

**Document 2I**

Minneapolis Adult Education Consortium  
**CBO Orientation to ABE Training Documentation**  
To be kept in ABE Community Partner Staff /Volunteer Personnel File

**Name of Staff** \_\_\_\_\_ **Position** \_\_\_\_\_ **Start Date** \_\_\_\_\_

Indicate the date each training activity was completed and initials of the person providing the training. Additional ABE training is to be documented on the Staff and Volunteer Professional Development Training Record.

\*Indicates that this training would be appropriate for non-teaching, registration or testing staff with involvement in ABE

\_\_\_\_\_ **1. Completed application or current resume`\* (including history of working with adults if teaching)**

**2. One of the following:**

**NOTE:** Please include copies of: license, transcripts, certifications, specialized TEFL/TESL/Linguistics trainings in personnel files

\_\_\_\_\_ Current Minnesota K-12 Teaching License # \_\_\_\_\_ Expiration Date: \_\_\_\_\_  
(This applies to both ELL and ABE/GED Instructors)

\_\_\_\_\_ Current MN ABE License # \_\_\_\_\_ Expiration Date: \_\_\_\_\_  
(ABE/GED Instructors)

\_\_\_\_\_ TEFL/TESL certificate (ELL Instructors)

\_\_\_\_\_ College degree in ELL or Linguistics (ELL Instructors)

\_\_\_\_\_ 400+ hours of documented ELL or ABE/GED instructional time as a paid or volunteer instructor in a program comparable to the MN ABE system. (This applies to both ELL and ABE/GED Instructors)

\_\_\_\_\_ The Minnesota Literacy Council (MLC)-12 hour Pre-service Training or a MDE approved equivalent. (ELL Instructors should attend the ELL training and ABE/GED Instructors should do the same)

• I attended the MLC 12 hour training for ABE staff on \_\_\_\_\_ and verification of my attendance has been submitted for placement in my personnel file.  
Signed: \_\_\_\_\_

• I am signed up to attend the MLC 12 hour training for ABE staff on \_\_\_\_\_ and will submit the documentation on or immediately after that date.  
Signed: \_\_\_\_\_

• I am a volunteer instructor and am exempt from this training because I provided direct ABE instruction in MN prior to July 1, 2006 per MDE policy.  
Signed: \_\_\_\_\_

\_\_\_\_\_ **3. Criminal Background Check completed\***

If any of the following information is shared in written or electronic format please provide an opportunity for the trainer and trainee to interact regarding the information to provide additional

clarification. Please require the employee to sign and date a statement that they have read, understand, and have no further questions regarding the information.

#### **4. Orientation to the site and policies/procedures\***

- Tour of building and introductions to staff including how they might be able to assist
- Emergency procedures
- Organization policies and procedures
- Staff and learner conduct expectations
- Personal belongings and assessment security
- Data privacy and confidentiality of participant and employee information
- Role of volunteers in the ABE program
- Other \_\_\_\_\_

#### **5. Orientation to ABE in Minnesota\***

- Consortium model, history, functions, operations, and membership
- ABE Resources shared (websites)
- Types of ABE programming funded
- Other \_\_\_\_\_

#### **6. Orientation to National Reporting System (NRS) and ABE Accountability\***

- History of the NRS
- Role of the NRS
- What are MDE NRS Target Goals and what is the plan to meet these goals?
- Understanding Educational Functioning Levels and completions
- Program reviews of the NRS Tables
- Data sharing with staff to evaluate programming and develop improvement strategies
- Other \_\_\_\_\_

#### **7. Orientation to ABE Policies:\*** Site based policies and explanation of any variation from Consortium policies

- ABE learner eligibility (include process for under 18 if applicable and re-entry) and program requirements
- Enrollment and exit process
- Data collection process (including Tennessee Warning), data entry, monitoring, and storage
- Initial assessment, post-testing frequency, scoring, recording, modalities used, score validity and security
- Daily sign-in sheets and monitoring for accuracy
- SS# optional explanation
- NRS and personal educational goal setting and achievement
- Conferencing with learners using observations, assessments, and data and updating learner records
- Follow-up calls to non-attending learners
- Learner retention strategies
- MDE - ABE policies (on ABE website)
- Learner records retention and organization
- Continuous Progress Policy
- Other \_\_\_\_\_

## 8. Orientation to Curriculum

- \_\_\_\_\_ MDE ABE Core and Conditional Curriculum Policy
- \_\_\_\_\_ Curriculum description of each class including skills to be developed, teaching methods, and procedures used to demonstrate achievement
- \_\_\_\_\_ Curriculum materials used and how they aligned to the assessments administered
- \_\_\_\_\_ Resources available in house
- \_\_\_\_\_ Online curriculum resources
- \_\_\_\_\_ Class advancement criteria and process
- \_\_\_\_\_ Other \_\_\_\_\_

## 9. Personal Education Plan Training\*

- \_\_\_\_\_ How to explain (short and long term) goal setting
- \_\_\_\_\_ Personal education goals
- \_\_\_\_\_ NRS Core Goals
- \_\_\_\_\_ NRS Secondary Goals
- \_\_\_\_\_ Goal setting, data matching and follow-up contact to determine achievement, criteria for achievement & recording
- \_\_\_\_\_ Other \_\_\_\_\_

## 10. Professional Development\*

- \_\_\_\_\_ CASAS Test Administration Certification
- \_\_\_\_\_ TABE Test Administration Certification
- \_\_\_\_\_ CASAS and TABE refresher course required every two years
- \_\_\_\_\_ Training for how to appropriately proxy assessments
- \_\_\_\_\_ Where to find Professional Development opportunities
- \_\_\_\_\_ How to submit documentation of completed Professional Development
- \_\_\_\_\_ Other \_\_\_\_\_

## Volunteer Training Outline

Program: English Learning Center

Person (s) Delivering Training \_Jenne Nelson, Sarah Shankle, or other staff as needed

### Mandatory Content:

Topic:	Amt. of Time:	Specific content covered:	Activities done:	Support Materials (handouts, pages in handbook, etc.)
<b>1. Initial and On-going Assessment</b> (Including CASAS, BEST Plus and TABE testing procedures and state accountability information)	60 min	<ul style="list-style-type: none"> <li>• Adult Basic Education Overview</li> <li>• Importance of CASAS for ELC</li> <li>• What is a Level Gain?</li> <li>• CASAS Breakout Session</li> <li>• Math Testing and Assessment at ELC</li> </ul>	<ul style="list-style-type: none"> <li>• Content presented via PowerPoint and discussion with additional activities listed below.</li> <li>• ABE Acronym group "quiz"</li> <li>• Attendees will find instances where numeracy is present in the CASAS test. (Breakout session #1)</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint slides</li> <li>• CASAS Breakout Session #1 lesson plan</li> <li>• CASAS test books</li> </ul>
<b>2. Goal Setting and Follow-up</b> (Including information about NRS goals)	30 min (independent)	<ul style="list-style-type: none"> <li>• What is the NRS?</li> <li>• Why the NRS is Important</li> <li>• History of the NRS</li> <li>• NRS Measures</li> <li>• NRS Methodologies</li> <li>• Federal, State and Local Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Attendees will complete NRS Online tutorial and present certificate of completion at next training session</li> </ul>	<p><a href="http://www.nrsonline.org/training">www.nrsonline.org/training</a></p> <ul style="list-style-type: none"> <li>• Handout detailing the website for independent study activities and instructions on how to complete.</li> </ul>

Topic:	Amt. of Time	Specific content covered:	Activities done:	Support Materials (handouts, pages in handbook, etc.)
<b>3. Working with Textbooks</b> (either a general overview of how to use a textbook, or in-depth coverage of specific text/curriculum used by your program)	30 min	<ul style="list-style-type: none"> <li>• ELC Math Program Structure</li> <li>• ELC Math Levels</li> <li>• Overview of Math Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Content presented via PowerPoint and discussion with additional activities listed below.</li> <li>• Discussion of how to troubleshoot a text that isn't meeting the needs of the learner.</li> <li>• Attendees will participate in a "Quiz Show" at the end of the module</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Slides</li> <li>• Math "buckets"</li> <li>• Review packets</li> <li>• All levels of math books</li> <li>• Tutor binders</li> <li>• Quiz Show Breakout Session #2 Lesson Plan</li> </ul>
<b>4. Lesson Planning</b>	90 min	<ul style="list-style-type: none"> <li>• Learning with Language Barriers</li> <li>• Learning Environment and Ritual</li> <li>• Intro Activity Lesson Planning</li> <li>• Three step process to a great lesson</li> <li>• Review Online Math Resources</li> <li>• Somali math lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Content presented via PowerPoint and discussion with additional activities listed below.</li> <li>• Attendees watch video math lesson in foreign language and complete activity</li> <li>• Attendees will brainstorm ideas for math intro activities</li> <li>• Attendees will create intro activity using regalia from the teacher resource room or the internet</li> <li>• Attendees will upload their lessons to the ELC's blog</li> <li>• Attendees will explore various online math resources</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Slides</li> <li>• Video-Math Lesson in Somali (Breakout activity #3 lesson plan)</li> <li>• Lesson Planning- Breakout activity #4 lesson plan</li> <li>• Lesson Plan Wkst (blue)</li> <li>• Various math resource websites</li> <li>• "Gradual Release of Responsibility" handouts(orange)</li> </ul>
<b>5. Working with Adults</b> (Characteristics of adult learners.	2 hr	<ul style="list-style-type: none"> <li>• Test your Immigration Overview of ELC Student Body</li> <li>• Cultural Awareness</li> <li>• Issues Affecting New Immigrants</li> </ul>	<ul style="list-style-type: none"> <li>• Content presented via PowerPoint and discussion with additional activities listed below.</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Slides</li> <li>• Minnesota "Immigration Quotient" IQ Test handout (yellow)</li> </ul>

cultural issues. sensitivity to the challenges learning English/literacy		<ul style="list-style-type: none"> <li>and Refugees</li> <li>• Demographics of MN Immigrants and Refugees</li> <li>• Levels of Literacy</li> <li>• Learner Profile activity</li> <li>• Factors affecting language acquisition in adults</li> <li>• Teaching Adults vs Children</li> </ul>	<ul style="list-style-type: none"> <li>• “Immigration Quotient” Q and A session</li> <li>• ”Life in the United States” presentation</li> <li>• Discussion of levels of literacy</li> <li>• Learner Profile Activity and Reflection</li> <li>• Midwest Immigration activity</li> </ul>	<ul style="list-style-type: none"> <li>• Learner Profiles worksheet</li> <li>• Breakout activity lesson plan #5</li> <li>• Learner Profile handouts</li> <li>• Breakout activity lesson plan #6</li> </ul>
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**Optional Content:**

<b>Topic:</b>	<b>Amt. of Time:</b>	<b>Specific content covered:</b>	<b>Activities done:</b>	<b>Support Materials (handouts, pages in handbook, etc.)</b>
<b>6. Teaching Math</b>	150 min (90 class; 60 independent)	<ul style="list-style-type: none"> <li>• Math Teaching Strategies</li> <li>• “Stages” of Math</li> <li>• Simplifying Your Language</li> <li>• Differentiating for a Multilevel Class (group activity)</li> <li>• “Teaching in a Multilevel Classroom”(independent)</li> <li>• “What is Numeracy” reading</li> <li>• Learners”(independent)</li> </ul>	<ul style="list-style-type: none"> <li>• Content presented via PowerPoint and discussion with additional activities listed below</li> <li>• Breakout activity: Creating a mini-lesson for students who are struggling with specific concepts</li> <li>• “What is Numeracy” Reading – Reflection Questions (independent)</li> <li>• “Teaching in a Multilevel Classroom” (Modules 1-3 (independent)</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Slides</li> <li>• Various levels of math books</li> <li>• Handout detailing the websites for independent study activities and instructions</li> <li>• Breakout activity lesson plan #8</li> <li>• ELC teacher room resources</li> </ul>
<b>7. ELC Specific?</b>	120 min  60 min	<ul style="list-style-type: none"> <li>• Classroom Observation</li> <li>• Tour/Orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Boundaries Agreement</li> <li>• Organizational Overview, Mission, Program Highlights</li> <li>• Position descriptions for teachers</li> <li>• Academic calendar</li> <li>• Preview of Binder</li> </ul>	<ul style="list-style-type: none"> <li>• ELC Volunteer Handbook</li> </ul>
<b>8. Cultural Competency and Communication</b>	75 min	<ul style="list-style-type: none"> <li>• “Hawo’s Dinner Party” video (30 min)</li> <li>• Cross-Cultural Communication Styles presentation</li> </ul>	<ul style="list-style-type: none"> <li>• “Hawo’s Dinner Party” discussion</li> <li>• Communication Styles large group activity (self-alignment and discussion)</li> </ul>	<ul style="list-style-type: none"> <li>• “Hawo’s Dinner Party” DVD</li> <li>• Communication Styles Prezi</li> <li>• Breakout activity #7</li> </ul>