

Out of the Box and Into a New Framework

Sarah Hindman Hawker
Vice President, Kentucky Adult Education

Dear Colleagues:

Welcome to a new fiscal year that will be filled with great opportunities and new challenges. This edition of *PD Connection* is loaded with ideas and strategies to help support quality programs and greater student outcomes.

In the coming year, our PD partners will offer innovative professional development opportunities including a new training model for reading and writing instruction that will allow more instructors to participate. In addition, we will sponsor a Writing Institute for teachers offered by Northern Kentucky University in partnership with the Collaborative Center for Literacy Development. This new focus is a great opportunity to help our students improve their writing skills. The Adult Education Academy for Professional Development at Morehead State University will field test a New Teacher Institute in early 2008 with a focus on proven instructional strategies that support learning. The Kentucky Institute for Family Literacy is developing a new family literacy handbook describing new models for family literacy.

KYAE recently sent out a PD survey to gather more information to ensure that professional development offerings are even stronger and more relevant to your needs. Survey findings will help KYAE in efforts to support your professional growth and, as a result, your students' success. Also, our Regional Conferences have been designed to bring you more ideas for quality programs and student outcomes.

As you can imagine, the New Framework, with its emphasis on quality and student achievement, calls for new – and more – professional development. We hope you find these offerings to be interesting, but more importantly, to be just what you need to help your students meet their goals.

Sarah Hindman Hawker

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This issue will feature “out of the box,” innovative professional development opportunities and instructional strategies that support KYAE’s New Framework for Adult Education.

Learning Stations

Sara Z. Gutting, Adult Education Coordinator
Indianapolis, Indiana

One of the best ways to reach all students with their own special needs is to use a system called “learning stations.” I found this system to be the best way to not only overcome the cycle of failure, which in many instances is how our students come to us, but also to help us reach all students in all academic levels, subjects and learning modalities.

Learning stations offers the best of all worlds to all students as well as being able to reduce stress for our instructors. This system eliminates the frustrations of our adult students and gives them the best chance for success because they are learning the way that they best absorb knowledge.

Taking into account the visual, auditory and kinesthetic learner as well as understanding that our students come to us in all levels of abilities, namely low ability, average and gifted. This learning/teaching philosophy eliminates discipline problems as well as motivates students to try harder once they begin to see they can be successful.

The main concept is to divide students into “stations” that focus on the types of learning and the levels at which they come into our classes. I typically have five to seven stations out at any given time. I put my lessons in acrylic stands and place them around the room—on tables, counters, shelves, wherever you have space. The goal is to get students moving around the room. I usually go to the different stations and work with five to six students at a time on that particular lesson.

“This system eliminates the frustrations of our adult students and gives them the best chance for success, because they are learning the way they best absorb knowledge.”

I always have at least one or two math lessons, a writing lesson, a political cartoon and reading comprehension lesson (this can be science, social studies, literature or any other subject). I have different modalities that are used for each lesson and I always make sure that there are different academic levels so that everyone has at least one lesson at their level. Be creative and have fun with finding lessons, but I make it a policy not to spend more than 10 to 15 minutes finding or developing lessons for my stations.

That defeats the purpose of this concept in making your life a little easier in an open-entry, multi-level classroom.

For teachers who are just beginning to use learning stations, one of the easiest stations for math is to put calculators out with the calculator cards (from Contemporary). These cards take them step by step through every calculator function used on the GED Tests. Another station can focus on expository writing where students pick out a picture and then tell the a story of what they think is happening in the picture. Or you could have fun journal topics (I use the Scruples game for questions) to have students write about. You can also you use the “Book of Questions” or “If” books that can be found in your local bookstore. For reading comprehension I teach the “Reading Skills Builder” which is a seven-step approach to reading and works well with all academic levels.

We can see that this style of teaching /learning gives both educators and students the best chance for success. With open-entry classrooms and multi-level students it is difficult to reach them all and still give them some individual attention.

By implementing learning stations into the classroom, you can have all students participating in lessons either by themselves or in groups and still have time to teach within those small groups. Once they are engaged in the lesson(s) you can then work your way around the room stopping at each lesson where four or five students are instead of repeating the same lesson to each student.

Sara promotes a non-traditional approach to teaching and innovative ways to implement them into the open entry adult education classroom. She has over 15 years experience as an adult educator. She currently is the Adult Education Coordinator for Washington Township Schools in Indianapolis and also teaches GED students at the Hamilton County Jail. She has presented





Please Welcome...

**Meryl Becker-Prezocki, Senior Associate
Curriculum and Instruction, Kentucky Adult Education**

KYAE's newest staff member is Meryl Becker-Prezocki. Meryl has recently accepted the position of Senior Associate for Curriculum and Instruction. For the last six years, she has worked as a resource teacher for Jefferson County Public Schools Adult and Continuing Education.

Meryl received her bachelor's degree in elementary education from the University of Illinois Chicago and her master's degree in special education from Illinois State University. During her career, she has taught in classrooms in Illinois, New Jersey and South Dakota. Since 1980, she has lived in Kentucky and worked with students at the elementary, middle, high school and adult levels. Meryl Becker-Prezocki has dedicated herself to finding instructional methods that are effective for individuals with special learning needs.

Ms. Prezocki has PowerPath certification and is a state Bridges to Practice trainer. Meryl has also been incorporating PowerPath screenings in her work with students. The information from the screenings helps to establish a pathway for the student in order to meet their goals. Working with individuals that have learning difficulties is a challenge that she enjoys.

Meryl has been a leading trainer in Jefferson County on the topic of special needs. She has conducted many professional development workshops that focus on strategies to enhance learning for all students. These sessions were widely attended.

Meryl has presented at the National Learning Disabilities Conference and NAASLN (National Association of Adults with Special Learning Needs).

Meryl's colleague Art Dietz says, "Jefferson County Adult Education is going to miss Meryl very much. She is very approachable and her door is always open. She always finds the positive in everything she does. The field of adult education in Kentucky will be enhanced by her knowledge."

Tech Tip!

This is a good way for adult educators to monitor the writing levels and progress of their writing students! The following will give you the readability grade level of any document.

1. Open a Microsoft Word document
2. Click on TOOLS
3. Select OPTIONS
4. Select SPELLING and GRAMMAR
5. Under GRAMMAR, check "show readability statistics"
6. Click OK
7. Click on TOOLS
8. Select SPELLING and GRAMMAR



The readability grade level will display once the spelling and grammar has been checked.

PDtrack: A Piece of Cake

Cris Crowley, Hopkins County Program Director



After completing our first year of using PDtrack, I have discovered that it is a great tool in helping program directors ensure that individuals accomplish their professional development (PD) plans which help to support program goals.

Having separate and standard PD requirements for all new instructors appropriate to their position in the adult education program is helpful. PDtrack identifies courses by specialty tracks according to instructional role.

Instructors that have been in adult education for many years need to be able to go back and repeat some of the core classes as a refresher. The professional development system encourages this and PDtrack allows practitioners to register for any course with the click of a mouse.

Even though professional development is vitally important to the quality of our programs, it can be a hardship on instructors and the program if adult education centers have to shut down in order for staff to participate in PD efforts. With so many courses being offered online, it saves us time, money and does not become a scheduling nightmare.

Previously, I had been at a loss as to what to recommend as appropriate PD activities to instructors who had completed their basic requirements. The addition of Self-Directed Activities (SDAs) has been wonderful! It gives instructors the opportunity to pursue specific areas of interest or weakness to deepen their knowledge and to better serve students. It also allows the program director the opportunity to suggest appropriate SDAs that can benefit their peers and the entire program. The diversity of adult education instructors, as well as the diversity of the 120 county adult education programs in Kentucky, makes it virtually impossible and cost prohibitive to provide statewide offerings that meet each instructor's or program's needs. The flexibility of SDAs solves that problem.

Last, but not least, this is the first year I have had documented proof of all completed PD activities. This will make the PD portion of the audit process a piece of cake!



PDtrack Tip!

No More PD Certificates of Attendance

Toni Quire, Information Specialist, Kentucky Adult Education

Over the past few years, you have been using PDtrack and becoming more and more familiar with its features. I often receive some re-occurring questions regarding different components of PDtrack. One of these issues is "Why are certificates of attendance not being issued for attending face-to-face trainings?"

Certificates of attendance have been replaced by your PD history in PDtrack. You can check your history after logging into PDtrack and selecting the "Audit" button at the top of the page. You will be able to view all of your professional development activities. Your history will indicate the course by code and the status of the course, "P" for completed or "Current" for enrolled. It is always a good idea to monitor your PD history because it shows all of your PD activity for the fiscal year, whether it was originally in your PD plan or if you signed up for it later through the Catalog or Calendar.

Another use of PD history is to see if you are signed up for a particular course or to see if your PD plan is checked out. If something does not show up that you know you have registered for, you may not have checked out your plan. If that isn't the case, then please call me, Toni Quire at 502.573.5114 ext. 113.

REMEMBER: At the end of the year, your PD History is what is most important because it will show all of your PD activity for the entire year. And, that is why we no longer issue training certificates; your PD history is the best record you can have for your professional development activities. Print your transcript and put a copy in your files—how easy!

New KYAE Professional Development Practitioner Advisory Committee

Sandra Kestner, Ed.D., Senior Associate for Professional Development, KYAE



Kentucky Adult Education has established a Professional Development Practitioner Advisory Committee, consisting of practitioners who have a keen interest in professional development. The committee identifies, deliberates and makes recommendations to KYAE on professional development.

In an effort to be inclusive regarding program representation by size, geographic distribution and program type, the following structure for the KYAE Professional Development Practitioner Advisory Committee was developed. Committee members are appointed by KYAE from among currently funded adult education providers. Members had to be currently teaching adult education or have a strong background in professional development.

Name	Content Area	County	Email Address
Brian Thomas	Math	Daviess	Brian.thomas@kctcs.edu
Pat Sweatt	Program Director/Leadership	Mulheburg	patricia.sweatt@kctcs.edu
Susan Watson	Workforce	Powell	susan.watson@powell.kyschools.us
Keith Gilbertson	Writing	Rockcastle	keithalc06@yahoo.com
Pat McKinley	ABE/GED	Todd	pat.mckinley@todd.kyschools.us
TBD			
Art Dietz	PD Advisor	Jefferson	art.dietz@jefferson.kyschools.us
Jan Mulikin	ESL	Boone	jan.mullikin@boone.kyschools.us
Carleen Ficker	Reading	Grant	cficker@msn.com
Tanya Johnson	ABE/GED	Fayette	tanya.johnson@kctcs.edu
TBA	Corrections		
Barry Burkett	Distance Learning/Technology	Franklin	barry.burkett@franklin.kyschools.us
Pam Wright	Family Literacy	Bath	pam.wright@bath.kyschools.us
SJ Brennan	KYAE Advisory Committee Liaison	Breathitt	sjbrennan@kentuckyvalley.org

Duties - The duties of the committee are to identify, deliberate and make recommendations about the KYAE professional development system. Matters before the committee will entail reviewing new professional development policy, new PD workshops, PDtrack, and training priorities for the Commonwealth's professional development system.

Term - Each new member is appointed for a two-year term and may serve for no more than two consecutive terms. These terms will be staggered, with half to be reappointed or replaced in one year, and the second half in the following year. If you would like to be considered for membership, e-mail me at sandra.kestner@ky.gov.

The PD Practitioner Advisory Committee has already been hard at work. They have field tested a new online PD Survey; developed new charts for documenting self-directed learning activities and reviewed requirements for the upcoming year.

Members serve as a liaison from the field to KYAE so if you have a concern or recommendation about professional development, contact one of the members listed above.

Ask Dr. Math



Q. I would like a complete explanation of functions.

A. In general, a function is a set of rules for taking input and producing output. Most of the time when you talk about functions in math the input and output are numbers. If I've got a function called Fred, and I input the number 5, Fred might output 10. If I input the number 3, Fred might output 6. It just so happens that Fred is the "take a number and double it" function. You could write this as $Fred(x) = 2x$, which says that whatever the value of x is, the value of "Fred if x " will be twice it. You could also imagine functions that take more than one number as their input, like $f(x,y) = x+y$. That means that if you give the function numbers 8 and 5 as input, the function spits out the number 13 as output.

Learn more at: www.mathforum.org

Free Online Resources for Reading Instructors!

www.thinkfinity.org

Free professional development assessments and instruction as well as lesson plans for students

www.floridatechnet.org/

Free professional development and resources for instruction

litlink.ket.org

Free lesson plans and ideas for the adult literacy classroom

www.mcedservices.com/litex/litex.htm

Free lesson plans

<http://www.adultliteracyleague.org/volunteer/tips.asp#4>

Links to web sites with a variety of free resources for adult literacy/ABE and ESL



Recommended Journal Articles and Books for Teaching Writing

A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas. Elaine C. Stephens and Jean E. Brown. 2000. Christopher Gordon Publishers, Inc.

Book of Lists: More Than 250 Amazing Lists of Fun Facts, Weird Trivia in Almost Everything you Need to Know. James Buckley, Jr. and Robert Streme. 2003. Scholastic.

Clearing The Way: Working with Teenage Writers. By Tom Romano. 1987. Heinemann Educational Books, Inc.

Creating Writers: Literacy Assessment and Writing Instruction. Vicki Spandel and Richard J. Stiggins. 1990. Longman.

Exemplary Literacy Teachers: Promoting Success for all Children in Grades K-5. By Cathy Collins Black and John N. Mangieri. 2003. The Guilford Press.

Other People's Words: The Cycle of Low Literacy. Victoria Purcell-Gates. 1997. Harvard University Press.

Readers and Writers with a Difference: A Holistic Approach to Teaching Struggling Readers and Writers. By Lynn K. Rhodes and Curt Dudley-Marling. 1996. Heinemann Educational Books, Inc.

Research in Writing: Implications for Adult Literacy Education. Marilyn K. Gillespie. NCSALL. Volume 2 Chapter Three 2001. <http://www.ncsall.net/?id=771&pid=561>

The Reading Teachers Book of Lists. By Edward B. Fry, Jacqueline K. Polk and Dona Fountoukidis. 1984. Prentice Hall, Inc.

Writing Your Life: Developing Skills Through Life Story Writing. Nan Merrick Phifer. 1995. Gencoe/McGraw Hill.

New Directions in Reading and Writing Professional Development

Dawn Hanzel
CCLD Adult Literacy Director



Introducing....

*the Collaborative Center for Literacy Development's (CCLD)
New Model for Professional Development in Reading and Writing*

In order to support KYAE's New Framework for Adult Education, CCLD will be expanding offerings for reading and writing literacy professional development.

The new model, Kentucky Adult Literacy Educators Learning Communities, will move adult literacy educators through a series of workshops as a cohort. The workshops will provide literacy educators opportunities to enhance their knowledge and skills in the areas of reading and writing instruction.

The workshops will be offered in phases that will build upon one another. CCLD will begin offering workshops in Phase 1 during fiscal year 2007-08. Phases 2 through 4 will be added in FY 2008-09. Study Circles and Discussion Forums will be offered in fall 2007 and spring 2008 for those who have completed KAELI or the NCFL Reading Project workshops.

If there is enough interest from the field, CCLD will also offer these workshops as courses through state universities for bachelors or masters course credit.

Foundations in Reading and Writing Instruction, which is replacing Orientation to Reading and Writing, will be a prerequisite for workshops in all phases.

Check PDtrack to register for all workshops.

PHASE 1 Workshops	PHASE 2 Workshops	PHASE 3 Workshops	PHASE 4 Workshops
<p>Reading Diagnostic Tools: the ADRI and the ARCS</p> <p>Basic Instructional Strategies for the Struggling Literacy Level Reader</p> <p>Basic Instructional Strategies for the Struggling ABE/Pre-GED Level Reader</p> <p>The Kentucky Writers Institute for Adult Literacy Education</p>	<p>Advanced Instructional Strategies for the Struggling Literacy Level Reader</p> <p>Advanced Instructional Strategies for the struggling ABE/Pre-GED Level Reader</p> <p>Learning Style and Learning Disability Strategies for Struggling Readers</p>	<p>Study Circles Participants will engage in a mix of face to face and online learning in order to review, discuss, and apply the latest research and best practices in adult literacy.</p> <p>Discussion Forums Participants will have the opportunity to engage in structured networking sessions in order to share ideas and learn new methods for adult literacy instruction.</p>	<p>Putting Learning into Practice Participants will conduct action research projects within their situated environment.</p> <p>Participants will choose a question to investigate. They will develop an intervention, test and evaluate it, and disseminate what they learned to their peers.</p>

Mark Your Calendar!

Check PD track to register for the following
PD opportunities:

August 16-17

KYAE Region 3 Adult Conference

Kentucky's Year to Achieve Excellence
Brown Hotel, Louisville

Contact hotel: (502) 583-1234 or (888)
888-5252

August 23-24

KYAE Regions 4, 5 & 6 Conference

Kentucky's Year to Achieve Excellence
Marriott Griffin Gate Resort, Lexington

Contact hotel: (859) 231-5100 or (800)
228-9290

September 6-7

KYAE Regions 1 & 2 Conference

Kentucky's Year to Achieve Excellence
Holiday Inn University Plaza, Bowling
Green

Contact hotel: (270) 745-0088 or (800)
HOLIDAY

September 11

Bridges to Practice Part I

Bowling Green Community and Techni-
cal College

September 14

CASAS Implementation Workshop

Location: KCTCS System Office in Ver-
sailles

September 21

Administering the GED Official Prac- tice Test

Location: Elizabethtown Community and
Technical College

September 24th

Introduction to TABE & Diagnostic Tools

Bowling Green Community and Techni-
cal College

September 25th

Bridges to Practice Part II

Maysville

Coming soon from
KYAE...

More helpful and
user friendly
changes to PDtrack!
