



The West Virginia Adult Basic Education Technical Assistance Guide for Administrators

2007-2008



The West Virginia Adult Basic Education (WVABE) Program is funded by the Adult Education and Family Literacy Act, enacted August 7, 1998 as Title II of the Workforce Investment Act of 1998.

WVABE is administered through the West Virginia Department of Education Office of Adult Education and Workforce Development, WV Department of Education, Building 6, Room 230, 1900 Kanawha Boulevard, East, Charleston, West Virginia 25305-0330.

The WVABE Administrator's Guide is produced by the West Virginia Adult Education and Literacy Information Network whose fiscal agent is the Regional Education Service Agency (RESA) III, 501 22nd Street, Dunbar, West Virginia 25064-1711.

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**WVABE Technical Assistance
Guide for Administrators
2007-08**

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THE WV ADULT BASIC EDUCATION (WVABE) PROGRAM

Building Skills for Success

Description

- WVABE programs provide adults with the opportunity to acquire and improve functional skills necessary to enhance the quality of their lives as workers, family members, and citizens.
- Educational services are available at no cost to the learners and are designed to meet the educational needs of the individual.
- Certified adult education instructors provide instruction.
- A Regional Coordinator of Adult Education (RCAE), based at the Regional Education Service Agency (RESA), provides technical assistance to local administrators. For a directory of WVABE regional staff, visit the WVABE web site at <http://wvabe.org/adultcoordinator.htm>.
- For more information about the program, visit the home page at <http://wvabe.org>. Refer to the most current edition of the WVABE Instructor Handbook online or request a copy from the professional development coordinator, Cathy Shank, 1-800-257-3723 ext. 112 or cshank@access.k12.wv.us.

WVABE STUDENTS

Students Served by ABE

- According to the most recent federal legislation, the *Workforce Investment Act (WIA) of 1998, Title II, the Adult Education and Family Literacy Act* (<http://www.ed.gov/policy/adulted/leg/legis.html>), the qualifications for students are:
 - 16 years of age or older
 - Not enrolled or required to be enrolled in secondary school under State law
 - Lacking sufficient mastery of basic educational skills to enable them to function effectively on the job, in the family, and in society;
 - Lacking a secondary school diploma or its equivalent level of education
 - Unable to speak, read, or write the English language

- Target populations include:
 - Adults seeking to improve basic skills
 - Adults seeking to attain a high school equivalency diploma (GED)
 - Adults preparing for entrance to post-secondary educational programs
 - Adults preparing for education or employment-related examinations
 - Adults seeking employment
 - Teenage drop-outs seeking to maintain a WV driver's license
 - Recipients of TANF (Temporary Assistance to Needy Families)
 - Limited English Proficient (LEP) adults
 - Parents of young children
 - Incarcerated adults

Handling Strictly Confidential Information

- If a student discloses any of the following types of information (verbally or in writing), legally that information is to be considered strictly confidential and therefore "private":
 - Disclosure of a diagnosed learning disability
 - Disclosure of previous status as a "special education" student
 - Disclosure of any other type of diagnosed physical or mental disability
 - Disclosure of a diagnosed medical condition
 - Disclosure of use of any prescription drugs
 - Disclosure of history of drug/alcohol abuse and/or treatment
 - Disclosure of status as HIV positive or of having the AIDS virus
 - Official transcripts including GED scores
- Filing cabinets or drawers containing strictly confidential information must be labeled as "Confidential." They must remain locked, must not be accessible to students or support staff, and must have a log filed foremost in each locked drawer to indicate when confidential files are accessed by any instructional or administrative staff person. The log must indicate the date, the purpose for access, and the name of the person accessing information. See the [Student Confidential Records Log](#) found in the *Appendix*.
- Strictly confidential information files should be maintained at the local program level for a period of not less than five years and must be shredded when discarded.
- Strictly confidential information regarding a student cannot be discussed, nor can any record be shared without a written release of information. See the [Release of Information Forms](#) found in the *Appendix*)
- Instructors need to sign the [WVABE Personnel Confidentiality Agreement](#) found in the *Appendix*.

WVABE INSTRUCTORS

Instructor Hiring Requirements

- All ABE instructors must have a valid WV Professional Teaching Certificate or Adult License endorsed for Adult Basic Education (Bachelor's degree or higher required with a minimum 2.5 grade average for all college/university course work).
 - The application for an adult license may be in process.
 - Proof of certification for each instructor in your program must be kept on file.
- Occasional Substitutes must have at least a valid WV Substitute Permit (Bachelor's degree or higher required with a minimum 2.0 grade average for all college/university course work). Any Long-term substitute must meet the same requirements as an ABE instructor.
- For more information on certification, visit the WV Department of Education website:
 - For teacher certification information, see <http://wvde.state.wv.us/certification/>.
 - For Policy 5202, establishing the minimum requirements for the licensure of educational personnel, see <http://wvde.state.wv.us/policies/p5202.html>.
 - For certification applications, see <http://wvde.state.wv.us/certification/forms/>.
- All ABE instructors and substitutes must have completed pre-service training BEFORE the instructor begins teaching class:
 - ABE instructors and long-term substitutes complete 8-14 hours of pre-service training depending on the ABE class type.
 - Occasional substitutes complete 2 hours of pre-service and a formal Observation/Job Shadowing experience.
 - For more information, see [Instructor Training Requirements](#) section below.
 - Contact the professional development coordinator, Cathy Shank, to arrange pre-service training 1-800-257-3723 ext. 112 or cshank@access.k12.wv.us.
 - Submit the [Request for Training of New ABE Personnel](#) form found in the *Appendix* or call and provide the same information.
 - When hiring multiple instructors, arrange for a group pre-service training session.
- All volunteer tutors must have Literacy WV basic tutor certification or equivalent.
 - Proof of certification for each volunteer tutor must be kept on file.

Hiring Tips

- Determine your needs:
 - GED, Reading, English as a Second Language, Introduction to Computers, College Prep, Employment Prep, etc.

- Customize your job description to fit your needs:
 - Use “preferred” statements, i.e. remedial reading background; capable of using basic software, Internet, and email; etc.
 - Include pre-service and in-service training requirements.
 - Include statement that employment is dependent on sufficient funding, enrollment, and contact hours.
 - Advertise the position(s) widely.
 - For [Sample Instructor Job Descriptions](#), see the *Appendix*.

- According to WV State Code [§18A-4-7A \(o\)](#) all new instructor positions (including part-time) must be posted.
See www.legis.state.wv.us/WVCODE/18A/masterfrmFrm.htm.
 - If you post the position at your board of education and you have trouble attracting candidates, consider posting the position on the WVABE-L information exchange listserv.
 - Other ideas on where to check for potential instructors:
 - Post-secondary educational institutions for adjunct instructors.
 - WVABE professional development coordinator, [regional coordinator of adult education](#) (RCAE), or ABE administrators from neighboring counties for recently trained ABE substitutes or part-time instructors from other counties.
 - County K-12 substitute list.

- According to [WV State Code §18-5-19B \(c\)](#), part-time instructors may be hired for up to 720 hours per employment contract. See <http://www.legis.state.wv.us/WVCODE/18/masterfrmFrm.htm>.
 - Include a statement in job contracts indicating that employment is contingent upon adequate student enrollment and contact hours.

Interviewing Tips

- Invite your [regional coordinator of adult education](#) (RCAE) to participate in the interview.

- When hiring an instructor for a contract class through DHHR (such as a SPOKES class), include a DHHR representative on the interview team.

- Be sure the applicant has the content knowledge to teach the class (i.e., consider asking applicants to take the GED Official Practice Test, or prepare a writing sample). Ask open-ended questions, such as:
 - What do you see as the difference between teaching children and adults?
 - How would you handle teaching multiple levels and varying subject areas within the same classroom?

- Are you comfortable in establishing community liaisons in order to promote your program and link your students to community services?
 - How will you incorporate technology into your instruction?
- Look for instructors who can:
- Communicate positively and non-judgmentally with diverse populations;
 - Use a variety of instructional strategies (individualized, small group, computer-assisted, collaborative project learning, peer tutoring, etc.);
 - Carefully monitor and document student progress and achievements;
 - Use technology to gather information and instruct students;
 - Stay current in the field of adult education; be willing to travel to professional development events.

Instructor Training Requirements

- For a full explanation of WVABE instructor training requirements, see Section 11 of the WVABE Instructor Handbook, http://wvabe.org/tcher_handbook_pdf/section11.pdf.
- **Pre-Service Training:** All WVABE instructors must have pre-service training PRIOR to beginning to teach.

New Personnel

Training	Hours/Training
Introduction to General ABE for all Classroom Instructors, Instructional Aides, and Substitutes	6 hour pre-service with peer trainer 3 hour observation and job shadowing
General ABE Home-Study for all new Classroom Instructors and Instructional Aides *Substitutes hired on a regular basis for an extended period of time must also complete the home-study.	1 hour advance home-study assignment 1 hour follow-up home-study assignment
Specialized Additional Training for: <ul style="list-style-type: none"> • English as a Second Language (ESL) • Institutional Education • Family Literacy/Even Start • ABE in the Community College 	1-3 hour additional pre-service with peer trainer experienced in the specialized area
Specialized Additional Training for: <ul style="list-style-type: none"> • SPOKES 	3-6 hour additional training with peer trainer in the specialized area 3-6 hour observation and job shadowing
Specialized Additional Training for: <ul style="list-style-type: none"> • Job Coaches/Career Development Consultants 	6-9 hour additional training with peer trainer in the specialized area
Specialized Additional Training for: <ul style="list-style-type: none"> • Distance Education Cyber-teachers 	6 hour additional training with distance education peer trainer

Returning ABE Instructors

Training	Hours/Training
Refresher ABE for trained Instructors who have not taught for 3 years or more	3 hour pre-service with peer trainer (selected topics for individual needs)

Hit the Ground Running (HTGR) Only Instructors

Training	Hours/Training
Hit the Ground Running (HTGR) Only	3 hour training with peer trainer 6-9 hour observation/job shadowing

Occasional Substitutes

(Long-term Substitutes must complete Introduction to General ABE)

Training	Hours/Training
Home Study for Occasional Substitutes	3 hour observation and job shadowing 1 hour home-study

- **In-Service Training:** Each WVABE instructor is responsible for maintaining a valid WV Professional Teaching Certificate or Adult License. This will require the instructor to complete annual in-service training and 6 hours of graduate credit every 3 to 5 years (depending on the type of certificate or license).
- Annual requirements include a combination of CORE and ELECTIVE sessions.

Employment Status	Hours Required	Core/Elective Requirements
Full-Time Instructors, Instructional Aides, and Job Coaches	12 hours/ year	6 hours of core sessions and 6 hours of electives
Part-Time Instructors, Instructional Aides, and Job Coaches: 13 hours/week or more; Hourly/Not Full-Time	9 hours/ year	6 hours of core sessions and 3 hours of electives
Part-Time Instructors, Instructional Aides, and Job Coaches: Up to 12 hours/week	6 hours/ year	6 hours of core sessions
Hit the Ground Running Instructors	3 hours/ year	3 hours of core sessions
Substitutes; Workplace Only; and Assessment Specialists	3 hours/ year*	3 hours of core or electives *May need more hours to maintain temporary teaching certificate or adult license

- Annual requirements must be met within the fiscal/program year (July to June), not the calendar year (January to December).
- New instructors hired after March 1 are not subject to the annual in-service requirement for that fiscal/program year.

- Instructors and Substitutes failing to meet annual in-service requirements should not be re-hired.
- There are different core requirements for General ABE, ESL, and SPOKES/OPTIONS and Hit the Ground Running instructors (see the [WVABE Individual Professional Development Record](#) for each type in the *Appendix*). Instructors must complete the appropriate core for their specialty.
- For an explanation of annual in-service requirements, see the *WVABE Instructor Handbook Section 11*, http://wvabe.org/tcher_handbook_pdf/section11.pdf.
- Encourage and support the professional development of your instructors.
 - To see the schedule of upcoming professional development activities, visit the WVABE home page at <http://wvabe.org> and click on Calendar of Events.
 - Summer and fall conferences are offered annually.
 - One hour of non-degree graduate credit may be obtained for fall conference attendance.
 - Regional training sessions are also offered in the fall and spring.
 - Instructors may obtain elective credit for attending conferences and training sessions that relate to ABE but are sponsored by other organizations such as Literacy WV, WV Learning Disabilities Association, Office of Institutional Education Programs, COABE, TESOL, ProLiteracy, etc.
 - Instructors may also obtain elective credit for visiting another program.
 - Plan to offer release time and travel reimbursement for attendance at professional development activities.
 - Allow full-time instructors to count their 12 ABE in-service hours as part of their 18-hour or 40-hour county or institution requirement (unless prohibited by the county).

Supervision of ABE Instructors

- Know what is going on in your classes; visit and observe on a regular basis.
- Follow [State Policy 5310](http://wvde.state.wv.us/policies/p5310.pdf) (<http://wvde.state.wv.us/policies/p5310.pdf>) and your county guidelines regarding instructor evaluation procedures. Since the standard evaluation instrument under Policy 5310 was developed for K-12 instructors, use the modified teacher evaluation [Side-by-Side Comparison for Assistance when Evaluating Adult Basic Education Teachers](#) found in the *Appendix*.
 - Full-time Instructors – annual evaluation based on state/county guidelines
 - Part-time Instructors – annual written observation report
- Meet annually with all instructors in your program to review your ABE grant application/award.
 - Inform instructors of ABE annual budget line items used for purchase of instructional materials and involve them in the materials selection process.

- Review the NRS Core Indicators your County is required to meet. See the *Section 9 Appendix* of the *WVABE Instructor Handbook*, http://wvabe.org/tcher_handbook_pdf/section9.pdf.
- Administrators are welcome to attend pre-service and in-service training sessions.
- Provide planning time for instructors. Here are recommendations for planning time:
 - Full-time instructors are encouraged to use the equivalent of one period per day for instructional planning.
 - Part-time instructors are allotted one half hour of planning time per six hours of instruction.

PROGRAM MANAGEMENT

Funding

- Eligible applicants for WVABE funding include local educational agencies, community-based organizations, volunteer literacy organizations, institutions of higher education, public or private nonprofit agencies, libraries, and public housing authorities.
- In order to receive funding, each program submits an application for funds (ABE 99). Multi-year grants are awarded to successful applicants.
 - Purchases of supplies, texts, software and equipment must be completed by March 1 of the applicable year.
 - An inventory of equipment and materials purchased with ABE funds must be kept on file.
 - A request for transferring greater than five percent of the budget or for transferring monies into an equipment line item must have the prior written approval of the Assistant Director of Adult Education.
 - Records must be retained for three years after completion of a program/fiscal year.

Advisory or Inter-Agency Council

- Establish an advisory council or participate in a cross-agency collaborative council that addresses adult education concerns. Hold meetings on a regular schedule that include ABE program concerns at least twice a year. Keep meeting agendas and minutes on file.
- Council members should represent local community groups such as:
 - Post-Secondary Educational Institutions (vocational-technical programs, community colleges, universities)
 - Business and Industry (Local Businesses, Chamber of Commerce, etc.)
 - WIB Partners, Bureau of Employment Programs, Workforce WV Center
 - Human Services (DHHR, HUD, homeless shelters, etc.)
 - Family Services (Head Start, Even Start, Family Resource Network, Starting Points, WVU Extension Service etc.)
 - Disability Services (Division of Rehabilitation Services, Learning Disability Association, mental health facilities)
 - Employment Services (Workforce Investment Board, one stops, job services)
 - Public school
 - Library
 - Volunteer Organizations and Service Clubs (Literacy WV, Read Aloud, Lion's)
 - Other Community-Based Organizations (United Way, Senior centers, youth services)
 - Students and Instructors from the program

- Use the advisory council to:
 - Facilitate collaboration, referrals, and networking among agencies serving the needs of adults with limited basic skills.
 - Educate the community at large about the needs of this population.
 - Assist your program with marketing, recruitment, student support services, special events (graduation and awards ceremonies), grant writing, and establishing information linkages.
 - Provide input regarding appropriate course offerings and class locations and schedules.

Program Needs Assessment

- A comprehensive needs assessment should be conducted as part of the ABE application process. This should be updated annually.
 - Collect surveys from students and potential students, demographic and economic data, and input from partner agencies.
 - Use data to make decisions about students to recruit and where/when to schedule classes.
- For more information on recruitment and for a sample community needs survey, see http://wvabe.org/tcher_handbook_pdf/section7.pdf, the *WVABE Instructor Handbook Section 7*, or contact the public outreach coordinator, Kathy Hollingsworth at 1-800-257-3723 ext. 201, kwinter@access.k12.wv.us.

Program Facilities and Services

- ABE classrooms should have the following provisions:
 - Sufficient space to accommodate students (including classroom area and private counseling/tutoring area)
 - Adequate safety provisions (approved by fire marshal, covered by fire/liability insurance)
 - Accessible for people with disabilities
 - Adequate heating and cooling
 - Adequate furniture (desks, tables, chairs) designed for adults
 - Available storage space
 - Clean restrooms
 - Safe parking area
 - Adequate indoor and outdoor lighting
 - Access to telephone and Internet
 - Visible signs or directions to the class location.

Intake and Delivery Models

- Types of Intake:
 - Managed Intake: Accept registrations on one particular day of the week or once every other week on a regular schedule.
 - Open Intake: Accept walk-ins any day/any time.
 - A managed intake system is preferred. Instructors can schedule group orientations followed by individual student interviews without disruption for ongoing students.

- Types of Entry Systems and Class Structures:
 - Managed Entry: Scheduled beginning and ending dates for classes
 - Open Entry: Start any time/quit whenever; class continues without beginning or ending (may close for the summer)
 - Multi-level Class Structure: All levels served at the same time.
 - Uni-level (Special Focus) Class Structure: Concentrate on one content area or functioning level, such as GED (for advanced level students), Reading Improvement (for low level students), employability skills (for job-seekers), etc.
 - Open Entry/Multi-level Classes may not be the best arrangement; consider other options:
 - Schedule fall and spring semesters with start/finish dates. Schedule intake testing and interim or exit testing to coincide with beginning and ending dates.
 - Schedule Pre-GED or lower level students on certain days and GED students on different days.
 - In Multi-level classes, schedule subject-related small groups on particular days or times.
 - Offer Short-term Special Topics or Programs (Computer Literacy only class, GED boot camp, Hit the Ground Running program, Pre-employment, etc.).

ACCOUNTABILITY

AEMIS

- [The Adult Education and Family Literacy Act](#) (Workforce Investment Act, Title II) requires that every state utilize an electronic information system for reporting program results to the US Department of Education.
- West Virginia's online **Adult Education Management Information System** is referred to as [AEMIS](#).
- AEMIS is used to collect data for the [National Reporting System \(NRS\)](#) and report on [NRS Core Measures](#):
 - Students that make learning gains (measured by pre- and post-tests using standardized assessments)
 - Students that complete one of the following goals:
 - obtaining employment
 - retaining employment
 - reducing/eliminating public assistance
 - attending post-secondary education/job training
 - obtaining a GED or high school diploma
- NRS goal attainment is measured using data-matching with other institutions through social security numbers and standardized assessment data. WVABE goal attainment is self-reported.
- For more information on the NRS, see <http://www.nrsonline.org/reference/index.html>.
- Using [AEMIS](#), you can access NRS reports on all classes in your county.
 - Contact your [RCAE](#) for questions regarding AEMIS and/or reporting.
 - Contact Louise Miller (1-800-766-7372 ext. 334; lbmiller@access.k12.wv.us) for training of AEMIS data managers.
- Each new program administrator is automatically added to the AEMIS system as a user. A password is sent to your email address to allow access. You can access AEMIS at <http://wvabe.org/AEMIS>. If you do not know your password, go to the AEMIS home page and type your email address and then click on *Forgot Your Password?* A new password will be sent to your email address.
- AEMIS is also used to track monthly class summary information for all WVABE classes and track professional development activities for all WVABE practitioners. Using [AEMIS](#), you can:
 - Access enrollment and contact hours for each class in your program.
 - Access the professional development record of anyone in your program.

Enrollment and Contact Hour Guidelines

- ABE classes have monthly student enrollment and contact hour guidelines to meet. The guidelines assist in the effective use of funds and appropriate class locations, scheduling, attendance, recruitment and retention.
 - You can monitor all the classes in your program by examining the WVABE Class Summary Report using AEMIS. For technical assistance, contact your [RCAE \(http://wvabe.org/adultcoordinator.htm\)](http://wvabe.org/adultcoordinator.htm).
- If student enrollment or student contact hours fall below 65% of the state guidelines, immediate action should be taken to improve performance. After three consecutive months, closure of the class should be considered.
 - For more information, refer to the [AEMIS User's Guide](#), and see *Section 2* of the *WVABE Instructor Handbook*, http://wvabe.org/tcher_handbook_pdf/section2.pdf. Contact your [regional adult education coordinator](#) (RCAE) for technical assistance.
 - Recommended guidelines are in the chart below.

Instructional Time Per Month (based on 4 weeks/month)	Enrollment (Average Number of Students Attending)	Attendance (Monthly Contact Hours)
3 hours/week	8	96
6 hours/week	8	192
9 hours/week	8	288
12 hours/week	8	384
15 hours/week	10	450
20 hours/week	13	600
25+ hours/week	15	900

- Guidelines are determined automatically in AEMIS based upon actual instructional time. As a result, requirements vary monthly based upon instructional attendance logged in AEMIS.

Assessment

- The NRS requires local programs to use standardized assessments to evaluate students upon entry into the program and after a set number of instructional hours to document and report progress and completion of educational functioning levels – known in West Virginia as Federal Functioning Levels (FFLs).
- WVABE Approved Standardized Assessments:
 - ABE Students:
 - Tests of Adult Basic Education (TABE)
 - Comprehensive Adult Student Assessment System (CASAS)

- ESL Students:
 - Comprehensive Adult Student Assessment System (CASAS)
 - Basic English Skills Test (BEST) or BEST Plus
 - Comprehensive English Language Student Assessment (CELSA)
- The NRS has 12 functioning levels: six WV FFLs for Adult Basic Education (ABE) and six for English as a Second Language (ESL).
- The completion of FFLs is one of the Federal core measures for which all ABE funded programs are held accountable. Documentation to verify the student's completion of an FFL and movement to a higher FFL, therefore, is an important responsibility of ABE instructors.

Federal Core Measures

- The NRS requires adult education programs to document Core Outcome Measures that demonstrate program effectiveness. In addition to showing educational gains (completion of FFLs and movement to higher levels), programs are also responsible for follow-up measures:
 - entry or retention of employment;
 - receipt of diploma or GED; and
 - entry into post-secondary education or training) on students that complete an ABE class.

These measures are verified at the state level via data match with other WV agencies.

- For more information on NRS Core Measures, see <http://www.nrsonline.org/reference/index.html>.
- In West Virginia, each local ABE program is responsible for meeting the proposed levels of performance set for our state. For a full explanation, refer to the *AEMIS User's Guide*, http://wvabe.org/misc_pdf/users_guide.pdf, and see *Section 9* of the Handbook, *Performance Standards for ABE Accountability*, https://www.wvabe.org/tcher_handbook_pdf/section9.pdf.
- The chart on the following page shows the performance levels required for this program/fiscal year.
- A Performance Profile is issued in late winter indicating each county's attainment of the NRS Core Measures. For more information, contact Mendy Marshall, (304) 558-6318, mamarsha@access.k12.wv.us.
- For more information regarding Performance Standards and ABE Accountability, refer to the *AEMIS User's Guide*, http://wvabe.org/misc_pdf/users_guide.pdf and see *Section 9* of the *WVABE Instructor Handbook*, http://wvabe.org/tcher_handbook_pdf/section9.pdf. Contact your RCAE, <http://wvabe.org/adultcoordinator.htm>, for technical assistance.

West Virginia Adult Basic Education Performance Measures		
Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy problem-solving, English Language acquisition, and other literacy skills.		
	FY07	FY08
Measure 1 (0-1.9 grade levels)	59% of beginning literacy ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	68% of beginning literacy ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 2 (2-3.9 grade levels)	54% of beginning ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	63% of beginning ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 3 (4-5.9 grade levels)	55% of low intermediate ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	59% of low intermediate ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 4 (6-8.9 grade levels)	48% of high intermediate ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	51% of high intermediate ABE learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 5 (9-10.9 grade levels)	51% of low adult secondary level learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	53% of low adult secondary level learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 6 (11-12.9 grade levels)	N/A (the Federal government does not recognize completion of level 6) high adult secondary level learners will acquire the level of basic skills needed to complete the educational functioning level.	N/A (the Federal government does not recognize completion of level 6) high adult secondary level learners will acquire the level of basic skills needed to complete the educational functioning level.
Measure 7 180 & below	37% of beginning literacy ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	59% of beginning literacy ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 8 181-190	40% of low beginning ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	40% of low beginning ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 9 191-200	40% of high beginning ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	40% of high beginning ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.

	FY07	FY08
Measure 10 201-210	55% of low intermediate ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	58% of low intermediate ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 11 211-220	49% of high intermediate ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	53% of high intermediate ESL learners will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.
Measure 12 221-235	49% of advanced ESL level learners will acquire the level of basic skills needed to complete the educational functioning level.	50% of advanced ESL level learners will acquire the level of basic skills needed to complete the educational functioning level.
Core Indicator #2: Placement in, retention in, or completion of unsubsidized employment or postsecondary education/training.		
Measure 1	50% of unemployed adult learners with a primary or secondary goal of obtaining unsubsidized employment (and available for work) will obtain unsubsidized employment.	44% of unemployed adult learners with a primary or secondary goal of obtaining unsubsidized employment (and available for work) will obtain unsubsidized employment.
Measure 2	53% of adults with a primary or secondary goal of retaining their current job will be retained on the job.	21% of adults with a primary or secondary goal of retaining their current job will be retained on the job.
Measure 3	59% of all students with a primary or secondary goal of entering postsecondary education or job training will enroll in further postsecondary academic or vocational programs.	57% of all students with a primary or secondary goal of entering postsecondary education or job training will enroll in further postsecondary academic or vocational programs.
Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.		
Measure 1	74% of all students with a primary or secondary goal of passing the GED or completing the EDP will earn a high school diploma or recognized equivalent.	67% of all students with a primary or secondary goal of passing the GED or completing the EDP will earn a high school diploma or recognized equivalent.

At-Risk Status/On-Site Review

- Programs that do not meet established performance measures will be required to take steps toward improvement as outlined below:
 - **At-Risk**: Failure to meet at least 60% of performance measures **in the past program/fiscal year**.
 - You are required to submit an Improvement Plan.
 - Your program may be asked to complete a Program Self-Assessment.
 - **Targeted Technical Assistance**: Failure to meet at least 60% of performance measures for **two of three years**.
 - You are required to submit the [Program Self-Assessment](#) and [Improvement Plan](#) before a grant is awarded to your program. See the *Appendix*.
 - You are visited by your [regional adult education coordinator](#) or other state or regional coordinators.
 - **Low Performing**: Failure to meet at least 60% of performance measures for **three consecutive years**.
 - Your program is in danger of being closed.
 - A [Program Self-Assessment](#) and an [Improvement Plan](#) are submitted and a technical assistance visit is conducted.
 - Continuation, decrease, or elimination of funding for the next program/fiscal year is considered.
 - **Formal On-Site Evaluation**: Any program that appears on the list of at-risk, targeted technical assistance may be designated for an *On-Site Review*. All low-performing programs will be designated for an *On-Site Review*.
 - You are notified well in advance if your program is scheduled for an On-Site Review. A member of the evaluation team schedules an appointment.
 - You and the instructors in your program complete self-assessment forms that are submitted to the evaluation team. The [Assessment for County Directors/Program Administrators](#) is found the *Appendix*.
 - After the review is completed, the evaluator(s) return a list of commendations and/or recommendations.

Data Quality Audits

(Data quality technical assistance visits)

- As part of the year-end reporting process, the state is required to submit a Data Quality Standards Checklist with the end of year report to the U.S. Department of Education. This checklist describes the process West Virginia has in place for collecting data that meets National Reporting System guidelines. It also addresses whether the state conducts validity studies to ensure processes are working to produce accurate and reliable data. To meet this standard, the WV ABE office has implemented Data Quality Technical Assistance Visits.

- The West Virginia Adult Basic Education state staff will randomly select a grantee/class in each RESA geographical area for each of the six Regional Coordinators of Adult Education (RCAE) to visit. The quality of the data placed into the NRS and the Adult Education Management Information System (AEMIS) will be examined during this visit.
- These data quality technical assistance visits will be completed in each regional area at different sites two times a year, once in the fall and once in the spring.
- For all ABE classes (full-time or part-time), the RCAE will randomly select not less than eight students or 50% of the class. Students do not have to be physically present when the data quality audit takes place. For part-time classes, the RCAE and grantee have the option to cancel student attendance that evening (the part-time teachers will be paid for the regular length of the class period). Full-time classes will continue to serve students during the data quality evaluation.
- If discrepancies are noticed in student records and what is shown in AEMIS, the RCAE will provide on-the-spot technical assistance in regard to correcting errors. In the event that continuous or multiple errors are noticed, the RCAE will need to make an appointment to return to the class at a mutually acceptable time to examine randomly selected new students (entered after the prior audit). The County/Program Director must be notified that there were deficiencies in the data quality audit and a follow up audit will take place.
- Unsuccessful remediation or lack of cooperation in the remediation/follow up process may lead to replacement of the teacher at an appropriate time. The RCAE will notify the WV ABE office in writing and provide details regarding the problems, efforts to correct the problems and the results of the effort to correct the problems. This written communication will provide the rationale if the County/Program Director is notified in writing by the Office of Adult Education and Workforce Development that replacement of the teacher or not rehiring the teacher is recommended.

APPENDIX

- [WVABE Personnel Confidentiality Agreement](#)
- [Student Confidential Records Log](#)
- Release of Information Forms
 - [WVABE Program General Release of Information](#)
 - [Authorization for Release of Strictly Confidential Information to Local Staff or Volunteers](#)
 - [Authorization for Release of Information to External Agencies or Individuals](#)
- [Request for Training of New WVABE Personnel](#)
- WVABE Individual Professional Development Record
 - [General ABE Instructor](#)
 - [ESL Instructor](#)
 - [SPOKES and HTGR Instructors](#)
- [Local Adult Education Program Self-Assessment Matrix](#)
- [ABE Improvement Plan](#)
- [On-site Review Administrator's Self-Assessment Instrument](#)
- [Sample Instructor Job Descriptions](#)
- [ABE Teacher Evaluation](#)

WVABE PERSONNEL CONFIDENTIALITY AGREEMENT

- I have read Section 4 of the WVABE Instructor's Handbook and understand the procedures for handling confidential information.
- I understand that no confidential student information should be shared either verbally, in writing, or by electronic means (e.g., phone conversations, email, blogs, text messaging) with other students, family members of students, WVABE staff members, program volunteers, or other agency personnel (e.g., DHHR, and WorkForce WV), without a signed release of information.
- I understand that any Release of Information form must be read aloud because many students read at a lower level and may not be able to understand the form by reading it silently themselves.
- I understand that obtaining spoken consent is not sufficient to allow transmittal of confidential information to anyone either in conversation or in writing.
- I understand and acknowledge that it is my legal and ethical responsibility to protect the privacy, confidentiality, and security of all records relating to WVABE students.

I hereby acknowledge that I have read and understand the foregoing information and that my signature below signifies my agreement to comply with the above terms.

New Instructor's Signature

_____/_____/_____
Date

WVABE PROGRAM GENERAL RELEASE OF INFORMATION

I understand that information on the *ABE 400/Student Profile Form* may be shared with the Regional Education Service Agency (RESA), the WV Department of Education (WVDE), or with Adult Basic Education (ABE) personnel for the purpose of compiling and reporting information within the Adult Education Management Information System (AEMIS) as required by the Adult Education and Family Literacy Act.

I authorize the program to release the following types of information:

- ◆ Directory information (name, address, telephone, social security number, etc.)
- ◆ Record of attendance
- ◆ Educational goals and achievements
- ◆ Assessment scores
- ◆ Statistical information (gender, ethnicity, employment status, education, disability status, etc.)

I understand that information about the completion of the following goals may be verified by some other private or governmental agencies:

- ◆ Getting or keeping a job
- ◆ Enrolling in a college, university or other training program
- ◆ Passing the GED exam or getting a high school diploma
- ◆ Removal from TANF program or reduction in public assistance

The following agencies may use my social security number to verify completion of the above goals: Bureau of Employment Programs, WV Higher Education Policy Commission, WorkForce WV, West Virginia Department of Education, Oklahoma (GED) Scoring Services, and the WV Department of Health and Human Resources (DHHR).

I understand that my social security number is needed to collect this information. I understand that giving my social security number is voluntary. The social security number may be used only to match information. It will not be used to make decisions about me or any other person. No personal information about me will be published. If I do not give my social security number, I will not lose any rights or services as a student.

I understand that this release of information is valid for two years from the date of my signature or until it is revoked in writing by me, whichever occurs first.

Signature of Student

Date

Signature of Parent or Guardian (if necessary)

Date

AUTHORIZATION FOR RELEASE OF STRICTLY CONFIDENTIAL INFORMATION TO LOCAL STAFF OR VOLUNTEERS

I give my permission to release information contained in the document(s) indicated below:

Please date, initial and check [] the appropriate items below.

Date	Initials	√	Item
_____	_____	[]	Payne Learning Needs Inventory
_____	_____	[]	Learning Needs Screening
_____	_____	[]	Copeland Symptom Checklist for Adult ADD
_____	_____	[]	Other: _____
_____	_____	[]	School records from: _____
_____	_____	[]	Other records from: _____

I give permission to release the information contained in the documents indicated above to the following individuals for educational or assessment purposes:

If the same information can be made available to several staff people, please list their names below. Then date, initial and check [] the appropriate individuals. If different information is going to various individuals, make separate forms.

Date	Initials	√	Staff Member	Date	Initials	√	Staff Member
_____	_____	[]	_____	_____	_____	[]	_____
_____	_____	[]	_____	_____	_____	[]	_____
_____	_____	[]	_____	_____	_____	[]	_____
_____	_____	[]	All of the Staff Members Listed above				
_____	_____	[]	Other Individual(s): _____				
_____	_____	[]	Volunteer Tutor: _____				

This release is valid from the date of my signature until June 30, ___ or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.

Signature: _____ Date: _____

Signature of staff person releasing the information: _____

AUTHORIZATION FOR RELEASE OF INFORMATION TO EXTERNAL AGENCIES OR INDIVIDUALS

I give my permission to release information contained in the document(s) indicated below:

Please date, initial and check [] the appropriate items below.

Date	Initials	√	Item
_____	_____	<input type="checkbox"/>	Payne Learning Needs Inventory
_____	_____	<input type="checkbox"/>	Learning Needs Screening
_____	_____	<input type="checkbox"/>	Copeland Symptom Checklist for Adult ADD
_____	_____	<input type="checkbox"/>	Test of Adult Basic Education (TABE) scores
_____	_____	<input type="checkbox"/>	Comprehensive Adult Student Assessment System (CASAS) scores
_____	_____	<input type="checkbox"/>	GED Official Practice Test (OPT) scores
_____	_____	<input type="checkbox"/>	Attendance records
_____	_____	<input type="checkbox"/>	Other: _____
_____	_____	<input type="checkbox"/>	School records from: _____
_____	_____	<input type="checkbox"/>	Other records from: _____

I give permission to release the information contained in the documents indicated above to the following agencies or individuals for educational and assessment purposes:

[If the same information is going to several agencies, date, initial and check [] the appropriate agencies below. If different information is going to several agencies, make a separate form for each agency.]

Date	Initials	√	Agency
_____	_____	<input type="checkbox"/>	Division of Rehabilitation Services
_____	_____	<input type="checkbox"/>	Department of Health and Human Resources
_____	_____	<input type="checkbox"/>	Other Agency: _____
_____	_____	<input type="checkbox"/>	Other Individual(s): _____

This release is valid from the date of my signature until June 30, ___ or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.

Signature: _____ Date: _____

Signature of staff person releasing the information: _____

2007-2008 Request for Training of New WVABE Personnel

Request Date: _____
 Person Making Request: _____
 Telephone: _____

Trainee Name: _____

Email (required): _____ Address: _____

RESA: _____ New to ABE? Yes No _____

AEMIS Grantee: _____ Day Phone: _____

Class Location: _____ Home Phone: _____

Class Schedule: _____ Cell/Other: _____

Name of Predecessor: _____ Deactivate predecessor? _____

Employee Status: _____ Total Hrs/Wk: _____ WVABE Instructional Hrs/Wk: _____

- Instructor or Instructional Aide:
 Full-time Part-time (Up to 12 Hrs/Wk) Part-time (13+ Hrs/Wk)
 Not Employed w/ABE Funds (including Volunteers)
 Non-Instructional: Local Administrator Data Manager Secretary/Clerk EDP
 Temporary/Short Term: Occasional Sub Computer Lit HTGR Workplace

- Program Type:**
 Regular ABE Family Lit/Even Start ESL/EL Civics Only EDP
 SPOKES HTGR Computer Literacy Workplace

- Type of Training: (check all that apply)**
 Introduction to ABE ABE Refresher ABE for Occasional Substitute
 Institutional Ed. ESL/EL Civics Family Lit/Even Start
 SPOKES SPOKES Literacy Tutor Job Coach/Career Devel. Consultant
 Computer Literacy Community College Hit the Ground Running (HTGR)
 Distance Ed. AEMIS Data Manager Local Administrator/Director
 EDP Assessor Workplace Assessment Specialist

- Instructor/Occasional Substitute Certification:**
 WV Teaching Certificate: Permanent Expiration Date: _____
 Adult License for ABE: Approved or Temporary
 Substitute Permit (for Occasional Subs Only) Short-term or Application Pending Approval Long-term

Anticipated Hiring Date: _____ 1st Class Date: _____

Please submit this form to:
 Cathy Shank, ABE Professional Development Coordinator
 RESA III, 501 22nd Street, Dunbar, WV 25064
 Phone: 304-766-7655 ext. 112 or 1-800-257-3723 ext. 112; Fax: 304-766-7915
cshank@access.k12.wv.us

WVABE INDIVIDUAL PROFESSIONAL DEVELOPMENT RECORD
General ABE Instructor and Instructional Aide
(Institutional Education, Family Literacy/Even Start, ABE in Community Colleges)

Notes	Core Sessions (6 hours required annually)*	Hours	Date Complete
Required during 1 st fiscal/program yr. employed (*except those hired after March 1)	MGMT 100: Managing Your Information System		
	ABE/ESL Management (MGMT-100-ABE/ESL) or	3 hours or	
	Institutional Ed Management (MGMT-100-IE)	3 hours	
	ASMT 101: Using Your Assessment Instrument – Choose one of the following:		
	ASMT 101-T: TABE or ASMT 101-C: CASAS	3 hours or 3 hours	
Required during 2 nd fiscal/program yr. employed	ASMT 100: Assessment to Instruction Part I	3 hours	
	CURR 100: Assessment to Instruction Part II	3 hours	
Required. May be selected during any year	TECH 100: Technology for the ABE Class	3 hours	
	TECH 200: Integrating Technology into the ABE Curriculum	3 hours	
	GED 100: Instructional Strategies and Materials for the GED Language Arts Tests	3 hours	
	GED 101: Instructional Strategies and Materials for the GED Math, Science and Social Studies Tests	3 hours	
	SLN 100: Introduction to Learning Disabilities and Other Special Learning Needs or	6 hours or	
	SLN 200: Payne Assessment to Accommodations (optional)	48 hours	
	LIT 100: Introduction to Beginning Literacy Instruction or	6 hours or	
LIT ALT: Literacy WV Basic Tutor Training (optional)	12 hours		
Not Required	Recommended Elective Sessions		
	AEMIS		
	NRS		
	GED Accommodations		
	PLATO		

*Substitutes may attend 3 hours of anything (Core **or** Electives).

WVABE INDIVIDUAL PROFESSIONAL DEVELOPMENT RECORD
ESL Instructor and Instructional Aide

Notes	Core Sessions (6 hours required annually)*	Hours	Date Complete
Required during 1 st fiscal/program yr. employed (*except those hired after March 1)	MGMT 100-ABE/ESL: Managing Your Information System	3 hours	
	ASMT 101: Using Your Assessment Instrument – Choose one of the following:		
	ASMT 101-C: CASAS or ASMT 101-BC: BEST/CELSA or ASMT 101-B+: BEST Plus	3 hours or 3 hours or 6 hours	
Required during 2 nd fiscal/program yr. employed	ASMT 100: Assessment to Instruction Part I	3 hours	
	CURR 100: Assessment to Instruction Part II	3 hours	
Required. May be selected during any year	TECH 100: Technology for the ABE Class	3 hours	
	TECH 200: Integrating Technology into the ABE Curriculum	3 hours	
	SLN 100: Introduction to Learning Disabilities and Other Special Learning Needs	6 hours	
	LIT 100: Introduction to Beginning Literacy Instruction or LIT ALT: Literacy WV Basic Tutor Training	6 hours or 12 hours	
	ESL 100: Language Acquisition and the Role of Culture in Adult ESL Instruction	3 hours	
Sessions are not offered every year; may be selected during any year available	ESLCURR 100: English Literacy and Civics Curriculum	6 hours	
	ESLCURR 101: Planning Lessons for Adult ESL Classes	3 hours	
	ESLCURR 200: Listening and Speaking Skills Strategies	3 hours	
	TOEFL 100: Preparing for the Test of English as a Foreign Language (for F/T instructors only)	3 hours	
	CITZ 100: Preparing for the Citizenship and Naturalization Process (for F/T instructors only)	3 hours	
	Recommended Elective Sessions		
Not Required	AEMIS		
	WVTESOL conference		

*Substitutes may attend 3 hours of anything (Core or Electives).

WVABE INDIVIDUAL PROFESSIONAL DEVELOPMENT RECORD
SPOKES Personnel and Hit the Ground Running (HTGR) Instructors

Notes	Core Sessions (3 hours required annually for HTGR; 6 hours for SPOKES personnel)*	Required for:	Hours	Date Complete
Required during 1 st and 2 nd fiscal/program yrs. employed (except for those hired after March 1).	MGMT 100-SPOKES: Managing Your Information System	SPOKES, Job Coach	3 hours	
	WORK 100: WorkKeys Assessment and Instructional Design	SPOKES, HTGR, Job Coach	3 hours	
	WORK 200: Ready to Work Certification Training	SPOKES, HTGR, Job Coach	2 hours	
	WORK 201: Training Techniques for Work Readiness	SPOKES, HTGR	4 hours	
Required. May be selected during any year.	ASMT 101-T: TABE Using Your TABE Assessment Instrument	SPOKES, HTGR, Job Coach	3 hours	
	SLN 100: Introduction to Learning Disabilities and Other Special Learning Needs or	SPOKES, Job Coach	6 hours	
	SLN 200: Payne Assessment to Accommodations (optional)	Recommended for: Job Coach	48 hours	
	TECH 100: Technology for the ABE Class	SPOKES, HTGR, Job Coach	3 hours	
	TECH 200: Integrating Technology into the ABE Curriculum	SPOKES, HTGR, Job Coach	3 hours	
	WORK 101: Introduction to KeyTrain	SPOKES, HTGR, Job Coach	3 hours	
Only Required for Selected Instructors.	ASMT 100: Assessment to Instruction Part I	Selected SPOKES	3 hours	
	GED 100: Instructional Strategies and Materials for the GED Language Arts Tests	Selected SPOKES	3 hours	
	GED 101: Instructional Strategies and Materials for the GED Math, Science and Social Studies Tests	Selected SPOKES	3 hours	
	LIT 100: Introduction to Beginning Literacy Instruction or	Selected SPOKES	6 hours	
	LIT ALT: Literacy WV Basic Tutor Training	Selected SPOKES	12 hours	
	Recommended Elective Sessions			
Not Required.	AEMIS			
	PLATO			
	21st Century Technology Instruction			
	21 st Century Teacher Toolkit			

*Substitutes may attend 3 hours of anything (Core or Electives).

Local Adult Education Program Self-Assessment Matrix

Rev. 8/04

What parts of your program need attention?

1. Have each staff member (teachers and director/administrator) rate each of the program planning functions. Note that some functions may be more directly applicable to teachers versus the program director/administrator and vice versa. **Items relating primarily to the Administrator are noted with an asterisk (*).**
2. Compare your ratings with the other staff members.
3. Determine the functions where there is common agreement with “shaky” and/or “help” ratings.
4. Examine these functions to determine which ones could possibly be related to low performance on your designated measures.
5. Determine strategies that might strengthen those weaknesses, such as technical assistance from your regional or State staff, professional development for the instructors, AEMIS training, revisions in the student intake system, changes in the class schedule, etc.
6. Complete the ABE Improvement Plan, if required.

Rating Scale:

Met: I perform this function effectively.

Shaky: I perform this function some of the time, but I’d like to learn how to do it better.

Help: I do not feel comfortable with this function, and I need help with it right away.

	M E T	S H A K Y	H E L P	Notes
Section 1: Student Recruitment				
Knowing your target population through needs assessments, data analysis, surveys, etc.				
Effective recruitment strategies				
Close linkages with referral sources, including community colleges, Workforce WV Centers, DHHR, vocational education, etc.				
Section 2: Student Orientation and Intake				
Managed intake (scheduled individual or group sessions) versus open entry				
Welcome and introductory activity				
Program overview (locations, schedule, services, etc.)				
Discussion of barriers/roadblocks to success (e.g., transportation, child care)				
Preliminary goal-setting activities on short-term and long-term goals				
Registration process (filling out ABE 400 or student profile form correctly)				

	M E T	S H A K Y	H E L P	Notes
Explanation and student signatures for (1) release of information form, (2) code of conduct, (3) acceptable internet use policy				
Three special learning needs screening questions				
Use of a locator or appraisal test				
Follow-up student interviews to discuss assessment results, resolve barriers, confirm attendance schedule				
Section 3: Initial Assessment				
Initial academic placement and diagnosis to guide instruction and determine NRS levels (standardized testing)				
Realistic NRS goal setting based on assessment results and learner goals with interim benchmarks				
Life skills/career inventories				
Learning styles inventories				
Identification of special learning needs				
Setting learning objectives for work-based project learners				

	M E T	S H A K Y	H E L P	Notes
Distance Education Program Student Contract and Orientation Check-off				
Section 4: Planning and Instruction				
Development of individualized learning plans				
Lesson planning to guide instruction				
Classroom management (e.g., open entry versus managed entry, multi-level versus uni-level, time management)				
Use of varied instructional strategies				
Use of relevant, real-life instructional resources				
Integration of technology				
Accommodations for special learning needs				

	M E T	S H A K Y	H E L P	Notes
Section 5: Student Retention				
Establishing a social support network within the classroom				
Student mentors and/or student retention teams				
Motivational speakers				
Class projects				
Student newsletters				
Student recognitions				
Regular review of interim goal-related benchmarks				
Ongoing assistance with barrier resolution				
Section 6: Student Outcomes and Evaluation				
Exit assessment to determine student mastery and exit NRS level via standardized tests				
Accurate and timely reporting of student data into AEMIS				

	M E T	S H A K Y	H E L P	Notes
Documentation to verify student progress and achievements				
Student follow-up on non-completers				
Review and use of data for program improvement (i.e., using AEMIS to examine class summary reports, NRS reports, etc.)				
Student questionnaires to receive feedback on customer satisfaction and recommendations for improvement				
Section 7: Professional Development				
Pre-service training for new instructors				
In-service training on accountability, reporting, and other system-wide requirements and procedures				
Responsive training to reflect individual teachers' needs and interests Responsive training to reflect individual teachers' needs and interests				
Use of the WVABE website and other sources for teaching and professional development resources				

	M E T	S H A K Y	H E L P	Notes
Section 8: Program Evaluation				
Program self assessment				
Yearly evaluative staff meeting				
Ability to meet NRS performance standards				
Section 9: Financial Management				
Efficient oversight and use of funds for approved expenditures *				
Leveraging of additional funds from other sources (e.g., grants, partnering agencies, business) *				
Section 10: Program Management				
Scheduling and location of classes to match student needs *				
Hiring and retaining qualified staff *				

	M E T	S H A K Y	H E L P	Notes
Clearly articulated job descriptions *				
Structure in place to encourage and support staff involvement in the decision making process *				
Maintaining a positive physical and psychological environment for learning				
Other:				

ABE Improvement Plan

County/Program: _____

Program Administrator: _____

Date: _____

rev. 8/04

ABE Improvement Plan

Measure Not Met (less than 60%)	Identified Problems/Factors Contributing to Unmet Measure	Strategies to Address the Measure	Projected Timeline for Proposed Strategies
<p>Example: 30% of adult learners with a goal of obtaining a high school credential will obtain a GED or EDP.</p>	<ul style="list-style-type: none"> • Students left program before completing instruction. • Unrealistic goal setting occurred for adults performing at lower functioning levels. • Teachers thought that secondary goals were not counted in performance results. 	<ul style="list-style-type: none"> • A thorough barrier identification process will be conducted with each student upon entry to identify and resolve any barriers to consistent assistance. • Incentives for regular attendance will be initiated to encourage adults to remain in the program until they pass the GED. • Students functioning at the low intermediate level and below will be designated with a goal of “improve basic skills” rather than “obtain a GED.” • Teachers will be reminded that both primary and secondary goals are counted equally in determining the performance results. 	<ul style="list-style-type: none"> * Technical assistance will be requested for teacher training on this issue in April. The process will be implemented in May. * Staff will determine appropriate incentives in April with implementation in May. * Will begin immediately * Will discuss at April staff meeting.

ABE Improvement Plan

Measure Not Met (less than 60%)	Identified Problems/Factors Contributing to Unmet Measure	Strategies to Address the Measure	Projected Timeline for Proposed Strategies



LEA/Grantee: _____

Director/Administrator: _____

Date: _____

Adult Basic Education Assessment for County Directors/Program Administrators

**West Virginia Department of Education
Office of Adult Education and Workforce Development**

rev. 7/10/06

ASSESSMENT FOR PROGRAM ADMINISTRATORS

County/Grantee:

Teacher/s:

Date:

Team Members:

Class Site:

Directions (Grantee): Review each of the performance standards and determine to what degree your ABE program meets that standard. Indicate your response with a "√" in the white space under the appropriate category (Commendation, Standard Met, Partially Met, Required Action, or NA).

Glossary

Commendation: A requirement or aspect thereof implemented in an exemplary manner, significantly beyond the basic requirements. A commendation is given to a program, which has exceeded the minimum standard for a particular item, or is creative and unique to the point of being a model for other ABE programs. A comment explaining the commendation is required.

Note: This item is to be rated only by the on-site review team.

Standard Met: All aspects of the performance standard have been met to an acceptable level. No further action or response is required.

Partially Met: Certain aspects of a particular standard either have not been fully met or are incomplete. A "suggested action" Statement will accompany this rating in the Team Comment box, which, if implemented, will bring the rating up to "fully met". No written response is required, but follow-up will be conducted at a later date to review any corrective action taken by the grantee.

Required Action: A programmatic or administrative area, which does not meet the minimum State and/or Federal guidelines. A separate form is attached to the final report, which lists the performance standard and description, the required action, and space for corrective action from the grantee. A written response from the grantee is necessary for each Required Action within 30 days from receipt of the final report.

Note: This item is to be rated only by the on-site review team.

NA: This item is not applicable. However, a brief comment in the space provided is required to explain why this item does not apply to the program or class in question.

PROGRAM PLANNING

	PERFORMANCE STANDARDS	Commen- dation	Standard Met	Partially Met	Required Action	NA
1.	1.1.A. An Advisory Council is formed and meets at least two times per year.	ON- SITE TEAM ONLY				

Look for: (1) Advisory Council formed; (2) represented by various groups, agencies, former students, employers, parents, etc.; and (3) meets at least two times/year. A formal linkage with a Family Resource Network, Vocational Council, WIB, or other related organization could substitute for an actual ABE Advisory Council, as long as ABE is a separate and distinct agenda topic at least twice per year.

Administrator Comment:

Team Comment:

STAFF DEVELOPMENT

	PERFORMANCE STANDARDS	Commen- dation	Standard Met	Partially Met	Required Action	NA
2.	5.4.B. Each class level of performance for the core indicators is measured and reviewed annually, and appropriate staff development and/or technical assistance is provided if needed.	ON- SITE TEAM ONLY				

Look for: Documentation that the administrator and the teacher(s) have reviewed the Federal Core Indicators.

Administrator Comment:

Team Comment:

PROGRAM OPERATIONS

	PERFORMANCE STANDARDS	Commen- dation		Standard Met		Partially Met		Required Action		NA	
5.	2.4.B. Monthly attendance records are entered into AEMIS on time each month.	ON- SITE TEAM ONLY						ON- SITE TEAM ONLY			

Look for: The Regional Coordinator of Adult Education can verify if attendance records are input into AEMIS by the 10th of each month. (wvabe.org/aemis>Class>ABE 300A Report)

Administrator Comment:

Team Comment:

PROGRAM OPERATIONS

	PERFORMANCE STANDARDS	Commen- dation		Standard Met		Partially Met		Required Action		NA	
6.	2.4.C. Student entry and exit records are entered into AEMIS in accordance with state guidelines SOURCE: AEMIS Handbook	ON- SITE TEAM ONLY						ON- SITE TEAM ONLY			

Look for: The Regional Coordinator of Adult Education can verify if this item is met.
(wvabe.org/aemis>Class>ABE 300A Report or wvabe.org/aemis>Student>Edit Student>400A or 400B)

Administrator Comment:

Team Comment:

PROGRAM OPERATIONS

	PERFORMANCE STANDARDS	Commen- dation		Standard Met		Partially Met		Required Action		NA	
7.	2.3.C. and 5.2.B Teachers will have current adult licenses or teaching certificates on file. Literacy tutors will complete and have verification of certified literacy training	ON- SITE TEAM ONLY						ON- SITE TEAM ONLY			

Look for: Training certification of each tutor is on file at the local site.

Administrator Comment:

Team Comment:

STAFF DEVELOPMENT

	PERFORMANCE STANDARDS	Commen- dation		Standard Met		Partially Met		Required Action		NA	
8.	5.2.A. New teachers complete a minimum of eight (8) hours of pre-service prior to instruction.	ON- SITE TEAM ONLY						ON- SITE TEAM ONLY			

Look for: PEER records in the ABE office. AEMIS (AEMIS/Professional Development/View Pre-Service record) or contact the Professional Development Coordinator at RESA III.

Administrator Comment:

Team Comment:

STAFF DEVELOPMENT										
	PERFORMANCE STANDARDS	Commen- dation		Standard Met		Partially Met		Required Action		NA
9.	5.3.A. All teachers complete the minimum required hours of approved in-service annually.	ON- SITE TEAM ONLY						ON- SITE TEAM ONLY		
Look for: PEER records AEMIS (AEMIS/Professional Development/view Professional Development) or contact the professional Development Coordinator at RESA III.										
Administrator Comment:										

Team Comment:										

STAFF DEVELOPMENT										
	PERFORMANCE STANDARDS	Commen- dation		Standard Met		Partially Met		Required Action		NA
10.	5.4.A. Annual personnel evaluations are on file for all instructional personnel, conducted by a trained administrator or evaluator.	ON- SITE TEAM ONLY						ON- SITE TEAM ONLY		
Look for: Written evaluation reports for all teaching staff are on file at the grantees administrative offices.										
Administrator Comment:										

Team Comment:										

PROGRAM PLANNING

	PERFORMANCE STANDARDS	Commen- dation		Standard Met		Partially Met		Required Action		NA	
11.	<p>3.9.A. The classroom has the following provisions:</p> <ul style="list-style-type: none"> • Large enough to accommodate students; • Accessible to people with disabilities; • Adequate heating and cooling; • Adequate number of tables and chairs, designed for adults; • Available storage space; • Clean restrooms; • Safe parking area; • Adequate indoor and outdoor lighting; • Access to a telephone; • Visible signs or directions to the class location. <p>SOURCE: self-report/on-site</p>	ON- SITE TEAM ONLY						ON- SITE TEAM ONLY			

Look for: Visual inspections to determine if the above items are adequate or present.

Administrator Comment:

Team Comment:

RECRUITMENT

	PERFORMANCE STANDARDS	Commen- dation		Standard Met		Partially Met		Required Action		NA	
12.	<p>6.2.A. Written recruitment plan incorporates a minimum of three recruitment strategies that are developed and implemented.</p>	ON- SITE TEAM ONLY						ON- SITE TEAM ONLY			

Look for: Documentation that a recruitment plan has been implemented with strategies that could include brochures, fliers, radio and/or television ads, newspaper articles, etc.

Administrator Comment:

Team Comment:

RECRUITMENT

	PERFORMANCE STANDARDS	Commen- dation	Standard Met	Partially Met	Required Action	NA
13.	6.1.A. The program meets or exceeds its recruitment goal stated in the ABE application.	ON- SITE TEAM ONLY				
<p>Look for: Compare the prior Fiscal Years enrollment to the number listed for that Fiscal Year in the ABE application.</p> <p>Administrator Comment:</p> <hr style="border-top: 1px dashed black;"/> <p>Team Comment:</p>						

RECRUITMENT

	PERFORMANCE STANDARDS	Commen- dation	Standard Met	Partially Met	Required Action	NA												
14.	6.3.A. Enrollment does not fall below 65% of the state guidelines for three consecutive months.	ON- SITE TEAM ONLY																
<p>Look for: Compare the current or past year's enrollment records (depending when the visit takes place) to determine the total number of classes in the county/organization. Divide that number into the number of classes that do not meet the state student enrollment guidelines of 65% for three consecutive months. This item will be marked accordingly: 0 - 65% = Not Met, 65 - 99% = Partially Met, and 100% = Fully Met. SOURCE: AEMIS (wvabe.org/aemis/Reports/WVABE/Class Summary and/or Non-Compliant)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Class meets:</td> <td style="width: 25%;">Students</td> <td style="width: 25%;">Class meets:</td> <td style="width: 25%;">Students</td> </tr> <tr> <td>1-14 hrs/week</td> <td style="text-align: center;">8</td> <td>20 hrs/week</td> <td style="text-align: center;">13</td> </tr> <tr> <td>15 hrs/week</td> <td style="text-align: center;">10</td> <td>25 hrs/week+</td> <td style="text-align: center;">15</td> </tr> </table> <p>Administrator Comment:</p> <hr style="border-top: 1px dashed black;"/> <p>Team Comment:</p>							Class meets:	Students	Class meets:	Students	1-14 hrs/week	8	20 hrs/week	13	15 hrs/week	10	25 hrs/week+	15
Class meets:	Students	Class meets:	Students															
1-14 hrs/week	8	20 hrs/week	13															
15 hrs/week	10	25 hrs/week+	15															

RETENTION

	PERFORMANCE STANDARDS	Commen- dation	Standard Met	Partially Met	Required Action	NA
15.	7.3.A. Student contact hours do not fall below 65% of the state guidelines for three consecutive months.	ON- SITE TEAM ONLY			ON- SITE TEAM ONLY	

Look for: Compare the current or past year's enrollment records (depending when the visit takes place) to determine the total number of classes in the county/organization. Divide that number into the number of classes, which do not meet the state student, **contact hours** guidelines of 65% for three consecutive months. This item will be marked accordingly: 0 - 65% = Not Met, 65 - 99% = Partially Met, and 100% = Fully Met. SOURCE: AEMIS ([wvabe.org/aemis/Reports/WVABE/Class Summary and/or Non-Compliant](http://wvabe.org/aemis/Reports/WVABE/Class%20Summary%20and/or%20Non-Compliant))

Class meets:	Minimum Hours:	Class meets:	Minimum Hours:
3 hrs/week	96	15 hrs/week	450
6 hrs/week	192	20 hrs/week	600
9 hrs/week	288	25 hrs/week	900

Administrator Comment:

Team Comment:



ADULT BASIC EDUCATION INSTRUCTOR JOB DESCRIPTION

Full-time instructor needed to provide instruction in basic academics and General Educational Development (GED) preparation to adult students.

Qualifications:

1. Professional teaching certificate (preferred) or eligible for an adult license for Adult Basic Education (four year college degree – minimum of 2.5 GPA in original course work; a minimum of 3.0 in course work used in maintenance of certificate or adult license).
2. Prior experience in teaching adults preferred.
3. Knowledge of the characteristics of adult learners preferred.
4. Computer instructional skills required.
5. Effective oral/written communication skills required.
6. Experience with software management systems preferred.
7. Ability to provide basic academic skills, job-readiness, and life-coping skills to adult learners required.
8. Ability to attend teacher training prior to the first class meeting required.
9. Ability to work collaboratively with other agencies and organizations.

Terms of Employment:

As needed for the length of the class. Student enrollment, contact hours, and funding may affect the length of employment.

Duties:

1. Instruct students in basic skills, GED Preparation skills, life-coping skills, and computer skills.
2. Develop an individual program of study for each student based upon the student's goals and skill levels.
3. Administer/interpret appropriate assessment instruments when necessary.
4. Conduct confidential student interviews.
5. Utilize a variety of instructional methods and materials that meet individual student needs.
6. Apply accommodations for students with special learning needs and make referrals for diagnosis and special support service when appropriate.
7. Prepare and submit applicable data relating to student enrollment, progress, and completion (or termination).
8. Establish and maintain linkages with community agencies/businesses, career and technical centers, and college programs.
9. Establish and maintain open and effective communications with local DHHR staff.

Expectations:

1. Work effectively as a member of an educational team.
 2. Demonstrate self-control and exhibit an attitude of mutual respect with colleagues and program participants.
 3. Exhibit ethical behavior and demonstrate good work habits, including punctuality and attendance.
 4. Demonstrate enthusiasm and create a positive learning environment.
 5. Demonstrate a willingness to work collaboratively with personnel from other agencies.
 6. Maintain confidentiality of student information as outlined in section four of the ABE Instructor Handbook.
 7. Participate in at least the minimum required Core and Elective professional development sessions per year depending on the number of hours per week of employment:
 - Up to 12 hours/week:
 - Each program year, 6 hours of Core In-service Selections (until Core requirements are completed)
 - 13 hours/week or more; hourly/not full-time:
 - Each program year, 6 hours of Core In-service Selection (until Core requirements are completed) and 3 hours of Approved Elective In-service Selections
 - Full-time:
 - Each program year, 6 hours of Core In-service Selections (until Core requirements are completed) and 6 hours of Approved Elective In-Service Selections
 - Substitutes:
 - Each program year, 3 hours of Core or Elective In-service Selections
- A teacher hired after March 1 of a given year will not have to comply with this In-service requirement until the following year.



ADULT BASIC EDUCATION INSTRUCTOR JOB DESCRIPTION

Hourly instructor needed to provide instruction in basic academics and General Educational Development (GED) preparation to adult students.

Qualifications:

1. Professional teaching certificate (preferred) or eligible for an adult license for Adult Basic Education (four year college degree – minimum of 2.5 GPA in original course work; a minimum of 3.0 in course work used in maintenance of certificate or adult license).
2. Prior experience in teaching adults preferred.
3. Knowledge of the characteristics of adult learners preferred.
4. Computer instructional skills required.
5. Effective oral/written communication skills required.
6. Experience with software management systems preferred.
7. Ability to provide basic academic skills, job-readiness, and life-coping skills to adult learners required.
8. Ability to attend teacher training prior to the first class meeting required.
9. Ability to work collaboratively with other agencies and organizations.

Terms of Employment:

As needed for the length of the class. Student enrollment, contact hours, and funding may affect the length of employment.

Duties:

1. Instruct students in basic skills, GED Preparation skills, life-coping skills, and computer skills.
2. Develop an individual program of study for each student based upon the student's goals and skill levels.
3. Administer/interpret appropriate assessment instruments when necessary.
4. Conduct confidential student interviews.
5. Utilize a variety of instructional methods and materials that meet individual student needs.
6. Apply accommodations for students with special learning needs and make referrals for diagnosis and special support service when appropriate.

7. Prepare and submit applicable data relating to student enrollment, progress, and completion (or termination)
8. Monitor student and class progress (attendance, contact hours, federal core measures).
9. Establish and maintain collaborative linkages with other referral service agencies.

Expectations:

1. Work effectively as a member of an educational team.
2. Demonstrate self-control and exhibit an attitude of mutual respect with colleagues and program participants.
3. Exhibit ethical behavior and demonstrate good work habits, including punctuality and attendance.
4. Demonstrate enthusiasm and create a positive learning environment.
5. Demonstrate a willingness to work collaboratively with personnel from other agencies.
6. Maintain confidentiality of student information as outlined in section four of the ABE Instructor Handbook.
7. Participate in at least the minimum required Core and Elective professional development sessions per year depending on the number of hours per week of employment:

Up to 12 hours/week:

Each program year, 6 hours of Core In-service Selections (until Core requirements are completed)

13 hours/week or more; hourly/not full-time:

Each program year, 6 hours of Core In-service Selection (until Core requirements are completed) and 3 hours of Approved Elective In-service Selections

Full-time:

Each program year, 6 hours of Core In-service Selections (until Core requirements are completed) and 6 hours of Approved Elective In-Service Selections

Substitutes:

Each program year, 3 hours of Core or Elective In-service Selections

A teacher hired after March 1 of a given year will not have to comply with this In-service requirement until the following year.



SPOKES INSTRUCTOR JOB DESCRIPTION

Qualifications:

1. Professional teaching certificate (preferred) or eligible for an adult license for Adult Basic Education (four year college degree – minimum of 2.5 GPA in original course work; a minimum of 3.0 in course work used in maintenance of certificate or adult license).
2. Prior experience in teaching adults preferred.
3. Knowledge of the characteristics of adult learners preferred.
4. Computer instructional skills required
5. Effective oral/written communication skills required.
6. Experience with software management systems preferred.
7. Ability to provide basic academic skills, job-readiness, and life-coping skills to adult learners required.
8. Ability to attend teacher training prior to the first class meeting required.
9. Ability to work collaboratively with other agencies and organizations specifically the Department of Health and Human Resources and the local Workforce WV Center.

Terms of Employment:

As needed for the length of the class. Student enrollment, contact hours, and funding may affect the length of employment.

Duties:

1. Instruct students in job readiness skills, work process skills, life-coping skills, computer skills and WorkKeys® preparation.
2. Administer/interpret appropriate assessment instruments when necessary.
3. Maintain accurate records of student progress and attendance.
4. Prepare and submit applicable data relating to student enrollment, progress, and completion (or termination) as required by the SPOKES program.
5. Be an effective member of the site team by meeting with other staff members to plan and coordinate programming.
6. Coordinate with other members of the team to communicate with referring agencies regarding progress or challenges faced with individual customers.
7. Assist the site team in maintaining contact with individual adult technical education/college programs, Workforce WV staff and individual employers.
8. Perform other duties as related to the SPOKES program.

Expectations:

1. Work effectively as a member of an educational team.
 2. Demonstrate self-control and exhibit an attitude of mutual respect with colleagues and program participants.
 3. Exhibit ethical behavior and demonstrate good work habits, including punctuality and attendance.
 4. Demonstrate enthusiasm and create a positive learning environment.
 5. Demonstrate a willingness to work collaboratively with personnel from other agencies.
 6. Maintain confidentiality of student information as outlined in section four of the ABE Instructor Handbook.
 7. Participate in at least the minimum required Core and Elective professional development sessions per year depending on the number of hours per week of employment:
 - Up to 12 hours/week:
 - Each program year, 6 hours of Core In-service Selections (until Core requirements are completed)
 - 13 hours/week or more; hourly/not full-time:
 - Each program year, 6 hours of Core In-service Selection (until Core requirements are completed) and 3 hours of Approved Elective In-service Selections
 - Full-time:
 - Each program year, 6 hours of Core In-service Selections (until Core requirements are completed) and 6 hours of Approved Elective In-Service Selections
 - Substitutes:
 - Each program year, 3 hours of Core or Elective In-service Selections
- A teacher hired after March 1 of a given year will not have to comply with this In-service requirement until the following year.



ADULT BASIC EDUCATION INSTRUCTOR ENGLISH FOR SPEAKERS OF OTHER LANGUAGES JOB DESCRIPTION

Qualifications:

- Bachelors or higher degree (TESOL, Linguistics, or English preferred).
- Professional teaching certificate (preferred) or eligible for an adult license for Adult Basic Education (four year college degree – minimum of 2.5 GPA in original course work; a minimum of 3.0 in course work used in maintenance of certificate or adult license).
- Knowledge of the characteristics of adult learners and prior experience in working with adult learners is preferred.
- Knowledge of the process of second language acquisition and prior experience in working with non-native English speakers is preferred.
- Experience in living outside the U.S., learning a foreign language, and/or adapting to a different culture is preferred.
- Experience in working with computers and using educational software is preferred.
- ABE Pre-service training with an approved peer trainer completed prior to the start of any instructional activity.

Terms Of Employment:

As needed for the length of the class. Student enrollment, contact hours, and funding may affect the length of employment.

Professional and Instructional Responsibilities:

- Provide information regarding entry into classes and orientation to the ABE/ESL program to potential students upon request.
- Administer appropriate instruments for registration, oral/written placement and needs assessment to determine skill levels and learner goals.
- Conduct personal interviews with new students to set reasonable goals and plan and implement an appropriate course of instruction.
- Manage multilevel classroom activities and provide instruction in a variety of ways (individual, pair-work, whole group, small group, computer-aided, tutorial, guest speakers, field trips, etc.) according to the learners' needs.
- Structure appropriate activities that develop basic skills in English (listening, speaking, reading, writing, pronunciation, and grammar) and in other academic areas (American history, citizenship, math, science, test-taking, etc.) according to the learner's identified needs.
- Assist learners in developing and refining appropriate vocabulary and idioms for use in a variety of settings (academic, workplace, children's school, shopping, the telephone, filling out forms, etc.) according to learners' needs.

- Assist learners in becoming oriented to the local community (school system, public events, available services, etc.); in dealing with culture shock; and in adapting to local customs and cultures.
- Monitor and document learners' progress in relation to identified goals using a variety of evaluation techniques (oral/written tests, formal/informal evaluations, portfolios, etc.).
- Maintain and submit records and reports in a timely manner as required by county/state policy.
- Work with the local ABE coordinator to promote the ABE/ESL program as a whole and collaborate with various agencies including the community-based organizations, business and industry, and educational and governmental institutions.
- Provide information to learners about community services and educational/job opportunities.
- Maintain a professional relationship with students, administrators, and all others who are encountered through professional duties.
- Select and recommend the purchase of proper educational materials, supplies, and/or equipment for the class site(s).
- Participate in at least the minimum required Core and Elective professional development sessions per year depending on the number of hours per week of employment:

Up to 12 hours/week:

Each program year, 6 hours of Core In-service Selections (until Core requirements are completed)

13 hours/week or more; hourly/not full-time:

Each program year, 6 hours of Core In-service Selection (until Core requirements are completed) and 3 hours of Approved Elective In-service Selections

Full-time:

Each program year, 6 hours of Core In-service Selections (until Core requirements are completed) and 6 hours of Approved Elective In-Service Selections

Substitutes:

Each program year, 3 hours of Core or Elective In-service Selections

A teacher hired after March 1 of a given year will not have to comply with this In-service requirement until the following year.

- Plan for assigned class(es) and show evidence of preparation upon request.
- Be punctual and regular in attendance at assigned locations(s).
- Insure (through appropriate supervision) the safety and well-being of learners.
- Perform other duties related to the ABE/ESL program as needed.

**West Virginia Board of Education
Policy 5310
TEACHER EVALUATION**

**Side-by-Side Comparison for Assistance When Evaluating
Adult Basic Education Teachers**

PRESENT INSTRUMENT	DESCRIPTION OF HOW STATED AREAS RELATE TO ADULT BASIC EDUCATION
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I. PROGRAMS OF STUDY

A. Bases instruction on adopted curricula for the school.	A. Provides instruction in basic skills, including reading, math, grammar and composition, that is based on the educational needs of individual students.
B. Demonstrates accurate and current knowledge in subject field.	B. Demonstrates accurate and current knowledge in subject fields.
C. Develops appropriate objectives.	C. Uses student assessment and feedback information to assist each student in developing realistic objectives.
D. Employs appropriate instructional strategies.	D. Employs appropriate instructional strategies, such as individualized, small group, collaborative and computer assisted instruction.
E. Utilizes content scope and sequence in planning.	E. Enhances basic skills instruction with-programs in life - coping skills, career awareness, job readiness and other pertinent topics when appropriate.

II. CLASSROOM CLIMATE

A. Follows established school discipline procedure which include the WV Student Code of Conduct.	A. Adheres to the school's policies and procedure for conduct of adult students.
B. Establishes procedures and rules that enhance learning.	B. Establishes classroom procedures that enhance learning and show respect of the adult learner.
C. Encourages students' attendance.	C. Encourages student attendance.
D. Sets high positive expectations for student performance.	D. Encourages students to set realistic and positive expectations of their learning performance.
E. Encourages and acknowledges individual students' accomplishments and appropriate behavior.	E. Encourages and acknowledges students' accomplishments through individual and/or group recognition activities.
F. Treats students in a fair and equitable manner.	F. Exhibits sensitivity to the needs and characteristics of adult learners.

- G. Accommodates individual learning differences.
- H. Creates and maintains an environment that supports learning.

- G. Accommodates individual learning differences.
- H. Creates and maintains a non-threatening environment that supports learning and encourages student retention.

III. INSTRUCTIONAL MANAGEMENT SYSTEM

- A. Prepares and implements lesson plans.
- B. Begins lesson or instructional activity with a review of previous materials as appropriate.
- C. Has materials, supplies and equipment ready at the start of the lesson or instructional activity.
- D. Introduces the instructional activity and specifies instructional objectives.
- E. Directs students to be on task quickly at the beginning each instructional activity.
- F. Presents reading, writing, speaking and listening strategies using concepts and language which students understand.
- G. Provides relevant examples and demonstrations to illustrate concepts and skills.
- H. Assigns developmentally appropriate tasks.
- I. Provides instructional pacing that ensure student understanding.
- J. Maximizes student time-on-task.
- K. Makes effective transitions between instructional activities.
- L. Summarizes the main point(s) of the instructional activity.
- M. Encourages students to express ideas clearly and accurately.
- N. Incorporates higher level thinking skills.
- O. Assists students to develop productive work habits and study skills.
- P. Provides remediation activities for students.

- A. Provides an instructional plan for each students based on his/her objectives and assessment feedback.
- B. Provides regular assessment of student progress and reinforcement of skills when needed.
- C. Has materials, supplies and equipment needed for each student's program of study.
- D. Utilizes instructional materials that provide immediate feedback and reinforcement of skills.
- E. Provides an instructional plan and support that allows students to become self -directed learners.
- F. Ensures that all instructional materials are on an adult interest level.
- G. Incorporates real life applications into instructional programs.
- H. Utilizes textbooks and instructional materials appropriate to the functioning level of each student.
- I. Provides instruction geared to the student's rate of learning.
- J. Uses instructional time effectively to meet the needs of all students.
- K. Builds instruction around each student's strengths and life experiences.
- L. Summarizes the main point(s) of instructional activities through individualized or small group instruction.
- M. Encourages students to express ideas clearly and accurately.
- N. Incorporates higher level thinking skills.
- O. Assists students to develop productive work habits and study skills.
- P. Provides remediation activities for students.

IV. STUDENT PROGRESS

- | | |
|---|--|
| A. Follows grading policies and regulations. | A. Administers TABE, CASAS or BEST to determine appropriate instructional placement. |
| B. Maintains accurate and complete student records. | B. Maintains accurate and complete student records, including ABE 400 forms, pre-test, and post-test records, short and long-term objectives, etc. |
| C. Monitors and evaluates student progress. | C. Monitors and evaluates student progress at regular intervals, including appropriate post-testing to determine exit grade level. |
| D. Provides feedback on student's work. | D. Provides direct feedback on student's work and progress on a regular basis. |
| E. Monitors student attendance. | E. Monitors student attendance through such methods as telephone calls, postcards and other correspondence to encourage re-enrollment of non-completers. |

V. COMMUNICATION

- | | |
|---|--|
| A. Communicates with student progress according to established procedures and policies. | A. Communicates regularly and effectively with students regarding progress in reaching short and long-term objectives. |
| B. Communicates regularly and effectively with students, co-workers, parents/guardians and community. | B. Assists in keeping county school administrators and local board members informed of ABE program activities. |
| C. Follows confidentiality procedures regarding student, parents/guardians and fellow staff members. | C. Maintains strict confidentiality of student records and progress. |
| D. Speaks and writes standard English clearly, correctly and distinctly. | D. Speaks and writes standard English clearly, correctly and distinctly. |
| E. Determines and utilizes appropriate community resources. | E. Determines and utilizes appropriate community resources for student referral and support services. |

ADDITIONAL:

- F. Assists in promoting student recruitment through outreach activities.

VI. PROFESSIONAL WORK HABITS

- | | |
|--|--|
| A. Adheres to established laws, policies, rules and regulations. | A. Adheres to established laws, policies, rules and regulations. |
| B. Interacts appropriately with other educational personnel. | B. Interacts positively and professionally with other staff and educational personnel, including school counselors and career tech teachers. |
| C. Participates in activities which foster professional growth. | C. Participates in activities which foster professional growth, including the required 12-hour annual in-service. |
| D. Is punctual with reports, grades, records and in reporting to work. | D. Submits accurate reports on time, including monthly attendance reports, time sheets, annual reports and student registration forms. |
| E. Performs assigned duties. | E. Performs assigned duties. |
| F. Strives to meet county/school goals. | F. Strives to meet ABE indicators of program quality, including educational gains: program planning, staff development, recruitment, retention and curriculum and instruction. |