

## South Dakota Adult Education Credentials

Research has demonstrated that the quality of instruction has the greatest impact upon student performance. As a result, federal and state agencies, in addition to national organizations, require higher standards for instructors. In 2018, the South Dakota Adult Education Professional Development Team began developing a system of credentials to recognize instructors who are trained in evidence-based teaching methodologies. These initiatives delve learning-philosophies, and teaching-frameworks specific to Adult Education and Literacy activities.

### Who is eligible to apply:

Training courses and the credentialing processes are funded through the South Dakota Department of Labor and Regulation (SDDLRL) and the South Dakota Association for Lifelong Learning (SDALL).

The South Dakota Adult Education Credentials are available, upon approval from one's supervisor, to full-time or part-time instructors and community-based volunteers who work for the Adult Education and Family Literacy Act (AEFLA) subrecipients. Current AEFLA-funded programs include:

- Career Learning Center of the Black Hills
- Cornerstones Career Learning Center
- Lake Area Technical Institute
- Lutheran Social Services' Center for New Americans
- Southeast Technical Institute
- South Dakota Department of Corrections
- The Right Turn

Some of the South Dakota Adult Education Credentials are also available to the staff of Workforce Innovation and Opportunity Act (WIOA) partner-providers upon approval of their respective program supervisor. These entities include South Dakota Adult Education Native American programs and Job Corps. Questions regarding eligibility should be directed to South Dakota Department of Labor and Regulation Program Specialist John Anderson via [john.anderson@state.sd.us](mailto:john.anderson@state.sd.us) or 605.367.5300 ext. 1801239.

Neither the South Dakota Department of Labor and Regulation nor the South Dakota Association for Lifelong Learning requires credentialing.

### **What credentials are available:**

The current Adult Education Credentials are listed below with more to be developed in the future. Please check the SDALL website for the most up-to-date listing.

- Adult Education Instructor Development Program (AEIDP) Core Credential
- English Language Instructor Development Program (ELIDP) Core Credential
- Numeracy Core Credential
- Reading Specialty Core Credential

### **How to apply for a credential:**

- Review the eligibility requirements to determine if you are able to apply for a South Dakota Adult Education Credential.
- Review the training requirements to determine if you have completed the requisite training for the credential.
  - Upcoming training opportunities and requirements are available at [www.sdall.org/pd](http://www.sdall.org/pd).
- Discuss the credential with your program supervisor and obtain approval to apply.
  - Please note that information related to your credential-application will be shared with your supervisor.
- Complete the online application for the credential at [www.sdall.org/pd/cp](http://www.sdall.org/pd/cp).
  - There is no cost to applicants for the credential.Expenses related to training are outlined in each training program's logistics information.
- Allow up to 4 weeks for credential delivery.

### **Notes about registration and attendance:**

- Once you have discussed your professional development goals or needs with your administrator, you may register for available classes to complete your credential.
- It is extremely important to attend all the courses and training sessions for which you register. If you are unable to attend, please give notification at least one week prior to the course's start-date. Notification should be given to the appropriate contact listed in the course registration.
- Participants are required to participate in all components of the training and receive a passing grade from the instructor-of-record to receive a credential. The instructor-of-record will issue Pass/Fail grades and will also recommend CEU credits.

## Adult Education Instructor Development Program (AEIDP) Core Credential

This credential prepares instructors to provide quality adult education for Adult Basic and Adult Secondary programs. This induction is comprised of six topical units as detailed below. The AEIDP reviews relevant research, evidence-based methodologies, learning-philosophies, and instructional frameworks. Participants must successfully complete the following units to earn this credential.

### Estimated Completion Time: 26 Hours

- Working with Adult Learners
  - Characteristics of Adult Learners
  - Overview of Adult Education
- Working with Students
  - Continuum of Services
  - Assessment
  - Enrollment and Orientation
- Instruction
  - Program Structures
  - Direct and Explicit Instruction
  - College & Career Readiness Standards for Adult Education
  - Webb's Depth of Knowledge
  - Lesson Planning
  - Distance Learning
  - Students with Specialized Needs
- Progress and Motivation
  - Post-testing
  - Motivating Students
- GED® Testing
  - History of the GED®
  - GED® 2014
  - GED® Testing Policies
- New Instructors Book Study

### Retroactive Qualification Information:

Past AEIDP participants may qualify for the credential if they satisfactorily completed all the training models. The AEIDP Credential can be retroactively awarded from 2013. Refresher modules may be offered to participants who completed the AEIDP prior to 2013. Reference the [www.sdall.org](http://www.sdall.org) website for more details.

## English Language Instructor Development Program (ELIDP) Core Credential

This credential prepares instructors to provide quality English language instruction for adults in English Language Acquisition programs. This induction is comprised of three phases as detailed below. The ELIDP reviews relevant research, evidence-based methodologies, learning-philosophies, and instructional frameworks. Participants must successfully complete the following phases to earn this credential.

### Estimated Completion Time: 26 Hours

#### ELIDP Phase I: Face-to-Face Training

- Language Acquisition Workshop
- Discussion about Secondary Language Learning
- English Language Classroom Observations (Guided by Observation Tasks)
- Balancing Approaches to Achieve Communicative Competence
- Grading and Limiting “Teacher Talk”
- Cultural Continuums
- Effective Lesson Planning
- Lesson Planning Workshop with Mentoring Teachers
- Communicative ESL Techniques
- Nuts and Bolts of AEL Program Administration
- Introduction to Action Research
- English Language Classroom Practice Teaching (Observed by Mentoring Teachers)
- Refugee Resettlement Overview
- Working with Adult English Language Learners
- English Language Classroom and Activity Management
- Teaching Practice Debriefing and Feedback

#### ELIDP Phase II: Application of Research-Based Methods—Simplified Action Research Projects

- Reflect on Teaching Practice
- Research Selected Topic and Reflect on the Research
- Create a Plan for Implementing the Research
- Evaluate and Prepare to Share the Results

#### ELIDP Phase III: Collaboration with the Statewide Professional Learning Community

- Present the results of the Simplified Action Research Projects at Summer Summit’s Action Research Forum. (A participant may receive approval to instead publish their Action Research Project in a relevant newsletter; alternatively, a participant may receive approval to present at a local in-service meeting or other appropriate conference-venue.)

### Retroactive Qualification Information:

Past ELIDP participants may qualify for the credential if they satisfactorily completed all the training models. The ELIDP Credential can be retroactively awarded from 2011. Refresher modules may be offered to participants who completed the ELIDP prior to 2011. Reference the [www.sdall.org](http://www.sdall.org) website for more details.

## Numeracy Specialty Credential

The Adult Numeracy Instruction Professional Development (ANI-PD) is an intensive, evidence-based initiative to affect high-quality math instruction in Adult Education programs. The ANI-PD model is built upon the principle that teacher preparation for adult mathematics instruction must be sufficiently intensive and focused on providing instructors with a strong base of mathematics content and pedagogical knowledge. The training is grounded in the analysis of adult mathematical instruction outlined in the report entitled *Building on Foundations for Success: Guidelines for Improving Adult Mathematics Instruction*.

### Estimated Completion Time: 50 Hours

- Three two-day institutes and three web-based regional meetings
  - [https://lincs.ed.gov/publications/pdf/LINCS\\_ANI\\_flyer.pdf](https://lincs.ed.gov/publications/pdf/LINCS_ANI_flyer.pdf)

### Institute I:

- Number Sense (Whole Number and Money) and Geometry
  - Web-Based Meeting I

### Institute II:

- Number Sense (Fractions, Decimals, Percentages), Data, Statistics, and Graphs
  - Web-Based Meeting II

### Institute III:

- Number and Operations Sense (Integers) and Algebra
  - Web-Based Meeting III

### Calculator Literacy:

- [Introduction to the GED® Test TI-30XS On-Screen Scientific Calculator](#)
- Basics of Calculator Instruction
- [GED Calculator Tutorial](#)

### Retroactive Qualification Information:

Participants who satisfactorily completed the ANI-PD's 2014 or 2018 cohort would qualify for this credential.

## Reading Specialty Credential

Student Achievement in Reading (STAR) is an intensive training delivered over a nine-month time frame. There are 2 one-day, face-to-face meetings and 23 self-directed, online modules. The modules are both engaging and interactive—these modules contain resources and video clips of applied techniques inside Adult Education classrooms. Some modules include assignments to apply what you learned in your classroom; other modules require you to share your plans and reflections about that implementation.

The training is comprised of three sections:

- **Section 1:** Participants learn about evidence-based reading instruction (EBRI) and how to conduct a diagnostic assessment of reading.
- **Section 2:** Participants learn about the fundamentals of effective reading instruction and how to provide it.
- **Section 3:** Participants focus on issues related to implementing and sustaining EBRI.

### **Estimated Completion Time: 60 hours**

The new hybrid STAR training requires a multi-month commitment from implementers and uses a flipped-classroom approach. Participants work independently in online modules where information is explained and modeled; guided practice-activities are also provided. Time estimates are available for each module, but the modules are self-paced. (The estimated time to complete all modules, including classroom application, is 45 to 60 hours). Participants then practice applying what was learned with their own students.

### **Retroactive Qualification Information:**

Only participants completing STAR training in 2019 and forward meet the qualifications for certification.