



2004~2005 Professional Development Handbook: *A Plan for Success*

Adult Education and Literacy

English as a Second Language

Family Literacy

Instructional Technology

Leadership Development

Workforce Education



July 2004

Dear Providers:

I am pleased to announce the release of the 2004-2005 Professional Development (PD) Handbook. The PD Partners have created this handbook to act as a reference guide for planning your professional development program.

Since the passage of Kentucky's Senate Bill 1, KYAE's PD opportunities have evolved considerably. Over 90 adult educators have graduated from the Kentucky Adult Educators Literacy Institute (KAELI). We offer a Leadership Institute and provide family literacy training. A Kentucky Adult Educators Mathematics Institute (KAEMI) is planned for 2005. Now, it is time to embark upon the strategic integration and alignment of these and future initiatives.

We will develop content and performance standards to align our curricula and assessments to benchmarks, like the American Diploma Project, <http://www.americandiplomaproject.org>. We will continue to focus on research-based teaching strategies to ensure our students are prepared for employment and continuing their education. We will deepen our PD experiences to demonstrate the quality and professionalism of our field.

This document is designed to help you plan those meaningful PD experiences that are driven by program improvement and accountability needs. For instance, the statewide deployment of Individual Professional Development Plans (IPDPs) is expected to make certain all program staff are involved in the efficacy of their program performance, their professional growth, and, ultimately, student achievement.

Thank you for your commitment to continually improving program services by developing consequential PD plans that equip your program staff with appropriate knowledge, skills, and abilities.

Respectfully,



Cheryl King
Vice President, Kentucky Adult Education
Council on Postsecondary Education

ACKNOWLEDGEMENTS

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“Professional development can be guided by leaders, tied to standards and learning goals, built around...improvement plans. But the engine that drives it all, ultimately, is each individual’s commitment to self-reflection and self-improvement.”

- Journal of Staff Development, Spring 2002

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Background Information ■

HOW TO USE THIS HANDBOOK

The subtitle of this year's Professional Development Handbook, "**A Plan for Success**," was carefully chosen.

It conveys the purpose of the Handbook as a **tool** to help program staff plan for professional development. The subtitle also reinforces the belief that thoughtful professional development planning for adult education and family literacy staff will ultimately lead to **success** for your students.

Following are some tips for using the Handbook in a way that will maximize your program's success:

- After completing Individual Professional Development Plans (IPDPs) with your staff at the beginning of the year, use the Handbook to match identified PD needs to PD offerings. Browse through the "Approved PD Activities" on pages 19- 56 to get ideas.
- Need guidance in implementing IPDPs? The PD Handbook can help. Turn to page 13.
- Once you have chosen the appropriate PD activities to meet staff and program needs, use the Handbook to map your PD plans for the year and to identify the contact for registering.
- Keep the Handbook on the shelf throughout the year as a convenient reference on PD Requirements, standards, and answers to Frequently Asked Questions about KYAE Professional Development.

Remember, the Professional Development Calendar is updated throughout the year, so make it a habit to check www.kyvae.org on a regular basis. (To view the calendar, go to "Educators Enter Here," then "Professional Development Opportunities.")

KYAE Professional Development (From Kentucky's Adult Education Implementation Plan for Professional Development, FY 2002-2005)

Our Vision

A coordinated statewide professional development plan that prepares Kentucky's adult educators to meet the diverse educational goals of all learners.

Our Mission

To provide professional development opportunities that respond to proven need, reflect current research, and improve teaching and learning.

WHAT IS PROFESSIONAL DEVELOPMENT?

Professional development is a system of continuous growth and learning that builds capacity of the adult education community to respond to the needs of all learners. It is a growth-promoting process that encourages participants to build on prior knowledge, investigate new instructional strategies, practice new learning, refine and perfect skills, and seek feedback from other professionals.

The primary purpose of professional development is to help adult educators develop the insights, knowledge, and skills they need to become effective instructors and program leaders. Adult educators share the responsibility for both individual and organizational effectiveness.

Sustained, intellectually rigorous professional development is essential for everyone who affects student learning. Effective professional development must be based on theory, scientifically-based research and proven practice.

PROFESSIONAL DEVELOPMENT REQUIREMENTS, 2004 - 05

Professional development is required for every adult education program director, instructor, instructor's aide and family literacy staff.

Requirements include:

Every new adult educator shall register for and complete *Orientation to Adult Education:KYAE200* online within one month of employment.

Within one year of employment, new adult educators shall complete one of the following workshops:

- Instructors and Instructor Aides — *Orientation to Instruction and Curriculum*
- Program Directors — *Orientation to Program Management*
- Family Literacy staff — *Foundations in Family Literacy*
- Workplace Instructors — *Gearing Up for the Workplace*
- ESL Instructors — *Orientation to ESL*

Experienced practitioners should take KYAE 200 every five years as a refresher.

Each program ensures that they have trained staff in the following:

- Kentucky Adult Educators Literacy Institute (KAELI)
- KET LiteracyLink
- PLATO
- WIN
- Computer-based Official Practice Test (OPT)
- Kentucky Adult Educators Math Institute (KAEMI)

PD Credits

- Part-time staff (working fewer than 24 hours per week) shall earn six PD credits each year.
- Full-time staff (working more than 24 hours per week) shall earn 18 PD credits each year.

KYAE PROFESSIONAL DEVELOPMENT FRAMEWORK

The following components make up the KYAE professional development framework:

PD Credit — Each professional development activity is given a number of professional development credit hours. The credit is set by KYAE based on intensity, content, and duration of the activity.

PD Requirements — Full-time (18 credits) and part-time (6 credits) staff requirements.

Individual Professional Development Plans (IPDP) — Every instructor and instructor's aide must complete an IPDP in collaboration with the program director. Program directors and family literacy staff must also complete an IPDP. Plans must be completed and filed locally by September 15 each year. The IPDP encourages adult educators to focus on planning for professional learning and growth.

Documentation — A copy of the IPDP must be filed in the adult educator's personnel folder or PD Portfolio. As the adult educator participates in professional development activities throughout the year, documentation of attendance should be filed in the PD Portfolio/folder (e.g., training certificate, registration receipt, notes, training materials).

PD Funding Allocation — PD allocation for 2005 is two percent of the basic grant amount. The funds may be used only for KYAE approved activities, including those in this handbook or the [kyvae.org](http://www.kyvae.org) PD calendar at: http://www.kyvae.org/educator/pd_opps/calendar_june.asp

Local PD Approval Process — To request credit for local PD activities and for use of PD funds for professional development activities not listed in the handbook, a web-based *PD Request Form* must be completed and submitted online. The application may be found at www.kyvae.org on each page of the monthly PD calendar. This application is also used if you wish to add a workshop to the PD calendar.

PD Handbook — Published annually each fall, the handbook replaces the PD Catalog and contains more information on how to plan for professional development that will lead to program improvement. The handbook contains information about the KYAE professional development system, all necessary PD forms, and all approved PD activities and courses.

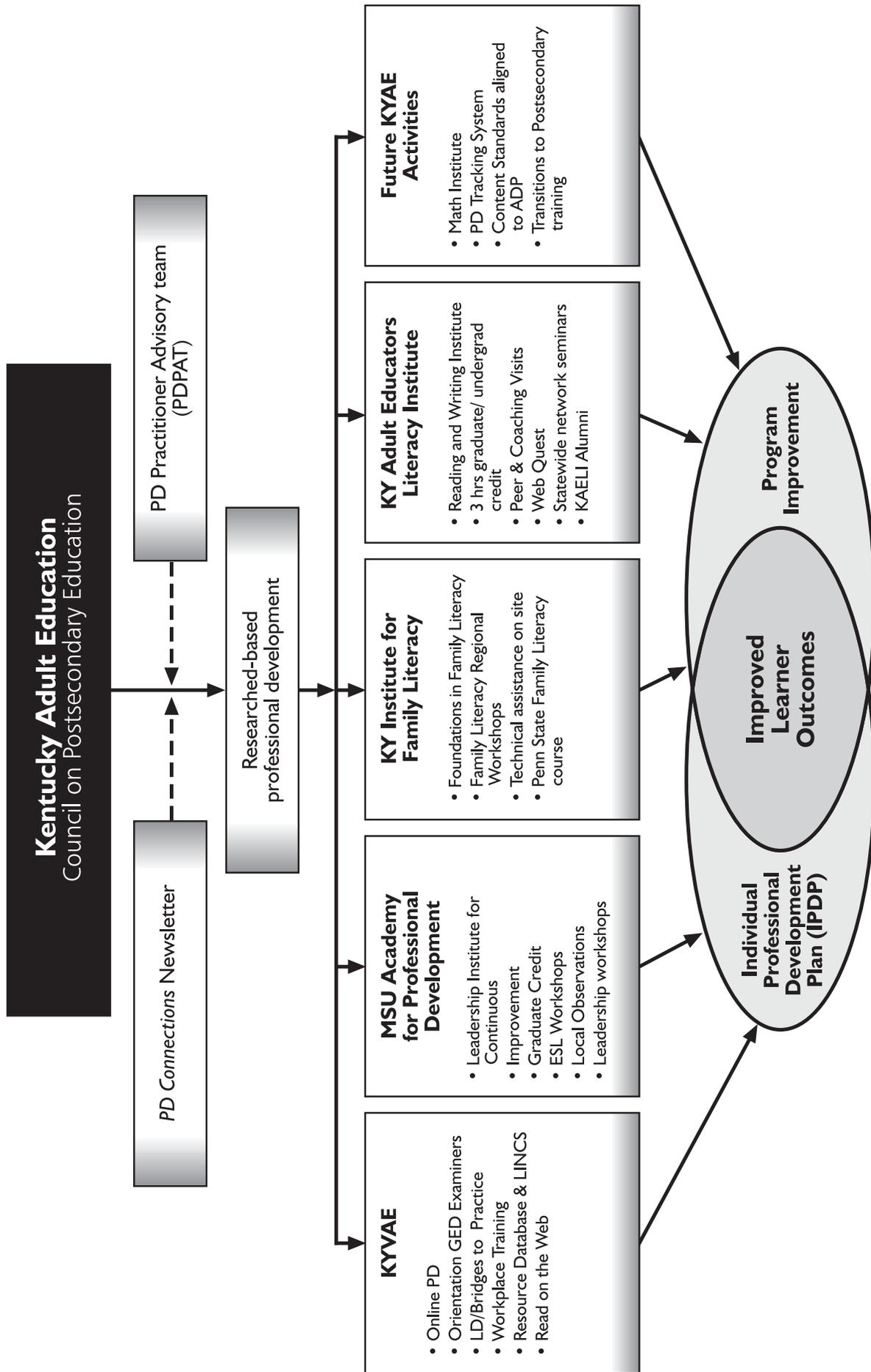
PD Tracking System — A new web-based professional development tracking system is under development linking PD data to AErin and eRMA. The system will track adult educators' participation in PD activities and practitioners will be able to go online and retrieve their profile. The system will be available in 2006.

PDPAT — The Professional Development Practitioner Advisory Team is made up of 18 adult educators from across the state. See the listing in the Appendix for current membership.

National Conferences held in other states will be approved for six PD credits providing funds other than PD funds are used to attend, e.g., incentive funds. The conference must also be on the approved national conference list and proper documentation must be submitted for credit (e.g., registration receipt, program booklet, sessions attended form, etc).

KYAE200 is replacing the *Orientation to Adult Education* workshop and AE100 online. KYAE200 is required for all new adult educators. See page 30 for more details.

Kentucky Adult Education System for Professional Development



■ Planning for Professional Development

PLANNING FOR PROFESSIONAL DEVELOPMENT

Kentucky supports professional development for a simple reason: high quality professional development improves teaching, which improves learning. The best professional development system meets standards established by the National Partnership for Excellence and Accountability in Teaching. Although these standards were written with the K-12 audience in mind, each one also applies to the sort of professional development that should be available to Kentucky's adult educators. These standards set high expectations for Kentucky's program leaders and professional development partners.

Professional development should:

- Be based on analyses of the differences between actual student performance and goals and standards for student learning.
- Involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.
- Be primarily program- or team- based and built into the day-to-day work of teaching.
- Be organized around collaborative program solving.
- Be continuous and on-going, involving follow-up and support for further learning.
- Incorporate evaluation of multiple sources of information on (a) outcomes for students and (b) the instruction and other processes that are involved in implementing the lessons learned through professional development.
- Provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.
- Be connected to a comprehensive change process focused on improving student learning.

Improving Professional Development: 8 Research-Based Principles

(Full text available at www.npeat.org)

Ensuring the connection between instructor practices, learner outcomes, and program achievement requires the attention of both the instructor and the program director. The instructor can systematically monitor his or her students' progress, recognize his or her needs for professional growth to better support learning, and seek out development opportunities. At the same time, the program director has responsibility for monitoring participant outcomes program-wide, recognizing needs for professional growth, recommending development opportunities, and providing resources for participation.

The Individual Professional Development Plan (IPDP) is a tool that helps instructors link their individual plans to program goals. On page 71 is an individual professional development plan form developed by KYAE, which was field-tested in a limited number of programs during 2003-2004, with the goal of being required of all full-time teachers in 2004-2005. The individual professional development planning cycle is intended to help instructors and program directors work together to insure that individual plans support program improvement plans.

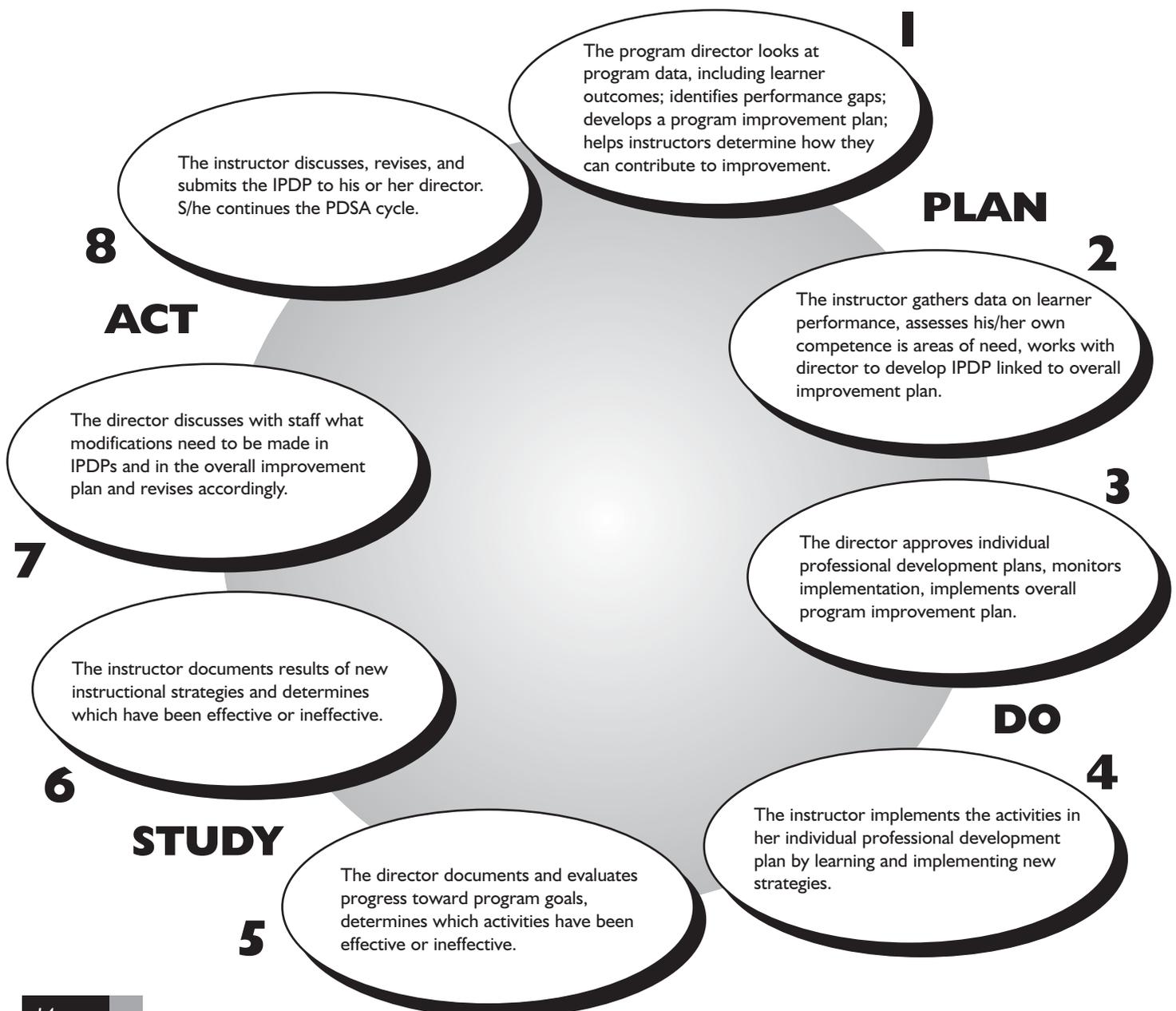


How Program Directors and Instructors Work Together for Program Improvement

Ensuring the connection between an instructor’s practice, learner outcomes, and program achievement requires the attention of both the instructor and the program leader. They are partners in the continuous improvement cycle. The instructor can systematically monitor his or her students’ progress, recognize needs for professional growth to strengthen student learning, and seek out professional development opportunities to build knowledge and skills.

At the same time, the program leader has responsibility for monitoring participant outcomes across the entire program, recognizing common and individual needs for professional growth, and recommending and supporting appropriate professional development opportunities. Working together on the individual professional development plan (IPDP) is one way to help leaders and instructors link program improvement goals to individual improvement plans.

The philosophy of continuous improvement says that everyone can improve and that decisions about areas of improvement should be based on collected and analyzed information – not simply on hunches. Most continuous improvement frameworks include steps for looking at the current state of affairs and planning for what you want to achieve, doing what you plan, studying the results, and, as needed, revising the plan. This cycle is often summarized as Plan-Do-Study-Act.



MOVING THROUGH THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANNING PROCESS

Steps for the Director	The Director asks:	Steps for the Instructor	The instructor asks:
1. Gather program data.	<ul style="list-style-type: none"> What information will help the instructional team identify program strengths and needs? What do learner and stakeholder surveys tell us? What do NRS data tell us about learner persistence and progress? Are we reaching the target population? How are instructors performing in relation to instructor standards and competencies? 	Gather data on learner performance.	<ul style="list-style-type: none"> What information will help me identify my strengths and my needs as a facilitator of learning? What can I learn about learner performance from results of pre- and post-tests, GED practice test scores, informal reading inventories, portfolio contents, etc.?
2. With staff, identify the gap between "what is" and "what should be."	<ul style="list-style-type: none"> What state-established performance goals are we not reaching? What of our own program-specific goals are we not reaching? 	Do a self-assessment of competencies based on Kentucky's Instructor Standards and Competencies.	<ul style="list-style-type: none"> Based on a self-assessment, what skills do I need to develop to be a more effective instructor?
3. With staff, develop a program improvement plan to close the gap.	<ul style="list-style-type: none"> What actions can we take to reach program goals? Do our goals give priority to learner performance? Who will be responsible for actions? What timeline will we adhere to? How can we measure our success? 	Develop an individual professional development plan based on self-assessment and program improvement goals.	<ul style="list-style-type: none"> What professional development will build my skills so that our program goals, including goals for learners, are met? What can I do to insure that I actually practice new skills? How can I work with my colleagues to build my skills?
4. Consult with each instructor on the appropriateness of his/her professional development plan.	<ul style="list-style-type: none"> Does the individual professional development plan target growth in areas addressed in the program improvement plan? 	Consult with the supervisor to ensure that the individual plan connects to program improvement goals.	<ul style="list-style-type: none"> Do I see a clear connection between my individual professional development plan and our program improvement plan?
5. Assist instructors in identifying professional development opportunities.	<ul style="list-style-type: none"> What activities appear on the professional development calendar, indicating approval by the state adult education office? What resources (funds, materials, time) are needed to support the instructor's participation? 	Identify appropriate professional development opportunities.	<ul style="list-style-type: none"> What activities appear on the professional development calendar, indicating approval by the state adult education office?

PLAN

MOVING THROUGH THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANNING PROCESS

	Steps for the Director	The Director asks:	Steps for the Instructor	The instructor asks:
DO	6. Approve individual professional development plans.	<ul style="list-style-type: none"> Am I convinced that individual professional development plans are linked to program/learner goals? Is the link strong enough to justify use of program resources? 	Implement the individual professional development plan.	
STUDY	7. Ask for periodic reports on individual professional development activity, and monitor progress on professional development plans.	<ul style="list-style-type: none"> Are instructors observing their plans? Are they able to share what they have learned with other staff? Are they reaching individual goals for professional growth? 	Document all activity (e.g., workshops, reading, study circles).	<ul style="list-style-type: none"> What workshops have I attended? What have I read that will improve my instruction? What topics have I discussed with my colleagues?
	8. Document progress toward program goals	<ul style="list-style-type: none"> What new skills, knowledge, and behaviors are having an impact on the program? 	Document progress toward personal goals. Document results for learners.	<ul style="list-style-type: none"> Can I explain the results of my participation? Do my improved skills make a difference for learners?
	9. Determine what professional development actions have been effective or ineffective.	<ul style="list-style-type: none"> Based on observation, what do I see that indicates professional development has had a positive impact on program goals? Based on observation, where do I see an absence of impact? 	Determine what professional development actions have been effective or ineffective.	<ul style="list-style-type: none"> Based on feedback from my supervisor, colleagues, and students, what professional development has had a positive impact? What professional development has not had an impact?
ACT	10. Discuss with staff what modifications need to be made in individual professional development plans. Request revisions.	<ul style="list-style-type: none"> What professional development should be continued? What professional development needs to be expanded or added? What professional development should be abandoned? 	Revise, submit, and discuss the individual professional development plan with supervisor.	<ul style="list-style-type: none"> What professional development should be continued? What professional development needs to be expanded or added? What professional development should be abandoned?
	11. Continue the cycle.			

Approved Professional Development Activities

APPROVED PD ACTIVITIES AND EVENTS BY MONTH

2004-2005

The following calendar of events was accurate as of July 1, 2004. To check the most recent calendar by month, go to www.kyvae.org, and click "Professional Development."

Programs or individuals wishing to sponsor additional PD activities not listed below should submit a proposal online using the form, "Submit a PD Opportunity" at www.kyvae.org.

July

9	Assessment Quality (Boyd County at KEDC)
12 – 14	KAELI Intensive Session (EKU Cadre)
19 – 21	KAELI Intensive Session (WKU Cadre)

August

5	Beginning & Intermediate ESL Lesson Planning (Location TBD)
5	AErin, Introduction, Big Sandy Community & Technical College
6	Intermediate & Advanced ESL Lesson Planning (Location TBD)
6	AErin, Advanced, Big Sandy Community & Technical College
9	AErin, Introduction (London)
10	AErin, Advanced (London)
12	AErin, Introduction, Gateway Community & Technical College
13	AErin, Advanced, Gateway Community & Technical College
16	AErin, Introduction, Bowling Green Technical College
17	AErin, Advanced, Bowling Green Technical College
18	Gearing Up for the Workplace, Warren County
18	AErin, Introduction, Madisonville Community College
19	Adventures in Job Shadowing, Warren County
19	AErin, Advanced, Madisonville Community College
20	Assessment Quality (Lyon County)
23	Assessment Quality (Somerset)
23	AErin, Introduction, Louisville
24	AErin, Advanced, Louisville
24 – 26	Foundations in Family Literacy, Louisville
25	AErin, Introduction, Lexington
26	AErin, Advanced, Lexington
27	Assessment Quality (Elizabethtown)

September

9	Assessment Quality (Hazard)
10	ESL in the Workplace (Location TBD)
14	Assessment Quality (Franklin County)
15-16	Orientation to Instruction and Curriculum (Frankfort)
17	KAELI Statewide Networking Seminar (Location TBD)
20 – 22	PLATO Learning Education & Technology Conference, Orlando, FL
21-23	Adult Education in Family Literacy: ABE Reading Instruction, Louisville
28-29	Orientation to Program Management (Franklin County)

October

1	ESL Orientation (Location TBD)
1	KAELI Follow-up Session (EKU Cadre)
7	Gearing Up for the Workplace, Montgomery County
7 – 9	ProLiteracy Conference, Oklahoma City, OK
14	Adventures in Job Shadowing, Montgomery County
15	KAELI Follow-up Session (WKU Cadre)
21	Beginning & Intermediate ESL Methodology (Location TBD)

November

- 3 - 6 **AAACE National Conference, Louisville**
http://www.aaace.org/conferences/aaace_reg.htm

December

- 2-3 Orientation to Instruction and Curriculum (Richmond)
 3 ESL Orientation (Location TBD)
 5 - 8 **Workforce Education Conference, Chicago, IL**

January

- 14 KAELI Follow-up Session (EKU Cadre)—Snow day 1/21/05
 21 KAELI Follow-up Session (WKU Cadre)—Snow day 1/28/05

February

- 4 ESL in the Workplace (Location TBD)
 4 Lesson Planning in Family Literacy, Covington
 11 Lesson Planning in Family Literacy, Paducah
 24 Beginning & Intermediate ESL Lesson Planning (Location TBD)
 25 Lesson Planning in Family Literacy, Louisville
 25 Intermediate & Advanced ESL Lesson Planning (Location TBD)

March

- 4 Beginning & Intermediate ESL Methodology (Location TBD)
 11 ESL Orientation (Location TBD)
 11 Lesson Planning in Family Literacy, Morehead
 18 Lesson Planning in Family Literacy, London
 25 Lesson Planning in Family Literacy, Bowling Green
 30 - April 2 **TESOL (Teachers of English to Speakers of other Languages) Conference, San Antonio, TX**

April

- 4 Beginning & Intermediate ESL Methodology (Location TBD)
 5 Intermediate & Advanced ESL Methodology (Location TBD)
 24 - 26 **National Family Literacy Conference (NCFL), Louisville**

May

- 1 - 6 **International Reading Association Conference, San Antonio, TX**
 4 - 7 **COABE (Commission on Adult Basic Education) Conference, Anaheim, CA**
 13 ESL Orientation (Location TBD)

June

No trainings scheduled due to programs closing down and preparing for re-opening.

**Go to www.kyvae.org, Professional Development Calendar,
 for up-date information on workshops and professional development opportunities.**

APPROVED PD ACTIVITIES, BY TOPIC

Adult Education and Literacy

(pages 22-32)

- AErin, Introduction
- AErin, Advanced Techniques
- Assessment Quality
- GED Examiners Training
- Individual Professional Development Planning (PDP200 Online)
- Introduction to the NRS System (NRS200 Online)
- Kentucky Adult Educators Literacy Institute (KAELI)
- Orientation to Adult Education (KYAE200 Online—required for new adult educators)
- Orientation to Instruction and Curriculum
- Orientation to Program Management

English as a Second Language

(pages 33-37)

- Beginning and Intermediate ESL Lesson Planning (with an emphasis on aural/oral skills)
- Beginning and Intermediate ESL Methodology (with an emphasis on aural/oral skills)
- ESL Orientation (blended with an online and face-to-face component)
- Intermediate and Advanced ESL Lesson Planning (with an emphasis on reading, writing, and grammar)
- Intermediate and Advanced ESL Methodology (with an emphasis on reading & writing skills and grammar)

Family Literacy

(pages 38-40)

- Adult Education in Family Literacy: ABE Reading Instruction
- Foundations in Family Literacy
- Lesson Planning in Family Literacy

Instructional Technology

(pages 41-51)

- Advanced PLATO
- Distance Learning and Basic Angel Training (DL101)
- LiteracyLink® Online Management System (OMS) Advanced Sessions
- LiteracyLink® Online Management System (OMS) Follow-up Sessions
- LiteracyLink® Online Management System (OMS) Intro Workshops
- Literacy Link® Online Management System Training for Instructors (Link200)
- PLATO
- PLATO for Instructors (PL200)
- Pre-GED Connection Awareness and Implementation Workshop
- WIN

Leadership Development

(pages 52-53)

- Leadership Institute Level I
- Leadership Institute Levels II & III

Workforce Education

(pages 54-56)

- Adventures in Job Shadowing
- ESL in the Workplace
- Gearing Up for the Workplace

ADULT EDUCATION & LITERACY

AErin Introduction

Target Audience Those responsible for entering data into AErin, specifically new users.

Core Content Data collection

Description

Learn how to record data for student activities. You will get your log in information and will actually use the AErin system.

Course objectives

- Enter student registration information into AErin and attainment of goals.
- Learn how to generate a report.

Standards and Competencies Addressed

Adult Education Instructor:

6.2 Collects and manages accurate data for program improvement and accountability.

Prerequisites

Basic Computer Skills

Dates, Time, and Location

August 2 Ahrens Learning Center, Louisville, 9:00 am-12:00 pm
August 5 Mayo Community and Technical College, Paintsville, 9:00 am-12:00 pm
August 9 Somerset Memorial Education Center, 9:00 am-12:00 pm
August 12 Gateway Community & Technical College, 9:00 am-12:00 pm
August 16 Bowling Green Technical College, 9:00 am-12:00 pm
August 18 Madisonville Community College, 9:00 am-12:00 pm
August 23 Hazard Community and Technical College, 9:00 am-12:00 pm
August 25 Lexington, Mayor's Training Center, 9:00 am-12:00 pm

Cost No cost to KYAE funded providers

PD Credit 3 credits

Facilitator or Trainer name(s)

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Content Information

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Registration Information

Tammy Powers
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*We find comfort from those who agree with us,
growth from those who do not.
- Anonymous*

ADULT EDUCATION & LITERACY**Advanced AErin Techniques**

Target Audience Current users of AErin.

Core Content Data collection

Description

Learn the AErin system updates and advanced functionalities. Participants will get hands-on experience and time for Q & A.

Course objectives

- Learn how to export data.
- Techniques on reading reports.
- Learn system updates.

Standards and Competencies Addressed

Adult Education Instructor:

6.2 Collects and manages accurate data for program improvement and accountability.

Prerequisites

Introduction to AErin

Dates, Time, and Location

Aug 2 Ahrens Learning Center, Louisville 1:00-4:00 pm
 Aug 3 9:00-12:00 pm or 1:00-4:00 pm
 Aug 5 Mayo Campus of Big Sandy, Paintsville, 1:00-4:00 pm
 Aug 6 9:00-12:00 pm or 1:00-4:00 pm
 Aug 9 Somerset Memorial Education Center 1:00-4:00 pm
 Aug 10 9:00-12:00 pm or 1:00-4:00 pm
 Aug 12 Gateway Community College 1:00-4:00 pm
 Aug 13-- 9:00-12:00 pm or 11:00-4:00 pm
 Aug 16 Bowling Green Community & Technical College, 1:00-4:00 pm
 Aug 17-- 9:00-12:00 pm or 1:00-4:00 pm
 Aug 18 Madisonville Community College, 1:00-4:00 pm
 Aug 19-- 9:00-12:00 pm or 1:00-4:00 pm
 Aug 23 Hazard Community and Technical College, 1:00-4:00 pm
 Aug 24-- 9:00-12:00 pm or 1:00-4:00 pm
 Aug 25 Lexington Mayor's Training Center, 1:00-4:00 pm
 Aug 26-- 9:00-12:00 pm or 1:00-4:00 pm

Cost

No cost to KYAE funded providers

PD Credit 3 credits

Facilitator or Trainer name(s)

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ADULT EDUCATION & LITERACY

Assessment Quality

Target Audience Adult Educators

Core Content Assessment and Goal Setting

Description

Learn the best tips for norm-based assessment procedures that you won't find in the examiners manual, including the TABE and the Adult Language Assessment Scale (LAS) for ESL.

The workshop guides instructors through the new GED handbook for AE instructors and the steps they should follow once a student passes the Official Practice Test and is ready for the GED.

Course Objectives

Attendees will be able to answer the following:

- Is it permissible to test a student with a different level of the TABE?
- Can you pretest with a TABE 7 and posttest with a TABE 9?
- What do you do when a student is pre testing and needs more time? Is there any way to provide them more?
- Should failing to follow the examiner's manual negate any level gains reported?
- KYAE doesn't recognize the ORAL LAS, but the student doesn't understand enough English to take the Reading and Writing LAS. What do you do and how do you document it?
- There have been several no-shows for the GED exams, how can you correct this?
- How many days does it take to register a student for the GED in your area? What about students requesting special accommodations?

Standards and Competencies Addressed

Adult Education Instructor:

3.2. Administers appropriate standardized assessment instruments consistent with KYAE guidelines.

Prerequisites None

Dates, Time, and Location

July 9

August 20, 23, 27

September 9 and 14

See PD calendar for locations.

PD Credit 3 credits

Facilitator or Trainer name(s)

Presenters are Connie Valentine, CTB-McGraw Hill and BJ Helton, GED State Administrator

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ADULT EDUCATION & LITERACY**GED Examiners Training**

Target Audience GED Examiners Only

Core Content GED

Description

How to administer the GED tests according to the uniform test guidelines. Hands-on (mock) test administration session conducted. Primary responsibilities of the examiner: protecting the security of the GED Tests, establishing the eligibility and identify of the examinees. Review of national and Kentucky policies for GED testing. Responsibilities of the Official GED Test Center outlined.

Course objectives

- Experience test administration in the training setting.
- Practice requirements for handling secure material.
- Completion and review of documents and forms.
- Survey of 2004 Examiner's Manual.
- Survey of KY Examiner's Manual.

Standards and Competencies Addressed

Test Administration according to the uniform guidelines.

Adherence to all security requirements.

Knowledge of GED Testing Service policies and procedures.

Knowledge of Kentucky policies and procedures.

Knowledge of the roles and responsibilities of managing an Official GED Test Center.

Prerequisites

Must meet the eligibility requirements for an examiner and be nominated by an Official GED Test Center.

Dates, Time, and Location

Quarterly

10:00 a.m. – 3:30 p.m.

KYAE Training Room

Cost

No cost. Do not have to be a funded provider.

PD Credit

Required for all new Examiners and recommended as a review of policies and procedures for any Examiner.

Facilitator or Trainer name(s)

BJ Helton, State GED Administrator

Rae Smith, GED Associate

Content Information

Rae Smith

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Rae.Smith@ky.gov

Registration Information

Rae Smith

Rae.Smith@ky.gov

ADULT EDUCATION & LITERACY

Individual Professional Development Planning (PDP200)

Target Audience Required for all Kentucky adult educators who impact student learning

Core Content Professional Development Planning

Description

This online course covers the components and sequence of the development of an individual professional development plan for adult educators. Included are established standards for instructors and administrative practitioners, pertinent policies, sample forms, and plan submission instructions.

Course objectives

- Learn the steps to creating your own Individual Professional Development Plan (IPDP)
- Learn how to connect individual plans to program improvement plans
- Assess personal strengths and weaknesses as a basis for developing an IPDP
- Demonstrate an understanding of the professional development planning process and how individual plans can support program goals

Standards and Competencies Addressed Instructor Standards:

5.3 Assesses personal strengths and weaknesses as a basis for developing an IPDP

5.4 Participants in relevant professional development

Administrative Practitioner Standards:

4.2 Coordinates staff activities to ensure effective program operation

6.1 Plans, promotes, and participates in professional development

6.2 Provides PD based on identified program and staff needs

Prerequisites None

Dates, Time, and Location Available anytime you can access the Internet

PD Credit 0 – IPDP is required for all adult educators, program directors

Facilitator or Trainer name(s)

Sandra Kestner

For more information contact:

KYVU Call Center

Toll-free 877-740-4357

kyvu@kyvu.org

Registration Information

Visit the KYVAE.org website at <http://www.kyvae.org>

Register online for course PDP200

*By learning you will teach;
by teaching, you will learn.
- Latin proverb*

ADULT EDUCATION & LITERACY**Introduction to the National Reporting System (NRS 200)****Target Audience** AE instructors**Core Content** Data Collection, Accountability, and Analysis**Description**

Learn the vital role that you, the Kentucky adult educator, play in the National Reporting System. While you may not be responsible for entering data into the accountability system, those in your program depend upon your accuracy and your knowledge of the information you collect. This online course will walk you through your role and responsibilities in NRS and introduce you to the tools you'll need to provide accurate information on the students you serve, including student intake data, participation data, and follow-up data.

Objectives

Participants will be able to correctly answer the following:

- What are the AE instructors' three primary NRS duties?
- Where do you find the definitions of student goals and the NRS collection procedures for reporting them?
- What supporting documentation does KYAE require you to keep in a student's folder? How long must you keep it?
- What are the NRS student descriptive measures?
- What is the KYAE Follow-up Survey? What is your role in it?
- What happens when a goal is not completed during the program year?
- What NRS data should you try to collect from students who have exited the program but you see in the community? When is it too late to do so?
- What are the best sources for additional information about the NRS and AErin?

Standards and Competencies Addressed

6.2 Collects and manages accurate data for program improvement and accountability

Prerequisites

None

Dates, Time, and Location

Late summer 2004. Online on KYVAE.org

PD Credit 3 credits**Facilitator or Trainer name(s)**

Joyce Bullock

Content Information

Joyce Bullock
502-573-5114, ext 118
Joyce.Bullock@ky.gov

Registration Information <http://www.KYVAE.org>

ADULT EDUCATION & LITERACY

Kentucky Adult Educators Literacy Institute (KAELI)

Target Audience KAELI is a 3-hour undergraduate/graduate course for adult educators in Kentucky.

Description

KAELI is a professional development initiative that provides an innovative, 3-hour graduate/undergraduate course for adult educators in literacy, which is completed over a year.

Core Concepts

KAELI will provide a sound foundation in adult literacy instruction through professional development that:

- Applies theory and research to understand the reading and writing processes
- Designs and manages a learner-centered approach that incorporates multi-faceted literacy instruction, including technology
- Identifies processes and strategies for teaching word recognition, reading comprehension and critical thinking skills using a variety of texts and technologies
- Uses formal and informal assessments to guide instruction
- Models collaborative and flexible infrastructures to support learners
- Addresses the experience and knowledge of the adult learner including their impact on learner persistence
- Supports the literacy goals and expectations of the learners in order to prepare them for success in the workplace, family and community
- Addresses equity and diversity issues and their impact on literacy instruction

Course objectives/outcomes

- The objectives for the KAELI students are to develop:
- A concept of reading comprehension and strategies for instruction
- A concept of vocabulary and strategies for instruction
- An understanding of the reading process
- An understanding of the writing process
- Strategies for supporting adult learners
- The ability to use inquiry-based instruction
- The ability to use technology and literature in literacy instruction
- A concept of reading/study skills and strategies for instruction

Standards and Competencies Addressed

Adult Education Instructor:

- 1.1 Develops and maintains an in-depth knowledge base in primary Content area and in other relevant areas (i.e., literacy, ABE/GED, ESL, workplace, family education, and citizenship).
- 2.2 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction.
- 2.3 Creates and utilizes learning experiences that challenge, motivate and actively involve the learners.
- 2.8 Effectively integrates current and appropriate media and technology as tools for instruction.
- 3.3 Interprets initial formal and informal assessment results with learner and develops appropriate education plan.
- 3.4 Uses formal and informal assessment data to monitor and document learner progress.
- 5.2 Exhibits a positive attitude toward teaching as a vocation and values the well-being and achievement of each learner.

ADULT EDUCATION & LITERACY**Kentucky Adult Educators Literacy Institute (KAELI)** *(continued)***Prerequisites-Eligibility Requirements for KAELI Students**

- Meet university enrollment requirements at either graduate or undergraduate level
- Be currently employed as an instructor in a KYAE-funded adult education program. (Preference will be given to those working 20 hours or more per week.)
- Have completed KYAE's Orientation to Adult Education and Orientation to Instruction and Curriculum
- Receive written endorsement from Program Director to participate in KAELI

Dates, Time, and Location Typical Year of KAELI Activities**May (one day):**

Registration; course introduction; distribution of resources; and other activities provided by the KAELI Director at the site designated by the student's university.

Mid July (3 full days):

Intensive sessions focused on reading/writing strategies; group work; introduction to the KAELI Webquest project.

September (one day):

Statewide Networking Seminar #1.

Late October (one day):

University cadre follow-up session at the designated university or partner site.

Oct/Nov:

Peer visit or coaching visit – timing of visit determined in consultation with colleagues and KAELI director.

Late January (one day):

University cadre follow up session at designated university or partner site.

Feb/Apr:

2nd Peer visit or coaching visit – timing of visit determined in consultation with colleagues and KAELI director.

Mid April (one day):

Statewide Networking Seminar #2 - round table presentations of key topics and ongoing learning. Presentation of certificates and awards.

PD Credit 18 credits

Facilitator or Trainer name(s)

For further information visit

http://www.kyvae.org/KAELI/about_KAELI.asp - info

Content Information

Toni-Ann Mills

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Registration Information

Toni-Ann Mills

Tamill2@uky.edu

ADULT EDUCATION & LITERACY

Orientation to Adult Education (KYAE200)

Target Audience All newly hired Kentucky adult educators: Instructors, instructor's aides, program directors; and other management staff. For anyone who needs a refresher.

Core Content Adult Learning Theory and Practice

Description

This online course introduces new adult education practitioners to background information needed in order to provide services to adult learners in Kentucky. Topics include: Adult Education in Kentucky; The Adult Learner; Student Orientation and Goal Setting; Assessment; Tracking Student Progress; Special Topics in Adult Education; Looking Ahead. The course is interactive with activities to build knowledge and quizzes to test understanding of course concepts.

Course objectives

- Identify the philosophy, goals, and strategic agenda for adult education in Kentucky.
- Review characteristics of the adult learner.
- Administer appropriate standardized assessment and interpret results.
- Recognize how goal setting will improve student outcomes.
- Review regulations, policy, and NRS data for program accountability.
- Recognize how a variety of adult education services can build program capacity.
- Understand the role of educators to the field of adult education.

Standards and Competencies Addressed

Instructor:

- 1.1 Develops a knowledge base in adult learning and development.
- 3.2 Administers appropriate standardized assessment instruments.
- 3.5 Evaluates and aligns instruction with learner goals
- 6.1 Maintains knowledge of program regulations, policy, and procedures.
- 6.2 Collects and manages accurate data for program improvement.

Prerequisites

Registrants must be able to use the computer on their own and know how to contact technical support when necessary.

Dates, Time, and Location

Available anytime at www.kyvae.org

PD Credit 6 credits upon successful completion of all lessons in course.

Facilitator name(s)

Sandra Kestner

Contact Information

KYVU Call Center
Toll-free 877-740-4357

Registration Information

Visit the KYVAE.org website at www.kyvae.org
Register for KYAE200-004; (fall,-0041; winter -0042; spring -0043)

ADULT EDUCATION & LITERACY**Orientation to Instruction and Curriculum**

Target Audience All newly hired Kentucky adult educators: Instructors, instructor's aides,

Core Content Reading, Writing and Math

Description

This introduces new adult education instructors on teaching strategies for adult learners.

Course objectives

- Assessment to planning for instruction.
- Review instructional techniques.
- Learn strategies for teaching adult reading, writing, mathematics
- Develop lesson plans.
- Recognize how a variety of teaching strategies can improve performance

Standards and Competencies Addressed

Instructor:

- 1.1 Develops a knowledge base in adult learning and development.
- 3.2 Administers appropriate standardized assessment instruments.
- 3.5 Evaluates and aligns instruction with learner goals

Prerequisites

KYAE200

Dates, Time, and Location

Sept. 15-16, Frankfort

Dec. 2-3, Richmond

Spring 2005 to be determined.

PD Credit 12 credits

Facilitator name(s)

Various practitioners serve as trainers

Contact Information

Sandra Kestner

(502) 573-5114 ext. 108

Sandra.kestner@ky.gov

Registration Information

Leah Disponett

(502) 573-5114 ext. 116

Leah.disponett@ky.gov



ADULT EDUCATION & LITERACY

Orientation to Program Management

Target Audience New Adult Education Program Directors;
Current program directors who want a refresher course.

Core Content Management and Leadership

Description

This workshop is designed to orient new program directors to the adult education program responsibilities. It is geared toward administrators with less than one-year experience managing an ABE program. Participants will be introduced to skills and resources to analyze and solve managerial problems more effectively.

Course objectives

- Identify challenges and solutions to recruiting, hiring, and evaluating staff
- Understand contractual responsibilities
- Report, interpret, and use data to meeting performance outcomes.
- Recognize multiple strategies to reach and serve more learners
- Anticipate management challenges
- Recognize key budget and invoicing principles.

Standards and Competencies Addressed

Administrator

- 3.2 Effectively develops, manages, and allocates budget to support program mission.
- 4.2 Coordinates staff activities to ensure effective program operation.
- 5.1 Establishes clear procedures for collecting, documenting, and reporting data in a timely manner.
- 6.2 Supports professional development opportunities for staff.
- 7.1 Builds partnerships with community services to build capacity.

Prerequisites/Advance Work

Orientation to Adult Education Online (KYAE 200)

Dates, Time, and Location

September 28-29, 2004

Hampton Inn, Frankfort

8:30 a.m. – 4:00 p.m. each day

PD Credit 12 credits

Facilitator or Trainer name(s)

KY Adult Education staff

Contact information

Sandra Kestner

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Sandra.kestner@ky.gov

Registration Information

Leah Disponett

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Making the simple complicated is commonplace; making the complicated simple, awesomely simple — that's creativity.
- Charles Mingus, jazz artist

ENGLISH AS A SECOND LANGUAGE (ESL)**ESL Orientation (blended with an online and face-to-face component)**

Target Audience ESL instructor, administrative practitioner, tutor and other personnel engaged with non-native English speakers in adult education

Core Content English as a second language orientation for new instructors and tutors.

Description

Participants will engage in activities designed to give a broad overview of ESL topics, strategies and instructional methods to enhance the performance of new ESL teachers and tutors with the ultimate goal of improving student outcomes. The companion to this “blended” course is a mandatory face-to-face training session. (More-experienced instructors may find this course useful as a “refresher”.)

Course objectives

- Participants will know the impact of immigrant populations on adult education in Kentucky
- Participants will understand the basic underlying theories of second language acquisition as they pertain to adult English language learners
- Participants will become familiar with the format and content of the five (5) state-mandated ESL tests and other informal assessment tools
- Participants will know the most commonly utilized structural and communicative approaches in ESL methodology and employ them
- Participants will identify the primary components of an effective ESL lesson plan and design a lesson
- Participants will be able to utilize online resources and other materials relevant to the teaching of adult ESL learners

Standards and Competencies Addressed

Adult Education Instructor:

- 1.4 Knows and is sensitive to responsibilities of adults as workers, family members, citizens, and community members.
- 2.1 Identifies and responds to learners’ individual and group needs, interests, and goals when developing instructional plans.
- 2.2 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction.
- 3.5 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations
- 3.7 Manages learning activities in a technology-enhanced environment.

Prerequisites

Online portion to “precede” face-to-face session

Dates, Time, and Location

Online component available as of July ‘04

Face-to-face sessions will all meet from 9 a.m. to 12 noon:

Oct 1, Dec 3, Mar 11, May 13

Cost No Cost

PD Credit 6 credits

Facilitator or Trainer name(s)

Maurice F. White

Content Information

Maurice F. White

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Registration Information

Evlynn Fugate

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e.fugate@moreheadstate.edu

ENGLISH AS A SECOND LANGUAGE (ESL)

Beginning & Intermediate ESL Methodology (with an emphasis on aural/oral skills)

Target Audience ESL instructor, administrative practitioner, tutor and other personnel engaged with non-native English speakers in adult education

Core Content English as a second language methodology

Description

Overview & application of ESOL teaching methods specifically designed for less-experienced ESL instructors (with an emphasis on aural/oral skills)

Course objectives

- Participants will examine & employ the most effective methods in ESL
- Participants will read & discuss what professionals in the field recommend
- Participants will select a method and design and deliver a mini-lesson

Standards and Competencies Addressed

Adult Education Instructor:

- 1.5 Knows and is sensitive to responsibilities of adults as workers, family members, citizens, and community members.
- 2.3 Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans.
- 2.4 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction.
- 3.6 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations
- 3.8 Manages learning activities in a technology-enhanced environment.

Prerequisites

None

Dates, Time, and Location

Oct 21 9 a.m. – 4 p.m. Location TBA

April 4 9 a.m. – 4 p.m. Location TBA

Cost No Cost

PD Credit 6 credits

Facilitator or Trainer name(s)

Maurice F. White

Content Information

Maurice F. White

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Registration Information

Evlynn Fugate

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e.fugate@moreheadstate.edu

ENGLISH AS A SECOND LANGUAGE (ESL)**Beginning & Intermediate ESL Lesson Planning (with an emphasis on aural/oral skills)**

Target Audience ESL instructor, administrative practitioner, tutor and other personnel engaged with non-native English speakers in adult education

Core Content English as a second language lesson planning

Description

Information & best practices for less-experienced instructors & tutors in planning English language lessons for less-proficient adult learners (emphasis on honing learners' aural/oral skills)

Course objectives

- Participants will be able to recognize and utilize the components of effective lessons
- Participants will develop activities & materials for each stage of a lesson
- Participants will review and develop lessons focused on improving learners' aural/oral skills

Standards and Competencies Addressed

Adult Education Instructor:

- 1.6 Knows and is sensitive to responsibilities of adults as workers, family members, citizens, and community members.
- 2.5 Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans.
- 2.6 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction.
- 3.7 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations
- 3.9 Manages learning activities in a technology-enhanced environment.

Prerequisites

None

Dates, Time, and Location

Aug 5 9 a.m. – 4 p.m. Location TBA

Feb 24 9 a.m. – 4 p.m. Location TBA

Cost No Cost

PD Credit 6 credits

Facilitator or Trainer name(s)

Maurice F. White

Content Information

Maurice F. White

(606) 783-9303

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Registration Information

Evlynn Fugate

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e.fugate@moreheadstate.edu

ENGLISH AS A SECOND LANGUAGE (ESL)

Intermediate & Advanced ESL Methodology (with an emphasis on reading & writing skills & grammar)

Target Audience ESL instructor, administrative practitioner, tutor and other personnel engaged with non-native English speakers in adult education

Core Content English as a second language methodology

Description

Overview & application of ESOL teaching methods specifically designed for more-experienced ESL instructors (with an emphasis on reading & writing skills & grammar)

Course objectives

- Participants will examine & employ the most effective methods in ESL
- Participants will read & discuss what professionals in the field recommend
- Participants will select a method and design and deliver a two mini-lessons using structural and communicative approaches

Standards and Competencies Addressed

Adult Education Instructor:

- 1.7 Knows and is sensitive to responsibilities of adults as workers, family members, citizens, and community members.
- 2.7 Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans.
- 2.8 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction.
- 3.8 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations
- 3.10 Manages learning activities in a technology-enhanced environment.

Prerequisites

Beginning & Intermediate ESL Methodology is strongly encouraged, but not required.

Dates, Time, and Location

Oct 22 9 a.m. – 4 p.m. Location TBA

April 5 9 a.m. – 4 p.m. Location TBA

Cost No Cost

PD Credit 6 credits

Facilitator or Trainer name(s)

Maurice F. White

Content Information

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Registration Information

Evlynn Fugate

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ENGLISH AS A SECOND LANGUAGE (ESL)**Intermediate & Advanced ESL Lesson Planning****(with an emphasis on reading, writing, & grammar)**

Target Audience ESL instructor, administrative practitioner, tutor and other personnel engaged with non-native English speakers in adult education

Core Content English as a second language lesson planning

Description

Information & best practices for more-experienced instructors & tutors in planning English language lessons for more-proficient adult learners (emphasis on honing learners' reading & writing skills & grammar)

Course objectives

- Participants will utilize the components of effective lessons and share their best practices
- Participants will develop activities & materials for each stage of a lesson
- Participants will review and develop lessons focused on improving learners' reading & writing skills & grammar

Standards and Competencies Addressed

Adult Education Instructor:

- 1.8 Knows and is sensitive to responsibilities of adults as workers, family members, citizens, and community members.
- 2.9 Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans.
- 2.10 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction
- 3.11 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations
- 3.7 Manages learning activities in a technology-enhanced environment

Prerequisites

Beginning & Intermediate ESL Lesson Planning is strongly encouraged, but not required.

Dates, Time, and Location

Aug 6 9 a.m. – 4 p.m. Location TBA

Feb 25 9 a.m. – 4 p.m. Location TBA

Cost No Cost

PD Credit 6 credit

Facilitator or Trainer name(s)

Maurice F. White

Content Information

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Registration Information

Evlynn Fugate

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FAMILY LITERACY

Foundations in Family Literacy

Target Audience New staff in family literacy programs

Core Content Family literacy

Description

This interactive, research-based training provides foundational understanding of the four essential components of family literacy (Adult Education, Parent Time, Parent and Child Together Time (PACT) and Children's Education). Developed by the National Center for Family Literacy, this three-day course includes information specific to Kentucky family literacy programs (KYAE-funded or Even Start). It is required for new program staff.

Course objectives/outcomes

- Gain a basic understanding of family literacy and its four components.
- Learn how to integrate the four components to create a comprehensive family literacy program that meets Kentucky's Family Literacy Performance Indicators.
- Gain exposure to the reading research that underpins the four components of family literacy.

Standards and Competencies Addressed

Adult Education Instructor:

- 1.2 Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas (i.e., literacy, ABE/GED, ESL, workplace, family education, and citizenship).
- 2.2 Uses a variety of instructional strategies and tools appropriate to the needs of the learner including individual and group instruction.
- 2.7 Integrates work, family, and community-related activities into instruction.

Prerequisites

None

Dates, Time, and Location

August 24 – 26, 2004, Louisville
8:30 – 4:30 each day

Cost

Free to KYAE program staff

PD Credit 18 credits

Facilitator or Trainer name(s)

Kathy Y. Stovall Robinson, KIFL
Nancy Lovett, Calloway County RTC

Content Information

Kathy Y. Stovall Robinson
(502) 584-1133, ext. 183
krobinson@famlit.org

Registration Information

Kimberly Ely, KIFL
kely@famlit.org

Adult Education in Family Literacy: ABE Reading Instruction

Target Audience Experienced staff in family literacy programs

Core Content Family literacy, reading, GED Preparation

Description

This training, developed by the National Center for Family Literacy, focuses on the research-based strategies that impact adult reading achievement. Building on the groundwork laid in the *Foundations in Family Literacy* training, participants learn how Parent and PACT Time reinforce the important role of parents in the development of their children's literacy development, how these components can be used to impact the reading achievement of adults and how an integrated family literacy program impacts the language and literacy skills of the entire family.

Course objectives/outcomes

- Gain an understanding of appropriate, research-based strategies to impact reading achievement of adults.
- Learn how to use an integrated family literacy planning framework to guide program work.

Standards and Competencies Addressed

Adult Education Instructor Standards:

- 1.1 Develops and maintains a knowledge base in adult learning and development.
- 2.3 Uses a variety of instructional strategies and tools appropriate to the needs of the learner including individual and group instruction.
- 3.4 Uses formal and informal assessment data to monitor and document learner progress.
- 3.5 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations.

Prerequisites

Foundations in Family Literacy

Dates, Time, and Location

Sept. 21 - 23, 2004, Louisville
8:30 – 4:30 each day

Cost

Free to KYAE program staff

PD Credit 18 credits

Facilitator or Trainer name(s)

Janet Fulton, National Center for Family Literacy

Content Information

Cindy Read
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cread@famlit.org

Registration Information

Kimberly Ely, KIFL
kely@famlit.org

FAMILY LITERACY

Lesson Planning in Family Literacy

Target Audience Family Literacy Staff

Core Content Family literacy

Description

This four-hour training offered in six locations across the state will address effective lesson planning as a means to integrate components and achieve greater educational gains for students. All lesson plans will be linked to scientifically-based reading research. Participants will receive the “Planning Framework” manual that includes a wealth of research-based lessons and resources. In addition, one participant per program will receive the Kaplan “Early Literacy Kit” developed by the National Center for Family Literacy that contains high quality teaching materials, parent activity cards and books to support PACT.

Course objectives/outcomes

- Refine lesson planning skills to build literacy achievement of all family members.
- Integrate the four components through effective lesson planning that meets Kentucky’ Family Literacy Performance Indicators.
- Practice PACT strategies with new materials.

Standards and Competencies Addressed

Adult Education Instructor:

- 1.3 Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas (i.e., literacy, ABE/GED, ESL, workplace, family education, and citizenship).
- 2.4 Uses a variety of instructional strategies and tools appropriate to the needs of the learner including individual and group instruction.

Prerequisites

Foundations in Family Literacy; Parenting with a Literacy Focus (recommended, but not required).

Dates, Time, and Location

Feb. 4, 2005	Covington
Feb. 11, 2005	Paducah
Feb. 25, 2005	Louisville
March 11, 2005	Morehead
March 18, 2005	London
March 25, 2005	Bowling Green

Cost

Free to KYAE program staff

PD Credit; 18 credits

Facilitator or Trainer name(s)

Kathy Y. Stovall Robinson, KIFL

Content Information

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(502) 584-1133, ext. 183
krbinson@famlit.org

Registration Information

Kimberly Ely, KIFL
kely@famlit.org

INSTRUCTIONAL TECHNOLOGY**Advanced PLATO**

Target Audience Instructors

Core Content Technology for Instruction

Description

This half day training will prepare adult educators use advanced PLATO features with their students.

Course objectives/outcomes

Enable instructors to:

- Create customized curriculum
- Utilize this online product appropriately as a distance-learning tool.

Standards and Competencies Addressed

Adult Education Instructor:

- 1.1 Develops and maintains a knowledge base in adult learning and development.
- 1.4 Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members.
- 2.7 Integrates work, family, and community-related activities into instruction.
- 2.8 Effectively integrates current and appropriate media and technology as tools for instruction
- 3.4 Uses formal and informal assessment data to monitor and document learner progress.
- 6.2 Collects and manages accurate data for program improvement and accountability.

Prerequisites

Orientation to Adult Education

PL 200

Dates, Time, and Location

TBA – check the PD calendar at www.kyvae.org

PD Credit 3 credits

Cost

Free to KYAE program staff

Facilitator or Trainer name(s)

Conrad Charles

Contact Information

KYVU Call Center

Toll free: 877-740-4357

kyvu@kyvu.org

Registration Information

Visit the KYVAE.org website at www.kyvae.org

INSTRUCTIONAL TECHNOLOGY

Distance Learning and Basic Angel Training (DL101)

Target Audience Adult Education Instructors and Managers

Core Content Technology

Description

This training will prepare adult educators to better utilize and support the use of web and computer based curricula.

Course objectives

Participants will be able to

- Utilize Angel to create a personal classroom
- Learn how to recruit, orient and assess students who will be using electronic curricula.
- Implement best practices in providing instruction for both distance and online curricula.

Standards and Competencies Addressed

Adult Education Instructor:

- 1.4 Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members.
- 1.5 Demonstrates knowledge, skills and understanding of technology.
- 2.1 Identifies and responds to learners' individual and group needs, interests and goals when developing instructional plans.
- 2.2 Identifies and responds to learners' individual and group needs, interests and goals when developing instructional plans.
- 2.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learners.
- 2.5 Engages learners in activities that require them to use critical thinking skills.
- 2.8 Effectively integrates current and appropriate media and technology as tools for instruction.
- 2.10 Creates a physical and interpersonal climate that is conducive to learning.
- 3.4 Uses formal and informal assessment data to monitor and document learner progress.
- 3.6 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations.
- 3.7 Manages learning activities in a technology-enhanced environment.

Prerequisites

Must have completed AE100 and either WIN or PLATO

Dates, Time, and Location This is an online course, Virtual Term

Cost No cost to KYAE funded providers

PD Credit 3 credits

Facilitator or Trainer name(s)

Peggy Muller

Content Information

Peggy Storm Muller
(502) 573-5114, ext. 104
Peggy.Muller@ky.gov

Registration Information

Peggy Storm Muller
(502) 573-5114 x104
Peggy.Muller@ky.gov

INSTRUCTIONAL TECHNOLOGY**LiteracyLink® Online Management System (OMS) Advanced Sessions**

Target Audience Instructor, Instructional assistants

Core Content Technology for Instruction

Description

This session is for those who were trained in the LiteracyLink OMS Regional Training sessions in FY 2004. These sessions will be tailored to the needs of trained instructors and will be conducted by a KET trainer. Possible workshop topics include recruitment, orientation, assessment, retention, and effective communication strategies using the LiteracyLink OMS.

Course objectives

Attendees will be able to fully utilize the LiteracyLink OMS with their learners.

Standards and Competencies Addressed

- 1.5 Demonstrates knowledge, skills, and understanding of technology
- 2.8 Effectively integrates current and appropriate media and technology as tools for instruction
- 3.7 Manages learning activities in a technology-enhanced environment
- 4.5 Uses media and technology to build student awareness of the community and world
- 6.4 Participates in the recruitment, retention, and follow-up of learners

Prerequisites

LINK200 or Regional OMS Training

Dates, Time, and Location

9 training dates to be announced

Cost

No cost to KYAE funded providers

PD Credit 3 credits

Facilitator or Trainer name(s)

Tonya Crum, Milli Fazey

Content Information

Tonya Crum
(859) 258-7009
TCrum@ket.org

Registration Information

www.kyvae.org
Leah.Disponett@ky.gov



*In times of change, the learner
will inherit the earth while the
learned are beautifully equipped
for a world that no longer exists.
- Eric Hoffer*

INSTRUCTIONAL TECHNOLOGY

LiteracyLink® Online Management System (OMS) Follow-up Sessions

Target Audience Instructor, Instructional assistants

Core Content Technology for Instruction

Description

This session is for those who were trained in the LiteracyLink OMS Regional Training sessions in FY 2004. These sessions will be tailored to the needs at a particular learning center and will be conducted by a KET trainer.

Course objectives

Attendees will be able to fully utilize the LiteracyLink OMS with their learners.

Standards and Competencies Addressed

- 1.6 Demonstrates knowledge, skills, and understanding of technology
- 2.8 Effectively integrates current and appropriate media and technology as tools for instruction
- 3.8 Manages learning activities in a technology-enhanced environment
- 4.5 Uses media and technology to build student awareness of the community and world
- 6.4 Participates in the recruitment, retention, and follow-up of learners

Prerequisites

LINK200 or Regional OMS Training

Dates, Time, and Location

On an as-needed basis

Cost

No cost to KYAE funded providers

PD Credit 0

Facilitator or Trainer name(s)

Tonya Crum

Content Information

Tonya Crum

(859) 258-7009

TCrum@ket.org

Registration Information

Fill out the OMS Visit Request form in LINK200 or the LL Water Cooler and submit to Tonya Crum at TCrum@ket.org

INSTRUCTIONAL TECHNOLOGY**LiteracyLink® Online Management System (OMS) Intro Workshops**

Target Audience Instructor, Instructional assistants

Core Content Technology for Instruction

Description

These sessions are for those instructors who have completed Link200 and are interested in gaining additional hands-on experience with the LiteracyLink OMS. Workshops will be presented by KET Trainer(s).

Course objectives

Attendees will be able to describe and use the main features of the LiteracyLink OMS with their learners. Attendees will design an action plan to implement the OMS into their local program of instruction.

Standards and Competencies Addressed

- 1.7 Demonstrates knowledge, skills, and understanding of technology
- 2.8 Effectively integrates current and appropriate media and technology as tools for instruction
- 3.9 Manages learning activities in a technology-enhanced environment
- 4.5 Uses media and technology to build student awareness of the community and world
- 6.4 Participates in the recruitment, retention, and follow-up of learners

Prerequisites

LINK200

Dates, Time, and Location

3 workshop dates to be announced

Cost

No cost to KYAE funded providers

PD Credit 6 credits

Facilitator or Trainer name(s)

Tonya Crum, Milli Fazey

Content Information

Tonya Crum
(859) 258-7009
TCrum@ket.org

Registration Information

www.kyvae.org
Send registration form to Leah.Disponett@ky.gov

INSTRUCTIONAL TECHNOLOGY**LiteracyLink® Online Management System Training for Instructors (LINK200)****Target Audience** Instructor**Core Content** Technology for Instruction**Description**

This online course will prepare you to use the LiteracyLink® Online Management System (OMS) to interact with your learners and provide feedback at a distance. The OMS contains the online lessons that are part of KET's *Workplace Essential Skills* and *GED Connection* multi-media instructional series. You will also learn to run reports relative to your learners' tasks. Upon completion of this course, you will be granted access to the LiteracyLink OMS and have a Virtual Classroom opened for your students.

The LiteracyLink Resource Person in your county will be available to assist as questions arise during the completion of the online course.

Course objectives

Participants will be able to:

- Manage a virtual classroom using PBS LiteracyLink's OMS.
- Design and practice communicating effectively with learners via OMS.
- Design an Action Plan to implement OMS in individual programs.

Standards and Competencies Addressed

Adult Education Instructor:

- 1.4 Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members.
- 2.3 Identifies and responds to learners' individual and group needs, interests and goals when developing instructional plans.
- 3.4 Uses formal and informal assessment data to monitor and document learner progress.
- 4.5 Uses media and technology to build student awareness of the community and world.
- 5.6 Uses technology resources to engage in ongoing professional development and lifelong learning.
- 5.7 Advocates literacy at the local and state level and explains the impact of under-education on employment.
- 6.4 Participates in the recruitment, retention, and follow-up of learners.

Prerequisites

KYAE200

Dates, Time, and Location

Completely online

Cost No cost to KYAE funded providers

PD Credit 6 credits

Facilitator or Trainer name(s)

Milli Fazey, KET

Content Information

KYVU Call Center
(877)740-4357

Registration Information

www.kyvae.org

INSTRUCTIONAL TECHNOLOGY**PLATO****Target Audience** Instructors**Core Content** Technology for Instruction**Description**

This training will prepare adult educators to appropriately use PLATO (online curriculum) with their students.

Course objectives/outcomes

Enable instructors to:

- Assist learners in registration for PLATO
- Log into the PLATO management system
- Assign appropriate lessons for learners
- Monitor learners' progress
- Utilize this online product appropriately as a distance-learning tool.

Standards and Competencies Addressed

Adult Education Instructor:

- 1.1 Develops and maintains a knowledge base in adult learning and development.
- 1.4 Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members.
- 2.7 Integrates work, family, and community-related activities into instruction.
- 2.8 Effectively integrates current and appropriate media and technology as tools for instruction
- 3.4 Uses formal and informal assessment data to monitor and document learner progress.
- 6.2 Collects and manages accurate data for program improvement and accountability.

Prerequisites/Advance Work

- Orientation to Adult Education
- Orientation to Instruction and Curriculum
- Participants must complete introductory lessons in PL200 prior to attending PLATO training. Attendance at a 1.5 day PLATO orientation workshop is required prior to being given a PLATO user account and access to the PLATO database.
- Registrants must be able to use the computer on their own and know how to contact their program's technical support when necessary. They must have a working email address and should be able to access and navigate the Web. They must also have mastered basic Windows skills.

Dates, Time, and Location

TBA – check the PD calendar at www.kyvae.org

Cost Free to KYAE program staff

PD Credit 9 credits plus up to 3 additional hours may be awarded.

Facilitator or Trainer name(s)

Conrad Charles

Content Information

KYVU Call Center

Toll Free: 877-740-4357

kyvu@kyvu.org

Registration Information

Visit the KYVAE.org website at www.kyvae.org

INSTRUCTIONAL TECHNOLOGY

PLATO for Instructors (PL200)

Target Audience Adult Education Instructors; KCTCS Developmental Ed Faculty

Core Content Technology

Description

Online professional development course to review and enhance PLATO learning management and implementation skills.

Can take all or part of the course to earn PD credit

Course objectives

- Review instructional uses for PLATO
- Learn about Best Practices in PLATO

Standards and Competencies Addressed

- 1.5 Demonstrates an understanding of technology
- 2.1 Identifies and responds to learners' individual needs and goals when developing instructional plans.
- 2.8 Effectively integrates current and appropriate media and technology as tools for instruction.
- 3.5 Aligns instruction based on learner goals, assessment results, and instructor observations.

Prerequisites

Basic computer skills and ability to navigate a web browser; knowledge of the Window's environment.

Dates, Time, and Location

Online

Cost

No cost

PD Credit

PD credit will be determined by course facilitator and will be awarded by modules completed

Facilitator or Trainer name(s)

Conrad Charles

ccharles@plato.com

Content Information

Conrad Charles

Vmail: 800-869-2058, ext 2435

Registration Information

www.kyvae.org

INSTRUCTIONAL TECHNOLOGY**Pre-GED Connection Awareness & Implementation Workshop****Target Audience** Instructor, Instructional Assistant**Core Content** Curriculum Design, Technology for Instruction**Description**

This training will allow you to “get acquainted” with the new series that is designed to offer more teaching options for those learners at the 6-8 grade level. The series integrates three components like its predecessor, GED Connection: video/broadcast, print material, and online activities. There are five workbooks including writing, reading, science, social studies, and mathematics. Attendees will receive a set of the Pre-GED Connection workbooks at the end of training (1 set per county).

Course objectives

Participants will be able to:

- Demonstrate how various media (particularly video, online, and print) can be successfully integrated into the adult education classroom.
- Administer the GED Locator tests in order to appropriately place students in the PBS LiteracyLink® products.
- Generate instructional strategies to enhance the use of multimedia in the adult education classroom.
- Share their experiences using multimedia, particularly GED Connection, in their classrooms.

Standards and Competencies Addressed

Adult Education Instructor:

- 1.5 Demonstrates knowledge, skills, and understanding of technology
- 2.2 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction
- 2.7 Integrates work, family, and community-related activities into instruction
- 2.8 Effectively integrates current and appropriate media and technology as tools for instruction
- 2.12 Develops lesson plans that integrate instruction across content areas to maximize student learning
- 3.1 Collaborates with learners to identify needs, strengths and goals, and advises or refers them to appropriate programs (and levels of instruction)
- 3.3 Interprets initial formal and informal assessment results with learner and develops appropriate education plan
- 3.5 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations
- 3.7 Manages learning activities in a technology-enhanced environment

Prerequisites KYAE200**Dates, Time, and Location**

9am – 3pm local time

October – Bowling Green February – Lexington

December – Owensboro March – Paintsville

** Actual dates to be determined – check the PD Workshop Calendar at www.kyvae.org**Cost** No cost to KYAE funded providers**PD Credit** 6 credit**Facilitator or Trainer name(s)**

Tonya Crum

Content Information

Tonya Crum
(859) 258-7009
TCrum@ket.org

Registration Information

Leah Disponett
(502) 573-5114, ext. 116
Leah.Disponett@ky.gov

INSTRUCTIONAL TECHNOLOGY

Technology Integration in Instruction (TECH 200)

Target Audience Instructors and program directors

Core Content Technology

Description

Each year, more adult education instructors and students gain access to computers and the Internet. Yet there is a growing awareness that teachers need more help to effectively integrate technology into their practice.

This course is a self-paced tutorial designed to give individuals basic instruction in specific technologies, such as PowerPoint, word processing, digital photography, and web design, that can be used to enhance the teaching process or simply provide general knowledge. Competencies are assessed through short quizzes. Participants may also ask questions using the Discussion Forum with feedback from the instructors and other students.

The course may be taken by individual modules or its entirety.

Course objectives

- Create and developing electronic resumes and portfolios.
- Integrate PowerPoint presentations and digital photography into instruction; learn how to create effective presentations and use graphics.
- Learn how to design websites for those who have already decided to use web-based tools in their teaching and want to create their own pages, those teaching web design concepts, as well as those designing a website for their school or other endeavor

Standards and Competencies Addressed

- 1.5 Demonstrates knowledge, skills, and understanding of technology.
- 2.4 Creates and utilizes learning experiences that challenge, motivate and actively involve all learners.
- 2.8 Effectively integrates appropriate media and technology as tools for instruction.
- 3.7 Manages learning activities in a technology-enhanced environment.

Prerequisites

Must be able to use computer and know how to contact program's technical support when necessary.
Must have a working email address and be able to navigate within the Angel environment.

Dates, Time, and Location NA/online

Cost No cost

PD Credit

Lesson One: 2 PD credits; Lesson Two: 2 PD Credits; Lesson Three, 2 PD credits; additional modules are 1 PD credits each

Facilitator or Trainer name(s)

Chela Kaplan

Content Information

Sandra Kestner or Leah Disponett
502-573-5114, ext. 116

Registration Information

KYVAE.org
Toll-free 1-877-740-4357
The KYVU Call Center

INSTRUCTIONAL TECHNOLOGY**WIN****Target Audience** Instructors**Core Content** Technology for Instruction**Description**

This half-day workshop provides educators with an overview of the WIN WorkKeys solution both as a student and as an instructor. Participants will learn how to use WIN on-line curriculum with their students. Special emphasis is given to the reporting features of the program. Upon completion of this course, you will be given access to WIN and to WorkKeys and the Kentucky Employability Certificate course WK100.

Course objectives/outcomes

Enable instructors to:

- Assist learners in registration for WIN
- Log into the WIN management system
- Assist learners in selecting appropriate lessons
- Monitor learners' progress
- Utilize this online product appropriately as a tool for both distance and classroom learning.

Standards and Competencies Addressed

Adult Education Instructor:

- 1.1 Develops and maintains a knowledge base in adult learning and development.
- 1.4 Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members.
- 2.7 Integrates work, family, and community-related activities into instruction.
- 2.8 Effectively integrates current and appropriate media and technology as tools for instruction.
- 3.4 Uses formal and informal assessment data to monitor and document learner progress.
- 6.2 Collects and manages accurate data for program improvement and accountability.

Prerequisites

Orientation to Adult Education

Orientation to Instruction and Curriculum

Participants must complete introductory lessons in WIN200 prior to attending WIN training. Attendance at a 1 day WIN orientation workshop is required prior to being given a WIN user account and access to the WIN database.

Registrants must be able to use the computer on their own and know how to contact their program's technical support when necessary. They must have a working email address and should be able to access and navigate the Web.

Dates, Time, and Location

TBA – check the PD calendar at www.kyvae.org

PD Credit 4 credits plus up to 3 additional hours may be awarded.

Cost Free to KYAE program staff

Facilitator or Trainer name(s)

Bill Seeley

Content Information

KYVU Call Center

Toll-free: 877-740-4357

kyvu@kyvu.org

Registration Information Visit the KYVAE.org website at www.kyvae.org

LEADERSHIP DEVELOPMENT

Leadership Institute Level I

Target Audience Selected program directors in state-funded programs

Core Content Program Leadership

Description

Leadership Institute Level I will introduce participants to principles of continuous program improvement as found in the Baldrige Framework. They will be supported in taking their program staff through a needs assessment and a process of developing a program improvement plan. They will learn how to collect, analyze, and explain data related to program achievements to key stakeholders. Participation will be through meetings and review of materials posted online. Resources, such as leadership books and audiotapes, will be provided. By engaging in an additional project related to Leadership, participants have the option of earning graduate credit from Morehead State University.

Course objectives

- Participants will develop skills in the areas of leadership, strategic planning, customer and market focus, information and analysis, human resource focus, process management, and results.
- Participants will engage key staff in completing a program self-assessment.
- Participants will engage key staff in developing program improvement plans.

Standards and Competencies Addressed

Kentucky Administrative Practitioner:

- 1.3 Provides for active involvement of all staff and stakeholders in decision-making processes.
- 1.4 Initiates and facilitates changes for continuous program improvement and capacity building.
- 3.2 Effectively develops, manages, and allocates the budget to support the program's mission and goals and to foster continuous program improvement and accountability.
- 5.2 Monitors and evaluates the program and uses the data for continuous program improvement, professional development, capacity building, and accountability.

Prerequisites

Complete application.

Secure approval from supervisor.

Be selected according to criteria established by adult basic education unit.

Dates, Time, and Location To be announced

Cost No cost to KYAE funded providers

PD Credit 18 credits for full participation; pro-rated for less than full participation

Facilitator or Trainer name(s)

Connie Spencer-Ackerman, Adult Education Academy at Morehead State University

Content Information

Connie Spencer-Ackerman

Adult Education Academy, 150 University Blvd., Box 968, Morehead, KY 40351-1689

606-783-9377 / 606-783-9111 (FAX)

c.ackerman@moreheadstate.edu

Registration Information Same as above

LEADERSHIP DEVELOPMENT**Leadership Institute Levels II & III**

Target Audience Selected administrative practitioners who continue with the Leadership Institute

Core Content Program Leadership

Description

Leadership Institute Levels II & III will continue to support participants in applying principles of continuous program improvement as found in the Baldrige Framework. They will be supported in taking their program staff through a needs assessment and a process of developing a program improvement plan. They will collect, analyze, and explain data related to program achievements to key stakeholders. Participation will be through meetings and review of materials posted online. Resources, such as leadership books and audiotapes, will be provided. By engaging in an additional project related to Leadership, participants have the option of earning graduate credit from Morehead State University.

Course objectives

- Participants will develop skills in the areas of leadership, strategic planning, customer and market focus, information and analysis, human resource focus, process management, and results.
- Participants will engage key staff in completing a program self-assessment.
- Participants will engage key staff in developing program improvement plans.

Standards and Competencies Addressed

Kentucky Administrative Practitioner:

- 1.3 Provides for active involvement of all staff and stakeholders in decision-making processes.
- 1.5 Initiates and facilitates changes for continuous program improvement and capacity building.
- 3.3 Effectively develops, manages, and allocates the budget to support the program's mission and goals and to foster continuous program improvement and accountability.
- 5.3 Monitors and evaluates the program and uses the data for continuous program improvement, professional development, capacity building, and accountability.

Prerequisites

Participation in Leadership Institute Level I and/or II

Dates, Time, and Location To be announced

Cost No cost to KYAE funded providers

PD Credit 18 credits for full participation; prorated for less than full participation

Facilitator or Trainer name(s)

Connie Spencer-Ackerman, Adult Education Academy at Morehead State University

Content Information

Connie Spencer-Ackerman

Adult Education Academy, 150 University Blvd., Box 968, Morehead, KY 40351-1689

606-783-9377 / 606-783-9111 (FAX)

c.ackerman@moreheadstate.edu

Registration Information Same as above

WORKFORCE EDUCATION

Adventures in Job Shadowing

Target Audience Workplace Instructors

Core Content Workplace Education, Curriculum Design

Description

In this fast-paced, all day workshop, participants will gain an understanding of how job shadowing reveals work materials and practices to be integrated with lesson plans in order to increase the effects of learning.

Course objectives

- Understand the unique characteristics of contexted workplace projects.
- Conduct a job/task analysis using the job shadowing method.
- Identify the basic skills imbedded in the job tasks.
- Develop job-specific applications using work materials to teach the skills identified in the job/task analysis.

Standards and Competencies Addressed

Workplace Instructor:

- 1.1 Uses job/task analysis in planning instruction.
- 1.2 Sets measurable project goals based on workplace needs.
- 1.3 Incorporates multiple instructional strategies in program planning.
- 1.5 Plans learning experiences that are interactive and relevant.
- 1.6 Incorporates a variety of methods and materials that meet the needs of a diverse group.
- 1.7 Customizes and develops workplace education curriculum and lesson plans that facilitate transference from the classroom to the job.
- 1.8 Plans and prepares instruction for multi-level classroom.
- 2.3 Facilitates the transfer of learned skills from the classroom to the job.
- 3.1 Assesses skill level of learners based on workplace needs.
- 3.3 Uses formal and informal assessment to continually monitor and document learner progress.
- 5.2 Adheres to workplace project goals and objectives and evaluates outcomes.

Prerequisites

Orientation to Adult Education
 Orientation to Instruction & Curriculum
 WP200
 Gearing Up for the Workplace

Dates, Time, and Location

August 19, 2004 Warren Co.; October 14, 2004 Montgomery Co.

Cost No cost to KYAE funded providers

PD Credit 6 credits

Facilitator or Trainer name(s)

Martha Fightmaster, Jim Moening, DJ Begley

Content Information

Martha Fightmaster
 (859) 246-2400, ext. 2317
Martha.Fightmaster@kctcs.edu

Registration Information

Leah Disponett
 (502) 573-5114, ext. 116
Leah.Disponett@ky.gov
www.kyvae.org for online course registration

ESL in the Workplace

Target Audience ESL instructor, Workplace Instructor, Administrative Practitioner, and other personnel engaged with non-native English speakers in the workplace

Core Content Workplace English as a second language; workplace ESL curriculum design

Description

Participants will engage in activities & discussion focused on WESL standards, issues & best practices in recruitment, assessment, curricula & program design.

Course objectives

- Establish an understanding of the employer's priorities, concerns and considerations when considering WESL education
- Prepare participants for successful negotiations with employers
- Assist participants in how to make judicious choices in designing WESL curricula, organizing information, and student & program assessment
- Establish participants understanding of the significance of the immigrant population in Kentucky & the importance of WESL to individuals and communities

Standards and Competencies Addressed

Adult Education Instructor:

- 1.4 Knows and is sensitive to responsibilities of adults as workers, family members, citizens, and community members.
- 2.1 Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans.
- 2.2 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction.
- 3.4 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations.
- 3.7 Manages learning activities in a technology-enhanced environment.

Prerequisites None

Dates, Time, and Location

Sept 10 9 a.m. – 4 p.m. Location TBA

Feb 4 9 a.m. – 4 p.m. Location TBA

Cost No Cost

PD Credit 6 credits

Facilitator or Trainer name(s)

Maurice F. White

Content Information

Maurice F. White

(606) 783-9303

ma.white@morehead-st.edu

Registration Information

Evlynn Fugate

(606) 783-2026

e.fugate@moreheadstate.edu

WORKFORCE EDUCATION

Gearing Up for the Workplace

Target Audience Workplace Instructors

Core Content Workplace Education, Curriculum Design

Description

In this fast-paced, all day workshop, participants will gain an understanding of workplace culture, the adult educator's ability to meet the academic needs of the undereducated workforce, a comprehensive approach to meeting those needs and a simple reporting structure.

Course objectives

- Understand the environment in which a workplace education project exists.
- Develop a product description and target potential worksites.
- Determine the needs of the business, the learner and develop an appropriate project plan.
- Construct reports as required by stakeholders.

Standards and Competencies Addressed

Workplace Instructor:

- 1.2 Sets measurable project goals based on workplace needs.
- 1.3 Incorporates multiple instructional strategies in program planning.
- 3.1 Assesses skill level of learners based on workplace needs.
- 3.3 Uses formal and informal assessment to continually monitor and document learner progress.
- 4.1 Performs in accordance with *Workplace Code of Ethics*.
- 4.3 Communicates the benefits of workplace education.
- 5.1 Learns workplace terminology and follows pertinent rules, regulations, policies, and procedures.
- 5.2 Adheres to workplace project goals and objectives and evaluates outcomes.
- 5.3 Collects, analyzes, maintains and reports accurate workplace project data to appropriate management.

Prerequisites

Orientation to Adult Education
 Orientation to Instruction & Curriculum
 WP200

Dates, Time, and Location

August 18, 2004 Warren Co.; October 7, 2004 Montgomery Co.

Cost No cost to KYAE funded providers

PD Credit 6 credits

Facilitator or Trainer name(s)

Martha Fightmaster, Jim Moening, DJ Begley

Content Information

Martha Fightmaster
 (859) 246-2400, ext. 2317
Martha.Fightmaster@kctcs.edu

Registration Information

Leah Disponett
 (502) 573-5114, ext. 116
Leah.Disponett@ky.gov
www.kyvae.org for online course registration



AAACE 2004 Conference “Weaving Tradition and Innovation”

November 3-6, 2004, The Galt House, Louisville, Kentucky

Kentucky Adult Education (KYAE) and the Kentucky Association for Adult and Continuing Education (KAACE) are co-sponsoring the national **2004 American Association for Adult and Continuing Education (AAACE) Conference, “Weaving Tradition and Innovation.”**

A “**Kentucky strand**” will highlight effective adult and continuing education strategies, particular to Kentucky, and that ultimately spell success for our adult students.

Topics of interest include family literacy, integrating technology, transitioning students to postsecondary education, professional development, data collection, ESL, workforce education/WorkKeys, Kentucky’s online learning products, leadership, corrections education, teaching and learning strategies (i.e., reading and mathematics instruction) for literacy, ABE, and GED.

Complete registration information will be available at <http://aaace.org/conferences/>.

Please make every effort to attend this important event.



Approved National Conferences

PLATO Learning Ed Tech Conference 2004

Unlocking Student Potential

Sept 20-22, 2004

Hilton Hotel, Walt Disney World, Orlando, Fla

<http://www.plato.com/community/events/edtech/overview.html>

ProLiteracy Worldwide Conference 2004

The Many Faces of Literacy

October 7-9, 2004

Cox Convention Center, Oklahoma City, OK

<http://www.proliteracy.org/conference/>

AAACE (American Association for Adult and Continuing Education)

Weaving Tradition and Innovation

November 3-6, 2004

Galt House, Louisville, KY

<http://www.aaace.org/>

TESOL (Teachers of English to Speakers of other Languages)

39th Annual Convention & Exposition

Teaching Learning, Learning Teaching

March 30-April 2, 2005

San Antonio, TX

<http://www.tesol.org/tesol2005/cfp.html>

National Conference on Family Literacy (NCFL)

Literacy Changes Lives

April 25-27, 2005

Galt House, Louisville, KY

<http://www.famlit.org/Conference/index.cfm>

International Reading Association

May 1-5, 2005

San Antonio, TX

<http://www.reading.org/meetings/conv/>

COABE (Coalition on Adult Basic Education)

May 4-7, 2005

Anaheim, CA

- The above conferences are approved for 6 PD credits with proper documentation.
- To check the national adult education calendar of events go to:
http://www.nifl.gov/cgi-bin/Calendar/calendar_world.cgi

Appendix

Frequently Asked Questions about Kentucky Adult Education Professional Development System

Professional Development Requirements

Q. How many professional development credits are required each year?

A. Full-time adult educators are required to earn 18 PD credits each year. Part-time adult educators are required to earn 6 credits each year.

Q. How is full-time and part-time defined?

A. The adult education policy defines full-time as 24 hours or more of employment. For purposes of professional development, full-time is considered to be 24 hours or more each week for a minimum of 36 weeks per year. Part-time is anyone employed less than 24 hours each week.

Q. Why is professional development required?

A. All states are required by the U.S. Department of Education and the Office of Vocational and Adult Education (OVAE) to have standards for instructional staff and provide for and continuously improve staff qualifications through professional development and training. Kentucky Adult Education is committed to high quality professional development.

Q. I have a new instructor who only teaches adult education 3 hours a week. Is he or she required to take orientation training?

A. Yes, *Orientation to Adult Education* (KYAE200) is required for all new instructors regardless of their teaching load. The online course must be completed within four weeks of hire date and can be completed at the instructor's convenience.

NEW Q. What is the follow-up training I need after I complete KYAE200?

A. The follow-up training for instructors and instructor's aides is a two-day face-to-face workshop, *Orientation to Instruction and Curriculum*, which provides information on instructional strategies for adult educators. New program managers' follow-up workshop is *Orientation to Program Management*; new workplace instructors must take *Gearing Up for the Workplace*; new Family Literacy staff must take *Foundations in Family Literacy*.

Q. Does staff need to have a written IPDP on file in the local program?

A. Yes. According to adult education PD policy all instructional and management staff need to complete and keep on file a growth plan (programs may use their own form).

What Counts as Approved PD?

Q. What kind of training or activities count toward PD credit?

A. Any course or workshop listed on www.kyvae.org and all that are endorsed by KYAE count toward PD credit. Individual projects, college credit, and study groups will all be approved on a case-by-case basis.

Q. How do I apply for PD credit for a non-KY Adult Education sponsored activity?

A. There is a PD request form that can be found on www.kyvae.org. If the PD activity meets the adult education PD requirements, it will be approved for PD credit.

Q. I participated in the Leadership Institute where I learned the Baldrige Model for program improvement. I would like to use the techniques to plan with my staff. May I count a program planning staff meeting as PD credit?

A. Generally, administrative activities with staff would not count as professional development. Professional development should improve teaching and learning. However, program directors may apply for approval based on stated criteria.

Q. Why is the state adult education and family literacy conference worth 6 PD credits?

A. This year's fall conference sessions are 50 minutes in length, with the exception of the pre-conference sessions, which are three hours. Although wonderful networking opportunities may occur at a conference, we feel that sessions that are 50 minutes are not intensive enough. It is hoped that conference participants will take advantage of other professional development opportunities throughout the year.

Q. I was not able to finish an online professional development course during the scheduled time. Will I earn credit?

A. No. The entire class must be attended. If the course is blended, the online tasks must be completed prior to attending the face-to-face workshop in order to earn credit.

Q. I had to leave a workshop early. Will I earn credit?

A. Participants will not earn credit for partial completion. Credit may be earned once the time missed is made up.

Q. We are required to attend our local board of education in-service at the beginning of a new school year. Does this count toward PD?

A. No. An administrative meeting will not count toward PD credit unless it is approved according to the criteria for all PD approval and has an effect on improved teaching and learning.

NEW Q. May I earn PD credit for taking a college course?

A. If the course is related to your current position and will improve your skills as an adult educator, you may ask for PD credit. You may earn up to 6 PD credits for the first college course and 3 credits for any additional courses taken in the same year. Approval of the course(s) will be determined on a case-by-case basis.

PD Funding Issues:

Q. May PD funds be used to purchase instructional kits, videos, equipment or materials?

A. No. PD funds may only be used for professional development activities, registration fees, travel, and lodging.

Q. Can I use PD funds for a program planning retreat?

A. No. Only performance incentive funds or developmental funds may be used for staff planning retreats.

Q. Can I use PD funds to pay for a college course?

A. No. PD funds cannot be used for college tuition. The statewide professional organization, KAACE does provide scholarships to its members through an application process.

Q. How are PD funds allocated?

A. PD funds are allocated based on two percent of your total core service grant, which includes corrections funds.

Q. May I use KYAE PD funds to pay for hotel and travel to AAACE?

A. Yes.

General Information**Q. What else do I need to know about the KYAE Professional Development system?**

A. It is important that participants always sign in at professional development events because participation will be tracked beginning in 2004-05.

Q. Where do I find information about professional development opportunities?

A. Always refer to www.kyvae.org for online courses, workshops, discussion forums, PD calendar and the latest information about our PD system.

Q. Are family literacy instructors required to have a bachelor's degree?

A. The degree requirement for ABE instructors applies to both full-time and part-time family literacy coordinators, and program directors.

Q. Are instructor's aides allowed to teach?

A. Yes, as long as there is a degreed instructor onsite while the aide is providing instruction.

Please submit additional questions to Sandra.Kestner@ky.gov

KENTUCKY'S SYSTEM OF PROFESSIONAL DEVELOPMENT & THE PROFESSIONAL DEVELOPMENT PARTNERS

As a result of Senate Bill 1, Kentucky's adult educators are served by a professional development partnership that is guided by goals set by the Council on Postsecondary Education. Always aiming toward results for adult learners, the Council, the Adult Education Academy for Professional Development, the Kentucky Adult Educators Literacy Institute (KAELI), the Kentucky Institute for Family Literacy (KIFL) and Kentucky Virtual Adult Education assume responsibility for facilitating the acquisition of knowledge, skills, and behaviors needed by program staff if program participants are to be successful.

Guided by a single strategic plan for professional development, activities undertaken by each partner are based on Council goals, results from program evaluation, and on needs expressed by instructors and program managers who provide direct service to ABE or family literacy program participants.

Each partner works under the oversight of Kentucky Adult Education and is responsible for a clearly defined portion of this system, as follows:



Kentucky Adult Education (KYAE), Council on Postsecondary Education

KYAE will ensure that professional development opportunities are high quality, research-based and intensive enough to make significant improvement in the knowledge of adult educators. We will continue to provide training for new adult educators in the areas of adult learning, assessment, data collections and analysis, NRS, curriculum and instructional techniques, program management, learning disabilities, workforce education, and instructional technology.

Along with our instructor-led workshops, we will continue to offer online professional development courses that will allow instructors to learn at their own convenience. New courses are continually being added and are available through www.kyvae.org.

Contacts:

Sandra Kestner, Ed.D., Senior Associate
Instruction and Program Support
Kentucky Adult Education, Council on Postsecondary Education
1024 Capital Center Drive, Suite 250
Frankfort, KY 40601
502-573-5114, ext. 108
Sandra.Kestner@ky.gov

Leah Disponett,
Administrative Secretary I
Kentucky Adult Education, Council on Postsecondary Education
502-573-5114, ext. 116
Leah.Disponett@ky.gov



The Adult Education Academy for Professional Development (the Academy), housed at Morehead State University, focuses on the professional development of local ABE program directors and English as a Second Language instructors.

The Leadership and Learning Institute gives program directors selected by KYAE the opportunity to learn and apply concepts of continuous program improvement, as outlined by the Baldrige framework associated with the National Baldrige Award. Information on the Leadership and Learning Institute and on English as a Second Language workshops can be found at the KYAE professional development calendar and at the Academy web site. Go to www.moreheadstate.edu; click on quick links; and select the Adult Education Academy.

Writes one participant, "The work of the Academy and its efforts for providers are critical to our ability to serve more and find the balance with quality and quantity, which we struggle with on a daily basis."

Contacts:

Adult Education Academy for Professional Development
UPO 968

Morehead State University
Morehead KY 40351

general inquiries: phone (606)783-2026

fax (606)783-9111

www.moreheadstate.edu; click on quick links; Select Adult Education Academy

Connie Spencer-Ackerman

(606) 783-9377

c.spencerack@moreheadstate.edu

Maurice White

(606) 783-9303

m.white@moreheadstate.edu

Evlynn Fugate

(606) 783-2026

e.fugate@moreheadstate.edu



Kentucky Adult Educators Literacy Institute (KAELI)

The mission of the Kentucky Adult Educators Literacy Institute is to design and deliver research-based, innovative professional development in literacy that advances the knowledge and instructional practices of adult educators in Kentucky. KAELI educators are dedicated to adult learners attaining personal literacy goals in the workplace, family and community.

KAELI is a professional development initiative that provides an innovative, three-hour graduate/undergraduate course for adult educators in literacy, which is completed over a year. KAELI is a project of the Collaborative Center for Literacy Development (CCLD) which is housed in the College of Education, University of Kentucky. Senate Bill 1 directed CCLD in consultation with the Council on Postsecondary Education (CPE) and Kentucky Adult Education (KYAE) to provide professional development and research for adult educators.

The KAELI directors and instructors bring a wide range of skills and knowledge as well as a strong commitment to providing the best possible literacy professional development opportunity for Kentucky adult educators.

Contacts:

Toni-Ann Mills
CCLD Adult Education Director
101 Taylor Education Building
University of Kentucky
Lexington, KY 40506-0007

Phone (859) 257-6127
Fax (859) 257-2824
Email: tamill2@uky.edu
<http://www.kyvae.org/KAELI>



The Kentucky Institute for Family Literacy (KIFL) was launched in 2000 to expand and improve Kentucky's family literacy programs by providing professional development, technical assistance, curriculum resources, an awareness campaign and coordination among partner agencies. Housed at the National Center for Family Literacy, the Institute supports both KYAE-funded family literacy programs and federally-funded Even Start programs.

The Institute also maintains a Family Literacy Resource Center for all Kentucky literacy educators that can be accessed online. This 2,500-volume library is available to all Kentucky literacy instructors and program managers. The collection includes recent materials in adult literacy, children's reading, parenting, learning disabilities, working with families in poverty, grant writing and other topics. Many books include classroom activities for teachers of adult and children's reading.

The Family Literacy Resource Center collection can be searched online at www.familit.org/kifl and books can be ordered online or by phone. Up to three books at a time will be mailed to literacy educators for a one-month period at no charge. The Family Literacy Resource Center, located at 325 West Main Street, Suite 300, in Louisville is open to the public from 9 a.m. – 4 p.m. on weekdays. For more information, call 502/584-1133, ext. 185.

Contacts:

Kentucky Institute for Family Literacy
325 W. Main Street, Suite 300
Louisville, KY 40202-4237
Fax: (502) 584-0172
Web site: www.familit.org/kifl

Cynthia L. Read, Director
Phone: (502) 584-1133, ext 184
E-Mail: cread@familit.org

Kathy Y. Stovall-Robinson, Family Literacy Specialist
Phone: (502) 584-1133, ext 183
E-Mail: krobinson@familit.org

Justin Keibler, Administrative Assistant
Phone: (502) 584-1133, ext 185
E-Mail: jkeibler@familit.org

Professional Development Practitioner Advisory Team

A professional development practitioner advisory team began meeting in 2003 – 04 to advise KYAE on professional development planning.

The PD Partners selected this 15-member team from practitioners across the state. The members represent every area of adult education including family literacy, ESL, workplace, instructors, directors, and KAACE. The team meets three times a year to offer suggestions and assist the PD partners (KIFL, KAELI, KYVAE and the Adult Education Academy) with practical ideas for professional development.

In addition, the PDPAT members are advocates for professional development and adult education program staff across the state. Please feel free to contact a member at any time with an idea or concern you would like them to convey to the rest of the team. Team members are:

Bill Bates	bill.bates@kentuckyvalley.org
Gayle Box	gayle.box@kentuckyvalley.org
Amy Cloud	Acloud@grant.k12.ky.us
Karla Gibbs	kgibbs@ovec.coop.k12.ky.us
Celeste Goodwin	cgoodwi3@jefferson.k12.ky.us
Anne Greenwell	agreenw1@jefferson.k12.ky.us
John Greenwell	jgreenw2@jefferson.k12.ky.us
Vanda Guffey	vguffey@clinton.k12.ky.us
Cheryl Kelley	ckelley@logan.k12.ky.us
Jim King	jking@wkec.coop.k12.ky.us
Shauna King Simms	shauna.king-simms@kctcs.edu
Joey Quinton	Joey.Quinton@mail.state.ky.us
Jonell Tobin	j.tobin@moreheadstate.edu
Scott Turner	sturner@scott.k12.ky.us
Rocky Wallace	rwallace@kedc.coop.k12.ky.us
Pam Wilson	pamala.Wilson@kctcs.edu

For further information, contact Sandra Kestner at Sandra.Kestner@ky.gov.



KENTUCKY
ADULT EDUCATION REPORT CARD – 2003
GO HIGHER

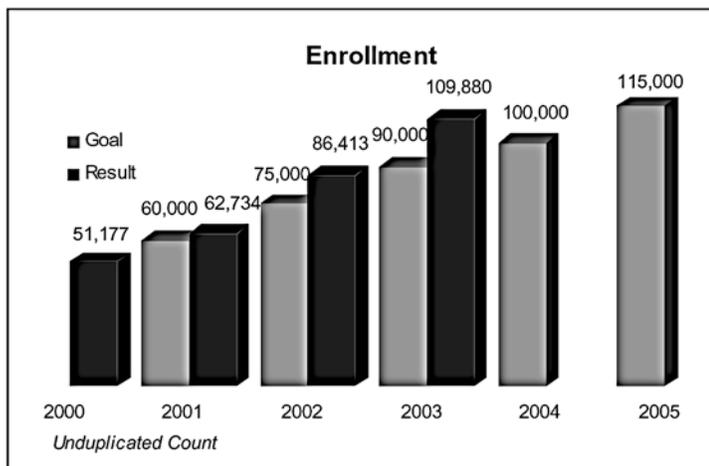
Kentucky's Challenge:

- In 2000, only 5.0 percent of the 996,000 adult Kentuckians functioning at the lowest levels of literacy were participating in adult education programs. (*Kentucky Adult Literacy Survey, 1997*)
- Nearly one in five (19.2 percent) Kentuckians, 25 and older, do not have a high school diploma or GED, compared to 15.9 percent nationally. (*2002 Current Population Survey – CPS*)
- Eighty percent of new jobs created in the next two decades will require some postsecondary education. (*Adult Learners and State Policy, 2003, State Higher Education Executive Officers and the Council for Adult and Experiential Education*)
- Forty percent (almost one million) of the 2.4-million working-age adults function at the two lowest levels of literacy. (*Kentucky Adult Literacy Survey, 1997*)

Kentucky measures its success in adult education with five questions.

Are more Kentuckians participating in adult education programs?

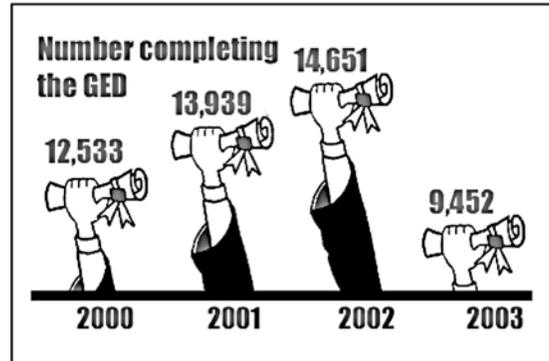
- 37,700 enrolled in Adult Basic Education
- 43,050 enrolled in Workforce Education
- 14,217 enrolled in GED Preparation
- 3,986 enrolled in Family Literacy
- 1,889 enrolled in Distance Education, www.kyvae.org
- 5,459 enrolled in English as a Second Language
- 7,825 enrolled in Corrections Education



NOTE: Adult education students may participate in more than one area of study.

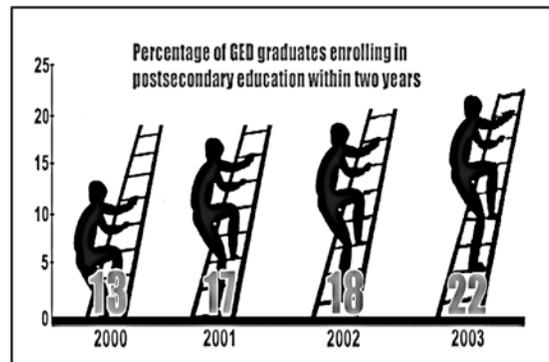
Are more adult education students meeting their educational goals?

- Kentucky ranked 10th in the U.S. in the percentage of non-high school completers earning a GED. (*GEDTS Annual Report, 2001*)
- In 2001, Kentucky ranked in the top 10 states in GEDs awarded as a percent of all high school completers. (*The National Center for Higher Education Management Systems*)
NOTE: National rankings for 2002 are not yet available.



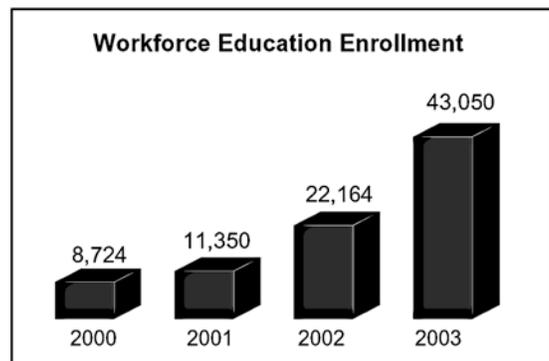
Are more adult education students advancing on to postsecondary education?

- Nearly 22% of the fiscal year 2001 GED graduates enrolled in postsecondary education by fall 2003.
- Of those who enrolled:
 - 80.9% enrolled in a public two-year institution
 - 14.6% enrolled in a public four-year institution
 - 4.5% enrolled in an independent institution



Are more adult education students prepared for employment and the changing workplace?

- Kentucky's workforce education programs served 932 companies in 106 counties in fiscal year 2003.



Are Kentucky's communities and economy benefiting?

- On average, individuals with a high school diploma or GED earn \$6,837 more a year in wages. The potential increased earnings for the 9,452 graduates in 2003 will be more than \$1.2 billion over a 20-year period. (*Mortenson's "Postsecondary Education Opportunity" median earnings in 2001 (U.S.)*).

For more information, contact Kentucky Adult Education at 502-573-5114.

4/30/2004

Individual Professional Development Plan (IPDP) 2004-2005

Name: _____ County: _____ Position: _____
 Program: _____ Email: _____ Telephone: _____
 Program Goal: _____

An IPDP is designed to cover one year. Plans may however cover a longer time frame, for example, two years.

Goal/Focus:	Proposed Activity(s)	Timeline	Documentation/Accomplishments	*Date Completed
Goal/Focus:				
Goal/Focus:				
Goal/Focus:				

*The supervisor's initials indicate task/activity is successfully completed

Educator Signature _____ Date _____ Immediate Supervisor's Signature _____ Date _____

Proposed PD Activity—Submission form (blank)

Note: To submit proposed PD activities, go to www.kyvae.org. Go to “Educators Enter Here” and “Professional Development Calendar” to find the submission form online.

Title of Activity	
Target Audience	Who may earn credit
Description	Clear description of course and what participants will be expected to do—this is the marketing piece.
Course Objectives/Outcomes	<ul style="list-style-type: none"> • Start with action verb. • State CLEARLY what participants will be expected to do during the PD activity
Standards and Competencies Addressed	Please write out—do not just put the numbers.
Prerequisites	Example: must have completed AE100
Dates, Time, and Location	
PD Credit	
Cost	
Facilitator or Trainer name(s)	
Name	
Content Information	
Name	
Contact email	
Phone number	
Registration Information	
Name	
Email address	

Key Terms

Five critical questions

- **Are more Kentuckians participating in adult education programs?**
- **Are more adult education students meeting their education goals?**
- **Are more adult education students advancing on to postsecondary education?**
- **Are more adult education students being prepared for employment and the changing workplace?**
- **Are Kentucky's communities and economy benefiting?**

Framework of Good Instruction — Input from 300 adult education instructors and program administrators resulted in the following themes for good instruction: keeping current in content area and instructional strategies; communicating and collaborating with colleagues and learners to facilitate learning; and, working positively and non judgmentally with diverse populations (Sherman, Tibbetts, Woodrull, and Wieldler, 1999)

Literacy — Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential (NAAL, 2002)

Learner — An adult who is gaining knowledge by study, experience, or instruction; can be adult educator or program participant

Mentoring — Pairing an experienced instructor with a less experienced colleague

Partners — Organizations and individuals who have a keen interest in the professional development of adult educators in Kentucky and those who create and/or support the delivery of adult education products and services

PD Leadership Team — Kentucky Adult Education, Council on Postsecondary Education, Collaborative Center for Literacy Development, Kentucky Institute for Family Literacy, The Adult Education Academy for Professional Development, and the Kentucky Virtual University.

Performance Measurement System — Procedures and techniques that determine the effectiveness of a training program. The steps include reaction, learning, behavior, and results (Kirkpatrick, 1993)

Practitioner — All individuals, including instructors, administrators, and program managers who have responsibility for the practice of adult basic education

Professionalization — The movement toward some standards of educational preparation and competency (Shannon, Meehan, and Mogge, 1994)

Professional development — Those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so they might improve the learning of students

Research-based — Proven principles and theories

Key Terms *(continued)*

Scientifically-based reading research (SBRR) — Even Start family literacy programs and other federally funded reading programs are expected to follow the definition of “Scientifically-based reading research” found in section 1208 of the Elementary and Secondary Education Act (ESEA), also known as “No Child Left Behind.” The definition is as follows:

The term scientifically based reading research’ means research that —

- (A) applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and
- (B) includes research that —
 - (i) employs systematic, empirical methods that draw on observation or experiment;
 - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - (iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
 - (iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Standard — A principle mutually agreed to by people engaged in professional practice that, if met, will improve the quality of professional practice.

Webcast — Using the internet and the world wide web to broadcast information. Unlike typical surfing, which relies on pull method of transmission, Webcasting uses push technologies. Push means to send information to a client without the client requisition.

WebQuest — “A WebQuest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet” Bernie Dodge, San Diego State University (http://edweb.sdsu.edu/courses/edtec596/about_webquests.html) The focus is on USING information, not looking for it.

Cutting Edge Resources for the Kentucky Adult Educator

1) The Kentucky Virtual Library (KYVL) provides the following databases of particular interest to the AE educator:

- The **Kentucky Adult Education Resource Database [Ky AERD]** and the **LINCS** database. These two databases consist of resources to support adult educators in Kentucky. Ky AERD resources were selected by adult educators and include websites, curriculum guides, recommended reading, lesson plans and more.
- **Novelist** is an electronic readers' advisory resource which can assist in finding fiction titles appropriate to a learner's age, NRS reading level and interests.
- **ERIC** provides access to published and unpublished sources on thousands of educational topics.

At KYVL, you can also find:

- "**How to Do Research**" tutorials, in versions for both children and adults (information literacy)
- Access to a collection of current, authoritative web resources
- And much more...

2) LINCS - the Literacy Information and Communication System is an excellent on-line information and communications network for adult and family literacy. Be sure to check out the **LINCS** Special Collections:

- Assessment
maintained by Midwest LINCS at the Ohio Literacy Resource Center
- Correctional Education
maintained by the Correctional Education Association
- English as a Second Language
maintained by California Literacy, Inc. (in partnership with Laubach Literacy Action, Western/Pacific LINCS, and World Education, Inc.)
- Equipped for the Future
maintained by the EFF Center for Training and Technical Assistance at the Center for Literacy Studies, University of Tennessee
- Family Literacy
maintained by Midwest LINCS at the Ohio Literacy Resource Center
- Health & Literacy
maintained by World Education, Inc.
- Literacy & Learning Disabilities
maintained by Southern LINCS at the Center for Literacy Studies
- Program Leadership and Improvement
maintained by Southern LINCS at the Center for Literacy Studies
- Policy & Legislation
maintained by the National Institute for Literacy
- Science & Numeracy
maintained by the Western/Pacific LINCS
- Technology Training
maintained by the Adult Literacy & Technology Network and the Sacramento County Office of Education
- Workforce Education
maintained by Southern LINCS at the Center for Literacy Studies

Each Special Collection is reviewed by a core knowledge group to guarantee the quality and timeliness of the resources.

Cutting Edge Resources for the Kentucky Adult Educator *(continued)*

- 3) The National Center for the Study of Adult Learning and Literacy (NCSALL) is dedicated to improving practice in educational programs that serve adults with limited literacy and English language skills, and those without a high school diploma. Check out:
- Focus on Basics which is a quarterly journal for AE practitioners.
 - Review of Adult Learning and Literacy addresses the latest research, and best practices, as presented by NCSALL researchers and other AE experts.
- and
- NCSALL Teaching and Training Materials that are guides for classroom activities and professional development.
- 4) LINCS Online Discussion Lists
 Established in 1995, the National Institute for Literacy online discussion lists give thousands of literacy stakeholders opportunities to discuss the literacy field's critical issues; share resources, experiences, and ideas; ask questions of subject experts; and keep up-to-date on literacy issues. Each national **LINCS** discussion list is moderated by a national organization with expertise in the topic area. The current **LINCS**-sponsored discussion lists can be reached <http://www.nifl.gov/lincs/discussions/discussions.html>

List

Facilitated by

Adult Literacy Professional Developers	Association for Adult Literacy Professional Developers
Assessment	Ohio Literacy Resource Center
Equipped for the Future	National Institute for Literacy
English as a Second Language (ESL)	National Center for ESL Literacy Education (NCLE)
Family Literacy List	National Center for Family Literacy (NCFL)
Focus on Basics	National Center for the Study of Adult Learning and Literacy (NCSALL)
Health & Literacy List	System for Adult Basic Education Support
Learning Disabilities List	National Institute for Literacy (NIFL)
Program Leadership and Improvement	Southern LINCS at the Center for Literacy Studies
Technology & Literacy	Federation of Employment and Guidance Services
Women & Literacy	Center for the Study of Adult Literacy (CSAL)
Workplace Literacy	Center for Literacy Studies at the University of Tennessee

Kentucky Program Director Standards

Almost every profession has standards that describe what is desired for members of that profession. Standards address knowledge, skills, abilities, and attitudes possessed by the most effective members of that profession.

In the interest of promoting good practice and delivering quality services to adult learners, a practitioner work group, made up of persons who function as both program managers and as instructors, met in December of 2001 to develop this set of standards and competencies.

The administrative practitioner standards reflect broadly defined categories in which adult basic education managers generally perform. Within each of the categories, competencies that might be demonstrated by professional adult educators are listed. The second column, labeled "evidence of competence" lists possible examples of ways an adult educator might exhibit or show each competence. The third column, "documentation," asks the educator or another assessor to record observable evidence that attests to the competency. Documentation might include certificates or transcripts filed in portfolios, lesson plans, a supervisor's observations, interviews with learners or colleagues, program records, etc. Finally, the IPDP column is a place for the educator to briefly note what steps he or she will include in an individual professional development plan (IPDP) in order to build competency.

Kentucky Program Directors Standards

Leadership Skills

- 1.1 Models professional behavior and requires other staff members to act in a professional manner.
- 1.2 Demonstrates effective interpersonal and communication skills.
- 1.3 Provides for active involvement of all staff and stakeholders in decision-making processes.
- 1.4 Promotes the philosophy, goals and objectives of adult education at local, state and national levels.
- 1.5 Promotes an environment in which cultural and philosophical diversity is valued and appreciated.
- 1.6 Initiates and facilitates change for continuous program improvement and capacity building.

Instructional Leadership

- 2.1 Initiates and monitors the process of curriculum development and supports instructional strategies based on research in adult learning and development.
- 2.2 Conducts and analyzes various needs assessments to determine staff, learner and community needs.

Resource Management and Allocation

- 3.1 Applies for basic grant funding through a competitive RFP process.
Identifies and applies for additional funding and/or collaborates with other
- 3.2 Effectively develops, manages, and allocates the budget to support the program's mission and goals and to foster continuous program improvement and accountability.

Human Resources Management

- 4.1 Recruits, hires, supports, evaluates, and terminates staff based on established criteria and due process.
- 4.2 Coordinates staff activities to ensure effective program operation.
- 4.3 Establishes and maintains an environment conducive to positive worker morale in a safe work situation.

Program Monitoring, Evaluating, and Reporting

- 5.1 Establishes clear procedures for collecting, documenting, and reporting data in a timely manner.
- 5.2 Monitors and evaluates the program and uses the data for continuous program improvement, professional development, capacity building, and accountability.

Professional Development and Practices

- 6.1 Plans, promotes, and participates in professional development to meet local, state, and national standards.
- 6.2 Provides professional development opportunities based on identified program and staff needs.

Community Collaboration and Building Program Capacity

- 7.1 Builds relationships and partnerships with various organizations to enhance the availability, quality, and delivery of services.
- 7.2 Advertises and promotes program services and availability to build program capacity.

Adult Education Instructor Standards

I. Demonstrates Knowledge of Content

- I.1 Develops and maintains a knowledge base in adult learning and development.
- I.2 Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas (i.e., literacy, ABE/GED, ESL, workplace, family education, and citizenship).
- I.3 Knows how to instruct and/or refer adults who have learning disabilities and other special needs.
- I.4 Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members.
- I.5 Demonstrates knowledge, skills, and understanding of technology.
- I.6 Demonstrates effective communication skills including listening and speaking.

II. Plans, Designs, and Delivers Instruction

- 2.1 Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans.
- 2.2 Uses a variety of instructional strategies and tools appropriate to the needs of the learner including individual and group instruction.
- 2.3 Provides opportunities for learners to use personal experiences as a context for applying knowledge.
- 2.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learners.
- 2.5 Engages learners in activities that require them to use critical thinking skills.
- 2.6 Encourages collaborative learning and respect among learners through sharing ideas, asking questions, responding to others' comments.
- 2.7 Integrates work, family, and community-related activities into instruction.
- 2.8 Effectively integrates current and appropriate media and technology as tools for instruction.
- 2.9 Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs.
- 2.10 Creates a physical and interpersonal climate that is conducive to learning.
- 2.11 Models communication, negotiation, decision-making and problem-solving skills for learners.
- 2.12 Develops lesson plans that integrate instruction across content areas to maximize student learning.

III. Assesses and Monitors Learning

- 3.1 Collaborates with learners to identify needs, strengths and goals, and advises or refers them to appropriate programs (and levels of instruction).
- 3.2 Administers appropriate standardized assessment instruments consistent with KYAE guidelines.
- 3.3 Interprets initial formal and informal assessment results with learner and develops appropriate education plan.
- 3.4 Uses formal and informal assessment data to monitor and document learner progress.
- 3.5 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations.
- 3.6 Confers with supervisors, colleagues and other community resources if special assessment is required.
- 3.7 Manages learning activities in a technology-enhanced environment.

IV. Utilizes Community Resources

- 4.1 Establishes and builds working relationships with community agencies and institutions.
- 4.2 *Makes referrals to community agencies or postsecondary institutions as appropriate.
- 4.3 Uses community resources to expand teaching and learning.
- 4.4 Informs learners about community activities and encourages participation.
- 4.5 Uses media and technology to build student awareness of the community and world.

V. Demonstrates Professionalism

- 5.1 Performs in a professional manner according to the standards in the *Code of Ethics* (704 KAR 20:680)
- 5.2 Exhibits a positive attitude toward teaching as a vocation and values the well-being and achievement of each learner.
- 5.3 Assesses personal strengths and weaknesses as a basis for developing a professional growth plan.
- 5.4 Participates in relevant professional development activities to achieve professional goals and to enhance the quality of instruction.
- 5.5 *Contributes to the profession of adult education through self-directed study, research, and interaction with colleagues.
- 5.6 Uses technology resources to engage in ongoing professional development and lifelong learning.
- 5.7 Advocates literacy at the local and state level and explains the impact of under-education on employment and society.

VI. Manages Operations

- 6.1 Maintains knowledge of program regulations, policy, and procedures.
- 6.2 Collects and manages accurate data for program improvement and accountability.
- 6.3 Follows procedures and guidelines in planning, purchasing, and maintaining materials and equipment.
- 6.4 Participates in the recruitment, retention, and follow-up of learners.

VII. Implements Technology

The instructor uses technology to support teaching and learning; assess and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, learners, and the community; and conduct research.

- 7.1 Operates a computer and uses a variety of software.
- 7.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 7.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 7.4 Demonstrates basic knowledge of computer, printers and other peripheral parts and attends to simple connections and installations.
- 7.5 Uses the computer to do word processing, create spreadsheets, access electronic mail and the Internet, make presentations, and use web-delivered curriculum to enhance professional productivity and support instruction.
- 7.6 Designs lessons that use technology to address diverse learner needs and learning styles.
- 7.7 Practices equitable and legal use of computers and technology in professional activities.
- 7.8 Facilitates the lifelong learning of self and others through the use of technology.
- 7.9 Explores, uses, and evaluates technology resources, software, application, and relate documentation.
- 7.10 Applies research-based instructional practices that use computers and other technologies.
- 7.11 Uses computers and other technology for individual and small group learning activities.
- 7.12 Uses technology to support multiple assessments of learner outcomes.

Kentucky Standards for Workplace Instructors

STANDARD I: DESIGNS/PLANS WORKPLACE INSTRUCTION

The workplace instructor designs/plans instruction that facilitates student learning and achievement based on workplace needs.

- I.1 Uses job/task analysis in planning instruction.
- I.2 Sets measurable project goals based on workplace needs.
- I.3 Incorporates multiple instructional strategies in program planning.
- I.4 Incorporates SCANS skills in the instructional process.
- I.5 Plans learning experiences that are interactive and relevant.
- I.6 Incorporates a variety of methods and materials that meet the needs of a diverse group.
- I.7 Customizes and develops workplace education curriculum and lesson plans that facilitate transference from the classroom to the job.
- I.8 Plans and prepares instruction for multi-level classroom.

STANDARD II: DELIVERS WORKPLACE INSTRUCTION

The workplace instructor demonstrates the ability to deliver workplace instruction.

- 2.1 Applies adult education principles and methods in the workplace classroom.
- 2.2 Delivers instruction on workplace essential skills.
- 2.3 Facilitates the transfer of learned skills from the classroom to the job.

STANDARD III: ASSESSES AND MONITORS WORKPLACE LEARNING

A workplace instructor demonstrates proficiency in assessing, documenting, and monitoring learner progress.

- 3.1 Assesses skill level of learners based on workplace needs.
- 3.2 Assesses learning styles.
- 3.3 Uses formal and informal assessment to continually monitor and document learner progress.
- 3.4 Assesses the effectiveness of instruction and modifies instruction based upon learner and employer needs.

STANDARD IV: DEMONSTRATES WORKPLACE PROFESSIONALISM

A workplace instructor demonstrates appropriate professional practices.

- 4.1 Performs in accordance with *Workplace Code of Ethics*.
- 4.2 Participates in relevant professional development activities.
- 4.3 Communicates the benefits of workplace education.
- 4.4 Promotes the concept of lifelong learning.
- 4.5 Communicates an awareness of trends and issues affecting the workplace.

STANDARD V: MANAGES WORKPLACE PROJECT

A workplace instructor demonstrates proficiency in managing the workplace project.

- 5.1 Learns workplace terminology and follows pertinent rules, regulations, policies, and procedures.
- 5.2 Adheres to workplace project goals and objectives and evaluates outcomes.
- 5.3 Collects, analyzes, maintains and reports accurate workplace project data to appropriate management.
- 5.4 Requests and maintains appropriate instructional materials.
- 5.6 Consults with workplace education project team.
- 5.7 Adapts to the changing needs of the workplace.

Standards for Workplace Instructors

Glossary of Terms:

The following terms are used in the Standards for Workplace Instructors. It is hoped that by defining these terms, the standards will be more fully understood.

Workplace Education:

Learning programs for employees who need to upgrade their essential skills for work and community living.

Workplace Essential Skills:

The basic skills of reading, writing, mathematics, oral and interpersonal communication, critical thinking, problem solving, and computer assisted technology.

Workplace Project Team:

The workplace project team includes representatives from the workplace such as management, labor, employees, the instructor, and the DAEL training and development coordinator. The project team is responsible for planning and carrying out all the activities related to the workplace education initiative.

SCANS Skills:

Secretary's Commission on Achieving Necessary Skills are those skills which focus on generic tasks that workers will have to perform in most jobs. (see attached Summary of SCANS)

Learning Style:

The individual's characteristic ways of processing information, feeling and behaving in learning situations.

Desirable Skills for a workplace instructor:

Flexible

Ability to relate to workers

Knowledgeable in essential skills

Understands adult education principles.

Ability to perform a job task analysis.

Ability to customize curriculum and develop lesson plans.

Strong interpersonal skills

Effective communication skills

Facilitates learning in a multi-level classroom.

Counseling and guidance skills

Adaptability to workplace culture.

Ability to motivate learners.

Assess learning needs and goals

