**Learning Contract for Scott Foster:**

As a new ESL teacher in an ABE program with little direct training and no direct experience, I want to become more knowledgeable of the adult teaching theories and practices associated with teaching Adult English as a Second Language and acquire greater overall proficiency as an adult educator in that field.

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| Learning Objectives | Learning Resources and Strategies | Evidence of Accomplishment | Criteria and Means for Validating Evidence | Target Date for Completion |
| 1. Attend certification training to administer the standardized TABE and CLAS E tests used to measure ESL student learning gains and demonstrate knowledge of the requirements. | 1. Observe testing in progress and take Arizona State Department of Education Training Courses for TABE and CLAS E. | 1. Attend certification classes for both testing procedures. Prepare detailed summary paper of certification requirements. | 1. Following training, submit summary paper to Program Director (Supervisor), review and discuss findings, and apply knowledge in mock testing exercise. | March 31, 2011 |
| 2. Identify and apply adult learning theory specific to teaching English to non-native speaking adults in my teaching curriculum. | 2. Read 1-2 books on Teaching ESL addressing applicable learning theories, discuss with peers, and research applicable websites. | 2. Write a 3-5 page paper addressing adult learning theory especially applicable to teaching Adult ESL. | 2. Review and discuss paper with Program Director and together identify and plan learning activities reflecting those theories. | April 31, 2011 |
| 3. Observe and utilize best practices other adult educators employ while teaching English as a Second Language to adults. | 3. Seek the advice of peers for resources, observe peers teaching ESL, read and view recommended books and websites. | 3. Observe other ESL classes, prepare a PowerPoint Presentation and handouts listing best practices and present at monthly staff meeting.  | 3. Review presentation and materials with Program Director and other staff members, seek constructive criticism of overview, and set goals for implementing selective best practices learned. | May 4, 2011 |
| 4. Review Arizona state standards for Adult ESL instruction and develop a strategy addressing how to apply the standards to classroom learning activities. | 4. Discuss with peers, research sample lesson plans tied to state standards on various websites, and develop strategy based on findings. | 4. Present findings as a tie-in for staff meeting presentation mentioned in #3, including a timetable for implementing specific learning activities tied to standards | 4. Review presentation and materials with Program Director and other staff members, seek constructive criticism of overview, and set goals for implementing standards-related activities.  | May 4, 2011 |
| 5. Develop a methodology for developing and implementing lesson plans that cover the state education standards; the necessary language skills (reading, writing, listening, and speaking); increase student vocabulary systematically and consistently; and have practical application. | 5. Combine findings from previously mentioned activities, including peer monitoring and discussions, researched books and websites. | 5. Prepare a Guidebook for new ESL teachers incorporating information gathered throughout learning contract activities and include cited resources from various websites and other sources. | 5. Present Guidebook in advance then review book with Program Director and other staff member at June meeting. Seek constructive criticism of book in meeting discussion. Incorporate revisions and present at July staff meeting. | June 2, 2011/July 6, 2011 |