Adult Education
Preconditions and Program Standards

Commission on Teacher Credentialing

[Commission on Teacher Credentialing Program Standards](#)

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Link to the Program Preconditions

Preconditions are program requirements that are grounded in California Education Code, California Code of Regulations, or Commission policy. In addition to the Program Standards, programs must be aligned with the Preconditions at all times. Programs can find links to current program preconditions and evidence guidance documents for each set of preconditions on [this CTC webpage.](#)

Program Standards
Category I: Program Design, Governance, and Qualities

Related program planning prompts for Standards 1-4 are included in Appendix A. The program planning prompts are included in order to clarify the nature of the standard and to help programs think about how to address the standard.

Standard 1: Program Design and Rationale
The program of teacher preparation for the Designated Subjects Adult Education Credential includes a purposeful, developmentally designed sequence of coursework that effectively prepares adult education teachers to facilitate the achievement of all students' educational goals. The program consists of new teacher orientation and a minimum of 9 semester units or 135 hours of approved professional preparation through a local education agency, including a maximum of 3 semester units or 45 hours that consists of multiple, systematic, and developmental supervised instructional events and a culminating activity that reflects the candidate's growth, learning, and proficiency. The program is based on a clearly stated rationale that has a sound theoretical and practical foundation anchored to the knowledge base of adult teaching and learning research. The program is aligned to current state teacher education and teaching standards and model content standards.

Standard 2: Collaboration with Local Educators
The program sponsor collaborates with the employer in the implementation of the preparation program for teachers, including the selection of supervisors and/or support teachers. The cooperative relationship between the program sponsor and local school administrators and teachers sets up a system of support and supervision that provides the beginning teacher with the opportunity to develop all the necessary components of successful teaching.

Standard 3: Early Orientation
Early orientation is designed to meet the needs of beginning teachers. The program sponsor offers early orientation before or during the first month of teaching that includes the introductory skills, knowledge and attitudes required for beginning adult education teaching success. The early orientation will provide an overview and awareness of teaching methods, adult education concepts, equity and diversity in the classroom, mandated reporting, and legal and ethical issues. The program designs the orientation to meet the needs of all teacher candidates, including those who are not employed during the duration of their teacher preparation.

Standard 4: Beginning Teacher Support, Supervision, and Advisement
Throughout the preliminary credential process, the teachers' performance is guided, assisted, and evaluated in relation to the outcomes specified in Category II standards through support and supervision provided collaboratively by the program sponsor and the teacher's employer or site mentor. The program provides complete, accurate, and timely feedback to the adult education teacher candidate including information about their progress and competence. Supervisors and support providers of teacher candidates are experienced in teaching, trained in

supervision and support of beginning teachers, and evaluated on their service to beginning teachers.

Category II: Candidate Competencies

Standard 5: Foundations
Teachers study essential themes and concepts related to the adult education teaching profession, including knowledge of its history, funding, and governance and its role in public education. Teachers understand the role of adult education in serving those least likely to be served in other areas of education.

Adult Education teacher outcomes include abilities to:
   A. Identify relationships of historical, legal, social, political, and economic perspectives of Adult Education to education and society.
   B. Understand how adult education serves students in their roles as citizens, workers, parents, and family and community members.
   C. Describe the local, state, and federal structures of adult education and how these structures impact the adult education program.
   D. Understand adult education funding sources and structures and the importance of maintaining accurate records.
   E. Understand the role of adult education teachers in promoting adult education to the community.

Standard 6: Adult Learning Theory
Teachers study essential concepts and skills related to the adult learning theory. Teachers develop knowledge of the characteristics of adult learners and recognize the diversity of adult learners' needs.

Adult Education teacher outcomes include abilities to:
   A. Demonstrate knowledge of the principles and practices of andragogy in the classroom.
   B. Understand a range of appropriate theories for adult learning, including adult developmental stages, brain-based learning, and self-directed learning.
   C. Access current research regarding adult learning theories.
   D. Articulate a personal teaching philosophy based on theories of adult learning.
   E. Understand the relationship between adult learning theories and diverse adult learner needs.

Standard 7: Interpersonal Relationships and the Learning Environment
Teachers model respect and promote positive interpersonal relationships to create a positive and inclusive learning environment in the school and classroom. Teachers use motivation, group facilitation, and conflict resolution skills to increase self-efficacy and self-directed learning. Teachers foster openness and trust with and among all students in the classroom. Teachers facilitate the development of clear expectations for social interaction in the classroom, understanding the role that culture plays in the learning environment.

Adult Education teacher outcomes include abilities to:
  A. Demonstrate strategies to foster self-esteem and respect.
  B. Demonstrate the ability to relate to and communicate effectively with students in a positive manner.
  C. Demonstrate group facilitation and conflict resolution skills.
  D. Analyze students' background, experiences, languages, skills, and abilities to build a collaborative learning community.

Standard 8: Curriculum and Instructional Planning
Teachers develop curriculum and plan instruction to assist all students in the development of cognitive, affective and psychomotor skills appropriate to course content. Each teacher prepares units and lesson plans, including learning outcomes and appropriate student assessment techniques that are aligned to students' individual needs and interests and the current content standards, taking into account the learners' cultures and backgrounds. Teachers adapt curriculum and instruction to accommodate students' special needs.

Adult Education teacher outcomes include abilities to:
  A. Develop standards-aligned, relevant, and sequential curriculum that promotes and reflects critical thinking, interpersonal skills, and effective communication.
  B. Plan and adapt high level, challenging and culturally relevant curriculum to students' learning, physical, mental, or emotional needs.
  C. Consider appropriate resources and materials to the learning goals and objectives of the curriculum.
  D. Critically evaluate the objectivity and reliability of sources of information.

Standard 9: Using Education Technology in the Classroom
Teachers select and use appropriate technology to facilitate the teaching and learning process for all students in the classroom. Teachers demonstrate the legal and ethical uses of education technology. Teachers appropriately use technology for accessing, analyzing, and managing information in the instructional setting.

Adult Education teacher outcomes include abilities to:
  A. Use appropriate technology to promote self-directed, project-based learning.
  B. Use established criteria to select available education technology resources to support, manage, and enhance student learning and design lessons accordingly.
  C. Demonstrate basic operations and troubleshooting techniques to utilize classroom technology devices.
  D. Manage and analyze electronic data to improve instructional planning and delivery.
  E. Interact with students using electronic communication and a variety of technology-based collaborative tools.
  F. Convey issues of ethics, copyright, privacy, security, safety, and applicable policies for technology use.
  G. Identify appropriate technology resources to assist adults with disabilities.

Standard 10: Instructional Practices
Teachers apply essential themes, concepts, and skills related to adult learning theories, to planning instruction. Using multiple domains of instruction, teachers apply effective teaching strategies. Teachers implement a variety of standards-based andragogical strategies, plan instruction, and select materials appropriate to students' similarities, differences and exceptionalities including diverse learning styles, literacy and numeracy skills, and language needs.

Adult Education teacher outcomes include abilities to:
A. Identify and analyze personal and institutional bias to increase cultural competence and instructional effectiveness.
B. Develop outcomes-based learning objectives based on the learner's needs, interests and skill levels, including language in cultural contexts and other special needs.
C. Differentiate instruction, taking into consideration cognitive, physical, social, cultural, and emotional characteristics of adults.
D. Use a variety of systemic instructional strategies to make content comprehensible to English language learners.
E. Adjust instruction based on analysis of student data, including testing, discussion, inquiry, and examination of student work to improve instruction and increase students' motivation.
F. Deliver lessons that are based on instructional goals, student performance objectives, appropriate teaching strategies, relevant classroom materials, and assessment data.
G. Encourage students to identify learning goals, strategies, and self-evaluation criteria.
H. Encourage and support students throughout the educational process, providing guidance as needed.
I. Offer a variety of options for students to demonstrate the learning outcomes.
J. Promote learning networks, discussion groups, and study circles among learners.
K. Work collaboratively with students to select methods, materials, and resources for instruction.
L. Facilitate the development of self-directed learning.
M. Foster an environment that encourages positive student attitudes toward learning.
N. Apply varied strategies that include problem solving, essential employability skills, and critical thinking skills.

Standard 11: Assessing Student Learning
Teachers will be able to use multiple measures for assessing student achievement, to improve instruction, guide learning, and plan further instruction. Teachers base student assessments on course content and objectives.

Adult Education teacher outcomes include abilities to:
A. Align assessments to curriculum and instruction.

B. Determine students' prior knowledge to define a learning sequence that establishes appropriate instructional objectives.
C. Monitor student progress through varied formal and informal assessments, including cognitive, affective and psychomotor measures to determine student achievement of the course objectives.
D. Evaluate the effectiveness of instruction and adjust instructional strategies based on student assessment data.
E. Keep accurate records of student achievement to provide specific and timely feedback to students.

Standard 12: School and Community Resources
Teachers are able to recognize students' personal and academic challenges and to refer students to appropriate school and community resources available to support student learning. Teachers can advise and guide students in strategies to meet their goals.

Adult Education teacher outcomes include abilities to:
A. Demonstrate an awareness of student assessment, placement, and guidance services and how students can benefit from such services.
B. Demonstrate how to access services from appropriate schools, community organizations, and agencies to reduce barriers and improve student achievement.
C. Assist students in identifying personal and career goals in adult education.

Standard 13: Professional Responsibilities
Teachers are aware of the responsibility to conduct themselves in a professional manner consistent with expectations for teachers in California public schools. Teachers develop a professional perspective by examining contemporary education issues, policies, and teaching practices.

Adult Education teacher outcomes include abilities to:
A. Demonstrate knowledge of federal, state, and district legal and regulatory requirements as well as work site policies.
B. Interact with a professional organization relative to adult education.
C. Understand teacher rights and responsibilities.
D. Understand the importance of keeping and maintaining accurate records in the classroom.
E. Understand the importance of maintaining ongoing professional development activities.
F. Initiate and maintain communication and relationships with adult education stakeholders.

Appendix A
Program Planning Prompts for Category I (Standards 1-4)

The following program planning prompts are included to clarify the nature of the standard and to help programs think about how to address the standard.

<u>Standard 1: Program Design and Rationale</u>

Program Planning Prompts
A. What is the knowledge and research base on which the program is designed?
B. How is the design of the program grounded in a rationale based on sound theory of andragogy, articulated clearly, and evident in the delivery of the program's coursework?
C. How is the program coursework sequenced to support teacher development?
D. How are the coursework and related experiences integrated to form a cohesive set of learning experiences that prepare the adult education teacher for the contemporary conditions of California adult education?
E. How do the design of the program content and delivery systems reflect the standards and the program's theoretical basis?
F. What opportunities does the program provide for adult education teachers to learn and demonstrate their competence according to current teacher education standards?
G. How does the program design include planned processes for the comprehensive assessment of individual adult education teachers on all competencies addressed in the program?
H. How does the program design take into account the diverse needs of all teachers to insure equity and access to the program, including the use of appropriate technology?

<u>Standard 2: Collaboration with Local Educators</u>

Program Planning Prompts
A. What is the effective and ongoing system of communication and collaboration between the program sponsor and the school where beginning teachers are employed or placed?
B. How does the program sponsor collaborate with the employer in providing a common early orientation before or during the first calendar month of teaching?
C. How do the employer and site mentor participate in the systematic documentation of each teacher's progress and competency?

<u>Standard 3: Early Orientation</u>

Program Planning Prompts
A. How is an overview of instructional planning and effective andragogical strategies in a diverse learning environment addressed in the orientation?
B. How is an overview of classroom management and its effect on the learning environment addressed in the orientation?

C. How is an overview of legal and ethical responsibilities and school policies and procedures included in the orientation?
D. What basic information on research-based teaching, evaluation and assessment for all students, including those with special needs (e.g, disabilities, English learners, gifted and talented) does the orientation cover?
E. What delivery methods for the orientation are used to provide easy access for candidates?

Standard 4: Beginning Teacher Support, Supervision, and Advisement

Program Planning Prompts
A. How does the program ensure that supervisors and site mentors are selected based on successful teaching experience and knowledge of current educational practices?
B. How does the program ensure that supervisors are skilled in observation, analysis, and feedback techniques and in fostering learning among adults?
C. How does the program address the Standards of Category II in the process of assistance and feedback?
D. How does the program sponsor coordinate with the employer and site mentor to provide supervision and assessment of the teacher?
E. How do site mentors give feedback to the candidates for success in teaching?
F. How does the program ensure that supervisors provide guidance for multiple, systematic and developmental instructional events?