



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
H. Martin Lancaster, President

April 24, 2008

*Follow-up to
Numbered Memo
CC08-049*

MEMORANDUM

TO: Basic Skills Directors

FROM: Katie Waters
Basic Skills Training Specialist

SUBJECT: **Homework for Basic Skills Directors' Institute (Required Training)**

The North Carolina Basic Skills Credentialing Committee and the State Basic Skills Office are very interested in your input into the proposed instructor credentialing process. We will be providing an informational session during the Basic Skills Directors' Institute. In preparation for that session, we would like to receive your ideas on some particular issues. After you review the **CREDENTIALING packet** attached to this email, please respond to the attached questionnaire. We encourage you to visit the Credentialing website at <http://ncbsonline.net/Credential%20Project/Credential.htm> for additional information. **Bring the questionnaire and a copy of the packet with you to the Basic Skills Directors' Institute.** The questionnaire will be collected on Tuesday, April 29, in preparation for the credentialing update on April 30.

The Basic Skills Directors' Institute is being held in conjunction with the NCCCAEA conference again this year. Please find an updated agenda also attached. The Institute starts at 1:00 p.m. on Monday, April 28, 2008, with registration and will continue through Wednesday, April 30, 2008, until 11:30 a.m. The Institute will be held at the **Comfort Suites**, the overflow hotel for the Sheraton RTP, Durham, North Carolina. The NCCCAEA conference begins on Wednesday afternoon and runs through Friday, May 2, 2008.

Make your room reservations today if you haven't done so (see attached information) for attending the Basic Skills Directors' Institute and NCCCAEA. This year's NCCCAEA conference track is filled with Basic Skills workshops and plenty of networking sessions. You can find registration information for the NCCCAEA conference on their web site www.ncccaea.org

Attachments

c: Presidents
Senior Continuing Education Administrators

CC08-093
E-mail Copies

Basic Skills Directors' Institute
April 28-30, 2008
Comfort Suites - RTP

Monday, April 28

- 12:00 – 1:00 p.m.** **Check-in and Registration**
- 1:00 – 1:15 a.m.** **Welcome and Opening**
Dr. Randy Whitfield, NCCCS Associate
Vice President of Academic and Student Services
- 1:15 – 2:45 p.m.** **Take This Job and Love It!**
Dr. Iwana Ridgill, Center for Leadership and Employee Development
Midlands Technical College-Columbia, South Carolina
- 2:45 – 3:00 p.m.** **BREAK**
- 3:00 – 3:30 p.m.** **Meeting the Requirements of ADA**
Karen Yerby, Associate Director, Student Development Services
- 3:30 – 4:30 p.m.** **The Changing Face of Adult Education: Key Issues and Updates**
Dr. Randy Whitfield, NCCCS Associate
Vice President of Academic and Student Services
- 4:30 – 4:45 p.m.** **Wrap Up**

Tuesday, April 29

BREAKFAST on Your Own

- 8:30 – 9:30 a.m.** **Changing LEIS/CIS/Data Warehouse to Meet Business Requirements**
Dr. Randy Whitfield
Lou Ann Parker, GED/Adult High School Coordinator
Gloria Johnson, Basic Skills Applications Analyst Programmer
- 9:30 – 10:45 a.m.** **Training Etiquette**
Basic Skills Staff
- 10:45 – 11:00 a.m.** **BREAK**
- 11:00– 12:00 noon** **Hot Solutions**

Tuesday, April 29 (continued)

- | | |
|--------------------------|---|
| 12:00 – 1:00 p.m. | Lunch (provided) |
| 1:00 – 1:30 p.m. | Hot Solutions (continued) |
| 1:30 – 1:40 p.m. | Wrap Up and Assignments
(System Office Staff dismissed) |
| 1:40 – 4:15 p.m. | Making Change Work for the Regions
(Regional Breakouts) |

Wednesday, April 30

- | | |
|---------------------------|---|
| 8:30 - 9:00 a.m. | Making Change Work for the Regions
<i>(Regional Reports)</i> |
| 9:00 – 10:00 a.m. | Managing for the Future: Understanding Quality and Compliance
Barbara Boyce, Continuing Education Director
NCCCS
Randy Whitfield
NCCCS |
| 10:00 – 10:15 a.m. | BREAK |
| 10:15 – 11:15 a.m. | Credentialing: What Kind of Changes Does That Mean?
Kathi Polis, President and CEO
Strategic Training and Resources, Inc. |
| 11:15 – 11:30 a.m. | Wrap Up and Evaluations |

NCCCAEA Opening Session: 1:00 p.m.

Rooms are \$107.00 per night for single or double and \$10.00 extra for additional (3rd person).

Rooms are suites with microwaves and refrigerators.

Free full hot breakfast, Monday through Friday

Free continental breakfast on Saturday and Sunday

Free airport shuttle

Free area shuttle within five miles, Monday through Friday

Free high-speed Internet access in all rooms

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Durham, NC 27703
(919) 314-1200**

<http://www.comfortsuites.com/ires/en-US/html/HotelInfo?hotel=NC013&promo=glocal>

Visit the hotel site for additional information.

DIRECTIONS

Take exit # 282 and take a right on Page Road. Go through the first stop light and you will see the hotel on the left.

North Carolina Basic Skills Credentialing Project

Feedback Questionnaire

Program: _____

The North Carolina Basic Skills Credentialing Committee and the State Basic Skills Office are very interested in your input into the proposed instructor credentialing process. We will be providing an informational session during the Directors' Institute. In preparation for that session, we would like to receive your ideas on some particular issues. After you review the documents attached to the email, please respond to the questions below. We encourage you to visit the Credentialing website at <http://ncbsonline.net/Credential%20Project/Credential.htm> for additional information.

Bring this form with you to the Basic Skills Directors' Institute. The forms will be collected on Tuesday, April 29 in preparation for the credentialing update on April 30.

Targeted Questions:

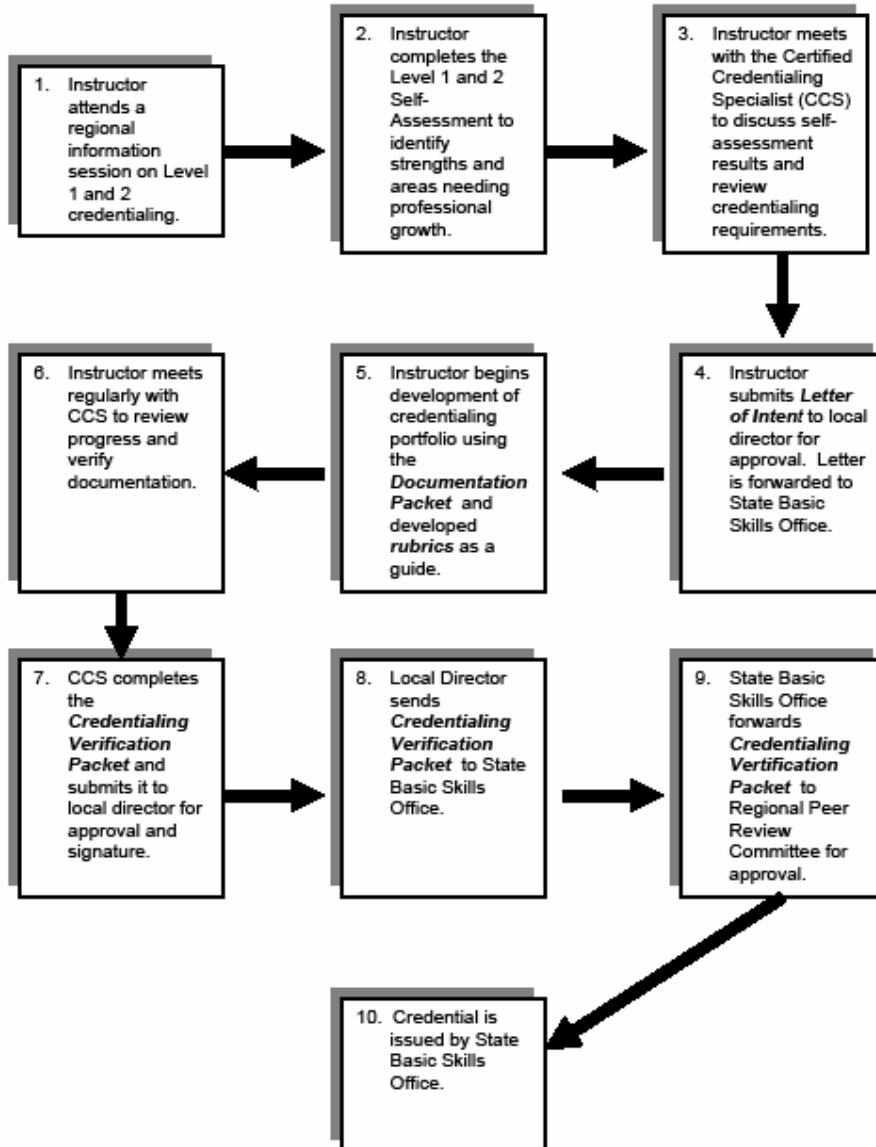
1. The current instructor standards framework includes standards, competencies, sample attainment options, and documentation criteria (for those pursuing a credential) at four progressive levels of professional growth. After you review the draft document *Level 1 Competencies, Attainment, and Documentation Criteria*, please respond to this question.

*Level 1 - Competency 2.1.1C (specific to GED instructors **only**) states that instructors should possess content knowledge in GED-level math, reading, writing, science, and social studies applicable to their teaching assignment. The documentation criteria for this competency requires evidence of the instructor's completion of a proctored, timed Official GED Practice Test with a minimal score of 2500 and no individual test score below 450.*

Question: Should the minimum test score be higher? lower? not relevant?

2. What types of incentives could you provide to encourage your instructors to pursue the credentialing process?

Draft Credentialing Process for Levels 1 and 2



North Carolina Basic Skills Instructor Standards



**Level 1 Credentialing
Level 1 Competencies, Attainment, and
Documentation Criteria**

Overview: Credentialing in Level 1 is intended for the instructor who is relatively new to the Basic Skills program. The competencies in Level 1 focus on a core set of *knowledge* that new instructors should possess. The remaining levels (2 – 4) focus on applying, analyzing, synthesizing, and evaluating that knowledge.

Many of the competencies in Level 1 can be acquired through (1) completion of the NC Online Orientation Course for New Basic Skills Instructors and (2) local program orientation. The majority of the Level 1 competencies can be acquired through successful completion of the (1) *North Carolina Basic Skills Online Orientation for New Teachers* and (2) the local orientation process. **Both of these are required in order to receive a Level 1 Credential.**

This document consists of three components for each of the seven instructor standards: Level 1 competencies, sample attainment options, and documentation criteria.

Standards: The standards represent broad overarching goals and themes that provide a framework for what instructors should know and be able to do. The seven standards address adult learning, content, assessment, instruction, technology, professional development and growth, and program goals and responsibilities.

Competencies: Each standard has several competencies. The competencies clarify the meaning of the standards and describe knowledge, skills, behaviors, or practices related to each standard.

Sample Attainment Options: The attainment options are samples of professional growth that can be used to acquire competence. They include such options as workshops, self-directed research, mentoring, and classroom observations. For several of the competencies, completion of the *NC Online Orientation Course for New Basic Skills Instructors* and the local program orientation are required. Instructors may find it beneficial to explore some of the additional professional development options as well.

Documentation Criteria: The documentation criteria are observable and measurable statements that provide evidence of the competencies in practice. Several competencies require a certificate of completion from the *NC Online Orientation Course for New Basic Skills Instructors* and the local program orientation. Other competencies include multiple options for verifying competence, such as workshops, job shadowing, college coursework, on-the-job training, self-directed research, or online courses, followed by a brief written reflection. Documentation for the purposes of credentialing must be included in the instructor's portfolio based on the stated criteria. The *Level 1 Documentation Booklet* provides a standardized form and checklist for use in the preparation of the instructor portfolio, along with a list of activities that should be covered in the local program orientation. Each program will have a designated individual(s) who has been trained in assisting applicants with developing portfolios, conducting observations using developed rubrics, and reviewing portfolios to verify accuracy.

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc.

Standard #1: Adult Learning
 Instructors understand adult learning and development and respect the diversity of the students they teach.

Level 1 Competencies	Sample Attainment Options	Documentation Criteria
1.1.1 Instructors are aware of the diverse backgrounds, skill levels, and cultural heritage of students.	1. Online NC orientation course 2. Local orientation training 3. Shadowing or being mentored by experienced instructor/classroom observations 4. ABSPD Products: <ul style="list-style-type: none"> • Video/DVD – Needs and Characteristics of the Adult Learner • Training Manual – Preservice, Basic, and Intermediate Training • CD-Rom- Understanding and Teaching Our Youngest Students • Training Manual - Understanding and Teaching Our Youngest Students • Video/DVD – Understanding and Teaching Our Youngest Students • Video/DVD – Motivation for the Adult Learner 	Portfolio includes the following: 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation.
1.1.2 Instructors are aware of the need to avoid bias, stereotypes, and generalizations in their classroom.	1. Online NC orientation course 2. Local orientation training 3. Shadowing or being mentored by experienced instructor/classroom observations 4. ABSPD Products: <ul style="list-style-type: none"> • Video/DVD – Needs and Characteristics of the Adult Learner • Training Manual – Preservice, Basic, and Intermediate Training • CD-Rom- Understanding and Teaching Our Youngest Students • Training Manual - Understanding and Teaching Our Youngest Students • Video/DVD – Understanding and Teaching Our Youngest Students • Video/DVD – Motivation for the Adult Learner 	1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation.

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc. 3

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Level 1 Competencies	Sample Attainment Options	Documentation Criteria
6.1.2 Instructors complete a self-evaluation and develop professional development goals as they relate to personal practice.	<ol style="list-style-type: none"> 1. New Instructor Self-Assessment form located within the NC online orientation course 2. NC Instructor Standards Self-Assessment 3. Locally-developed instructor self-assessment 	Portfolio includes the following: <ol style="list-style-type: none"> 1. A completed individual professional development plan, signed by instructor and supervisor, that reflects a minimum of two (2) competencies or practices identified as needs and dated professional growth activities that were completed to address those needs. (Sample PD plan included in self-assessment packet.)

Standard #7: Program Goals and Responsibilities
 Instructors understand and support program goals and responsibilities.

Level 1 Competencies	Sample Attainment Methods-Options	Documentation Criteria
7.1.1 Instructors understand local program policies and state/federal regulations, including the Americans with Disabilities Act (ADA) and the Family Educational Rights and Privacy Act (FERPA).	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training 3. Shadowing and/or being mentored by experienced instructor 4. State and local policy manuals 	Portfolio includes the following: <ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation.
7.1.2 Instructors can define the program's mission, goals and priorities.	<ol style="list-style-type: none"> 1. Local orientation training 2. Review of program handbook/marketing materials/website 3. Observation of various program areas to better understand mission, goals, processes, and priorities in action 	<ol style="list-style-type: none"> 1. A written statement with the program's mission, goals, and priorities
7.1.3 Instructors understand the process for making student referrals to internal (college/program) and/or external resources.	<ol style="list-style-type: none"> 1. Local orientation training 2. Review of community resource directory 3. Review of college website and/or handbook 4. Shadowing and/or being mentored by experienced instructor 5. Involvement within own institution and community 	<ol style="list-style-type: none"> 1. A list of college/program resources available to assist students with various needs AND 2. A community directory of available support services (i.e., health, social services, etc.)

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc. 15

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1.1.2 Instructors are aware of the need to avoid bias, stereotypes, and generalizations in their classroom.	1. Online NC orientation course 2. Local orientation training 3. Shadowing or being mentored by experienced instructor/classroom observations 4. ABSPD Products: <ul style="list-style-type: none"> • Video/DVD – Needs and Characteristics of the Adult Learner • Training Manual – Preservice, Basic, and Intermediate Training • CD-Rom- Understanding and Teaching Our Youngest Students • Training Manual - Understanding and Teaching Our Youngest Students • Video/DVD – Understanding and Teaching Our Youngest Students • Video/DVD – Motivation for the Adult Learner 	1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation.

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc. 3

Level 1 Competencies	Sample Attainment Options	Documentation Criteria
1.1.3 Instructors can differentiate between how adults and children learn.	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training 3. Shadowing or being mentored by experienced instructor/classroom observations 4. ABSPD Products: <ul style="list-style-type: none"> • Video/DVD – Needs and Characteristics of the Adult Learner • Training Manual – Preservice, Basic, and Intermediate Training 	<p>Portfolio includes the following:</p> <ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation.
1.1.4 Instructors can distinguish the characteristics that create a physical and emotional environment in which adult students can learn.	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training 3. Shadowing or being mentored by experienced instructor/classroom observations 4. Self-directed research 5. See ABSPD products in 1.1.1. 	<ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation.
1.1.5 Instructors can describe potential barriers to regular attendance and options for addressing those barriers.	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training 3. Shadowing or being mentored by experienced instructor/classroom observations 4. Self-directed research 5. See ABSPD products in 1.1.1. 	<ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation.
1.1.6 Instructors can describe various learning styles and strategies for identifying students' needs, strengths, and goals.	<ol style="list-style-type: none"> 1. Online orientation course 2. Local orientation 3. Shadowing or being mentored by experienced instructor/classroom observations 4. Self-directed research 5. See ABSPD products in 1.1.1. 	<ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation AND 2. A brief description of two (2) tools used for identifying students' learning styles, needs, strengths, and/or goals

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc. 4

Standard #2: Content – All Instructors
Instructors understand the content area(s) for which they have instructional responsibility.

Level 1 Competencies	Sample Attainment Options	Documentation Criteria Portfolio includes the following:
<p>2.1.1 Instructors have professional preparation and/or training in content areas (e.g., reading, math, etc.) relative to their teaching assignment (e.g., ABE, GED, AHS, ESL, Comp Ed., Family Literacy).</p>	<ol style="list-style-type: none"> 1. College course work 2. Professional development in content areas (minimum of 12 hours) 3. Shadowing and/or being mentored by experienced instructor over a period of time (minimum of 12 hours) 4. ABSPD has 10 training manuals, 35 videos/DVD, and 5 interactive CD-ROMs that instructors could choose from to meet this competency. 	<ol style="list-style-type: none"> 1. Written documentation of *professional development in content area (minimum of 12 hours) and a written reflection of professional development experience. 2. See additional documentation criteria for particular teaching assignments on page 7.
<p>2.1.2 Instructors have access to and know where to find adult-appropriate materials relevant to content area(s).</p>	<ol style="list-style-type: none"> 1. College course work 2. Professional development workshops 3. Shadowing or being mentored by experienced instructor/classroom observations 4. Self-directed research 5. ABSPD Products: <ul style="list-style-type: none"> • Institute – always research-based using most current research • All ABSPD products are research-based. Instructors could choose from any of our newer products to get the most current research-based information. For example, <ul style="list-style-type: none"> Interactive CD-Roms – <ul style="list-style-type: none"> o Effective Math Instruction (2007) o Effective Writing Instruction (2006) o Beginning Reading for Adults (2005) Training Manuals – <ul style="list-style-type: none"> o Teaching Writing: A Tool Kit for ABS Educators (2006) o Numeracy (2004) o GED 2002 Language Arts, Social Studies, Science, and Mathematics (2002) 6. Classroom experience 	<ol style="list-style-type: none"> 1. Written documentation of *professional development related to selection of curricula and course materials and a written reflection of professional development experience <p>OR</p> <ol style="list-style-type: none"> 2. Annotated bibliography of adult-appropriate materials relevant to content area(s)

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc. 5

Level 1 Competencies	Sample Attainment Options	Documentation Criteria
2.1.3 Instructors can identify strategies for linking content area with students' prior knowledge and future learning needs using multiple assessment approaches (i.e., standardized tests, inventories, interviews).	<ol style="list-style-type: none"> 1. Local orientation 2. Professional development (online, videos, self-study, workshops, etc) 3. Shadowing and/or being mentored by experienced instructor 4. See ABSPD products in 2.1.2 5. Classroom experience 6. Self-directed research 	<p>Portfolio includes the following:</p> <ol style="list-style-type: none"> 1. Written documentation of *professional development related to linking content area with students' prior knowledge and future learning needs and a written reflection of professional development experience
2.1.4 Instructors can link content area skills and skills needed for further education and employment.	<ol style="list-style-type: none"> 1. Professional development (online, videos, self-study, workshops, etc) 2. Shadowing and/or being mentored by experienced instructor 3. Self-directed research 4. ABSPD Institute 5. Classroom experience 	<ol style="list-style-type: none"> 1. Written documentation of *professional development that includes strategies for linking content area skills with those needed for further education and employment and a written reflection of professional development experience
2.1.5 Instructors know where to locate adult education research.	<ol style="list-style-type: none"> 1. National Center for the Study of Adult Learning and Literacy http://www.ncsall.net/ 2. Center for Adult English Language Acquisition http://www.cal.org/caela/research/ 3. Teachers of English to Speakers of Other Languages www.tesol.org 4. Focus on Basics http://www.ncsall.net/?id=31 5. Education Resources Information Center (ERIC) http://www.eric.ed.gov/ERICWebPortal/Home.portal 6. NC Online http://ncbsonline.net/Research.htm 	<ol style="list-style-type: none"> 1. List of a minimum of five (5) sources of adult education research and a brief summary of two (2) research articles.
2.1.6 Instructors can differentiate among the various skills and knowledge associated with the National Reporting System educational functioning level descriptors.	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training 3. Shadowing or being mentored by experienced instructor/classroom observations 4. National Reporting System website http://www.nrsweb.org/docs/EFL_Descriptors.doc 	<ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation.

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc. 6

Standard #2: Content – ABE Instructors Only	Sample Attainment Options	Documentation Criteria: Portfolio includes the following:
2.1.1A Instructors can describe the core components of reading, math, and writing.	1. College course work 2. Professional development in content areas 3. Shadowing and/or being mentored by experienced instructor 4. Self-directed research 5. ABSPD Products <ul style="list-style-type: none"> Interactive CD-Roms – <ul style="list-style-type: none"> o Effective Math Instruction (2007) o Effective Writing Instruction (2006) o Beginning Reading for Adults (2005) Training Manuals – <ul style="list-style-type: none"> o Teaching Writing: A Tool Kit for ABS Educators (2006) o Numeracy (2004) 	1. A written description of the core components of reading, math, and writing.
Standard #2: Content – GED Instructors Only		
2.1.1B Instructors can describe the five sections of the GED Tests and local/state GED testing and scoring procedures.	1. GED professional development workshops 2. Self-directed research and state Basic Skills website 3. Local teachers' or program handbook 4. Shadowing and/or being mentored by experienced instructor 4. Online courses and national GED Testing Service website 5. ABSPD Products <ul style="list-style-type: none"> o GED 2002 Language Arts, Social Studies, Science, and Mathematics (2002) 	1. Written summary of the five sections of the GED Tests and state/local GED testing and scoring procedures.
2.1.1C Instructors possess content knowledge in GED-level math, reading, writing, science, and social studies applicable to their teaching assignment.	1. GED professional development workshops 2. Self-directed research 3. Shadowing and/or being mentored by experienced instructor 4. Online courses 5. ABSPD Products <ul style="list-style-type: none"> o GED 2002 Language Arts, Social Studies, Science, and Mathematics (2002) 	1. Evidence of instructor's completion of a proctored, timed Official GED Practice Test with a minimum score of 2500 and no individual test score below 450.

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc.

Standard #2: Content – GED Instructors Only	Sample Attainment Options	Documentation Criteria: Portfolio includes the following:
2.1.1D Instructors can describe the holistic scoring process used to score the GED essay.	<ol style="list-style-type: none"> 1. GED professional development workshops 2. Self-directed research 3. Shadowing and/or being mentored by experienced instructor 4. Online courses 5. ABSPD Products <ul style="list-style-type: none"> o GED 2002 Language Arts, Social Studies, Science, and Mathematics (2002) 	1. Brief written description of scoring procedures for the GED essay.
Standard #2: Content – AHS Instructors Only		
2.1.1E Instructors possess knowledge of secondary level course content applicable to their teaching assignment.	<ol style="list-style-type: none"> 1. College course work 2. Professional development in content areas 3. Shadowing and/or being mentored by experienced instructor 4. ABSPD has 10 training manuals, 35 videos/DVD, and 5 interactive CD-ROMs that instructors could choose from to meet this competency. 	1. Evidence of instructor's successful completion of proctored course exam for each AHS content area applicable to his/her teaching assignment.
Standard #2: Content – ESL Instructors Only		
2.1.1F Instructors can describe the processes by which students acquire a new language in and out of classroom settings.	<ol style="list-style-type: none"> 1. College course work 2. ESL professional development 3. Shadowing and/or being mentored by experienced instructor 4. Self-directed research 5. Classroom experience 	1. Written documentation of *professional development that includes processes by which students acquire a new language in and out of classroom settings and a written reflection of professional development experience
Standard #2: Content – Family Literacy Instructors Only		
2.1.1G Instructors can describe the components and philosophy of Family Literacy.	<ol style="list-style-type: none"> 1. Family literacy professional development 2. Shadowing and/or being mentored by experienced instructor 3. Self-directed research 4. Classroom experience 	1. Written documentation of *professional development that includes the components of Family Literacy and a written reflection of professional development experience OR 2. A brief written statement describing the philosophy and four components of comprehensive family literacy programs.

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc. 8

Standard #2: Content – Family Literacy Instructors Only	Sample Attainment Options	Documentation Criteria:
Standard #2: Content – Compensatory Education Instructors Only: Levels 1 - 4	Still need to be developed	Portfolio includes the following:

Standard #3: Assessment Instructors understand and use varied assessments to plan instruction, evaluate student progress, and improve instructional delivery.

Level 1 Competencies	Sample Attainment Options	Documentation Criteria Portfolio includes the following:
3.1.1 Instructors can differentiate between formal (standardized pre- and post-tests) and informal assessments and explain the value and necessity of each.	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training 3. Shadowing and/or being mentored by experienced instructor 4. Professional development (online, videos, self-study, workshops, etc) 5. ABSPD: Video/DVD – Informal Assessment (1992) 	<ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation.
3.1.2 Instructors can explain the link between assessment, curriculum, and instruction.	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training 3. Shadowing and/or being mentored by experienced instructor 4. Professional development (online, videos, self-study, workshops, etc) 5. Local or state training in using results of standardized testing to select curriculum and plan instruction 	<ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation.

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc. 9

Level 1 Competencies	Sample Attainment Options	Documentation Criteria
3.1.3 Instructors can define standardized and ethical procedures for administering formal assessment instruments, when applicable, in compliance with the state and local pre- and post-test policy.	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training or workshop 3. Shadowing and/or being mentored by experienced instructor 4. Observation of test administration 	Portfolio includes the following: <ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation AND <ol style="list-style-type: none"> 2. Documented observation of standardized pre-post test administration in accordance with assessment policies
3.1.4 Instructors can describe program procedures for maintaining accurate, complete, and confidential assessment records.	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training or workshop 3. Shadowing and/or being mentored by experienced instructor 	<ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation
3.1.5 Instructors can describe procedures for maintaining security of formal assessment materials.	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training 	<ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc. 10

Standard #4: Instruction
 Instructors plan, implement and evaluate effective instruction.

Level 1 Competencies	Sample Attainment Options	Documentation Criteria
4.1.1 Instructors can differentiate between students' personal goal setting and National Reporting System (NRS) goal setting and the importance of each.	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training 3. Professional development workshops 4. Self-directed research 5. NRS online courses - http://www.nrsweb.org/trainings/online.aspx 6. Shadowing and/or being mentored by experienced instructor 	Portfolio includes the following: <ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation AND <ol style="list-style-type: none"> 2. A brief explanation of the differences and importance of personal goal setting and NRS goal setting
4.1.2 Instructors can define the process for developing effective lesson plans.	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training 3. Professional development workshops 4. ABSPD: Video/DVD – Lesson Planning for Effective Instruction (1998) 5. Self-directed research 6. Shadowing and/or being mentored by experienced instructor 	<ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation
4.1.3 Instructors can differentiate between students' short term and long term goals.	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training 3. Professional development workshops 4. Self-directed research 5. Shadowing and/or being mentored by experienced instructor 6. Classroom experience 	<ol style="list-style-type: none"> 1. Three (3) samples of student short term and long term goals

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc. 11

Level 1 Competencies	Sample Attainment Options	Documentation Criteria Portfolio includes the following:
<p>4.1.4 Instructors can describe instructional methods and materials appropriate for adult students with varied needs and interests.</p>	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training 3. Professional development workshops 4. Self-directed research 5. Shadowing and/or being mentored by experienced instructor 6. Classroom experience 7. ABSPD Products: <ul style="list-style-type: none"> Video/DVD – <ul style="list-style-type: none"> o Questioning Techniques (1995). o Strategies for Teaching Math to Adult Learners (1994). o Teach and Reach (2000). o Teaching Adults with Learning Difficulties (2001). o Ways of Teaching Mathematics: Teaching Strategies for ABS Instructors (1997). o Writing Across Adult Basic Skills (1999). o Overview of Materials Selection (1994). o Learning Styles (1995). o GED 2002 Series (2002). o Cooperative Learning (1994) o Interactive CD's – Beginning Reading for Adults (2005). o Effective Math Instruction (2007). o Effective Writing Instruction (2006) Training Manuals – <ul style="list-style-type: none"> o Teaching Writing: A Tool Kit for ABS Educators (2006). o Numeracy (2004). o Inspire a Life of Reading (2005). o GED 2002 Series (2002) 	<ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation
<p>4.1.5 Instructors can identify strategies for promoting a community of learners within the classroom.</p>	<ol style="list-style-type: none"> 1. Professional development workshops 2. Self-directed research 3. Shadowing and/or being mentored by experienced instructor 4. Classroom experience 	<ol style="list-style-type: none"> 1. A brief explanation of strategies for building a sense of community within the Basic Skills classroom, including reference to a minimum of two (2) research studies related to the importance of group interaction

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc.

Level 1 Competencies	Sample Attainment Options	Documentation Criteria Portfolio includes the following:
4.1.6 Instructors can describe strategies for stimulating higher order thinking skills within the classroom.	<ol style="list-style-type: none"> 1. Professional development workshops 2. Shadowing and/or being mentored by experienced instructor 3. Self-directed research 4. ABSPD: Training Manual – GED 2002 Series, Chapter on Critical Thinking (2002) 	<ol style="list-style-type: none"> 1. Written documentation of relevant professional development and a written reflection of professional development experience
4.1.7 Instructors understand the use of distance learning as an instructional or professional development delivery method.	<ol style="list-style-type: none"> 1. Professional development (workshops, online training, etc.) 2. Participation in online professional development courses 3. Shadowing and/or being mentored by experienced instructor 	<ol style="list-style-type: none"> 1. Brief description of at least three (3) distance learning delivery options (e.g., technology-based, home study packets, etc.), including at least two (2) related to instructional delivery

Standard #5: Technology
 Instructors utilize various forms of technology to support teaching, learning and communication; to enhance professional growth and productivity; and to conduct research.

Level 1 Competencies	Sample Attainment Options	Documentation Criteria Portfolio includes the following:
5.1.1 Instructors can demonstrate an understanding of and capacity to use technology for teaching and communication.	<ol style="list-style-type: none"> 1. Technology workshops 2. Online training 3. Personal use/practice (i.e., Internet, email) 4. ABSPD: ABSPD Institute – each year we offer at least 6 hours of using technology/multi-media for instruction and training 	<ol style="list-style-type: none"> 1. Certification/transcript of technology courses or workshops completed OR <ol style="list-style-type: none"> 2. Documented observation of instructor's use of productivity software including word processing and spreadsheet programs.

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc. 13

Level 1 Competencies	Sample Attainment Options	Documentation Criteria
5.1.2 Instructors can demonstrate an understanding of the ethical and legal use of technology.	<ol style="list-style-type: none"> 1. Local orientation training or workshop 2. Research on equitable and legal use of computers 3. Local program handbook or teachers' manual with reference to technology policies 4. See ABSPD in 5.1.1. 	Portfolio includes the following: <ol style="list-style-type: none"> 1. Copy of program's technology use policy OR 2. Copy of signed computer/internet use agreement for institution (if applicable)
5.1.3 Instructors can describe multiple options for using technology, including adaptive technology, within the classroom to promote student learning.	<ol style="list-style-type: none"> 1. Professional development (workshops, online training, etc.) 2. Prior experience/knowledge 3. Shadowing and/or being mentored by experienced instructor 4. See ABSPD in 5.1.1. 	Portfolio includes the following: <ol style="list-style-type: none"> 1. Written documentation of relevant *professional development and a written reflection of professional development experience

Standard #6: Professional Development and Growth Instructors pursue opportunities for professional development and involvement in their Basic Skills learning community.
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Level 1 Competencies	Sample Attainment Options	Documentation Criteria
6.1.1 Instructors complete the NC Basic Skills online orientation course and participate in local program orientation.	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training 	Portfolio includes the following: <ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation.

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc. 14

Level 1 Competencies	Sample Attainment Options	Documentation Criteria
6.1.2 Instructors complete a self-evaluation and develop professional development goals as they relate to personal practice.	<ol style="list-style-type: none"> 1. New Instructor Self-Assessment form located within the NC online orientation course 2. NC Instructor Standards Self-Assessment 3. Locally-developed instructor self-assessment 	Portfolio includes the following: <ol style="list-style-type: none"> 1. A completed individual professional development plan, signed by instructor and supervisor, that reflects a minimum of two (2) competencies or practices identified as needs and dated professional growth activities that were completed to address those needs. (Sample PD plan included in self-assessment packet.)

Standard #7: Program Goals and Responsibilities
 Instructors understand and support program goals and responsibilities.

Level 1 Competencies	Sample Attainment Methods-Options	Documentation Criteria
7.1.1 Instructors understand local program policies and state/federal regulations, including the Americans with Disabilities Act (ADA) and the Family Educational Rights and Privacy Act (FERPA).	<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training 3. Shadowing and/or being mentored by experienced instructor 4. State and local policy manuals 	Portfolio includes the following: <ol style="list-style-type: none"> 1. Certificates of completion from NC Online Orientation Course for New Instructors and local program orientation.
7.1.2 Instructors can define the program's mission, goals and priorities.	<ol style="list-style-type: none"> 1. Local orientation training 2. Review of program handbook/marketing materials/website 3. Observation of various program areas to better understand mission, goals, processes, and priorities in action 	<ol style="list-style-type: none"> 1. A written statement with the program's mission, goals, and priorities
7.1.3 Instructors understand the process for making student referrals to internal (college/program) and/or external resources.	<ol style="list-style-type: none"> 1. Local orientation training 2. Review of community resource directory 3. Review of college website and/or handbook 4. Shadowing and/or being mentored by experienced instructor 5. Involvement within own institution and community 	<ol style="list-style-type: none"> 1. A list of college/program resources available to assist students with various needs <p>AND</p> <ol style="list-style-type: none"> 2. A community directory of available support services (i.e., health, social services, etc.)

* Professional development can include such options as workshops, college coursework, self-directed research, job shadowing, on-the-job training (classroom instruction), online courses, study circles, DVD's/CD's, etc. 15



North Carolina Basic Skills Instructor Standards

Building Meaningful Professional Growth Opportunities for Basic Skills Instructors So Every Adult Learner Can Succeed



OVERVIEW

The North Carolina Basic Skills Credential Project began in response to a call from the field for a credential to help professionalize the field of adult education. Such a credential was seen as a move toward accountability and would verify that the holder had participated in meaningful professional development activities and translated that knowledge into effective teaching and learning in the Basic Skills classroom and program.

A core goal of the Credential Model was to design a teaching credential that bridged current theory in adult education with the world of the practitioner. A Credentialing Committee was created to explore credentialing models from other states and make recommendations to the State Basic Skills Office and the Advisory Board. The Credentialing Committee adopted a set of guiding principles to help direct its work.

The Credential should:

- Be based on a common set of instructor standards;
 - Be applicable to different contexts (e.g., adult high school, ESL, ABE, GED);
 - Be offered in flexible formats;
 - Be accessible and low cost;
 - Be grounded in a foundation of research, theory and practice;
 - Provide a continuum or pathway for new instructors;
 - Recognize prior experience, knowledge, and skills of veteran instructors;
 - Be recognized and valued at the state and local level; and
 - Should involve reflection and application/demonstration of skills and knowledge – not just "seat time."
-

This document represents the product of the committee's first guiding principle: a common set of instructor standards. I would like to extend a sincere thank you for the dedicated work of the Credentialing Committee members; Dianne Barber and Appalachian State University; the numerous instructors and administrators who have provided valuable input throughout the development process; and Kathi Polis, consultant on the project.

Dr. Randy Whitfield
Associate Vice President of Academic and Student Services

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Section One: Introduction

WHAT IS INCLUDED IN THIS DOCUMENT?

This document includes the North Carolina Basic Skills Instructor Standards and additional information to assist educators in understanding and using these standards.

WHO IS THE AUDIENCE FOR THIS DOCUMENT?

This document is written for you – Basic Skills educators. One purpose for articulating clear standards is to assist instructors in guiding their own professional learning. Along with this document, other companion guides and tools including self-assessments and guidance on voluntary credentialing, will be released to assist local Basic Skills programs with creating and implementing their professional development plans and programs. By using the self-assessment tools, individual instructors can assess their performance, collaboratively discuss self-assessment results with peers or supervisors, and use these inputs to develop individual professional development plans.

WHY INSTRUCTOR STANDARDS?

The success of any organization depends on a set of clear, shared goals and standards. Basic Skills programs are no exception. Setting high expectations and clearly stating the criteria needed for success is essential in creating a world-class educational system. For example, North Carolina's **program standards** define the characteristics of effective program operations. The **content standards** define what adult learners need to know and be able to do. The **instructor standards** help to clarify the knowledge and skills needed for effective instructional delivery in the Basic Skills program.

The instructor standards serve multiple purposes. They:

- Help to professionalize the Basic Skills Program and recognize it as a bona fide field of study.
- Make clear the shared expectations for effective instructional delivery.
- Delineate what matters in learning and teaching.
- Show best practices in instruction.
- Facilitate communication through common language.



The instructor standards serve as a roadmap for professional growth as instructors continually assess their current strengths and identify areas needing improvement. Programs can use the standards to more closely align appropriate professional development to the needs of instructors. The standards can be used to inform job descriptions and the hiring process. The standards also serve as the foundation of the voluntary credentialing system.

Introduction

THE DEVELOPMENT PROCESS OF THE INSTRUCTOR STANDARDS

In the spring of 2007, the Adult Basic Skills Professional Development Project (ABSPD) reviewed adult education teacher standards from six states and used those standards to develop a survey, which was sent out as part of Institute 2007 homework. About 400 surveys were collected from Basic Skills educators throughout North Carolina.

At the ABSPD pre-conference session, participants were charged with deciding on levels of competency. They then worked in small groups (using survey results) to determine which competencies to keep or discard and how they should be broken down among the four levels.

The Credentialing Committee, with assistance from Strategic Training and Resources, Inc., refined the standards, competencies, and levels and forwarded them to the Advisory Board for approval for public comment. The standards were posted on the North Carolina Credentialing Project website for public comment. In addition, four regional forums were conducted across the state to give practitioners an opportunity for further input. Forum recommendations were incorporated in the standards framework and sent to the Advisory Board for final approval.

HOW ARE THE STANDARDS ORGANIZED?

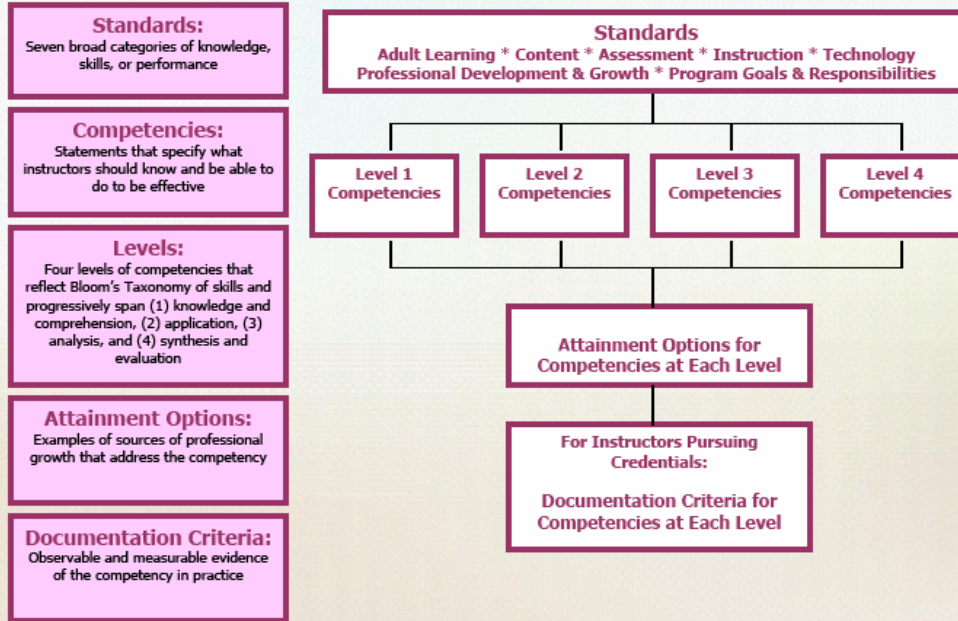
The standards are organized as follows:

- **Standards:** Seven broad categories of knowledge, skills, or performance
- **Competencies:** Measurable statements that specify what instructors should know and be able to do to be effective
- **Levels:** Four levels of competencies that reflect Bloom's Taxonomy of skills and progressively span (1) knowledge and comprehension, (2) application, (3) analysis, and (4) synthesis and evaluation

In addition, **Attainment Options** have been developed for each competency in Levels 1 and 2 to give instructors some examples of professional growth resources that address the competency. For instructors who wish to pursue a credential, **Documentation Criteria** for Levels 1 and 2 have also been developed. Attainment and documentation criteria are included in the companion documents, *Level 1 Credentialing* and *Level 2 Credentialing*. (Attainment and documentation options for Levels 3 and 4 will be developed in 2008 – 2009.)

Introduction

The organization by Standard, Competencies, Attainment, and Documentation is shown in the graphic below:



Introduction

THE FOUR LEVELS OF COMPETENCIES

The North Carolina Basic Skills Instructor Standards include competencies that are written to show performance at four levels. These levels are based on the progressive growth of instructors throughout the span of their careers. The levels reflect Bloom's Taxonomy and the progression from knowledge and comprehension (Level 1) to application (Level 2), analysis (Level 3), and synthesis and evaluation (Level 4).



The leveled competencies reflect a pathway or continuum of skills and knowledge.

- **Level 1** competencies describe the building blocks of knowledge that allow instructors to advance in their expertise. These competencies represent the core or foundational knowledge that new instructors need to possess.
- **Level 2** competencies involve the ability to apply that knowledge to actual practice. In addition to the Level 1 competencies, new instructors will find that they need to be proficient in several of the Level 2 competencies before beginning instruction. Some of the other Level 2 competencies will be acquired through experience and professional growth. Instructors at Level 2 are in the process of refining their skills and understanding to fully integrate their knowledge and skills. They monitor the situations in their classrooms and respond appropriately.
- **Level 3** competencies reflect the application of skills and knowledge at a higher level. Instructors at Level 3 are more closely analyzing their instructional delivery and student performance to determine necessary adjustments. They are able to create and integrate a variety of instructional strategies and are actively involved in program improvement at the local level. Level 3 instructors are fully skilled professionals who demonstrate purposefulness, flexibility, and consistency. They anticipate and monitor situations in their classrooms and make appropriate plans and responses.
- **Level 4** competencies represent the application of the full range of skills from the previous levels. Instructors at Level 4 are regularly synthesizing multiple data sources and evaluating the outcomes for continuous improvement, are developing course materials and other instructional products, serving as a mentor to their colleagues, and developing and conducting professional development activities. They are leaders who empower and influence others. They respond to the needs of their colleagues and students immediately and effectively. Instructors at Level 4 also reach beyond their local program to involvement at the state and/or national levels.

Introduction

Here is an example of competencies across the four levels.

Standard: Assessment Instructors understand and use varied assessments to plan instruction, evaluate student progress and improve instructional delivery.			
Level 1 Competency	Level 2 Competency	Level 3 Competency	Level 4 Competency
3.1.3 Instructors can define standardized and ethical procedures for administering formal assessment instruments, when applicable, in compliance with the state and local pre- and post-test policy.	3.2.4 Instructors complete training in one or more NRS-approved assessment instruments. 3.2.5 Instructors regularly review progress and post-assessment data for each student to track completion of educational functioning levels as defined by state guidelines.	3.3.4 Instructors analyze class data on formal post-assessments to identify patterns or trends in performance, attendance and student characteristics.	3.4.4 Instructors use assessment data results to develop a formalized instructional improvement plan to meet or exceed state/program performance benchmarks.
Sample Attainment Options	Sample Attainment Options	Sample Attainment Options	Sample Attainment Options
<ol style="list-style-type: none"> 1. Online NC orientation course 2. Local orientation training or workshop 3. Shadowing and/or being mentored by experienced instructor 4. Observation of test administration 	<ol style="list-style-type: none"> 1. Professional development/training on standardized test administration 2. Shadowing and/or being mentored by experienced instructor 3. Staff meetings on using data for program improvement 	Under development	Under development
Documentation Criteria	Documentation Criteria	Documentation Criteria	Documentation Criteria
<ol style="list-style-type: none"> 1. Certificate of completion from NC Online Orientation Course for New Instructors and local program orientation AND 2. Documented observation of standardized pre-post test administration in accordance with assessment policies 	<ol style="list-style-type: none"> 1. Written documentation of training in one or more NRS-approved assessment instruments AND 2. Copy of completed tracking form or similar instrument used to check pre- and post-test data and completion of educational functioning levels. 	Under development	Under development

Mastery of each level does not necessarily correlate with time on the job; these competencies represent developmental skills and knowledge. Some instructors might be at one level for one standard or competency and a different level for another standard or competency. Instructors who move to a new program area (e.g., ABE to Family Literacy) might move to another level of proficiency. The levels are intended to help instructors see the continuum of skills as they reflect on their own performance and determine the most appropriate professional growth activities.

Introduction

WHAT DO THESE STANDARDS MEAN FOR ME?

INSTRUCTORS

These standards will guide instructors in self-assessing their knowledge and practices and considering their professional growth along a continuum of practice.

- **Assess own knowledge and skills.** The competencies can be used by individual instructors to assess their knowledge and skills. The self-assessment provides a focus for developing an individual professional development plan. The companion Self-Assessment Instrument allows instructors to reflect on their own practices, to rate their performance level, and to prioritize those areas needing professional growth.
- **Conduct peer assessments.** For instructors who want feedback on their performance, the competencies also can be used as a tool for that purpose. Through feedback from peer observations, instructors can more easily recognize areas needing professional growth.
- **Prepare for credentialing.** The standards form the foundation of the voluntary credentialing process currently being developed with input from the field. The companion *Level 1 and Level 2 Credentialing* documents can be used by instructors to assess where they stand in relation to credentialing requirements. Credentialing documents for levels 3 and 4 will be developed in 2008 – 2009.

ADMINISTRATORS

Local administrators should use the instructor standards as they seek ways to develop, support, and retain high-quality instructors. The standards create a common language for coaching and mentoring purposes.

- **Develop job descriptions.** The competencies can be used in developing job descriptions for the recruitment and hiring of qualified staff. The competencies can effectively communicate the broad range of skills desired. In addition, components of the competencies can be tailored to address specific hiring needs and serve as a reference for final hiring decisions.
- **Professional development needs assessment.** The competencies can be used as a needs assessment tool to determine the focus of professional development. Administrators, for example, can use a professional development or regular staff meeting for instructors to engage in a group review of the competencies. Following their review, instructors can collaboratively prioritize the competencies considered most relevant to the work of the program. The identified competencies can then become the basis for professional development activities by individual instructors. If a number of instructors identify the same competencies, then professional development activities in these areas can be developed on a program-wide basis.

Introduction

SUPPORT FOR USING AND IMPLEMENTING THE STANDARDS

The development of the standards and the release of this document are just part of the process of implementation. Along with this document, companion guides will assist instructors and programs in creating professional development plans that reflect what is known about effective teaching. The guides will also provide a framework for the voluntary credentialing process.



The current companion documents include:

- **Two Self-Assessments**
 - Self-Assessment: Levels 1 and 2
 - Self-Assessment: Levels 3 and 4

Regardless of whether an instructor desires to pursue a credential, the self-assessments provide an excellent opportunity to reflect on one's own knowledge and skills. By doing so, the instructor will be able to develop a meaningful professional development plan that aligns to identified needs. The Self-Assessment: Levels 1 and 2 is designed for relatively new instructors -- those with up to two - three years of Basic Skills teaching experience. The self-assessment instrument addresses core knowledge and skills that Basic Skills instructors need for effective performance. It is not intended to be all-inclusive. After the instructors feel confident with their performance in the Level 1 and 2 practices, they will want to progress to the Instructor Self-Assessment: Levels 3 and 4 which provides a continuum to higher-level teaching practices.

- **Instructor Credentialing Packet for Level 1 (draft release in August, 2008)**

This guide provides background information, procedures, and documentation requirements for earning a Level 1 Basic Skills Instructor Credential. The document also includes attainment options to give instructors examples of professional growth activities and resources for each competency. Workshops will be offered during various professional development venues to fully acquaint instructors (and administrators) with the expectations and procedures for earning a Level 1 Basic Skills Instructor Credential.

- **Instructor Credentialing Packet for Level 2 (draft release in August, 2008)**

This guide provides background information, procedures, and documentation requirements for earning a Level 2 Basic Skills Instructor Credential. The document also includes attainment options to give instructors examples of professional growth activities and resources for each competency. Workshops will be offered during various professional development venues to fully acquaint instructors (and administrators) with the expectations and procedures for earning a Level 2 Basic Skills Instructor Credential.

Introduction

FUTURE STEPS IN NORTH CAROLINA'S STANDARDS-BASED SYSTEM

North Carolina is taking a very deliberate and planned approach in the development and implementation of instructor standards and the voluntary credentialing process. To ensure field input, several venues have been and will continue to be used to collect feedback throughout the process. The following timeline outlines the anticipated roll-out process:

- | | |
|--------------------|--|
| 2008 – 2009 | Development of regional Peer Review Committees to verify credential portfolios
Piloting of the Level 1 and Level 2 credential
Development of attainment options and documentation criteria for Level 3 and Level 4 |
| 2009 – 2010 | Statewide implementation of the Level 1 and Level 2 credentials
Piloting of the Level 3 and Level 4 credential |
| 2010 – 2011 | Statewide implementation of the Level 3 and Level 4 credentials |

More detailed information is available on the North Carolina Credentialing Project website at <http://ncbsonline.net/Credential%20Project/Credential.htm>. This website is updated regularly so be sure to visit it often to stay abreast of the development process.

As North Carolina continues the development and implementation of the standards and credentialing process, the following documents will also be developed:

- **Instructor Credentialing Packet for Level 3 (2008 – 2009)**
This guide provides background information, procedures, and documentation requirements for earning a Level 3 Basic Skills Instructor Credential. The document also includes attainment options to give instructors examples of professional growth activities and resources for each competency. Workshops will be offered during various professional development venues to fully acquaint instructors (and administrators) with the expectations and procedures for earning a Level 3 Basic Skills Instructor Credential.
- **Instructor Credentialing Packet for Level 4 (2008 – 2009)**
This guide provides background information, procedures, and documentation requirements for earning a Level 4 Basic Skills Instructor Credential. The document also includes attainment options to give instructors examples of professional growth activities and resources for each competency. Workshops will be offered during various professional development venues to fully acquaint instructors (and administrators) with the expectations and procedures for earning a Level 4 Basic Skills Instructor Credential.

Instructor Standards

Numbering System: Example: 1.1.1 (First number = standard #, second number = level #, third number = competency #)

Standard #1: Adult Learning

Instructors understand adult learning and development and respect the diversity of the students they teach.

Level 1	Level 2	Level 3	Level 4
<p>1.1.1 Instructors are aware of the diverse backgrounds, skill levels, and cultural heritage of students.</p> <p>1.1.2 Instructors are aware of the need to avoid bias, stereotypes, and generalizations in their classroom.</p> <p>1.1.3 Instructors can differentiate between how adults and children learn.</p>	<p>1.2.1 Instructors provide a supportive learning community that fosters student interaction and respect within the classroom (e.g., peer tutoring, group discussion).</p>	<p>1.3.1 Instructors create opportunities for students to select and engage in group learning projects that promote classroom cohesion.</p> <p>1.3.2 Instructors create opportunities to build student leadership (e.g., buddy system, student advisory groups).</p>	<p>1.4.1 Instructors utilize the results of student questionnaires and other relevant data to measure student satisfaction with the classroom setting, classroom management procedures, and instructional strategies being used.</p>
<p>1.1.4 Instructors can distinguish the characteristics that create a physical and emotional environment in which adult students can learn.</p>	<p>1.2.2 Instructors provide a safe, student-centered instructional setting that acknowledges and utilizes the knowledge that adults bring to the classroom.</p>	<p>1.3.3 Instructors encourage students to become aware of and participate in community issues such as voting and environmental concerns.</p>	<p>1.4.2 Instructors design activities to assist students in becoming self-directed, independent learners going beyond their perception of their own limitations.</p>
<p>1.1.5 Instructors can describe potential barriers to regular attendance and options for addressing those barriers.</p>	<p>1.2.3 Instructors assist students with identifying and resolving participation barriers and/or refer students with participation barriers to appropriate staff within the institution for assistance.</p>	<p>1.3.4 Instructors employ a variety of research-based activities that foster student persistence (e.g., helping students to manage barriers, build self-efficacy, set clear goals, and see measurable progress).</p> <p>1.3.5 Instructors develop instructional plans that encourage regular attendance but accommodate distance learning strategies if students are forced to exit temporarily.</p>	<p>1.4.3 Instructors assess attendance and performance patterns to determine necessary adjustments in instructional planning and delivery.</p>
<p>1.1.6 Instructors can describe various learning styles and strategies for identifying students' needs, strengths, and goals.</p>	<p>1.2.4 Instructors accommodate adult students' multiple learning styles.</p>	<p>1.3.6 Instructors identify and refer students with special needs for screening and assessment based on state and program policies, and use results to determine appropriate adaptations and accommodations.</p>	<p>1.4.4 Instructors mentor colleagues or provide training on accommodating learning styles and special needs in the classroom.</p>

Numbering System: Example: 2.1.1 (First number = standard #, second number = level #, third number = competency #)

Standard #2: Content
Instructors understand the content area(s) for which they have instructional responsibility.

Level 1	Level 2	Level 3	Level 4
2.1.1 Instructors have professional preparation and/or training in relevant content areas (e.g., reading, math, etc.) relative to their teaching assignment (e.g., ABE, GED/AHS, ESL, Comp Ed., Family Literacy). <i>Note: Specific competencies for each teaching assignment are contained with the credentialing packet.</i>	2.2.1 Instructors participate in on-going professional development to continuously develop and maintain a knowledge base in content area applicable to their teaching responsibility.	2.3.1 Instructors engage in inquiry-based research relevant to content area to gain greater insight into effective instructional practices.	2.4.1 Instructors mentor colleagues or conduct workshops on incorporating research and best practices relevant to content areas into classroom practice.
2.1.2 Instructors have access to and know where to find adult-appropriate materials relevant to content area(s).	2.2.2 Instructors incorporate research-based materials and strategies into instructional delivery.	2.3.2 Instructors create materials relevant to individual students. 2.3.3 Instructors analyze the effectiveness and impact of materials on learner outcomes.	2.4.2 Instructors develop course materials and share them with the Basic Skills learning community through NC Online.
2.1.3 Instructors can identify strategies for linking content area with students' prior knowledge and future learning needs using multiple assessment approaches (e.g., standardized tests, inventories, interviews).	2.2.3 Instructors use curricula and a variety of resources that blend content area instruction and real life application.	2.3.4 Instructors select effective instructional practices and materials to create integrated content units. 2.3.5 Instructors engage students in participatory curriculum development through the use of learner-generated materials.	2.4.3 Instructors regularly assess and modify content materials and curricula to align with student needs and improved student performance.
2.1.4 Instructors can link content area skills and skills needed for further education and employment.	2.2.4 Instructors demonstrate to students the connection between content area skills and the skills needed for career opportunities.	2.3.6 Instructors analyze and select appropriate curriculum for helping students transition to further education and employment goals.	2.4.4 Instructors design a written plan for transitioning students to postsecondary education, job training, or employment.
2.1.5 Instructors know where to locate adult education research.	2.2.5 Instructors utilize teaching techniques based on research.	2.3.7 Instructors analyze and apply a variety of research-supported techniques for teaching.	2.4.5 Instructors assess and select appropriate strategies for helping students transition into higher educational functioning levels, postsecondary education, and job training, as applicable.
2.1.6 Instructors can differentiate among the various skills and knowledge associated with the National Reporting System educational functioning level descriptors.	2.2.6 Instructors match curriculum to the educational functioning levels to meet student needs.	2.3.8 Instructors analyze student progress through the educational functioning levels to develop and deliver instruction.	2.4.6 Instructors use the analysis of student outcomes to revise instruction.

Numbering System: Example: 3.1.1 (First number = standard #, second number = level #, third number = competency #)

Standard #3: Assessment
 Instructors understand and use varied assessments to plan instruction, evaluate student progress and improve instructional delivery.

Level 1	Level 2	Level 3	Level 4
3.1.1 Instructors can differentiate between formal (standardized pre- and post-tests) and informal assessments and explain the value and necessity of each.	3.2.1 Instructors administer a variety of assessment instruments, including learning style inventories, to develop student goals, guide instruction, and demonstrate student progress.	3.3.1 Instructors adapt or create informal assessment activities (e.g., student portfolios, teacher-made tasks, etc.) that connect to individual student goals.	3.4.1 Instructors evaluate the effectiveness and most appropriate use of informal assessment strategies and make necessary modifications.
3.1.2 Instructors can explain the link between assessment, curriculum, and instruction.	3.2.2 Instructors use formal and informal assessment results to develop and revise individual learning plans and select appropriate curriculum. 3.2.3 Instructors collaborate with students in the use of self assessment and program monitoring to show increased skills and knowledge.	3.3.2 Instructors analyze assessment results of the class to determine effective grouping strategies, peer tutoring options, and other classroom management issues. 3.3.3 Instructors regularly involve the students in planning, modifying, and evaluating their own learning.	3.4.2 Instructors continually evaluate assessment data from a variety of sources to plan, differentiate and modify teaching methods and curricula. 3.4.3 Instructors engage in a systematic, structured student planning process.
3.1.3 Instructors can define standardized and ethical procedures for administering formal assessment instruments in compliance with the state and local pre- and post-test policy.	3.2.4 Instructors complete training in one or more NRS-approved assessment instruments. 3.2.5 Instructors regularly review progress and post-assessment data for each student to track completion of educational functioning levels as defined by state guidelines.	3.3.4 Instructors analyze class data on formal post-assessments to identify patterns or trends in performance, attendance and student characteristics.	3.4.4 Instructors use assessment data results to develop a formalized instructional improvement plan to meet or exceed state/program performance benchmarks.

Level 1	Level 2	Level 3	Level 4
<p>3.1.4 Instructors can describe program procedures for maintaining accurate, complete, and confidential assessment records.</p> <p>3.1.5 Instructors can describe the procedure for maintaining security of formal assessment materials.</p>	<p>3.2.6 Instructors follow program procedures for maintaining accurate and complete assessment records.</p> <p>3.2.7 Instructors follow program procedures for maintaining confidential student assessment data.</p> <p>3.2.8 Instructors, if applicable, maintain formal assessment instruments in a locked, secure location.</p>	<p>3.3.5 Instructors monitor number of students completing formal post-assessment to ensure accurate reporting of educational gain.</p>	<p>3.4.5 Instructors analyze number of students completing and not completing post-assessments and implement strategies to increase the percentage of valid post-assessments.</p>

Numbering System: Example: 4.1.1 (First number = standard #, second number = level #, third number = competency #)

Standard #4: Instruction
Instructors plan, implement and evaluate effective instruction.

Level 1	Level 2	Level 3	Level 4
<p>4.1.1 Instructors can differentiate between students' personal goal setting and National Reporting System (NRS) goal setting and the importance of each.</p> <p>4.1.2 Instructors can differentiate between students' short-term and long-term goals.</p>	<p>4.2.1 Instructors use a consistent process and collaborate with students to set realistic short-term and long-term learning goals.</p> <p>4.2.2 Instructors offer constructive feedback to assist students in achieving their goals.</p> <p>4.2.3 Instructors link students' life/career goals to NRS goals and student learning plans to ensure relevant instruction.</p>	<p>4.3.1 Instructors use appropriate grouping strategies to support student learning goals and multi-level instruction.</p> <p>4.3.2 Instructors engage students in a structured process for reviewing/modifying student goals and assessing progress toward goal attainment.</p>	<p>4.4.1 Instructors mentor colleagues and/or provide professional development on connecting student goals with instruction.</p> <p>4.4.2 Instructors regularly evaluate class goal attainment data to identify contributing and hindering factors to goal completion and make necessary adjustments to instructional delivery.</p>
<p>4.1.3 Instructors can define the process for developing effective lesson plans.</p>	<p>4.2.4 Instructors apply knowledge of how adults learn to plan and implement relevant lesson plans.</p> <p>4.2.5 Instructors access lesson plan resources available on NC Online and other venues to strengthen their instructional delivery.</p>	<p>4.3.3 Instructors develop lessons that integrate instruction across content areas to maximize student learning.</p> <p>4.3.4 Instructors scope and sequence related lessons into relevant learning units.</p>	<p>4.4.3 Instructors design course curricula and share those products with their colleagues through NC Online.</p>
<p>4.1.4 Instructors can describe instructional methods and materials appropriate for adult students with varied needs and interests.</p>	<p>4.2.6 Instructors use a variety of instructional methods and materials, including technology, to enhance student learning and address varied learning styles.</p> <p>4.2.7 Instructors provide frequent opportunities for students to practice and apply learning.</p>	<p>4.3.5 Instructors adjust instructional methods, pace, and duration of activity according to student feedback and/or student work.</p> <p>4.3.6 Instructors introduce new concepts by progressing from familiar to unfamiliar contexts.</p>	<p>4.4.4 Instructors employ techniques to evaluate instructional methods and materials and make necessary adjustments.</p>

Level 1	Level 2	Level 3	Level 4
4.1.5 Instructors can identify strategies for promoting a community of learners within the classroom.	4.2.8 Instructors integrate group activities that promote team-building and build self-efficacy. 4.2.9 Instructors connect learning to students' roles as parents, workers, community members, and lifelong learners.	4.3.7 Instructors guide students to take appropriate leadership roles within the classroom, campus, and/or community. 4.3.8 Instructors engage students in theme-based instruction based on common goals and/or interests of the class.	4.4.5 Instructors mentor colleagues and/or provide professional development on effective instructional methods within the classroom.
4.1.6 Instructors can describe strategies for stimulating higher order thinking skills within the classroom.	4.2.10 Instructors use curriculum that blends classroom and real-life applications. 4.2.11 Instructors model appropriate communication and higher order thinking skills to stimulate critical thinking.	4.3.9 Instructors create and integrate learning activities that require students to model negotiation, decision-making, problem-solving, and critical thinking skills.	4.4.6 Instructors mentor colleagues and/or provide professional development on how to stimulate students' higher order thinking skills.
4.1.7 Instructors understand the use of distance learning as an instructional or professional development delivery method.	4.2.12 Instructors access distance learning as an instructional delivery and/or professional development method.	4.3.10 Instructors analyze the impact of distance learning as an instructional delivery for students and/or as a professional development method for themselves.	4.4.7 Instructors develop and deliver technology-based instruction and/or share the results of technology-based professional development with colleagues within their program.

Numbering System: Example: 5.1.1 (First number = standard #, second number = level #, third number = competency #)

Standard #5: Technology
 Instructors utilize various forms of technology to support teaching, learning and communication; enhance professional growth and productivity; and conduct research.

Level 1	Level 2	Level 3	Level 4
5.1.1 Instructors can demonstrate an understanding of and capacity to use technology for teaching and communication.	5.2.1 Instructors incorporate the use of technology (where available) into instruction to enhance student learning and student-conducted research. 5.2.2 Instructors use technology to expand professional and student communication (e.g., discussion boards, list serves, email).	5.3.1 Instructors review and select available technology resources most appropriate for students' educational needs. 5.3.2 Instructors are proficient in using multiple instructional and productivity software for teaching and communication (e.g., Word, Powerpoint, Excel).	5.4.1 Instructors compile/update a bibliography of recommended technology resources for use within the Basic Skills classroom and share that product with their colleagues through NC Online. 5.4.2 Instructors assess the use of technology within their program and make recommendations to their supervisor for technology improvements.
5.1.2 Instructors can demonstrate an understanding of the ethical and legal use of technology.	5.2.2 Instructors follow program procedures for the legal and ethical use of technology in the learning environment and ensure that students do likewise.	5.3.3 Instructors engage students in discussions or activities regarding the legal and ethical use of technology.	
5.1.3 Instructors can describe multiple options for using technology, including adaptive technology, within the classroom to promote student learning (e.g., computer software, internet research, powerpoint presentations).	5.2.3 Instructors use technology to plan lessons, deliver instruction, and access current research to address diverse student needs and learning styles.	5.3.4 Instructors create opportunities for students to be independent and informed technology users to solve everyday problems. 5.3.5 Instructors use appropriate adaptive technology, if applicable, for students who need accommodations.	5.4.3 Instructors develop lesson plans on integrating technology into the classroom and share those lessons with their colleagues through NC Online.

Numbering System: Example: 6.1.1 (First number = standard #, second number = level #, third number = competency #)

Standard #6: Professional Development and Growth
 Instructors pursue opportunities for professional development and involvement in their Basic Skills learning community.

Level 1	Level 2	Level 3	Level 4
6.1.1 Instructors complete the NC Basic Skills online orientation course and participate in local program orientation.	6.2.1 Instructors engage in continuous, purposeful professional development that supports student achievement and the program's mission.	6.3.1 Instructors participate in committees, task forces and organizations relevant to adult education.	6.4.1 Instructors develop and deliver professional development through various venues (e.g., workshops, self-study units for other teachers, website development, published articles).
6.1.2 Instructors complete a self-evaluation plan and develop professional development goals as they relate to personal practice.	6.2.2 Instructors connect professional development goals to program goals. 6.2.3 Instructors observe and model effective teachers and network with colleagues at the local level. 6.2.4 Instructors read professional literature related to the field and utilize technology for continuous professional development.	6.3.2 Instructors enroll in and complete advanced training, such as the ABSPD Summer Institute, college coursework, etc. 6.3.3 Instructors network with colleagues at the regional and state level. 6.3.4 Instructors share the knowledge and impact of their professional development in the classroom with their colleagues.	6.4.2 Instructors measure the impact of their professional development on changes in their instructional practice and student performance. 6.4.3 Instructors participate in national level activities (e.g., list servs, attendance at national conferences, national webinars).

Numbering System: Example: 7.1.1 (First number = standard #, second number = level #, third number = competency #)

Standard #7: Program Goals and Responsibilities
 Instructors understand and support program goals and responsibilities.

Level 1	Level 2	Level 3	Level 4
7.1.1 Instructors understand local program policies and state/federal regulations, including the Americans with Disabilities Act (ADA) and the Family Educational Rights and Privacy Act (FERPA).	7.2.1 Instructors follow local and state/federal policies and procedures. 7.2.2 Instructors maintain accuracy and confidentiality of student information and records. 7.2.3 Instructors collect and report accurate data for program improvement and accountability in a timely manner to meet program's deadlines. 7.2.4 Instructors accept personal responsibility for job attendance, timeliness, and job performance. 7.2.5 Instructors follow procedures of designated off-campus class sites, if applicable, such as correctional facilities, community-based organizations, etc.	7.3.1 Instructors make suggestions to improve program policies and procedures and actively participate in continuous improvement.	7.4.1 Instructors provide mentoring to help new instructors better understand policies and procedures.
7.1.2 Instructors can define the program's mission, goals and priorities.	7.2.6 Instructors demonstrate a positive working relationship with colleagues.	7.3.2 Instructors participate in and develop opportunities to expand public outreach of the program's services.	7.4.2 Instructors advocate literacy at the state level and can explain the impact of under-education on employment and society.