

ABE Staffing Standards

Recommendations from the SPCLC Professional Development Committee

All SPCLC members should follow the basic standards for Adult Basic Education staff in the organization. This policy is not meant to supplant any organizations' staffing policies or procedures, but is meant to address specific issues identified by Adult Basic Education staff in the St. Paul Community Literacy Consortium.

Hiring

Required:

- B.A. or B.S. in Education or related field
- Teaching training certificate, i.e. MLC Pre-Service, TEFL or other (or actively seeking)
- Demonstrated understanding of ABE and its learners
- Complete positive check of references (two minimum)

Not Required but preferred:

- Valid ABE teaching license OR MA in Education/Teaching/ESL or related field
- Minimum 2 years ABE teaching experience, volunteer or paid
- Second language experience, if ESL
- Work/volunteer experience with ABE learners or similar participants
- Curriculum development experience
- Pass criminal background check

Professional development

- On-the-job orientation within first 3 months
 - Includes site orientation, staff introductions/meetings, materials walk through, emergency procedures, accountability policies and procedures
- Complete staff development plan annually (with at least 3 professional development activities per year)
- Earn minimum 12 CEUs per year, or maintain current teaching license (hours pro-rated for parttime staff)
- Share or present lessons learned, resources obtained, and/or tools developed at meeting or conference
- Attend or participate in ABE New Teacher Orientation or New ABE Manager Orientation within first year

Staff expectations

Generally:

- Have a position description
- Have a solid understanding of current Adult Basic Education accountability policies and procedures
- Answer e-mail regularly
- Answer phone when possible and return messages regularly
- Stay up-to-date on program/site/organizational developments through regular meetings or e-mail communication
- Collaborate with other staff upon request
- Be open, direct and professional with communication

In the class:

- Use research-based teaching methods, as defined by current professional development opportunities and literacy organizations
- Teach from a student- or learner-centered model
- Classes are expected to be interactive and incorporating multiple learning styles and not just be worksheet-based

What to do when expectations are not being met (supervisors and employees)

- Be open, direct and professional
- Share issues using specific examples
- Identify areas of improvement with specific, measurable strategies
- When issues arise, go to source first; when that is not possible/feasible, go to supervisor; when that is not possible/feasible, go to director or Human Resources
- Staff will be given a reasonable opportunity to improve performance