Quick Reference Guide

Trainee Name: _____   Date: _____

Email: _____

Foreword

This guide along with the other Schoology assignments is for you. It was written to help you begin teaching with confidence, knowing you have all the information and support necessary to start working in an adult education program. This guide was written to tell you the things you need to know to start teaching.

It was not meant to replace your handbook. Make friends with your handbook. Almost all references in this guide are to your WVAdultEd Instructor Handbook, and/or a link on the West Virginia Adult Education website: http://www.wvadulted.org

☐ Save this file to your computer or data storage device before you begin answering questions.
- Go to the top left and select "Save As".
- A dialog box will open. Select the location where you want the file saved (either *My Documents, Desktop*, or to a data storage device location). **Be sure you change the location. Otherwise, your file will be saved to a temporary location and will not be able to be retrieved.**
- Also in the dialog box, make sure the file name *Quick Reference Guide* is showing. Click on "Save."
- Make note of the location to which you saved the file so you will know where it is located when you are ready to work on it.

☐ Answer the questions in the Quick Reference Guide and click on "Save" again to save your work to your computer or data storage device.

☐ Upload your Quick Reference Guide to the Schoology site.
- Login to www.schoology.com.
- Select the Pre-Service course, select the assignment, and click on "submit assignment".
- Click on the "File" icon.
- A dialog box will open. Select the location where your file is saved. Double-click on your selected file and click "Submit".

Where do I start?

Answer: Here is a quick list:

- Do you have the appropriate certification? (Substitute license for K12 is not enough to work in adult education. You must have a 2.5 grade point average as an undergraduate in order to qualify for an adult license. If you have a teaching certification then you do not need an adult license.) Your Adult Education director or Regional Adult Education Coordinator can help you with this.

- Please note the following information: **CTE Teacher Preparation Program**
  As of July 1,2019 any new *full-time instructor* hired without a K12 certification and eligible for an adult license will be required to go through the CTE Teacher Preparation Program. Participants in the CTE Teacher Preparation Program complete a series of advanced courses, online work, and implementation of learned teaching strategies in their classroom during coursework. These opportunities are provided through special summer seminars and class meetings throughout the state during the fall and spring semesters.

  All expenses will be the responsibility of the individual. The Office of Adult Education will pay only lodging for the initial two-week training in July.

- If you have a K12 email then use it to log-in to Schoology, etc. If you do not have an @k12.wv.us or an @wvesc.org email then make sure to use an email address that you will be checking frequently.

- Prepare now to take advantage of your pre-service. Most of us teach in isolation. We can't walk down the hall and compare notes with the teacher next door. It is extremely important to take advantage of your networking opportunities. Get all you can from your job shadowing/ observation experience and from your time with your pre-service trainer.

How do I stay informed about Adult Education? Where can I get information?

A. Reading: WVAdultEd Instructor Handbook: **Section 1**

West Virginia Adult Education Programs

Answer: Get acquainted with the state WV Adult Education website. Everything you need to know, every document you need, information about current events and important changes, can be found on the state website. Add the following URL's to your favorites:

State Adult Education website - all things WVAdult Ed	http://wvadulted.org
LACES - MIS for WVAdultEd	http://literacypro.com
Schoology*	http://schoology.com
CFWV	http://cfwv.com
WVAEA	http://wvwvaeainc.org

You will automatically be added to the WVAdultEd-Updates 'announcements only' listserv. Important announcements involving policy changes including HSE (high school equivalency), TABE, and upcoming training opportunities are posted to the WVABE-Updates listserv. This will be the major way you receive news about major changes and events. Read these emails. Do not junk them. Whenever you are the last person to know, it will be because you junked a listserv email.

What is up with all these Acronyms?

B. Reading: <u>**Section 1**</u> *Commonly Used Acronyms* found in the *Appendix*.

Answer: There are a lot of them, and you will be using them before you know it. You absolutely have to know the short list below. Identify the following:

LACES		CASAS	
CCRS		CFWV	
EFL		TASC	
NRS		CTE	
TABE		WVDE	
TRA		OCTAE	
WIOA		IET	

For ODTP Only:
Read about the Office of Diversion & Transition Programs in <u>*Section 15*</u> of the *Handbook*. List at least three prison terms/meanings with which you were unfamiliar.

1)

2)

3)

Important Notice

Do not use the term GED®. GED is a high school equivalency exam (HSE) owned by Pearson VUE. The exam is no longer utilized by West Virginia Department of Education (WVDE). WVDE utilizes the TASC™ (Test Assessing Secondary Completion) for the HSE.

This presents a marketing challenge. The public knows our programs as GED programs. We have to find other ways to describe our programs, and it is better to reference the exam by HSE instead of TASC.

C. Reading: *Section 3* *Meeting the Needs of Adult Learners*

Your classroom may have out-of-school youth (17-24) and older, more mature adult learners. These students will be different in many ways.

The difference between aging and younger learners will impact how you teach and how you structure your program. Review *Characteristics of Undereducated Adult Learners* and *Facts about Aging Adult Learners*.

1. Identify some physical issues you had not considered regarding aging adult learners.

2. List at least one adaptation for each type of issue below that you as an instructor can make in order to deliver effective instruction to aging adult learners you may serve. (See *Section 3*)

   Hearing Issues:

   Vision Issues:

   Speed and
   Motor Issues:
   Cognitive/
   Emotional/
   Social Issues:

For ODTP Educators Only: Read about *Teaching Difficult Adults* in *Section 15*.

- How are institutionalized adults different than other adult students?
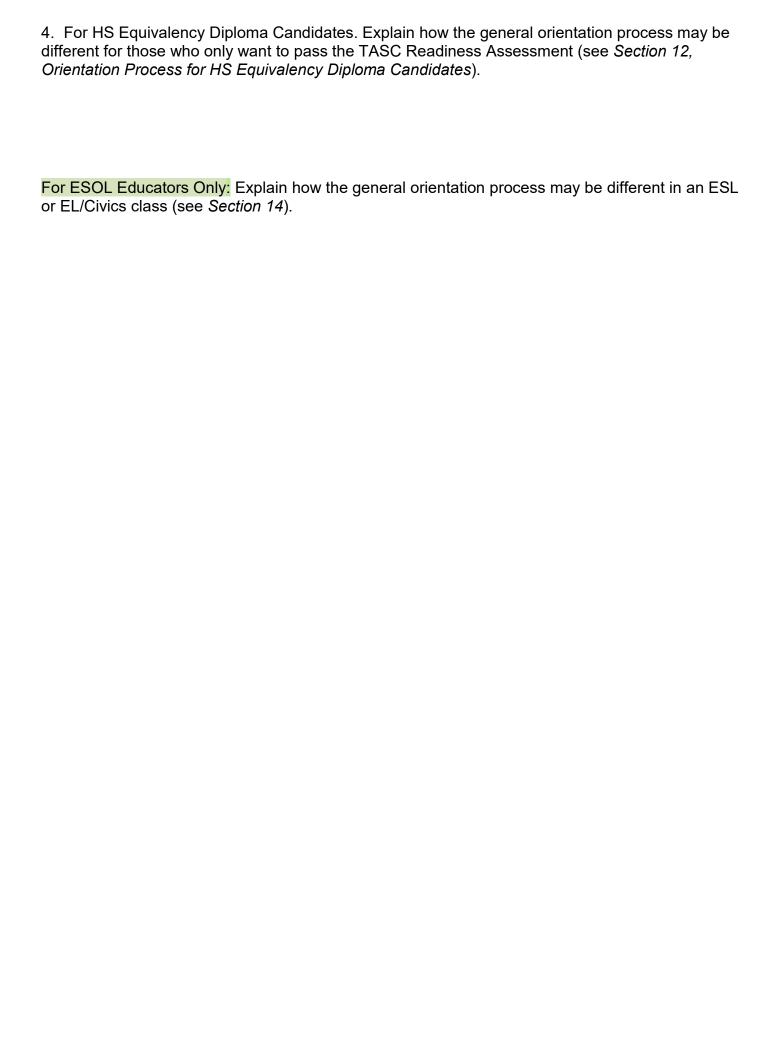

For ESOL Educators Only: Read the article, *Beginning to Work with Adult English Language Learners: Some Considerations.* Found online at:
http://www.cal.org/caela/esl_resources/digests/beginQA.html

- How are English language learners different from other adult students?

Review the section on *Serving Youth in Adult Programs.*

3. List a few differences between out-of-school youth and older, more mature adult learners

4. List at least five accommodations available to students with documented disabilities.

    1)

    2)

    3)

    4)

    5)

5. Review: *Techniques: Working with Adults with Learning Disabilities (appendix).* List at least three techniques for working with adults with learning disabilities that you read about that were somewhat unfamiliar to you and/or you think you can use with adult students.

    1)

    2)

    3)

How do I get started?

D. **Enrollment:** **Section 4:** *Enrollment and Entry*
Review: Eligibility for WVAdultEd Program Enrollment.

1. It is important to understand who is eligible to attend your program, and also to sit for the HSE exam. Indicate which **three** of the following would cause a student to be <u>ineligible</u> to attend a WVAdultEd program.
.

☐	16 years old
☐	17 years old, on summer break, and planning to finish high school
☐	Over age 65
☐	High School graduate lacking basic skills
☐	Permanent Resident Alien with a college degree who lacks English language skills
☐	Foreign student without proof of legal status
☐	Foreign student with an F-1 Visa enrolled in a university or language school
☐	Person who is blind or deaf
☐	Person with a disability (blind, hearing-impaired, learning disability, etc.)
☐	Adult with low literacy skills (non-reader)

Important: All participants under the age of 18 must have an official notice of withdrawal from school.

3. Explain how the general orientation process may be different for special types of students:

    1. Students with Low-Level Literacy Skills:

    2. Students with Disabilities:

    3. Students under Age 18:

4. For HS Equivalency Diploma Candidates. Explain how the general orientation process may be different for those who only want to pass the TASC Readiness Assessment (see *Section 12, Orientation Process for HS Equivalency Diploma Candidates*).

For ESOL Educators Only: Explain how the general orientation process may be different in an ESL or EL/Civics class (see *Section 14*).

Why is Student Confidentiality Important and How do I Protect it?

E.Reading: **Section 4** Review *Student Confidentiality*

Important Notes:
- In order to fulfill confidentiality requirements, ALL students must sign the ***WVAdultEd General Release of Information*** form which is found on the Student Profile Form.
- This form must be signed by students in order for your program to data-match with other agencies and get credit for education and employment achievements.
- SPOKES Instructors: All DHHR clients must sign the WVAdultEd/SPOKES AUTHORIZATION FOR RELEASE OF INFORMATION in order to allow you to share information with case managers.

1. Why is it important to read aloud and/or paraphrase any release of information form for the students?

2. Take a look at the following scenarios. Determine whether or not you would be able to share information:

1. You are at a local grocery store and one of your student's mother asks if she passed the HSE. You can say, "yes."   Allowed   Not Allowed
2. You post pictures up in the classroom from your graduation. The students know you will be posting them.   Allowed   Not Allowed

3. List at least three types of written information that are considered <u>strictly confidential</u> and must be kept in separate locked files.

1)

2)

3)

To Do:

*Read the WVAdultEd Personnel Confidentiality Agreement and WVAdultEd Acceptable Technology Use Policy **at the end of this document**. Print just that one page, sign the document, and give the signed copy to your local administrator or regional coordinator to keep on file.*

STOP!

- If you **WILL NOT** be a SPOKES instructor, aide, or CDC, **you are finished** with the *Quick Reference Guide*. Skip to the last page of this form.

- If you **WILL** be a **SPOKES Instructor, AE/SPOKES Blended, SPOKES Instructional Aide, or CDC,** then continue to the next section for **SPOKES Only.**

For SPOKES Instructors and SPOKES Instructional Aides, and CDCs Only:

Section 16

Review: *WV Adult Education Programs Designed for WV Works and WIA Participants*.

List the four types of National Career Readiness Certificates and the WorkKeys score level needed to attain each.

Certificate	Level		Certificate	Level

Review: *WV Works* and *WorkForce West Virginia* sections.

List two of the goals for WV Works.

1)

2)

Name two <u>screenings</u> that Assessment Specialists administer.

1)

2)

Review: *SPOKES Components*.

List and describe three critical areas covered by the SPOKES Curriculum:

1)

2)

3)

List each of the IC$^{3®}$ Examinations.

1)

2)

3)

Review: *SPOKES Guidelines.*

Who is eligible to attend SPOKES programs?

What form must be signed to allow instructors to communicate freely with DHHR personnel regarding their customers being served in the SPOKES program?

What are participants required to sign that specifies their attendance requirements?

For how many Federal Holidays are SPOKES classes closed?