



Institutes and Required Courses: Descriptions

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Mathematics Institute

Title: CCRS and 2014 GED® Mathematical Reasoning Institute

Facilitators: Susan Pittman and Bonnie Goonen

Purpose: To provide KYAE math instructors the training needed to go beyond teaching the basic algorithms of mathematical computation to providing instruction through a conceptual approach, emphasizing the importance of using the Standards for Mathematical Practice to enhance student understanding and their ability to use mathematical reasoning in the classroom and in the real-world of home and work.

Learning Goals:

- Assist instructors in understanding the challenges students encounter on the GED® Mathematics Test.
- Provide instructors with opportunities for hands-on activities and strategies that can be taken back to the programs for implementation.
- Expand instructors' understanding of mathematical problem-solving and the need for students to have a process for problem-solving that is transferrable to the real-world.
- Explore the basics of algebraic reasoning through hands-on activities including the use of manipulatives such as algebra tiles.

Description: This series of workshops is designed to help adult education instructors learn how to go beyond teaching the basic algorithms of mathematical computation to providing instruction through a conceptual approach, which enables students to understand the “why” and “how” of mathematics. Embedded within this professional development will be the importance of using mathematical practices to enhance student understanding and ability to use mathematical reasoning in the classroom and in the real-world of home and work.

Total Hours: 27.5 hours

Format:

- Online pre-test
- Online activities and Introductory Webinar
- 1st face-to-face (F2F) training (6 locations)
- Job-embedded assignment and webinar (offered twice)
- 2nd F2F training (6 locations)
- Job-embedded assignment and webinar (offered twice)
- 3rd F2F training (6 locations)
- Job-embedded assignment and webinar (offered twice)
- Online post-test

Instructional Technology Institute

Title: Integrating Technology into the Classroom

Purpose: To provide instructors with the skills and management techniques to incorporate technology into the classroom setting in a manner that engages students with standards-based content.

Learning Goal: Focusing on the flipped classroom models and mobile devices, instructors will be able to employ a variety of research-based models to integrate technology in daily classroom practice.

Description: This course will provide teachers with the training and skills necessary to bring technology and digital literacy skills into the classroom with engaging activities for students. With a focus on the flipped classroom model and mobile devices, instructors will be provided with a learning space to practice the presented methods before implementing these ideas in their own classroom. Ongoing support will include an online discussion group and face-to-face networking opportunities.

Total Hours: 27.5 Hours

Format:

- Online pre-test
- 1st set of online activities
- 1st face-to-face (F2F) training
- 2nd set of online activities
- 2nd F2F training
- 3rd set of online activities
- 3rd F2F training
- Final set of online activities
- Online post-test

The Reasoning Through Language Arts/Social Studies/Science Institute

Background: In order to reach the targets of the 2014 GED® RLA, social studies, and science tests and demonstrate many of the knowledge and skill demands of college and career readiness, adult education students will be required to analyze and comprehend a wide variety of complex texts using a variety of higher-order cognitive skills. Adult education instructors will require resources and support to implement evidence-based instructional practices necessary to assist students in reaching GED® and college and career readiness goals. The following professional development activities will support instructors in assisting students in reaching the demands.

Title: Close Reading and Evidence-Based Writing in Science, and Social Studies

Target Audience: Adult education program directors and instructors working 1000+ hours per year, who prepare students for the 2014 Reasoning through language arts, science, and social studies GED® tests and college and career readiness goals.

Purpose: This institute will prepare adult education instructors to better assist students in reaching 2014 GED® Assessment Targets and the skills and knowledge embodied in the College and Career Readiness ELA Standards for Adult Education.

Description: Instructors will participate in a year-long institute collaborating with peers to review best practices in teaching foundational skills in close reading and argumentative writing and determine the most effective strategies for their classroom. Close reading strategies will assist students in determining what a text says explicitly and make logical inferences citing specific textual evidence when writing or speaking to support conclusions drawn from the text. Although the institute will focus on informational texts, strategies for teaching social studies and science will also be included. Participants will have the opportunity to implement the strategies with students, reflect on outcomes, and develop an instructional plan that will best meet the needs of their students. The strategies will mostly focus on the needs of the students at NRS levels 4 and 5 but may be differentiated to students at all levels.

Learning Goals:

- Acquire strategies, resources, and tools to equip students with close reading and evidence-based writing skills.
- Implement close reading and evidence-based writing instructional strategies with students.
- Reflect on learning and adapt strategies to specific classroom situations.

Total Hours: 27.5 Hours

Format: This institute will consist of a professional development model grounded in evidence-based practices of modeling, guided practice, discussion, job-embedded application, and reflection. It will provide a learning environment that equips adult education instructors with support and resources to transfer best practice to the classroom. The model will entail approximately 27 hours of online and face-to-face interaction and an estimated 6 hours of job-embedded activities. The components will consist of:

- Online assessment of prior knowledge (30 minutes)
- Introductory webinar and online discussion (1 hour)
- First, one-day face-to-face session (7 hours)
- First bridging webinar (1 hour) and job-embedded activity (3 hours)
- Second, one-day, face-to-face session (7 hours)
- Second bridging webinar (1 hour) and job-embedded activity (3 hours)
- Third, one-day face-to-face session (7 hours)
- Final webinar (1 hour) and online reflection (1 hour)
- Online assessment of knowledge gained (30 minutes)

Program Director Institute and New Program Director Requirements

Program Director Institute:

Title: 2015-16 Program Directors Institute: Building on Your Strengths

Purpose: This institute will equip program directors with practical tools to cultivate effective instructional leaders within their programs. The institute will also allow participants to explore accessible supplemental funding sources for classroom instructional resources.

Learning Goals:

- Explore user-friendly, supplemental funding sources for the classroom
- Acquire strategies for coaching instructors
- Understand value of and tools utilized in formative assessment
- Utilize evidence and instruments in classroom observations

Course Description: This institute will focus on concrete applications of foundational concepts discussed in Robert Marzano's *Effective Supervision*. Participants will acquire ready-to-replicate strategies and tools for improving their role as instructional leader and promoter of teacher effectiveness. Special attention will be given to classroom and program culture; formative assessment tools; evaluation instruments; and supplementary classroom resource funding sources.

Number of Hours to Complete: 27.5 Hours

Format:

- Online pre-test
- 1st set of online activities
- 1st face-to-face (F2F) training
- 2nd set of online activities
- 2nd F2F training
- 3rd set of online activities
- 3rd F2F training
- Final set of online activities
- Online post-test

New Program Director Requirements:

1. Title: 2015-16 Program Directors Institute: Building on Your Strengths

Purpose: This institute will equip program directors with practical tools to cultivate effective instructional leaders within their programs. The institute will also allow participants to explore accessible supplemental funding sources for classroom instructional resources.

Learning Goals:

- Explore user-friendly, supplemental funding sources for the classroom
- Acquire strategies for coaching instructors
- Understand value of and tools utilized in formative assessment
- Utilize evidence and instruments in classroom observations

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attention will be given to classroom and program culture; formative assessment tools; evaluation instruments; and supplementary classroom resource funding sources.

Number of Hours to Complete: 27.5 Hours

Format:

- Online pre-test
- 1st set of online activities
- 1st face-to-face (F2F) training
- 2nd set of online activities
- 2nd F2F training
- 3rd set of online activities
- 3rd F2F training
- Final set of online activities
- Online post-test

2. Title: Orientation to Adult Education

Purpose: The purpose of this course is to provide new instructors an introduction to some of the key concepts/factors that will impact their work as Kentucky adult education instructors. Some of the main topics covered will include the 21st century job market, the role of the educator, and tools for instruction.

Learning Goals: Participants will gain a greater understanding of the skills that students will need in order to be prepared for the 21st century job market. In Lesson two, we will explore the role of the instructor in the 21st century adult education classroom, and ways to incorporate a learner-centered approach to instruction. Lesson three will provide resources to aid instructors in their work, such as instructional strategies and ways to integrate technology in the classroom.

Course Description: This online course is designed for new adult education practitioners. This is a four-week course that will cover key topics, such as 21st century employment skills and the role of the adult education instructor. Additionally, participants will receive tools to guide them as they structure classroom practices to incorporate 21st century skills. Participants will also gain/acquire strategies and resources for the use of instructional technology in the classroom.

Number of Hours to Complete: Participants need to set aside 1 and 1 ½ hours each week in order to complete the course, for a total of 4-6 hours.

Format: This course is completely online.

3. Title: Introduction to the Online Tests of Adult Basic Education (TABE)

Purpose: The aim of this course is to introduce instructors to the methods and responsibilities involved in planning and administering the online Tests of Adult Basic Education (TABE) assessment.

Learning Goals: The first, two lesson modules of this course will provide participants a general introduction, as well as cover the basics of administration of the online TABE. Next, learners will review test results and discuss how to use these results to guide student instruction. Finally, participants will gain insight into the student experience of taking the online TABE.

Course Description: This online introductory course will help instructors become familiar with the methods and responsibilities involved in planning and administering the new online TABE assessment. During this three-week course, participants will engage in peer discussion and online training activities. Among the topics that will be covered include: an overview of this new version of the assessment, administering the online TABE, the student diagnostic profile, and the student experience.

Number of Hours to Complete: Participants need to set aside 1 and 1 ½ hours each week in order to complete the course, for a total of 3-5 hours.

Format: This course is completely online.

4. Title: The GED Ready™ Test Online Course

Purpose: This course is designed to provide participants with an introduction to the GED Ready™ test, as well as information about changes to the structure and format of the test.

Learning Goals: In lesson one, participants will cover what is different about the structure of the new assessment. They will also gain insight into the technology skills needed for the new test. In the remaining lesson modules, participants will become aware of the components and content of the Reasoning through Language Arts and Mathematical Reasoning sections. Participants will also share student preparation strategies.

Course Description: The GED Ready™ Test Online Course will cover the basic structure and format for the new GED Ready™ test. Participants will engage in online training activities as well as peer discussion. Among the topics to be covered in this four-week course are: Test Overview and Technology Skills, Reasoning through Language Arts, and Mathematical Reasoning.

Number of Hours to Complete: Participants need to set aside 1 and 1 ½ hours each week in order to complete the course, for a total of 4-6 hours.

Format: This course is completely online.

5. Title: Standards-Based Instruction: Putting it All Together

Course Description: This facilitated, online course will engage participants in examining materials and methods that support the implementation of standards-based education. With the goal of guiding educators as they provide outstanding instruction to students, participants will work together through the process of developing a course. Activities include designing a syllabus, aligning standards with the units of instruction included in the course, and developing a lesson. Student success hinges on learning opportunities informed by students; participants will incorporate formative assessment and differentiation based on student diagnostic information. Participants will review and share resources to enhance the lesson they develop.

Module 1: It All Begins with a Syllabus

Module 2: Selecting Standards (Unpacking, Cross-Curricular Ties)

Module 3: Developing a Lesson Plan (Essential Questions, Objectives, Lesson Targets, GED® Progressions)

Module 4: Understanding Your Roster: TABE Diagnostic Information (Are additional diagnostics needed?)

Module 5: Instruction Informed by Students (Formative Assessment, Differentiation, Lesson Closure)

Module 6: Sharing Resources and Ideas to Enhance Learning

Number of Hours to Complete: 12 hours

Format: This course is completely online.

New Instructor Requirements

1. Title: Orientation to Adult Education

Purpose: The purpose of this course is to provide new instructors an introduction to some of the key concepts/factors that will impact their work as Kentucky adult education instructors. Some of the main topics covered will include the 21st century job market, the role of the educator, and tools for instruction.

Learning Goals: Participants will gain a greater understanding of the skills that students will need in order to be prepared for the 21st century job market. In lesson two, we will explore the role of the instructor in the 21st century adult education classroom, and ways to incorporate a learner-centered approach to instruction. Lesson three will provide resources to aid instructors in their work, such as instructional strategies and ways to integrate technology in the classroom.

Course Description: This facilitated, online course is designed for new adult education practitioners. This is a four-week course that will cover key topics such as 21st century employment skills and the role of the adult education instructor. Additionally, participants will receive tools to guide them as they structure classroom practices to incorporate 21st century skills. Participants will also gain/acquire strategies and resources for the use of instructional technology in the classroom.

Number of Hours to Complete: Participants need to set aside 1 and 1 ½ hours each week in order to complete the course, for a total of 4-6 hours.

Format: This course is completely online.

2. Title: Introduction to the Online Tests of Adult Basic Education (TABE)

Purpose: The aim of this course is to introduce instructors to the methods and responsibilities involved in planning and administering the online Tests of Adult Basic Education (TABE) assessment.

Learning Goals: The first, two lesson modules of this course will provide participants a general introduction, as well as cover the basics of administration of the online TABE. Next, learners will review test results and discuss how to use these results to guide student instruction. Finally, participants will gain insight into the student experience of taking the online TABE.

Course Description: This facilitated, online introductory course will help instructors become familiar with the methods and responsibilities involved in planning and administering the new online TABE assessment. During this three-week course, participants will engage in peer discussion and online training activities. Among the topics that will be covered include: an overview of this new version of the assessment, administering the online TABE, the student diagnostic profile, and the student experience.

Number of Hours to Complete: Participants need to set aside 1 and 1 ½ hours each week in order to complete the course, for a total of 3-5 hours.

Format: This course is completely online.

3. Title: The GED Ready™ Test Online Course

Purpose: This course is designed to provide participants with an introduction to the GED Ready™ test, as well as information about changes to the structure and format of the test.

Learning Goals: In lesson one, participants will cover what is different about the structure of the new assessment. They will also gain insight into the technology skills needed for the new test. In the remaining lesson modules, participants will become aware of the components and content of the

Reasoning through Language Arts and Mathematical Reasoning sections. Participants will also share student preparation strategies.

Course Description: The GED Ready™ Test Online Course will cover the basic structure and format for the new GED Ready™ test. Participants will engage in online training activities as well as peer discussion. Among the topics to be covered in this four-week course are: Test Overview and Technology Skills, Reasoning through Language Arts, and Mathematical Reasoning.

Number of Hours to Complete: Participants need to set aside 1 and 1 ½ hours each week in order to complete the course, for a total of 4-6 hours.

Format: This course is completely online.

4. Title: Standards-Based Instruction: Putting it All Together

Course Description: This facilitated, online course will engage participants in examining materials and methods that support the implementation of standards-based education. With the goal of guiding educators as they provide outstanding instruction to students, participants will work together through the process of developing a course. Activities include designing a syllabus, aligning standards with the units of instruction included in the course, and developing a lesson. Student success hinges on learning opportunities informed by students; participants will incorporate formative assessment and differentiation based on student diagnostic information. Participants will review and share resources to enhance the lesson they develop.

Module 1: It All Begins with a Syllabus

Module 2: Selecting Standards (Unpacking, Cross-Curricular Ties)

Module 3: Developing a Lesson Plan (Essential Questions, Objectives, Lesson Targets, GED® Progressions)

Module 4: Understanding Your Roster: TABE Diagnostic Information (Are additional diagnostics needed?)

Module 5: Instruction Informed by Students (Formative Assessment, Differentiation, Lesson Closure)

Module 6: Sharing Resources and Ideas to Enhance Learning

Number of Hours to Complete: 12 hours

Format: This course is completely online.

5. Title: Local Orientation

Required documentation for local PD:

- Agenda
- List of people participating
- Evaluation-Exit slip (red, green, yellow)
- Next steps
- Submit within 120 days of hire

Experienced and New ESL Instructors

Experienced ESL:

1. Title: **Developing the Speaking and Listening Domains in Multi-Level, Multi-Language Classrooms**

Purpose: To develop a basis of methodology for speaking and listening instruction that informs practical strategies for differentiated instruction in these domains.

Learning Goals:

- Describe a variety of instructional strategies for speaking instruction.
- Describe a variety of instructional strategies for listening instruction.
- Create NRS level-aligned activities for speaking and listening.

Description: This blended-delivery course engages participants in a 6-hour, face-to-face introduction to differentiated instruction as it applies to diverse ESL classrooms. In the subsequent 3 weeks, participants will deepen their understanding of the speaking and listening domains of language through online instruction and interaction. They will learn research-based strategies for instruction in both of these domains. Instructors will apply the strategies they learn to create a lesson for each of the domains that will align across the NRS levels.

Number of hours: 12 hours over 4 weeks.

Format: Blended (6 hours of face-to-face collaboration followed by 3 weeks of online instruction)

New ESL Instructor:

1. Title: **CASAS Implementation Training**

Description: The **CASAS Implementation Training**, or “CASAS 101,” provides participants with a basic understanding of the CASAS system. Participants learn how to administer CASAS appraisals and pre-and post-tests, interpret test results, and use curriculum support materials to enhance instruction and workforce readiness. Each unit offers a self-test to confirm understanding. A certificate of completion is generated at the conclusion of this training. Each person involved in CASAS testing must complete this training prior to ordering and administering most CASAS multiple-choice tests.

At the end of this training, participants will be able to:

- Select appropriate CASAS tests
- Administer and score CASAS tests
- Interpret and use test results
- Identify CASAS Competencies and how they relate to the test
- Define CASAS Content Standards and identify the relation between CASAS Competencies and CASAS Content Standards
- Look at the links between curriculum, instruction, and assessment and how the three fit together
- Identify resources for instruction

Number of hours: 18

Format: Online, non-facilitated

2. Title: Orientation to Adult Education

Purpose: The purpose of this course is to provide new instructors an introduction to some of the key concepts/factors that will impact their work as Kentucky adult education instructors. Some of the main topics covered will include the 21st century job market, the role of the educator, and tools for instruction.

Learning Goals: Participants will gain a greater understanding of the skills that students will need in order to be prepared for the 21st century job market. In lesson two, we will explore the role of the instructor in the 21st century adult education classroom, and ways to incorporate a learner-centered approach to instruction. Lesson three will provide resources to aid instructors in their work, such as instructional strategies and ways to integrate technology in the classroom.

Course Description: This online course is designed for new adult education practitioners. This is a four-week course that will cover key topics such as 21st century employment skills and the role of the adult education instructor. Additionally, participants will receive tools to guide them as they structure classroom practices to incorporate 21st century skills. Participants will also gain/acquire strategies and resources for the use of instructional technology in the classroom.

Number of Hours to Complete: Participants need to set aside 1 and 1 ½ hours each week in order to complete the course, for a total of 4-6 hours.

Format: This course is completely online.

3. Title: Developing the Speaking and Listening Domains in Multi-Level, Multi-Language Classrooms

Purpose: To develop a basis of methodology for speaking and listening instruction that informs practical strategies for differentiated instruction in these domains.

Learning Goals:

- Describe a variety of instructional strategies for speaking instruction.
- Describe a variety of instructional strategies for listening instruction.
- Create NRS level-aligned activities for speaking and listening.

Description: This blended-delivery course engages participants in a 6-hour, face-to-face introduction to differentiated instruction as it applies to diverse ESL classrooms. In the subsequent 3 weeks, participants will deepen their understanding of the speaking and listening domains of language through online instruction and interaction. They will learn research-based strategies for instruction in both of these domains. Instructors will apply the strategies they learn to create a lesson for each of the domains that will align across the NRS levels.

Number of PD hours: This course consists of 6 hours of face-to-face collaboration followed by 3 weeks of online instruction. The total course time is 12 hours over 4 weeks.