ESOL Instructor Certification Program: Level I, Session 1
## Instructing the Adult ELL: The Field of ESOL

# Action Plan

**Name of Instructor:** Mary Jones

**Name of Local Program:** Highlands Adult Education

**Contact email address:** mj@highlands.va     **Date:** January 1, 2010

| **Top three priorities (areas for improvement) identified:** |
| --- |
|     **4.** Investigate the mission, goal, and priorities of our program.<br>✓ **5.** Help the students identify their language learning needs.<br>    **6.** Keep a portfolio of examples of work for each student.<br><br>**Place a check (✓) next to the one that you will address in your extension project.** |
| **Standards Category of your extension project:**<br>Standard #4: Assess and monitor progress<br>**Competency:** 4.2 Collaborates with learners to identify their needs, strengths, and goals and advises them or refers them to the appropriate level of instruction. |
| **Reason for selecting this project:**<br>Many times I don't know exactly what my students want and need to learn. I don't know their interests. Maybe they want to talk to their children's teachers; maybe they want to know more work-related vocabulary and phrases; maybe they want to communicate with a health care worker. But, how can I find this out since they can hardly speak? What can I do to get this information? |
| **Brief Description of Action Plan:**<br>I will investigate different needs assessments, especially the ones from REEP. I will keep a record of my students' interests and needs. I will plan the instructional units around the topics identified by the majority of them. Each month, I will review these with each student and adjust the lesson plans accordingly. |

| Steps or Activities | Resources | Target Dates |
| --- | --- | --- |
| • Research needs assessment tools.<br>• Use these with all students.<br>• Keep records for each student.<br>• Plan lesson to reflect needs.<br>• Review at end of session to see if students' needs were met.<br>• Follow up with students. | • REEP Online Curriculum<br>• Other Needs Assessment Tools | • Feb. 1 – research<br>• Feb. 15 – needs assessment<br>• March 15 – review of needs met |

Virginia Adult Educator
Certification Program

# ESOL Instructor Certification Program: Level I, Session 1
Instructing the Adult ELL: The Field of ESOL

## Certification Action Plan Results (CAPR)

Name:

Email:

Local program:

Date:

**A.** In Step 1 of the Extension Project, you had to complete the self-assessment tool for the Virginia Adult Education Teacher Standards, # 1 and #4. Please answer the following questions reflecting on the process of self-assessment.

1. What did the process of self-assessment reveal about your practice?

2. As you were assessing your strengths and areas for improvement, what became more apparent or clearer?

3. Did you find this process of self-assessment to be valuable?

Virginia Adult Educator
Certification Program

## B.  Summary of Results

| 1.  Standards Category of your Action Plan (Extension Project): |
| 2.  Competency: |
| 3.  Final Objective or Desired Result: |

|     | **Activity Carried Out** | **Date Accomplished** |
|-----|--------------------------|------------------------|
| 1.  |                          |                        |
| 2.  |                          |                        |
| 3.  |                          |                        |
| 4.  |                          |                        |
| 5.  |                          |                        |

## C.  Reflection

1.  What did you learn about your students, yourself, and/or your practice from doing this extension project?

2.  How will this knowledge be valuable to you in your practice as an adult ESOL instructor?