



## North Coast Teacher Induction Program

### DESIGNATED SUBJECTS ADULT EDUCATION (AE) SYLLABI

#### APPENDIX B

<b>Adult Education Sequence of Instruction Year 1 - Fall Semester</b>	
<b>Course</b>	<b>Course Description</b>
1.0 Starting Out Right (online)	This course is designed for Adult Education (AE) teachers who are new to the teaching profession. It provides a variety of strategies that, when implemented early in the school year, will assist you in creating a successful, effective classroom. This course offers ideas and strategies for: setting up the classroom; making a positive impression; identifying rules, procedures and routines; designing your first day and first week of the school year; communicating with parents and staff; and other helpful hints that will make the first days and weeks of school successful for both the teacher and adult learners.
1.1 Foundations and Orientation for Adult Learners (online)	This online course is designed for AE teachers who are just beginning their careers or teachers who have recently obtained a preliminary Adult Education (AE) credential. AE teachers are required to complete this course prior to beginning their classroom teaching experience or within the first month of employment. It includes fundamental instruction in classroom, laboratory and adult learner strategies; lesson planning; grading policies; legal and ethical aspects of teaching; adult education and the community; and working with English-language learners and students with special needs.
1.2 Adult Education Principals and Theory (online)	This online course is designed for AE teachers who are just beginning in adult education classrooms. This course provides background knowledge in adult learning theory (Andragogy); effective strategies for working with adult learners; preparing for instruction; motivating adults; and applying principles of research-based teaching.
1.3 Program Orientation- Inquiry Process	This seminar sets the stage for the first year of Induction, highlighting the inquiry process (Assess, Plan, Teach, Reflect, Apply) for action research. Candidates will learn how to strengthen their own teaching of adult learners by taking stock of strengths and weaknesses and designing a plan of action.
1.4 Effective Learning Environments for Adult Learners	This seminar details the factors and strategies needed for setting up an effective classroom learning environment for adult learners which helps create the foundation for the year including: classroom organization and management. Candidates learn new techniques for designing and using behavioral supports, especially for struggling learners.
1.5 Healthy, Safe & Well Manage Environments	The health and safety inside and outside of the classroom is critical to the ability to learn. Candidates will investigate new procedures, protocols and techniques for creating healthy, safe and well-managed classrooms for adult learners.
1.6 Critical Thinking & Student Assumptions (online)	In this online seminar, Candidates will explore the 21st Century skills needed for adult learners and teachers to meet the rigorous demands in today's world. The role of critical thinking and the depth of knowledge (DOK) needed for quality performance tasks are modeled and discussed. These ideas can easily be applied in the Adult Education classroom.

<b>Adult Education Sequence of Instruction</b> <b>Year 1 - Spring Semester</b>	
Course	Course Description
2.1 Planning & Designing Affective Learning Experiences for Adult Learners	In the January seminar, Candidates will learn strategies to effectively plan instruction and design learning experiences for all adult learners by investigating lesson design and how to adapt lessons to meet adult learning needs in this educational era.
2.2 Assessment to Guide Instruction in Adult Classrooms	The role of formative assessment to check for adult learners understanding and for adapting instruction is investigated in this seminar. Candidates will learn how entry-level assessments and the Student Work Analysis are used to design effective learning experiences for adults using formative assessment.
2.3 Teaching English Learners Academic Language (online)	In this online seminar, teachers learn how to use English Learners' levels of language proficiency to plan instruction and support learning. Candidates study and review model instruction of the how and why of academic language instruction in order to apply strategies in their classrooms. Resources to better meet the needs of EL learners are also reviewed.
2.4 Equity, Diversity, and Access to the Core Curriculum	The final seminar addresses the importance of ensuring equity and access to the core curriculum for all adult learners. Candidates will learn strategies for increasing access and equity in the classroom. Also, the power of ongoing reflection for continuous growth and learning as a professional will be modeled.

<b>Adult Education Sequence of Instruction Year 2 – Fall Semester</b>	
<b>Course</b>	<b>Course Description</b>
3.1 Organizing Subject – Matter for Adult Learners	In this seminar, Candidates will learn how to effectively organize subject matter for adult learning and will discuss where to start with adult learner assessment, how to develop learning outcomes and how to design effective strategies to use in adult classrooms.
3.2 Backward Planning and Linked Lessons	The focus of this seminar is to demonstrate how entry-level assessments and backward planning guide instruction. Candidates will expand their professional practice of lesson planning through a concept of starting with the end in mind and using entry level and formative assessments to plan instruction in designing a series of standards-based, linked lessons for adult learners. Strategies for integrating 21 <sup>st</sup> century outcomes and common core will be reviewed, discussed and integrated into this idea of “backwards mapping” for curricular units and activities.
3.3 Assessment and Bloom’ Taxonomy/Rigor Matrix (online)	In this online seminar, Candidates will focus on how to use cognitive models to increase rigor in their instructional planning and challenge students with higher-level thinking to improve student achievement. Topics include collecting and analyzing data from a variety of sources to guide instruction and using an assortment of resources and information to assist with assessment, analysis and communication of student instruction and learning.
3.4 Critical Thinking & Student Assumptions	This online seminar explores innovative strategies and critical thinking for understanding and organizing subject matter for adult learning. Candidates will investigate research-based strategies and techniques to make subject matter accessible to all adult learners. Understanding how adult learner assumptions and misconceptions interfere with learning is also explored and discussed.

<b>Adult Education Sequence of Instruction Year 2 – Spring Semester</b>	
<b>Course</b>	<b>Course Description</b>
4.1 Engaging All Students in Adult Learning Classrooms	In this seminar, Candidates learn strategies to effectively plan instruction and design learning experiences for adult learners by investigating lesson design in the common core era. Candidates will be able to identify ways the Individual Induction Plan (IIP) is Action Research and serves as a launching off point for ongoing growth as a professional educator.
4.2 Integrating Technologies for Adult Learners (online)	This online seminar provides an overview of how teachers can integrate a variety of technologies into daily instruction to adult learners. Candidates will explore websites that will assist them in using technologies to engage and support all students in learning and will investigate a variety of technology tools to meet adults’ diverse learning needs with a focus of integration technologies into daily classroom instruction.
4.3 Adults with Disabilities Special Populations (online)	In this seminar, Candidates will extend their knowledge from their teacher preparation coursework through examining federal, state, and local guidelines for the identification, positive accommodations (including technology devices), and support of adult learners with special instructional needs. Topics include collaboration with families, educators, and support personnel with a focus on successful integration and long-term support of students with special academic and social needs into the classroom.
4.4 Clear Credential Process Reflection and Developing as a Professional Education	This seminar guides Candidates through some final stages to the clear credential process, including ongoing reflection for continuous growth as a professional educator. Candidates and Mentors have an opportunity to collaborate together and reflect on their own professional growth.

### **Assessment References:**

Adult Education Candidates are assessed using the Inquiry Process and Formative Assessment System. Assessment documentation goals, objectives, and candidate competencies are linked to each course and must be met for completion of the program.

The core program aligns competencies to the California Standards for the Teaching Profession, California Teacher Induction Standards, Continuum of Teaching Practices and North Coast Teacher Induction Program (NCTIP) and Common Standards.

### **Resources and Texts**

The North Coast Teacher Induction Program Resource Guides can be found on our website at [www.ncsoe.org](http://www.ncsoe.org):

- ◆ General Information
- ◆ Health & Safety in the Classroom
- ◆ English Learner
- ◆ Special Populations
- ◆ Implementation to Common Core in the Classroom

Candidates in the NCTIP receive the following texts:

- ◆ California Standards for the Teaching Profession
- ◆ Lemov, Doug, (2015) Teach Like a Champion 2.0