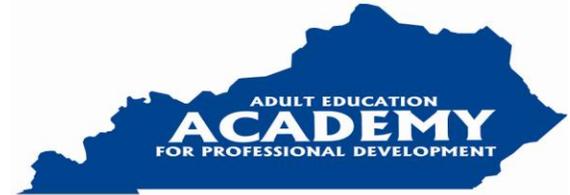




**1ST YEAR INSTRUCTOR
INSTITUTE

SYLLABUS**



Contact Information	
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1. Syllabus Overview --

This syllabus covers the institute description, objectives, resources, expectations, prerequisites, and assignments. Please read the syllabus thoroughly, making note of important dates and expectations. If you have questions, please contact one of the two names listed above.

2. Description –

The First Year Instructors’ Institute aims to prepare instructors, instructional aides, and program directors who have been hired since January 1, 2009 to be effective teaching in, assisting in, and supporting organized, scheduled adult basic education classes. By completing the prerequisite online course, Introduction to Adult Education, participants will learn how local Kentucky adult basic education programs fit into the statewide program and how the statewide program fits into the national program. In face-to-face meetings and distance learning, they will learn intake and orientation approaches that get adult learners engaged and off on the

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right foot for success in the program. They will become familiar with standardized tests used to identify instructional needs and assess educational progress, with formative assessment techniques, with effective instructional strategies, and with instructional methods appropriate for adults with learning disabilities. Following the face-to-face meetings, participants will develop a classroom project in which they will apply strategies learned in the meetings, and the results of those projects will be shared at a project showcase.

3. Basic Information for Face-to-Face Sessions

Note: It is important to make lodging reservations as soon as possible. Ask for the adult education/state rate.

Topics	Instructors	Cohort 1 Dates & Locations	Cohort 2 Dates & Locations
Day 1 Student Intake and Orientation	Bev Thomson	October 7 – 9 @Natural Bridge State Park, 800-325- 1710	January 27 – 29 @ Rough River State Park, 800-325-1713 (February 3-5 as make-up days)
Day 2 Administering and Interpreting the Test of Adult Basic Education (TABE) and the GED Official Practice Tests (OPT)	Joyce Bullock Gayle Box		
Day 3 Assessment and Instruction	Dr. Barbara Nielsen		
Day 4 Effective Instructional Strategies	Duane Lambert	December 3 & 4 @ Blue Licks State Park, 800-443-7008	March 25 & 26 @ Pennyrile State Park, 800-325-1711
Day 5 Bridges I	Meryl Becker-Prezocki B.J. Helton		
Day 6 Project Showcase	Connie Spencer- Ackerman	February 12 (February 26 as make-up day) – MSU at Prestonsburg, Room 117	April 23 – Madisonville Community & Technical College. Badgett Technical Center, Room 270

4. Learning Objectives –

Participants will:

- Be able to design an intake and orientation process that supports student persistence

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- Know how to administer state approved standardized tests and use results to plan instruction
- Analyze appropriate test questions for potential student gaps.
- Participate in cooperative learning groups for specific purposes.
- Learn and practice using current best teaching practices.
- Design mini-lessons to meet content learning gaps.
- Study and practice “think aloud” learning strategies.
- Understand the differences among learning disabilities, learning difficulties, and learning differences.
- Identify the characteristics and consequences of learning disabilities.
- Recognize the legal implications of serving adults with learning disabilities.
- Discover sources for referrals and resources for adults with learning disabilities.

5. Resources –

- NRS Online Training at <http://www.nrsweb.org/trainings/online.aspx>
- Interim online training at www.literacywithoutlimits.org
- *A Handbook for Classroom Instruction that Works* – Marzano, Norford, Paynter, Pickering, & Gaddy, Association for Supervision and Curriculum Development, 2001 (provided)
- Institute Handbook
- Wimba Webinar – This Webinar will require a computer and, ideally, a microphone and headset, both of which were distributed to all programs by KYAE. If enrollees do not have a microphone and headset, they can participate with only a computer and its built-in microphone. Please check for the equipment at least one week in advance of the scheduled Webinar. Complete directions will be sent one week prior to the scheduled session.

6. Expectations –

Because KYAE has invested significant public funds in supporting this institute, attendance is expected during the full schedule (beginning time to adjournment) of all face-to-face meetings. In order to maximize the content of the institute, participants are expected to also complete all additional components – advance work, interim work, classroom projects, and observation. If a serious situation, such as illness, prevents attendance at any session, participants are asked to notify Rebecca Nelson at 606-783-2026 in advance of the scheduled session.

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7. Weather Policy – If you have a question about a weather cancellation, call Connie Spencer-Ackerman at 606-776-3652 **by 7:00 a.m.** on the morning of the scheduled session.

8. Prerequisites – KYAE200: Orientation to Adult Education

9. Institute Design -- The institute will be an extended experience, combining face-to-face workshops, demonstrations of instructional strategies, distance learning, classroom application, and an opportunity to receive feedback from an instructional coach.

10. Activities, Assignments, and Dates/Deadlines –

Activity	Additional Information	Dates/Deadlines	
		Cohort 1	Cohort 2
Assessment of Prior Knowledge and Assessment of Self-Efficacy – an online survey to determine participants’ familiarity with the content of the institute	1 - Go to the Kentucky Virtual eLearning Portal and complete the assessments of prior knowledge and self-efficacy found at The First Year Instructors’ Institute. Select your training location/cohort.	9/23	1/13/10
Advance Work – an online course familiarizing participants with the National Reporting System, requirements for reporting on student progress, and the importance of careful goal setting	2 - Go to http://www.nrsweb.org/trainings/online.aspx , register as a new user, and complete the advance online training on Data Quality Guide Training Courses . More information is found in section 12.	9/23	1/13/10
First Face-to-Face Meeting – 3 days covering student intake and orientation, standardized testing in Kentucky programs, and the use of formal and informal assessment to plan instruction	At Natural Bridge State Park in October and Rough River State Park in January	10/7-9	1/27-29/10
Online Video Review – viewing an online video that introduces several strategies that will be explored in the second face-to-face meeting	Go to the Web site www.literacywithoutlimits.org and click on lessons. Two have been selected for your activity: <i>Comprehension Strategies for Low-Level Readers</i> and <i>Previewing Challenging Vocabulary and Content</i> . Use the note-taking form, which is found in	10/30	2/19

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	the lessons section of the online portion of this course, to take notes on what you see and to record your thoughts on how you might apply the strategies		
Webinar or Videoconference – a session during which participants may observe demonstrations of teaching strategies and ask questions	Additional information will be shared when plans are finalized.	11/18	3/5/10
Second Face-to-Face Meeting – 2 days covering effective instructional strategies, the use of authentic materials in instruction, and recognizing and accommodating learning disabilities	At Blue Licks Battlefield State Park in December and at Pennyryle State Park in March	12/3-4	3/25-26
Classroom Project – a project during which knowledge acquired in the face-to-face sessions will be implemented in the classroom, resulting in formal lesson plans and a course syllabus	Project guidelines are posted in the Angel course.	1/29/10	4/16
Coaching Visits/Teaching Observations – an opportunity to practice instructional strategies and receive constructive feedback	Arrangements will be made by phone.	To be determined	
Classroom Project Showcase – a final session when classroom projects will be showcased	Come to the project showcase with <u>***</u> copies of your newspaper piece, lesson plan, and lesson evaluation. Also e-mail a typed copy of the lesson and article to r.nelson@moreheadstate.edu . OR send all electronically to Rebecca for duplication no later than one week prior to the showcase. No handwritten materials will be accepted.	2/12/10 ***20	4/23/10 ***tbd
Assessment of Knowledge Gained – an online survey to determine the effectiveness of the institute overall and the knowledge gained as a result of participation	1 - Go to the Kentucky Virtual eLearning Portal and complete the assessments of knowledge gained and self-efficacy found at The First Year Instructors' Institute. Select your training location/cohort.	2/26/10	5/7/10

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11. Constructive Feedback –Feedback on your classroom project will be based on the project rubric, which is posted in the course on Angel. You will receive feedback on your teaching demonstration from an experienced educator.

12. Advance Online Training on Data Quality – The following steps are to be completed prior to the first face-to-face meeting. See due dates in schedule above.

Step 1 – Ask your director for the following:

- A copy of the final 08-09 program report and an explanation of its contents
- A copy of your program’s intake/registration form so that you can compare it to information you will see in the online training
- An explanation of your role in either data collection or data entry

Step 2 – Go to <http://www.nrsweb.org/trainings/online.aspx> to register for the online courses listed below. You are encouraged to print copies of the course pages and note questions that you would like answered during the face-to-face meeting.

Step 3 – Complete the course *What is the NRS?* It can be completed in 20 to 35 minutes.

http://www.nrsonline.org/training/1_what_is_nrs/

Step 4 – Go to the course *Guide for Improving NRS Data Quality* http://www.nrsonline.org/training/4_data_quality_guide/ and complete the courses listed below. They can be completed in approximately 20 minutes.

- Part IV, Collecting NRS Outcome Measures – 1 page
- Part IV.A. Assessment: Measuring Educational Gains -- Pages 2-9 (*Note: Page numbers are found in a green box in the upper right-hand corner of each page.*)
- Part IV. B. Intake and Goal Setting – Pages 2-9

Step 5 – Go to the course *Learning to be an NRS Data Detective*

http://www.nrsonline.org/training/6_data_detective/a_intro/ and complete the courses listed below. They can be completed in 10 to 15 minutes.

- Part 4, Policies & Procedures: Assessment, Pages 1-8
- Part 5, Policies & Procedures: Goal Setting, Pages 1-3

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