

KENTUCKY Adult Education



Your future starts here!

Professional Development Handbook

July 1, 2014- June 30, 2015

Registration begins August 1, 2014.



Registration begins August 1.

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Registration begins August 1.

Welcome!

Welcome to the 2014-15 Kentucky Adult Education (KYAE) Professional Development (PD) Handbook.

This guide provides information on:

- **Annual required** in-service PD for all program directors and for instructors working 200+ hours a year
- Professional growth opportunity (PGO) **electives**
- **Required** assessment refresher course – the Online Tests of Adult Basic Education (TABE) Refresher online course **is required every two years** for all instructors and directors
- Tuition reimbursement for optional college courses **approved by KYAE**
- **PD tools** and links to their location

All program directors and instructors should review the PD requirements in this Handbook prior to registering.

Registration begins August 1.

Purpose

The purpose of KYAE's professional development (PD) is to raise the level of expertise of Kentucky's adult educators through lifelong learning opportunities so they can equip adult students for success. Each year KYAE program directors and instructors are required to complete annual in-service PD. Completing the annual requirements re-qualifies the directors and instructors to serve Kentucky's adult population.

This year's focus continues to be on the implementation of College and Career Readiness Standards (CCRS) through standards-based instruction (SBI). KYAE local programs were required to submit a standards-based action plan by June 30, 2014. Using these plans, programs will work toward fully implementing, sustaining and continuously improving SBI in their program(s).

KYAE PD uses online courses and face-to-face curriculum collaborations to support SBI. Professional growth opportunities (electives) will continue to emphasize CCRS shifts in English/language arts and mathematics, Mathematical Practices and 21st Century skills.

The KYAE PD system uses open online resources local programs may use with their students in classroom instruction.

General PD Information

An individual's primary assignment, hours per year and experience in a KYAE program, determine the type and amount of in-service PD requirements. Pre-service PD, such as degrees, certifications and adult education experience in other states, does **not** determine PD requirements.

- KYAE does not permit substitutions for required PD.
- To fulfill professional development requirements, participants must attend and complete all required professional development events and activities.
- Online study circles will use ANGEL, Google Plus, Google Hangouts, Edmodo and YouTube.

Registration begins August 1.

- **Program directors** must insure their staffs have access to these platforms. For Google Hangouts, a webcam is needed. KYAE facilitators will provide instructions for accessing their communities or groups on Google Hangouts and Edmodo.
- Face-to-face workgroups, interactive technology trainings and curriculum collaborations consist of one day (7.5 hours) of face-to-face trainings. Participants will develop standards-based lessons at the events and post them to Edmodo or a virtual repository. Participants will have the option to revise existing lessons **provided their contribution to the finished product reflects the investment of sufficient effort to merit completion of the training.**

Program directors and **all Instructors** that work more than 199 hours/year have an annual PD requirement. (See 2014-15 annual requirements, beginning on page 8.)

Assistant Program Directors who do not provide instruction do not have a PD requirement. However, if the assistant program director is regularly scheduled (e.g., weekly, monthly, etc.) to provide instruction OR “substitutes” for instructors for more than 199 hours per year, s/he shall also be required to complete instructional PD requirements.

Academic Assistants should not be instructing students. However, they may assist instructors. Therefore, if the program determines the same PD for instructors will benefit the academic assistants and the program has sufficient resources to send them to PD, they may participate **provided room is available.**

PD Process Tools and Contacts

Registration begins August 1.

The **2014-15 PD Handbook** and related materials are available at the **Professional Development** section of the **KYAE website** at <http://kyae.ky.gov/educators/PD201415.htm>:

- 2014-15 KYAE Professional Development Calendar and Facilitators--lists the events, dates, locations (for face-to-face) and facilitators' contact information
- 2014-15 KYAE-Approved Conferences and Webinars--lists state and national conferences approved by KYAE for use as an elective (See the 2014-15 Approved Conferences and Webinars list on page 41.)
- 2014-15 PD Announcements—are first sent out to the field and then posted to the website
- Kentucky e-Learning Portal (ANGEL) Login (See Details No. 5 on the next page.)
- 2014-15 PD forms:
 - College Course Approval Form
 - College Conference Attendance Approval Form
 - Local Professional Development Request Approval Application
 - Professional Development Exemption Request Form

Details:

1. The **Handbook** provides the information for the KYAE PD process:

- Annual PD requirements for all KYAE instructional staff and program directors
- Course classification (required, professional growth opportunity elective), format (online, face-to-face, blended), full description and updates on locations of face-to-face events

Registration begins August 1.

2. The [KYAE Course Catalog](#) is the registration site for PD and online courses. Courses are arranged in the following column headers: course code, section number and title.
3. [KAERS](#) (Kentucky Adult Education Reporting System) is the KYAE data management site where programs register new students and instructional staff. For PD purposes, new hires shall register on KAERS to acquire a user identification and password to the [Kentucky eLearning Portal \(ANGEL\)](#). See below of this Handbook for further instructions on how to register.
4. The **KAERS PD Activity Report** tracks each local program's KYAE PD enrollment and completion status. KYVL/ANGEL sends automatic notices to instructors upon their successful enrollment in a course and whenever their status in a course changes from "Enrolled" to "Completed", "Dropped by Provider", etc. **Instructors should frequently use the PD Activity Report in the KAERS data system to check their PD status.** Requests to change status should be addressed to the course facilitator. (See the course description in this Handbook or the [2014-15 KYAE PD Calendar and Facilitators](#) document.) **KYAE staff do not provide PD status information or enroll participants.**
5. The **Kentucky eLearning Portal (ANGEL)** is the KYAE learning management system. ANGEL is used to provide a rich learning environment for KYAE participants. The online environment makes it easier for participants to network, access course resources and discuss questions raised during the course. Participants will go to this site to access their online courses once they've completed the registration process. Login at www.kyvae.org. Even if a particular course is housed on a different platform, a link to instructions about accessing the course will still appear on the participants' ANGEL home page. **New instructors may want to watch this video (http://www.youtube.com/watch?v=F_-kOIO-gS4) which provides a short introduction to getting started with ANGEL.**
6. **PD Contacts:** Facilitators and their contact information appears with the course information in this Handbook and on the [2014-15 KYAE Professional Development Calendar and Facilitators](#) document.
7. If a participant cannot login to the KYVL/ANGEL system or has forgotten the username/password, please contact **Elizabeth Arauz**, (502) 573-5114, ext. 109 or Elizabeth.Arauz@ky.gov.

How to Register

Steps:

Registration begins August 1, 2014

- A. Identify your annual PD requirements according to your scheduled number of hours for the current program year (July 1-June 30)
- B. Select the dates (and location, if a face-to-face-event) for your required PD courses.
- C. Contact the facilitator if you have questions about the course.
- D. Make sure you are in active status in KAERS (see Details #1 below). Returning instructional staff will use the same username and password from the previous year (see Details #2 and #5 below).
- E. Register for each course using the KYAE Course Catalog.
- F. Make sure you are registered for the correct course (see Details #3). If you registered for the wrong course, contact the course facilitator to remove your name from the roster. Return to the KYAE Course Catalog to register for the correct course.
- G. Log in at your ANGEL home page, follow the links to your courses for further instructions from the facilitator (see Details #4 and #5). Courses not scheduled to begin until a later date will only have a welcome message instead of course content. Courses managed on a different platform will have a welcome message from the course facilitator that they will be contacting them by e-mail the week the course is scheduled to begin with instructions to the other platform.

Registration begins August 1.

- H. Course facilitators will e-mail participants with a welcome the week an online or blended course will begin. If no welcome is received, contact the facilitator.

Details:

1. **Active Status in KAERS** – The program director or the appropriate staff **enters** instructors in the KAERS database system which automatically places them in **active status**. The e-mail address entered in KAERS for instructors will be used for **all notices** about their PD courses, etc.
2. **Username and Password for the Kentucky Virtual eLearning Portal** –All **active** staff in KAERS will be sent electronically their username and password to their e-mail address entered in the KAERS system. They will need this to register for their PD. If instructors became active in KAERS recently and did not receive their username and password, check in KAERS to make sure they are assigned to a location. Use the [KYAE Course Catalog](#) to register for a CCR Standards Curriculum Collaboration, SBI: “Putting it All Together”, Study Circles, KYAE online courses and professional growth opportunities electives.
3. After registering for a course, registrants will receive an e-mail from the Kentucky Virtual Campus (KYVC) indicating that a Kentucky Virtual e-Learning Portal account has been created for them. It will also provide the username and password to begin the course. If the course is facilitated, registrants will also receive an e-mail from the course facilitator with further instructions.
4. Unless otherwise notified by the facilitator, participants will go to the following website: <http://kyvae.ky.gov> to begin the course. New users will be prompted to change their password the first time they log into the system. After a successful login, the course(s) will show up on the left-hand side of the ANGEL page under "My Courses".

The screenshot displays the KYC Kentucky Virtual eLearning Portal interface. At the top, the header reads "KYC Kentucky Virtual eLearning Portal" with navigation links for "Home" and "Log Off", and a user greeting "Welcome, Elizabeth Kuhn". The main content area is organized into several sections:

- My Courses:** Lists "KYAE Common Core Standards, English/Language Arts (Fall 2011) | M" with the role "Course Editor AEED_8888_KYAE_115_LC3" and instructor "Dawn Hanzel".
- Resources Available:** Lists "Kentucky Virtual Library" and "Online Bookstores".
- My Applications:** Lists "Access vCN".
- My Information:** Lists "Update Personal Information" and "Check My Course Section Requests".
- Tools:** Lists "24/7 Help Desk", "Coordinator Videos", "Instructor Videos", and "Provider Admin. Videos".
- Of the Day:** Features a "Quote of the Day" and "This Day in History", both provided by "The Free Dictionary".

The footer contains the following text: © 2008 Kentucky Virtual Campus/Council on Postsecondary Education, 1024 Capital Center Drive | Frankfort, KY 40601, Phone: 877-740-4357 | Fax: 502-573-0222.

5. If a participant cannot log in to the KYVL/ANGEL system or has forgotten the username/password, please contact **Elizabeth Arauz**, (502) 573-5114, ext. 109 or Elizabeth.Arauz@ky.gov.

KYAE Program Directors

Assistant directors who do not instruct may participate in the PD for program directors.

A. KYAE Expectations of Program Directors

Program directors are expected to:

- Ensure all program staff meet PD requirements.
- Ensure all instructors have an “active” status in KAERS.
- Explain to instructors their PD requirements and direct them to the KYAE Professional Development Handbook.
- Assist new instructors with getting their ANGEL username and password, using the [KYAE Course Catalog](#) and registering for required courses.
- Ensure that every two years, all ABE/GED® instructors complete – the TABE Online Refresher Course.
- Ensure that instructors registering for a Pearson-Longman Teacher Development Interactive (TDI) series module or a World Education course **successfully complete** the module or course.* The program will be responsible for the tuition for any non-exempt withdrawals. KYAE is authorized to recover education assistance funds expended if:
 - The course(s) is (are) dropped, regardless of cause, without prior approval of the appointing authority or his/her designee.
 - The employee resigns/retires or is dismissed for cause prior to completion of a six-month service obligation after completion of the course or during the course.

***The TDI modules (for ESL instructors) and World Education courses are professional growth opportunities and do not substitute for required PD.**

Program directors are expected to be instructional leaders by leading and supporting in:

- Ensuring the highest quality instruction
- Realizing full implementation of standards-based instruction
- Integrating instructional technology
- Fostering instructor effectiveness through building knowledge-base and professionalism
- Nurturing an environment of professional growth, collaborative learning and participative decision-making
- Engaging students through instruction relevant to their life experiences
- Empowering students to achieve next steps
- Analyzing data and using it to guide instructional practice
- Providing constructive feedback and reinforcement to advance continuous improvement

B: Required PD for Experienced and New Program Directors

Experienced and New Program Directors

1. **Standards Based Instruction (SBI): “Putting It All Together”** (online, 15 hours)
 2. **Study Circle for Program Directors: Robert Marzano’s *Effective Supervision: Supporting the Art and Science of Teaching*** (online, 15 hours)
 3. **One Curriculum Collaboration: English/language arts or mathematics** (F2F, 7.5 hours)
- For Planning Purposes: 37.5 Total Hours*

NEW Program Directors

In addition to the above requirements for new and experienced directors, the following courses must be completed **within 18 months** from date of hire:

4. **Orientation to Adult Education** (online, 18 hours)
5. **Introduction to the Online TABE** (online, 4 hours)
6. **GED Ready™ Test** (online, 8 hours)

For Planning Purposes: 67.5 Total Hours

Details:

1. Standards-Based Instruction: “Putting It All Together”

- Online, 15 hours

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

Module 1: It All Begins with a Syllabus

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

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

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

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

Module 6: Sharing Resources and Ideas to Enhance Learning

Dates and Facilitators:

- September 1- October 10, 2014
Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, delder@familieslearning.org
- September 8- October 17, 2014
Facilitator: Gail Price, NCFL, (502) 584-1133, ext. 112, gprice@familieslearning.org
- September 15- October 24, 2014
Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, delder@familieslearning.org
- September 22- October 31, 2014
Facilitator: Dawn Hanzel, (859) 257-6095, dawn.hanzel@uky.edu
- September 29- November 7, 2014
Facilitator: Jamil Steele, (606) 783-9377, j.steele@moreheadstate.edu

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- October 6- November 14, 2014
Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, delder@familieslearning.org
- October 13- November 21, 2014
Facilitator: Gail Price, NCFL, (502) 584-1133, ext. 112, gprice@familieslearning.org
- January 5- February 13, 2015
Facilitator: Gail Price, NCFL, (502) 584-1133, ext. 112, gprice@familieslearning.org
- January 12- February 20, 2015
Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, delder@familieslearning.org
- January 19- February 27, 2015
Facilitator: Gail Price, NCFL, (502) 584-1133, ext. 112, gprice@familieslearning.org
- January 26- March 6, 2015
Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, delder@familieslearning.org
- February 2- March 13, 2015
Facilitator: Dawn Hanzel, (859) 257-6095, dawn.hanzel@uky.edu
- February 9- March 20, 2015
Facilitator: Rudy Rhoades, (859) 258-7010, rrhoades@ket.org
- February 16- March 27, 2015
Facilitator: Gail Price, NCFL, (502) 584-1133, ext. 112, gprice@familieslearning.org

2. Study Circle for Program Directors: Robert Marzano's *Effective Supervision: Supporting the Art and Science of Teaching*

- Online, 15 hours
- Facilitator: Meryl Becker-Prezocki, merylbeckerp13@gmail.com

This virtual study circle addresses the five conditions for developing teacher expertise from Robert Marzano's *Effective Supervision: Supporting the Art and Science of Teaching*. Program directors in this circle will engage virtually in interactive exercises to explore best practices and discuss how the research can inform their learning center practice. Participants will focus on:

- Instructional observation techniques and best practices
- Clear criteria and success plans
- Recognizing expertise
- Reflecting on teaching

Each study circle will be supported by Edmodo and Google Plus platforms. Participants will be required to participate two times in Google Hangouts during the circle and use the Edmodo discussion board for the remaining interaction. Session times will vary to meet the needs of participants. A **webcam** will be needed to participate in the live chats on Google Hangouts.

Dates:

- September 5- October 17, 2014
- September 12- October 24, 2014
- September 19- October 31, 2014
- September 26- November 7, 2014
- October 3- November 14, 2014
- January 16- February 27, 2015
- January 23- March 6, 2015
- January 30- March 13, 2015
- February 13- March 27, 2015
- February 20- April 3, 2015

3. One of the following Curriculum Collaborations:

- Topics:

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- A. English/Language Arts (ELA)
- B. Algebra
- C. Geometry, Measurement and Data
- D. Decimals, Fractions, Ratios and Proportions
- E. Number Operations
- Face-to-face, 7.5 hours
- Posting and Commenting on Developed/Revised Lessons from the Collaboration

A. ELA Curriculum Collaborations

- Facilitator: Dawn Hanzel, (859) 257-6095, dawn.hanzel@uky.edu

Curriculum collaboration is defined as the process of institutions working together as equal partners with a shared vision, goals and guiding principles towards the development of a sustainable curriculum that can be replicated across institutions. In this PD event, ELA instructors from different programs will work together to develop at least one standards-based lesson plan apiece that supports the CCRS, uses technology and choreographs a high percentage of student engagement.

Participants will collaborate with peers in a one-day, face-to-face session to develop several standards-based lessons that will assist students in reaching college and career readiness goals. Participants will work in small teams of 3 or 4 instructors. At the conclusion of the collaboration, each team will present their lessons as part of a poster session/gallery wall and explain their rationale for each aspect of the lesson. (These materials may be posted online for discussion board feedback.) Members from the other teams will review each poster and provide constructive feedback. Participants can copy or take a photo of each lesson as a takeaway. Participants should bring their laptops, iPads or similar devices for this collaboration. This PD consists of a one-day, face-to-face session. Online participation prior to and following the session will be optional.

Dates and Locations, ELA Collaborations

Collaboration Group 1	September 26, 2014	Louisville, site TBD
Collaboration Group 2	October 17, 2014	Hazard, site TBD
Collaboration Group 3	October 24, 2014	Madisonville, site TBD
Collaboration Group 4	November 14, 2014	Somerset, site TBD
Collaboration Group 5	November 21, 2014	West Liberty, site TBD
Collaboration Group 6	February 27, 2015	Lexington, site TBD
Collaboration Group 7	March 6, 2015	Hopkinsville, site TBD
Collaboration Group 8	April 10, 2015	Prestonsburg, site TBD
Collaboration Group 9	May 8, 2015	Elizabethtown, site TBD

B. Algebra Curriculum Collaborations

- Facilitator: Rudy Rhoades, (859) 258-7010, rrhoades@ket.org

Participants will collaborate to develop evidenced-based algebra lessons targeting the College and Career Readiness Standards (CCRS) for Mathematics and the 2014 GED® Math Assessment Targets. Each collaboration will be supported through Edmodo and Google Hangouts. A **webcam** will be needed for the live chats. Participants will:

- Collaborate to create algebra lessons
- Post completed lessons to a virtual library repository
- Ensure the lessons are aligned with College and Career Readiness Standards for Mathematics (CCRS) and 2014 GED® Math Assessment Targets
- Develop strategies to prepare students for 2014 GED® assessment computer-based testing skills

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Optional: Participants will have the opportunity to continue to share and discuss lessons generated during and after this collaboration on the Edmodo platform. At the end of the collaboration, participants will be added to the larger Edmodo math community to continue to share lessons and collaborate.

Dates and Locations: Algebra Curriculum Collaborations

Algebra Collaboration Group 1	October 31, 2014	Hopkinsville Community College
Algebra Collaboration Group 2	November 14, 2014	Delphi Center for Teaching and Learning, Shelbyville
Algebra Collaboration Group 3	November 21, 2014	MSU at Mt Sterling
Algebra Collaboration Group 4	December 5, 2014	Somerset Community College London, KY

C. Geometry, Measurement and Data Curriculum Collaborations

- Facilitator: Rudy Rhoades, (859) 258-7010, rrhoades@ket.org

Participants will collaborate to develop evidenced-based geometry, measurement and data lessons targeting the College and Career Readiness Standards (CCRS) for Mathematics and the 2014 GED® Math Assessment Targets. Each will be supported through Edmodo and Google Hangouts. A **webcam** will be needed for the live chats. Participants will:

- Collaborate to create geometry, measurement and data lessons
- Post completed lessons to a virtual library
- Ensure lessons are aligned with College and Career Readiness Standards (CCRS) and 2014 GED® Math Assessment Targets
- Develop strategies to prepare students for 2014 GED® assessment computer-based testing skills

Optional: Participants will have the opportunity to continue to share and discuss lessons generated during and after this collaboration on the Edmodo platform. At the end of the collaboration, participants will be added to the larger Edmodo math community to continue to share lessons and collaborate.

Dates and Locations: Geometry, Measurement and Data Curriculum Collaborations

Geometry, Measurement and Data Collaboration Group 1	January 23, 2015	Hopkinsville Community College
Geometry, Measurement and Data Collaboration Group 2	January 30, 2015	Delphi Center for Teaching and Learning, Shelbyville
Geometry, Measurement and Data Collaboration Group 3	February 6, 2015	MSU at Mt Sterling
Geometry, Measurement and Data Collaboration Group 4	February 13, 2015	Somerset Community College London, KY

D. Decimals, Fractions, Ratios & Proportions Curriculum Collaborations

- Facilitator: Rudy Rhoades, (859) 258-7010, rrhoades@ket.org

Participants will collaborate to develop evidenced-based decimals, fractions, ratios and proportions lessons targeting the College and Career Readiness Standards (CCRS) for Mathematics and the 2014 GED® Math Assessment Targets. Each will be supported through Edmodo and Google Hangouts. A **webcam** will be needed for the live chats. Participants will:

- Collaborate to create decimal, fractions, ratios and proportions lessons
- Post completed lessons to a virtual library
- Ensure lessons are aligned with College and Career Readiness Standards (CCRS) and 2014 GED® Math Assessment Targets
- Develop strategies to prepare students for 2014 GED® assessment computer-based testing skills

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Optional: Participants will have the opportunity to continue to share and discuss lessons generated during and after this collaboration on the Edmodo platform. At the end of the collaboration, participants will be added to the larger Edmodo community to continue to share lessons and collaborate.

Dates and Locations: Decimals, Fractions, Ratios & Proportions Curriculum Collaborations

Decimals, Fractions, Ratios and Proportions Collaboration Group 1	February 27, 2015	Hopkinsville Community College
Decimals, Fractions, Ratios and Proportions Collaboration Group 2	March 6, 2015	Nolin RECC building, 411 Ring Road, Elizabethtown, KY 42701
Decimals, Fractions, Ratios and Proportions Collaboration Group 3	March 20, 2015	MSU- West Liberty

E. Number Operations Curriculum Collaboration

- One statewide event
- Facilitator: Rudy Rhoades, (859) 258-7010, rrhoades@ket.org

Participants will collaborate to develop evidenced-based number operations lessons targeting the College and Career Readiness Standards (CCRS) for Mathematics and the 2014 GED® Math Assessment Targets. It will be supported through Edmodo and Google Hangouts. A **webcam** will be needed for the live chats. Participants will:

- Collaborate to create number operations lessons
- Post completed lessons to a virtual library
- Ensure lessons are aligned with College and Career Readiness Standards (CCRS) and 2014 GED® Math Assessment Targets
- Develop strategies to prepare students for 2014 GED®
- assessment computer-based testing skills

Optional: Participants will have the opportunity to continue to share and discuss lessons generated during and after this collaboration on the Edmodo platform. At the end of the collaboration, participants will be added to the larger Edmodo community to continue to share lessons and collaborate.

Date and Location: Number Operations Curriculum Collaboration

Number Operations Collaboration Group 9	March 27, 2015	Bluegrass Community and Tech College, Leestown Campus, Lexington
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New Program Directors' Additional PD Requirements

(See complete list of required courses and total number of PD hours for planning purposes on page 8.)

4. Orientation to Adult Education

- Online, 18 hours
- Facilitator: Patricia Erwin, MSU, (606) 783-9033, p.erwin@moreheadstate.edu

This online course is designed for new adult education practitioners. This is a six-week course that covers key topics such as the role of the adult education instructor and program expectations. This course also provides professional development (PD) resources and covers the PD requirements for Kentucky Adult Educators. Additionally, participants will receive tools to guide them as they structure classroom practices to incorporate 21st Century skills. Specifically, some of the course modules will

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address the transition to the Common Core Standards and College and Career Readiness Standards, as well as strategies and resources for the use of instructional technology in the classroom.

Dates:

- August 20- October 1, 2014
- October 27- December 5, 2014
- January 12- February 20, 2015
- March 9- April 17, 2015
- May 11- June 19, 2015

5. Introduction to the Online Tests of Adult Basic Education (TABE)

- Online, 4 hours
- Facilitator: Patricia Erwin, MSU, (606) 783-9033, p.erwin@moreheadstate.edu

This online introductory course will help instructors become familiar with the methods and responsibilities involved in planning and administering the new online TABE assessment. During the five-week course, participants will engage in peer discussion and online training activities. Among the topics to be covered in this five-week course are: an overview of this new version of the assessment, administering the online TABE, how to convey results to the adult learner, the student experience and TABE testing accommodations.

Dates:

- September 8- October 10, 2014
- October 27- November 30, 2014
- January 20- February 17, 2015
- March 9- April 10, 2015
- May 18- June 19, 2015

6. GED Ready™ Test Online Course

- Online, 8 hours
- Facilitator: Patricia Erwin, MSU, (606) 783-9033, p.erwin@moreheadstate.edu

The GED Ready™ Test course is delivered entirely online and will cover the basic administration procedures for the new GED Ready™ Test. Participants will engage in online training activities as well as peer discussion to prepare students for the GED® assessment. Among the topics to be covered in this five-week course are: test overview and technology skills and participants will also learn more about the test sections on reasoning through language arts, and mathematical reasoning.

Dates:

- September 22- October 24, 2014
- November 3- December 5, 2014
- January 12- February 13, 2015
- April 20- May 22, 2015
- June 1- June 26, 2015

KYAE ABE/GED® Instructors

A. Required Professional Development for Experienced Adult Basic Education ABE/GED® Instructors

Experienced Instructors Working 500+ Hours a Year

1. **Standards-Based Instruction (SBI): “Putting It All Together”** (online, 15 hours)
2. **One** of the five study circles based on **Effective Teaching and Learning Practices** and identified in the local program’s classroom observations results (online, 15 hours):
 - Study Circle A: Content of Lessons Aligns to the CCR Standards
 - Study Circle B: Cognitive Level of Lessons Aligns to the CCR Standards
 - Study Circle C: Students’ Understanding is Assessed and Instruction is Adjusted Accordingly
 - Study Circle D: Translating CCR Standards into Lessons Content Relevant to Adult Students
 - Study Circle E: **Addressing the CCR Standards by a Coherent Progression of Learning**
3. **One Curriculum Collaboration: English/language arts or mathematics** (face-to-face, 7.5 hours)
For Planning Purposes: 37.5 Total Hours

Experienced Instructors Working 200-499 Hours a Year

1. **Standards-Based Instruction (SBI): “Putting It All Together”** (online, 15 hours)

Details:

1. **Standards-Based Instruction (SBI): “Putting it All Together”**

- Online, 15 hours
- Facilitated

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

Module 1: It All Begins with a Syllabus

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

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

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

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

Module 6: Sharing Resources and Ideas to Enhance Learning

Dates and Facilitators:

- September 1- October 10, 2014
Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, delder@familieslearning.org
- September 8- October 17, 2014
Facilitator: Gail Price, NCFL, (502) 584-1133, ext. 112, gprice@familieslearning.org
- September 15- October 24, 2014

Registration begins August 1.

- Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, delder@familieslearning.org
- September 22- October 31, 2014
- Facilitator: Dawn Hanzel, (859) 257-6095, dawn.hanzel@uky.edu
- September 29- November 7, 2014
- Facilitator: Jamil Steele, (606) 783-9377, j.steele@moreheadstate.edu
- October 6- November 14, 2014
- Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, delder@familieslearning.org
- October 13- November 21, 2014
- Facilitator: Gail Price, NCFL, (502) 584-1133, ext. 112, gprice@familieslearning.org
- January 5- February 13, 2015
- Facilitator: Gail Price, NCFL, (502) 584-1133, ext. 112, gprice@familieslearning.org
- January 12- February 20, 2015
- Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, delder@familieslearning.org
- January 19- February 27, 2015
- Facilitator: Gail Price, NCFL, (502) 584-1133, ext. 112, gprice@familieslearning.org
- January 26- March 6, 2015
- Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, delder@familieslearning.org
- February 2- March 13, 2015
- Facilitator: Dawn Hanzel, (859) 257-6095, dawn.hanzel@uky.edu
- February 9- March 20, 2015
- Facilitator: Rudy Rhoades, (859) 258-7010, rrhoades@ket.org
- February 16- March 27, 2015
- Facilitator: Gail Price, NCFL, (502) 584-1133, ext. 112, gprice@familieslearning.org

2. Study Circles, one of the following:

Study Circle A: Content of Lessons Aligns to the CCR Standards

- Online, 15 hours
- Facilitator: Dawn Hanzel, (859) 257-6095, dawn.hanzel@uky.edu

This virtual study circle focuses on the first Effective Teaching and Learning Practice from the Standards-in-Action (SIA) process: curriculum content of the lessons is aligned to the demands of the standard. Participants will explore, share and discuss best practices in identifying standards-based learning targets/student outcomes, concepts/skills and resources. They will be able to outline standards-based curriculum content relevant to their specific student population.

Participants will use the ANGEL Learning Management system. They will collaborate virtually using Edmodo for completing activities and responding to posts. They will use Google Hangouts to participate in two virtual live chats. A **webcam** will be needed for the live chats.

Dates:

- September 5- October 17, 2014
- September 12- October 24, 2014
- September 19- October 31, 2014
- September 26- November 7, 2014
- January 9- February 20, 2015
- January 16- February 27, 2015
- January 23- March 6, 2015
- January 30- March 13, 2015

Study Circle B: Cognitive Level of Lessons Aligns to the CCR Standards

Registration begins August 1.

- Online, 15 hours
- Facilitator: Dawn Hanzel, (859) 257-6095, dawn.hanzel@uky.edu

This virtual study circle focuses on the second Effective Teaching and Learning Practice from the Standards-in-Action (SIA) process: Cognitive level of learning activities is aligned to the demands of the standards. Participants will explore, share and discuss best practices in facilitating student learning that results in activating metacognitive, critical and higher order thinking skills. They will identify specific cognitive strategies they can model and teach their students to use throughout the learning process that will result in students meeting higher Blooms and DOK levels.

Participants will use the ANGEL Learning Management system. They will collaborate virtually using Edmodo for completing activities and responding to posts. They will use Google Hangouts to participate in two virtual, live chats. A **webcam** will be needed for the live chats.

Dates:

- September 5- October 17, 2014
- September 12- October 24, 2014
- September 19- October 31, 2014
- September 26- November 7, 2014
- October 3- November 14, 2014
- October 10- November 21, 2014
- October 17- December 5, 2014
- January 9- February 20, 2015
- January 16- February 27, 2015
- January 23- March 6, 2015
- January 30- March 13, 2015
- February 6- March 20, 2015
- February 13- March 27, 2015
- February 20- April 3- 2015

Study Circle C: Students' Understanding is Assessed and Instruction is Adjusted Accordingly

- Online, 15 hours
- Facilitator: Dawn Hanzel, (859) 257-6095, dawn.hanzel@uky.edu

This study circle focuses on the fifth Effective Teaching and Learning Practice from the Standards-in-Action (SIA) process: Student's level of understanding is assessed during the lesson and instruction is adjusted accordingly. Participants will explore, share and discuss best practices in checking for understanding throughout a lesson and adjusting instruction accordingly. They will learn strategies in providing specific feedback to correct misunderstandings, providing supplemental instruction, extension activities and reflection activities. Participants will identify specific strategies and tools for formative assessment.

Participants will use the ANGEL Learning Management system. They will collaborate virtually using Edmodo for completing activities and responding to posts. They will use Google Hangouts to participate in two virtual live chats. A **webcam** will be needed for the live chats.

Dates:

- September 5- October 17, 2014
- September 12- October 24, 2014
- September 19- October 31, 2014
- September 26- November 7, 2014
- October 3- November 14, 2014

Registration begins August 1.

- o October 10- November 21, 2014
- o October 17- December 5, 2014
- o January 9- February 20, 2015
- o January 16- February 27, 2015
- o January 23- March 6, 2015
- o January 30- March 13, 2015
- o February 6- March 20, 2015
- o February 13- March 27, 2015
- o February 20- April 3- 2015

Study Circle D: Translating CCR Standards into Lessons Content Relevant to Adult Students

- Online, 15 hours
- Facilitator: Rudy Rhoades, (859) 258-7010, rrhoades@ket.org

This study circle focuses on the third Effective Teaching and Learning Practice. Circle participants will read, discuss and use research to inform classroom practices to ensure lesson content is relevant to adult learners. They will engage virtually in interactive exercises exploring evidence-based best practices and research and discuss how the research can inform their classroom practice. Each study circle will be supported by Edmodo and Google Plus platforms.

Participants will be required to participate two times in Google Hangouts during the circle and use the Edmodo discussion board for the remaining interaction. A **webcam** is needed for the live chats. Session times will vary to meet the needs of participants.

Dates:

- o August 22- October 3, 2014
- o August 29- October 10, 2014
- o September 5- October 17, 2014
- o September 12- October 24, 2014
- o September 19- October 31, 2014
- o September 26- November 7, 2014
- o October 3- November 14, 2014
- o October 10- November 21, 2014
- o October 17- December 5, 2014
- o January 9- February 20, 2015
- o January 16- February 27, 2015
- o January 23- March 6, 2015
- o January 30- March 13, 2015
- o February 13- March 27, 2015
- o February 20- April 3, 2015

Study Circle E: Addressing the CCR Standards by a Coherent Progression of Learning

- Online, 15 hours
- Facilitator: Rudy Rhoades, (859) 258-7010, rrhoades@ket.org

This study circle is based on the Standard-In-Action Effective Teaching and Learning Practices. Circle participants will read, discuss and use research to inform classroom practices so that lead standards, supporting standards, units of instruction and their lessons are addressed by a coherent progression of learning. They will engage virtually in interactive exercises exploring how to cluster standards within and across lessons in ways that take advantage of their natural connections and permit deep and thoughtful coverage for learners. Each study circle will be supported by Edmodo and Google Plus platforms.

Participants will be required to participate two times in Google Hangouts during the circle and use the Edmodo discussion board for the remaining interaction. A **webcam** is needed for the live chats. Session times will vary to meet the needs of participants.

Dates:

- o September 5- October 17, 2014
- o September 12- October 24, 2014
- o September 19- October 31, 2014
- o September 26- November 7, 2014
- o January 16- February 27, 2015
- o January 23- March 6, 2015
- o January 30- March 13, 2015

3. A Curriculum Collaboration (One of the Following:)

Topics:

- A. English/Language Arts (ELA)
- B. Algebra
- C. Geometry, Measurement and Data
- D. Decimals, Fractions, Ratios and Proportions
- E. Number Operations
 - Face-to-face, 7.5 hours
 - Posting and commenting on developed/revised lessons from the Collaboration

Details:

A. ELA Curriculum Collaborations

- Facilitator: Dawn Hanzel, (859) 257-6095, dawn.hanzel@uky.edu

Curriculum collaboration is defined as the process of institutions working together as equal partners with a shared vision, goals and guiding principles towards the development of a sustainable curriculum that can be replicated across institutions. In this PD event, ELA instructors from different programs will work together to develop at least one standards-based lesson plan apiece that supports the CCRS, uses technology and choreographs a high percentage of student engagement.

Participants will collaborate with peers in a one-day, face-to-face session to develop several standards-based lessons that will assist students in reaching college and career readiness goals. Participants will work in small teams of 3 or 4 instructors. At the conclusion of the collaboration, each team will present their lessons as part of a poster session/gallery wall and explain their rationale for each aspect of the lesson. (These materials may be posted online for discussion board feedback.) Members from the other teams will review each poster and provide constructive feedback. Participants can copy or take a photo of each lesson as a takeaway. Participants should bring their laptops, iPads or similar devices for this collaboration. This PD consists of a one-day, face-to-face session. Online participation prior to and following the session will be optional.

Dates and Locations: ELA Curriculum Collaborations

Collaboration Group 1	September 26, 2014	Louisville, site TBD
Collaboration Group 2	October 17, 2014	Hazard, site TBD
Collaboration Group 3	October 24, 2014	Madisonville, site TBD
Collaboration Group 4	November 14, 2014	Somerset, site TBD
Collaboration Group 5	November 21, 2014	West Liberty, site TBD
Collaboration Group 6	February 27, 2015	Lexington, site TBD
Collaboration Group 7	March 6, 2015	Hopkinsville, site TBD

Registration begins August 1.

Collaboration Group 8	April 10, 2015	Prestonsburg, site TBD
Collaboration Group 9	May 8, 2015	Elizabethtown, site TBD

B. Algebra Curriculum Collaborations

- Facilitator: Rudy Rhoades, (859) 258-7010, rrhoades@ket.org

Participants will collaborate to develop evidenced-based algebra lessons targeting the College and Career Readiness Standards (CCRS) for Mathematics and the 2014 GED® Math Assessment Targets. Each collaboration will be supported through Edmodo and live chats on Google Hangouts. A **webcam** will be needed for the live chats. Participants will:

- Collaborate to create algebra lessons
- Post completed lessons to a virtual library repository
- Ensure the lessons are aligned with College and Career Readiness Standards for Mathematics (CCRS) and 2014 GED® Math Assessment Targets
- Develop strategies to prepare students for 2014 GED® assessment computer-based testing skills

Optional: Participants will have the opportunity to continue to share and discuss lessons generated during and after this collaboration on the Edmodo platform. At the end of the collaboration, participants will be added to the larger Edmodo math community to continue to share lessons and collaborate.

Dates and Locations: Algebra Curriculum Collaborations

Algebra Collaboration Group 1	October 31, 2014	Hopkinsville Community College
Algebra Collaboration Group 2	November 14, 2014	Delphi Center for Teaching and Learning, Louisville
Algebra Collaboration Group 3	November 21, 2014	Morehead State University at Mt Sterling
Algebra Collaboration Group 4	December 5, 2014	Somerset Community College London, KY

C. Geometry, Measurement and Data Curriculum Collaborations

- Facilitator: Rudy Rhoades, (859) 258-7010, rrhoades@ket.org

Participants will collaborate to develop evidenced-based geometry, measurement and data lessons targeting the College and Career Readiness Standards (CCRS) for Mathematics and the 2014 GED® Math Assessment Targets. Each will be supported through Edmodo and live chats on Google Hangouts. A **webcam** will be needed for the live chats. Participants will:

- Collaborate to create geometry, measurement and data lessons
- Post completed lessons to a virtual library
- Ensure lessons are aligned with College and Career Readiness Standards (CCRS) and 2014 GED® Math Assessment Targets
- Develop strategies to prepare students for 2014 GED® assessment computer-based testing skills

Optional: Participants will have the opportunity to continue to share and discuss lessons generated during and after this collaboration on the Edmodo platform. At the end of the collaboration, participants will be added to the larger Edmodo math community to continue to share lessons and collaborate.

Dates and Locations: Geometry, Measurement and Data Curriculum Collaborations

Geometry, Measurement and Data Collaboration Group 1	January 23, 2015	Hopkinsville Community College
Geometry, Measurement and Data Collaboration Group 2	January 30, 2015	Delphi Center for Teaching and Learning, Louisville

Registration begins August 1.

Geometry, Measurement and Data Collaboration Group 3	February 6, 2015	MSU at Mt Sterling
Geometry, Measurement and Data Collaboration Group 4	February 13, 2015	Somerset Community College London, KY

D. Decimals, Fractions, Ratios & Proportions Curriculum Collaborations

- Facilitator: Rudy Rhoades, (859) 258-7010, rrhoades@ket.org

Participants will collaborate to develop evidenced-based decimals, fractions, ratios and proportions lessons targeting the College and Career Readiness Standards (CCRS) for Mathematics and the 2014 GED® Math Assessment Targets. Each will be supported through Edmodo and live chats on Google Hangouts. A **webcam** will be needed for the live chats. Participants will:

- Collaborate to create decimal, fractions, ratios and proportions lessons
- Post completed lessons to a virtual library
- Ensure lessons are aligned with College and Career Readiness Standards (CCRS) and 2014 GED® Math Assessment Targets
- Develop strategies to prepare students for 2014 GED® assessment computer-based testing skills

Optional: Participants will have the opportunity to continue to share and discuss lessons generated during and after this collaboration on the Edmodo platform. At the end of the collaboration, participants will be added to the larger Edmodo community to continue to share lessons and collaborate.

Dates and Locations: Decimals, Fractions, Ratios & Proportions Curriculum Collaborations

Decimals, Fractions, Ratios and Proportions Collaboration Group 1	February 27, 2015	Hopkinsville Community College
Decimals, Fractions, Ratios and Proportions Collaboration Group 2	March 6, 2015	Nolin RECC building, 411 Ring Road, Elizabethtown, KY 42701
Decimals, Fractions, Ratios and Proportions Collaboration Group 3	March 20, 2015	MSU- West Liberty

E. Number Operations Curriculum Collaboration

- One statewide event
- Facilitator: Rudy Rhoades, (859) 258-7010, rrhoades@ket.org

Participants will collaborate to develop evidenced-based number operations lessons targeting the College and Career Readiness Standards (CCRS) for Mathematics and the 2014 GED® Math Assessment Targets. It will be supported through Edmodo and live chats on Google Hangouts. A **webcam** will be needed for the live chats. Participants will:

- Collaborate to create number operations lessons
- Post completed lessons to a virtual library
- Ensure lessons are aligned with College and Career Readiness Standards (CCRS) and 2014 GED® Math Assessment Targets
- Develop strategies to prepare students for 2014 GED® assessment computer-based testing skills

Optional: Participants will have the opportunity to continue to share and discuss lessons generated during and after this collaboration on the Edmodo platform. At the end of the collaboration, participants will be added to the larger Edmodo community to continue to share lessons and collaborate.

Date and Location: Number Operations Curriculum Collaboration

Registration begins August 1.

Number Operations Collaboration	March 27, 2015	Bluegrass Community and Tech College Leestown Campus, Lexington
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B. Required Professional Development for New Adult Basic Education ABE/GED®

Instructors Working 200+ Hours/Year

The following courses must be completed **within 18 months** from date of hire:

1. **Standards-Based Instruction (SBI): Putting It All Together (online, 15 hours)**
2. **Orientation to Adult Education (online, 18 hours)**
3. **Introduction to the Online Tests of Adult Basic Education (TABE) (online, 4 hours)**
4. **GED Ready™ Test (online, 8 hours)**

Details:

1. Standards-Based Instruction (SBI): “Putting it All Together”

- Online, 15 hours
- Facilitated

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

- Module 1: It All Begins with a Syllabus
- Module 2: Selecting Standards (Unpacking, Cross-Curricular Ties)
- Module 3: Developing a Lesson Plan (Essential Questions, Objectives, Lesson Targets, GED® Progressions)
- Module 4: Understanding Your Roster: TABE Diagnostic Information (Are additional diagnostics needed?)
- Module 5: Instruction Informed by Students (Formative Assessment, Differentiation, Lesson Closure)
- Module 6: Sharing Resources and Ideas to Enhance Learning

Dates and Facilitators:

- September 1- October 10, 2014
Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, delder@familieslearning.org
- September 8- October 17, 2014
Facilitator: Gail Price, NCFL, (502) 584-1133, ext. 112, gprice@familieslearning.org
- September 15- October 24, 2014
Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, delder@familieslearning.org
- September 22- October 31, 2014
Facilitator: Dawn Hanzel, (859) 257-6095, dawn.hanzel@uky.edu
- September 29- November 7, 2014
Facilitator: Jamil Steele, (606) 783-9377, j.steele@moreheadstate.edu
- October 6- November 14, 2014
Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, delder@familieslearning.org
- October 13- November 21, 2014
Facilitator: Gail Price, NCFL, (502) 584-1133, ext. 112, gprice@familieslearning.org

Registration begins August 1.

- January 5- February 13, 2015
Facilitator: Gail Price, NCFL, (502) 584-1133, ext. 112, gprice@familieslearning.org
- January 12- February 20, 2015
Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, delder@familieslearning.org
- January 19- February 27, 2015
Facilitator: Gail Price, NCFL, (502) 584-1133, ext. 112, gprice@familieslearning.org
- January 26- March 6, 2015
Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, delder@familieslearning.org
- February 2- March 13, 2015
Facilitator: Dawn Hanzel, (859) 257-6095, dawn.hanzel@uky.edu
- February 9- March 20, 2015
Facilitator: Rudy Rhoades, (859) 258-7010, rrhoades@ket.org
- February 16- March 27, 2015
Facilitator: Gail Price, NCFL, (502) 584-1133, ext. 112, gprice@familieslearning.org

2. Orientation to Adult Education

- Online, 18 hours
- Facilitator: Patricia Erwin, MSU, (606) 783-9033, p.erwin@moreheadstate.edu

This online course is designed for new adult education practitioners. This is a six-week course that covers key topics such as the role of the adult education instructor and program expectations. This course also provides professional development (PD) resources and covers the PD requirements for Kentucky Adult Educators. Additionally, participants will receive tools to guide them as they structure classroom practices to incorporate 21st Century skills. Specifically, some of the course modules will address the transition to the Common Core Standards and College and Career Readiness Standards, as well as strategies and resources for the use of instructional technology in the classroom.

Dates:

- August 20- October 1, 2014
- October 27- December 5, 2014
- January 12- February 20, 2015
- March 9- April 17, 2015
- May 11- June 19, 2015

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

- Online, 4 hours
- Facilitator: Patricia Erwin, MSU, (606) 783-9033, p.erwin@moreheadstate.edu

This online introductory course will help instructors become familiar with the methods and responsibilities involved in planning and administering the new online TABE assessment. During the five week course, participants will engage in peer discussion and online training activities. Among the topics to be covered in this five-week course are: an overview of this new version of the assessment, administering the online TABE, how to convey results to the adult learner, the student experience and TABE testing accommodations.

Dates:

- September 8- October 10, 2014
- October 27- November 30, 2014
- January 20- February 17, 2015
- March 9- April 10, 2015
- May 18- June 19, 2015

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Registration begins August 1.

4. GED Ready™ Test Online Course

- Online, 8 hours
- Facilitator: Patricia Erwin, MSU, (606) 783-9033, p.erwin@moreheadstate.edu

The GED Ready™ Test course is delivered entirely online and will cover the basic administration procedures for the new GED Ready™ Test. Participants will engage in online training activities as well as peer discussion in preparation for the GED® assessment to Adult Education students in Kentucky. Among the topics to be covered in this five-week course are: Test Overview and Technology Skills, and participants will also learn more about the test sections Reasoning through Language Arts and Mathematical Reasoning.

Dates:

- September 22- October 24, 2014
- November 3- December 5, 2014
- January 12- February 13, 2015
- April 20- May 22, 2015
- June 1- June 26, 2015

KYAE English as a Second Language (ESL) and English Language Learners (ELL) Instructors

Experienced ESL/ELL Instructors Working 200+ Hours a Year

Experienced ESL/ELL Instructors working more than 199 hours a year will complete the following two courses by June 30, 2015. This year, KYAE will provide as an elective Professional Growth Opportunity an **ESL Curriculum Collaboration**. The collaboration is optional and does not substitute for the two required courses. (See page 37 for information on the collaboration.)

1. **Standards-Based Instruction for ESL: “Putting It All Together”** (online, 15 hours)
2. **Incorporating CASAS Competencies and Standards in ESL Instruction** (online, 15 hours)

For Planning Purposes: 30 Total Hours

Details:

1. **Standards-Based Instruction (SBI) for ESL: “Putting It All Together”**

- Online, 15 hours
- Facilitator: Patricia Lovett, NCFL, (502) 584- 1133, Ext.171, plovett@familieslearning.org

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

- Module 1: Essential Elements
- Module 2: Selecting Standards and Competencies (Unpacking, Cross-Domain Ties)
- Module 3: Developing a Lesson Plan with the Destination in Mind (Essential Questions, Learning Objectives, Learning Targets, CCR Correlations)
- Module 4: Understanding Your Roster: CASAS Diagnostic Information
- Module 5: Instruction Informed by Students (Formative and Mid-Point Assessment, Differentiation, Lesson Closure)
- Module 6: Sharing Resources and Ideas to Enhance Learning

Dates:

- January 12- February 20, 2015
- February 9- March 20, 2015

2. **Incorporating CASAS Competencies and Standards in ESL Instruction**

- Online, 15 hours
- Facilitator: Patricia Lovett, NCFL, (502) 584- 1133, Ext.171, plovett@familieslearning.org

The CASAS curricular system is designed to ensure that students successfully develop key competencies that encompass daily life skills. Additionally, the CASAS standards are intended to target progressions of skills in reading, writing, listening, speaking and basic mathematics. In this course, participants will explore the CASAS assessment report for an individual student and a class. The assessment report will be used to identify competency development needs. Experiences will include exploring the CASAS competencies and standards and how resources can be utilized to integrate these components of the

Registration begins August 1.

curriculum more efficiently. Participants will situate the CASAS assessment and their own lesson planning in a context of formative assessment to increase student learning.

- Module 1: What is CASAS?
- Module 2: Identifying Target Competencies
- Module 3: Exploring CASAS Competencies
- Module 4: Analyzing CASAS Standards and Aligning Standards with Competencies
- Module 5: Using Authentic Resources and Realia to Bring the Standards into the Context of the Competencies
- Module 6: Formative Assessment

Dates:

- September 15- October 24, 2014
- October 13- November 21, 2014
- March 21- May 1, 2015

[New ESL/ELL Instructors Working 200+ Hours a Year](#)

ESL Instructors whose primary area of instruction is English as a second language will complete the following three courses within the first 18 months of employment:

1. **Standards-Based Instruction for ESL: “Putting It All Together”** (online, 15 hours)
2. **Orientation to Adult Education** (online, 18 hours)
3. **CASAS Implementation Training** (online, 14 hours)

For Planning Purposes: 47 Total Hours

Details:

1. SBI for ESL: “Putting It All Together”

- Online, 15 hours
- Facilitator: Patricia Lovett, NCFL, (502) 584- 1133, Ext.171, plovett@familieslearning.org

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

- Module 1: Essential Elements
- Module 2: Selecting Standards and Competencies (Unpacking, Cross-Domain Ties)
- Module 3: Developing a Lesson Plan with the Destination in Mind (Essential Questions, Learning Objectives, Learning Targets, CCR Correlations)
- Module 4: Understanding Your Roster: CASAS Diagnostic Information
- Module 5: Instruction Informed by Students (Formative and Mid-Point Assessment, Differentiation, Lesson Closure)
- Module 6: Sharing Resources and Ideas to Enhance Learning

Dates:

- January 12- February 20, 2015
- February 9- March 20, 2015

Registration begins August 1.

2. Orientation to Adult Education

- Online, 18 hours
- Facilitator: Patricia Erwin, MSU, (606) 783-9033, p.erwin@moreheadstate.edu

This course is a prerequisite for all KYAE PD. This online course is designed for new adult education practitioners. This is a six-week course that covers key topics such as the role of the adult education instructor and program expectations. This course also provides professional development (PD) resources, and covers the PD requirements for Kentucky Adult Educators. Additionally, participants will receive tools to guide them as they structure classroom practices to incorporate 21st Century skills. Specifically, some of the course modules will address the transition to the Common Core Standards and College and Career Readiness Standards, as well as strategies and resources for the use of instructional technology in the classroom. **This course is a prerequisite for all KYAE PD.**

Dates:

- August 20- October 1, 2014
- October 27- December 5, 2014
- January 12- February 20, 2015
- March 9- April 17, 2015
- May 11- June 19, 2015

3. CASAS Implementation Training (CASAS IT)

- Online, 18 hours
- Non-facilitated
- KYAE contact: Elizabeth Arauz, (502) 573-5113, ext. 109, Elizabeth.arauz@ky.gov

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

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

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

NOTE: Register for CASAS IT on both the KYAE Course Catalog and on CASAS.org to earn a completion of the course that count towards the KYAE requirement. Follow the directions below.

In order for the instructor’s participation to appear in the county KAERS PD Activity Report, select the **KYAE 326 CASAS IT** on the [KYAE Course Catalog](#). Then follow the **Additional Registration** below to register for the course at CASAS.org.

1. Go to the CASAS web site at: <http://training.casas.org/>
2. Select **Online Self-Paced Training Modules**
3. Select **CASAS Implementation Training**

Registration begins August 1.

4. A screen requesting the participant's username and password will appear. Click on **Register for new account** to set up a username and password. KYAE does not provide technical support for the CASAS course. The CASAS Technical Support can be contacted at techsupport@casas.org or 858-292-2900 or 1-800-255-1036.
5. The CASAS course generates a certificate at the conclusion of this training. Send the certificate to Elizabeth Arauz, Elizabeth.arauz@ky.gov. She will update the PD status on ANGEL and an electronic confirmation will be e-mailed to the instructor.

Required Online Assessment Refresher Course

All KYAE program staff members are required by the Office of Career, Technical and Adult Education (OCTAE) to take an assessment refresher training every two years. It is the responsibility of the program director to assure that staff have completed this federal requirement every two years. **Refresher trainings are mandated by OCTAE and do not count as professional development.**

The Online Tests of Adult Basic Education (TABE) Refresher Online Course

- Online, 4 hours
- Facilitator: Patricia Erwin, MSU, (606) 783-9033, p.erwin@moreheadstate.edu

Instructors will review the methods and responsibilities involved in administering the new online TABE assessment. This course is a refresher of the test protocols and FAQs. KYAE requires all instructors to review this course every two years.

Dates:

- o September 22- October 24, 2014
- o November 10- December 12, 2014
- o January 26- February 27, 2015
- o March 16- April 17, 2015
- o March 23- April 24, 2015
- o April 27- May 29, 2015
- o May 18- June 19, 2015
- o June 1- June 26, 2015

Elective Professional Growth Opportunities (PGOs)

KYAE has identified mathematics instruction and using technology in instruction as top priorities for 2014-2015 professional development. The following elective enrichment PGOs may be taken as elective enrichment courses in addition to required courses. **PGOs do not count towards required or substitute for required PD.**

Mathematics Instruction

- A. Strengthening Adult Numeracy Teaching and Learning, by Steve Hinds
- B. Active Learning in Adult Numeracy Initiative by Steve Hinds
 - Cohort 2: Number Sense and Measurement (Fall)
 - Cohort 3: Number Sense, Place Value and Operations (Spring)
- C. Developing Mathematical Reasoning Skills
- D. Foundations of Teaching Adult Numeracy by World Education
- E. Teaching Reasoning and Problem Solving Strategies by World Education
- F. Geometry: Teaching About Shapes and Their Measures by World Education
- G. Data: Helping Students Interpret Numeric Information by World Education
- H. Algebra: Introducing Algebraic Reasoning by World Education

Instructional Technology

- A. Integrating Computer-Based Testing Skills in Mathematics or ELA Instruction
- B. Integrating Instructional Technology Workgroups
- C. Android Tablets for Classroom Use
- D. iPad Tablets for Classroom Use
- E. Interactive Whiteboards
- F. Innovative Instructional Technology

English Language Arts Instruction

- A. Delivering Standards-Based Lessons to Prepare for the 2014 GED® Test and Beyond
- B. WKU Certificate in Literacy in Postsecondary Settings

English as a Second Language/English Language Learners Instruction

- A. Person-Longman Teacher Development Initiative (TDI) Series
 1. TDI-Fundamentals of English Language Teaching by Pearson-Longman
 2. TDI-Teaching Reading Skills for English Language Learners by Pearson-Longman
 3. TDI-Teaching Speaking Skills for English Language Learners by Pearson-Longman
 4. TDI-Teaching Listening Skills for English Language Learners by Pearson-Longman
- B. ESL Curriculum Collaboration

General

- A. PowerPath Refresher Course
- B. College Readiness for Adults: Beyond Academic Preparations by World Education
- C. Helping Students Stay: Exploring Program and Classroom Persistence Strategies by World Education
- D. GED® Test Information: Mathematics by PBS TeachersLine
- E. GED® Test Information: Reasoning Through Language Arts by PBS TeachersLine
- F. CCRS and 2014 GED® Science and Social Studies Pedagogy

Registration begins August 1.

Mathematics Instruction Elective Professional Growth Opportunities (PGOs)

A. Strengthening Adult Numeracy Teaching and Learning

- 7.5 hours, face-to-face, capacity up to 25 participants
- Trainer: Steve Hinds, The City Colleges of Chicago
- KYAE Contact: Gayle Box, (502) 573-5114, Ext. 353, Gayle.Box@ky.gov

This interactive workshop will focus on ways to improve adult numeracy teaching and learning in adult education. Steve Hinds, mathematics curriculum and professional developer at The City Colleges of Chicago, will lead participants to experience active learning lessons that can be used with all levels, discuss questions techniques, learn how to scaffold activities to optimize student learning, and examine ways to improve student persistence. The content focus of the lessons will be **algebraic thinking and functions**. All participants will receive detailed lesson plans for the activities demonstrated in the workshop.

Dates and Locations:

- August 14, 2014, KET Studios, Lexington
- August 15, 2014, Ahrens Learning Center, 546 S First Street, Room 129, Louisville

B. Active Learning in Adult Numeracy (ALAN) Initiative

- 30+ hours, face-to-face plus program work
- RFP Process, approval required for admittance to course
- Trainer: Steve Hinds, The City Colleges of Chicago
- KYAE Contact: Gayle Box, (502) 573-5114, Ext. 353, Gayle.Box@ky.gov

Cohort 2: Number Sense and Measurement

Up to 25 teachers will be selected through an application process to learn from, teach and give feedback on a series of active learning math lessons devised by Steve Hinds, mathematics curriculum and professional developer at The City Colleges of Chicago. The focus of the lessons will be on number sense and measurement, and are most appropriate for intermediate students (NRS levels 3 and 4). These lessons address many of the CCR Level B and C Standards for Mathematics. (The specific standards addressed can be found [here](#).) Teachers selected for this cohort will attend a total of four full days of workshops that will guide them to use the lessons effectively. This is an opportunity for participating teachers to improve their own math content knowledge and gain an advanced understanding of how high-quality lessons are designed and implemented.

Dates and Locations:

- September 11-12, 2014, Lexington, Bluegrass Community and Technical College (BCTC), Newtown Campus, Room 113
- October 3, 2014, Lexington, BCTC, Newtown Campus, Room 113
- November 7, 2014, Lexington, BCTC, Newtown Campus, Room 113

Cohort 3: Early Fractions Concepts and Operations

Up to 20 instructors will be selected through an application process to learn from, teach, and give feedback on a series of active learning math lessons devised by Steve Hinds, adult numeracy teacher and Director of Active Learning in Adult Numeracy (ALAN). The focus of the lessons will be on improving students' understanding of early fraction concepts, including comparing fractions, ordering fractions, and solving problems that involve operations with fractions (including mixed numbers). The activities emphasize reasoning about fraction size, and form an important foundation for more advanced work with fractions.

Registration begins August 1.

The lessons are most appropriate for students at NRS levels 2, 3, and 4. Teachers who are selected for this cohort will attend a total of four full days of workshops that will guide them to use the lessons effectively. This is an opportunity for participating teachers to improve their own math content knowledge and gain an advanced understanding of how high-quality lessons are designed and implemented

Dates and Locations:

- o March 12-13, 2015, BCTC, Newtown Campus, Room 106, Lexington
- o April 17, 2015, BCTC, Newtown Campus, Room 110, Lexington
- o May 8, 2015, BCTC, Newtown Campus, Room 110, Lexington

C. Developing Mathematical Reasoning Skills

- Online, 20 hours
- Facilitator: Jamil Steele, MSU, (606) 783-9377, j.steele@moreheadstate.edu

Instructors will:

- o Learn how to promote the development of mathematical reasoning skills in their students
- o Develop curriculum that focuses on the three key shifts and Eight Mathematical Standards for Practice outlined in College and Career Readiness Standards for Adult Education
- o Develop an instructional approach to teach mathematics in a conceptual rather than procedural way

Dates:

- o February 22- April 19, 2015

D - H. World Education (Numeracy) Courses

- 6-week, facilitated online courses, 12-15 hours each
- Facilitator: World Education
- Formerly ProLiteracy numeracy courses offered through KYAE since 2010
- KYAE Contact: Donna Potter, (502) 573-5114 ext.121, donna.potter@ky.gov

Participants in any of the World Education (formerly ProLiteracy) numeracy courses will interact with mathematics instructors in different states. The courses are offered usually one time during the program year. Participants will register for the course on the [KYAE Course Catalog](#). The World Education facilitator for their courses will contact registrants a few days before the beginning date and provide instructions to access the course on the World Education platform.

KYAE is authorized to recover education assistance funds expended if:

- The course(s) is (are) dropped, regardless of cause, without prior approval of the appointing authority or his/her designee.
- The employee resigns/retires or is dismissed for cause prior to completion of a six-month service obligation after completion of the course or during the course

D. Foundations of Teaching Adult Numeracy

- Online, 24 hours
- Facilitator: World Education
- KYAE Contact: Donna Potter, (502) 573-5114, ext. 121, donna.potter@ky.gov

In this foundational course, participants learn how to keep students at the center of numeracy instruction. They will explore the context, content and cognitive components of numeracy; how to address the needs of students with learning gaps; how students' styles of learning math and levels of math knowledge affect their math skills; and ways to build student's success in learning math. They will plan classroom activities, test them with their students and share their experiences with fellow

Registration begins August 1.

teachers. The World Education facilitator for this course will contact registrants a few days before the beginning date and provide instructions to access the course on the World Education platform.

Dates:

- o October 16- December 5, 2014
- o March 17- May 6, 2015

E. Teaching Reasoning and Problem Solving Strategies

- Online, 24 hours
- Facilitator: World Education
- KYAE Contact: Donna Potter, (502) 573-5114, ext. 121, donna.potter@ky.gov

Numerate adults do more than calculate figures. They think about the relationships between mathematical concepts and real-life situations. They look for patterns, make predictions and evaluate their conclusions. They can form problems, represent them and solve them. They apply critical thinking skills. The instructor's role is to help students learn by choosing appropriate problems and guiding students as they try out new reasoning and problem-solving strategies. This course examines mathematical reasoning and problem-solving strategies, along with lots of teaching strategies and activities that can be used right away. The World Education facilitator for this course will contact registrants a few days before the beginning date and provide instructions to access the course on the World Education platform.

Dates: January 27- March 6, 2015

F. Geometry: Teaching About Shapes and Their Measures

- Online, 24 hours
- Facilitator: World Education
- KYAE Contact: Donna Potter, (502) 573-5114, ext. 121, donna.potter@ky.gov

Adult basic education students need foundational geometry and measurement skills not only to succeed in GED® math, but also in the workplace. In this course, participants will explore key topics in geometry, such as area, perimeter and volume, and their importance in everyday life. They will look at numerous instructional activities for teaching about angles, spatial relationships, similarity and figure transformations on a coordinate graph system. The World Education facilitator for this course will contact registrants a few days before the beginning date and provide instructions to access the course on the World Education platform.

Dates: February 3- March 10, 2015

G. Data: Helping Students Interpret Numeric Information

- Online, 24 hours
- Facilitator: World Education
- KYAE Contact: Donna Potter, (502) 573-5114, ext. 121, donna.potter@ky.gov

Data, or numerical information, can be described, represented, analyzed, and interpreted in various ways for various purposes. This course looks at some common uses (and misuses) of data. Learn about the measures of central tendency, graphs and probability. Through the course readings, activities and discussions, participants will review basic concepts and explore strategies for introducing and teaching these concepts to their adult students. The World Education facilitator for this course will contact registrants a few days before the beginning date and provide instructions to access the course on the World Education platform.

Dates: May 5- June 16, 2015

Registration begins August 1.

H. Algebra: Introducing Algebraic Reasoning

- Online, 24 hours
- Facilitator: World Education
- KYAE Contact: Donna Potter, (502) 573-5114, ext. 121, donna.potter@ky.gov

Research suggests that math topics, including algebra, should be taught at all levels, not just when a student is ready for GED® preparation. In this course, participants learn how to introduce algebraic reasoning to adult students and experiment with strategies for teaching numeric patterns, relationships and functions based on real-life situations. They will also explore strategies to help students model quantitative relationships using graphs, tables, words and equations. The World Education facilitator for this course will contact registrants a few days before the beginning date and provide instructions to access the course on the World Education platform.

Dates: October 28- December 19, 2014

Instructional Technology Elective Professional Growth Opportunities (PGOs)

A. Integrating Computer-Based Testing Skills in Mathematics or English/Language Arts Instruction

- 12-15 hours, online
- Facilitator: Jamil Steele, MSU, (606) 783-9377, j.steele@moreheadstate.edu

Instructors will:

- Discuss and discover best practices for incorporating computer-based testing skills used on the 2014 GED® test
- Collaborate to integrate computer literacy skills in Math and ELA lessons
- Contribute to an online library of “21st Century Skills Ready Math and ELA Lessons”
- Develop adult education level authentic materials based on the CCRS

The course consists of interactive learning activities, assigned reading(s), a project and a pre- and a post-assessment. Participants will have the option of working individually or collaborating to develop lesson plan components and teaching activities.

Dates:

- November 3- December 5, 2014
- April 17- May 22, 2015

B. Integrating Instructional Technology Workgroups

- 10 hours, blended online and face-to-face
- Facilitator: Rudy Rhoades, KET, (859) 258-7010, rrhoades@ket.org

This instructional technology workgroup assists participants in integrating technology into standards-based instruction. The course instructional technology specialist will address course content **based on the interests and instructional needs of the participating instructors**. Participants will network and showcase their work through an online community supported by Google Apps and Edmodo. **Webcams** are needed for the live chats.

Workgroups, Dates and Locations:

Workgroup 1	September 26, 2014	Center for Rural Development 2292 S Hwy 27, Somerset, KY 42501
Workgroup 2	November 14, 2014	Madisonville Community College 2000 College Dr., Madisonville 42431
Workgroup 3	March 6, 2015	MSU at West Liberty, Room 202

Registration begins August 1.

		155 University Drive West Liberty, KY 41472
Workgroup 4	May 8, 2015	Bluegrass Community and Technical College (BCTC), Newtown Campus Adult Education Building 690 Newtown Pike Lexington, KY 40511

C. Android Tablets for Classroom Use

- 10 hours, Face-to-face
- Facilitator: Rudy Rhoades, KET, (859) 258-7010, rrhoades@ket.org

Participants will learn core android tablet skills and Google Apps skills in order to design or redesign a standards-based lesson for use in their classroom. They will network and showcase their work through an Edmodo online community.

Date and location: April 10, 2015, Bluegrass Community and Technical College (BCTC), Newtown Campus, Adult Education Building, 690 Newtown Pike, Lexington, KY 40511

D. iPad Tablets for Classroom Use

- 10 hours, Face-to-face
- Facilitator: Rudy Rhoades, KET, (859) 258-7010, rrhoades@ket.org

Participants will learn core iPad Tablet skills and Google Apps skills in order to design or redesign a standards-based lesson for use in their classroom. They will network and showcase their work through an Edmodo online community.

Date and location: October 24, 2014, Bluegrass Community and Technical College (BCTC), Newtown Campus, Adult Education Building, 690 Newtown Pike, Lexington, KY 40511

E. Interactive Whiteboards

- 10 hours, Face-to-Face
- Facilitator: Rudy Rhoades, KET, (859) 258-7010, rrhoades@ket.org

This course is designed for participants with an interactive whiteboard in their classroom. Educators will learn core skills and apply them to their current classes by redesigning a lesson using an interactive whiteboard, cordless keyboard and mouse to better facilitate technology-enhanced instruction in the classroom. Participants will network and showcase their work through an online community supported by Google Apps and Edmodo.

Date and location: February 13, 2015, Bluegrass Community and Technical College (BCTC), Newtown Campus, Adult Education Building, 690 Newtown Pike, Lexington, KY 40511

F. Innovative Instructional Technology

- 30 hours, Online
- Facilitator: Rudy Rhoades, KET

This initiative is designed for instructors with intermediate to advanced technology skills. Participants will collaborate online and create instructional activities and lessons targeting the increased use of technology in the classroom **by their students**. Participants will network and showcase their work through an online community supported by Google Apps and Edmodo.

Dates: October 1, 2014- June 30, 2015

Registration begins August 1.

English/Language Arts Instruction Elective Professional Growth Opportunities (PGOs)

A. Delivering Standards-Based Lessons to Prepare for the 2014 GED® Test and Beyond

- 15 hours, online
- Facilitator: Dawn Hanzel, CCLD, (859) 323-2824, Dawn.Hanzel@uky.edu

A well-crafted, well-taught lesson can be the catalyst for faster learning and greater motivation and retention for students. With limited time and resources, planning lessons for a diverse adult education population can be a challenging task. This course is designed to provide tools and resources to assist participants in meeting that challenge and assisting their students in reaching their goals.

The purpose of this course is to introduce teachers to the basics of standards-based lesson planning. Participants will build a lesson. Upon completion of the course, participants will have completed a lesson they may apply in their classroom. If participants have a class during this time, they will be encouraged to implement a strategy or two and reflect on the outcome. Throughout the course, links will be provided to more in depth resources.

This is a facilitated course containing six modules to be completed over the period of six weeks. Participants will complete the activities following weekly deadlines. Each week should not require more than 2-4 hours to complete depending upon a participants prior knowledge. Each module will require: accessing resources, viewing a presentation, completing an activity and posting it on Edmodo; reviewing another participant's posting and providing feedback; and answering reflection questions on a Blog or Edmodo. There will be optional activities for those who would like more information and participation such as: (1) Links to additional resources and (2) Blogging on the learning community blog site.

Dates: February 6- March 20, 2015

B. Western Kentucky University Certificate in Literacy in Postsecondary Settings

- Contact Person and Major Professor: Dr. Pamela Petty, (270) 745-2809, pamela.petty@wku.edu
- See additional information on the WKU website <http://www.wku.edu/ste/literacy/post-sec-cert.php>.

This is a certificate for **graduate students** who are interested in literacy instruction but who do not hold a current teaching licensure. This certificate is appropriate for, but not limited to, instructors at community colleges, technical schools and adult education institutions.

The Literacy in Postsecondary Settings Certificate is designed for non-teacher certified graduate students who want to increase their skill levels in providing research-based literacy instruction particularly at the postsecondary level. The main objective of the Literacy in Postsecondary Settings Certificate is to provide those who teach outside P-12 settings, particularly in community college, technical college and adult education institutions with advanced courses in literacy. The Literacy in Postsecondary Settings Certificate aligns with the Southern Association of Colleges and Schools (SACS) accreditation guidelines as it provides those who currently teach or desire to teach reading classes 18 hours of postsecondary literacy education coursework.

ESL/ELL Instruction Elective Professional Growth Opportunities (PGOs)

A. Pearson-Longman Teacher Development Interactive (TDI) Series

- Online, 4 modules (described below). 14 hours each module
- Facilitator: Patricia Lovett, NCFL, (502) 584-1133, Ext.171, plovett@familieslearning.org

Registration begins August 1.

Participants who successfully complete the four Pearson courses may earn an **ESL credential** from Hunter College, City University of New York. There are discussion board exercises in addition to the TDI module coursework.

1. TDI: Fundamentals of English Language Teaching

This facilitated course focuses on some of the basic issues in English language learning and teaching. What language is and what its components are will be considered as will three main theories of learning. Instructors will be asked to teach and reflect on a lesson they develop.

Desired Outcome: Instructors will be able to apply psychological and theoretical aspects of second language acquisition to create an environment that yields to motivated students and teachers. *Participants will first register on the [KYAE Course Catalog](#), and the facilitator will provide course access to the course in an initial message to enrollees.*

Dates: September 1 - October 10, 2014

2. TDI: Teaching Reading Skills for English Language Learners

This facilitated course focuses on five principles for teaching reading skills to English language learners: (1) understanding how we read and what essential skills are involved in reading, (2) preparing a well-designed reading lesson, (3) selecting and using meaningful reading materials, (4) designing effective reading tasks and (5) providing clear assessment. It is designed to help ESL instructors assist English language learners improve their reading skills. Instructors will be asked to develop, teach and reflect on a lesson related to the course content.

Desired Outcome: ESL instructors will be able to choose effective texts to strengthen reading skills, build solid lesson plans around those texts and be able to conduct valid assessment that is informed from reading components taught throughout the course to promote improved reading skills for ELLs. *Participants will first register on the [KYAE Course Catalog](#) and the facilitator will provide course access in an initial message to enrollees.*

Dates: October 20 - November 28, 2014

3. TDI: Teaching Speaking Skills for English Language Learners

This facilitated course focuses on five principles for teaching speaking skills to English language learners: (1) understanding speaking, (2) interacting in the classroom, (3) planning a controlled speaking lesson, (4) working on fluency and (5) assessing speaking. It is designed to help ESL instructors assist English language learners improve their speaking skills. Instructors will be asked to develop, teach and reflect on a lesson related to the course content.

Desired Outcome: ESL instructors will be able to incorporate pedagogy from various areas of speaking into successful lesson plans that will yield improved fluency in and control over the target language for ELLs. *Participants will first register on the [KYAE Course Catalog](#) and the facilitator will provide course access in an initial message to enrollees.*

Dates: January 19 - February 27, 2015

4. TDI: Teaching Listening Skills for English Language

This facilitated course focuses on five principles for teaching listening skills: (1) keeping the learner active and involved in the lesson, (2) developing listening skills and listening strategies, (3) using effective listening material, (4) designing good listening tasks and (5) providing clear assessment. It

Registration begins August 1.

is designed to help ESL instructors assist English language learners with their listening skills. Instructors will be asked to teach and reflect on a lesson they develop.

Desired Outcome: Instructors will be able to incorporate the principles for teaching listening skills into their instruction. *Participants will first register on the [KYAE Course Catalog](#) and the facilitator will provide course access in an initial message to enrollees.*

Dates: February 23 - April 3, 2015

B. ESL Curriculum Collaboration

- Face-to-face, 7.5 hours
- Facilitator: Patricia Lovett, NCFL, (502) 584- 1133, Ext.171, plovett@familieslearning.org

Curriculum collaboration is defined as the process of institutions working together as equal partners with shared vision, goals, and guiding principles towards the development of a sustainable curriculum that can be replicated across institutions. In this PD event, each ESL instructor will work to develop at least one standards-based lesson plan that supports the CASAS Standards and Competencies, uses technology, and choreographs a high percentage of student engagement. Participants will work in small teams of 3 or 4 instructors. At the conclusion of the collaboration, each team member will present a lesson plan as part of a poster session/gallery walk and explain the rationale for each aspect of the lesson. (These materials may be posted online for discussion board feedback.) Members from the other teams will review each poster and provide constructive feedback. Participants can copy or take a photo of each lesson as a takeaway. Participants should bring their laptops, iPads or similar devices for this collaboration.

Dates:

- December 5, 2014, Louisville
- April 17, 2015, Louisville

General Elective Professional Growth Opportunities (PGOs)

A. PowerPath Refresher Course

- Online, 20 hours
- Facilitator: Jamil Steele, (606) 783-9377, j.steele@moreheadstate.edu

The PowerPath Refresher facilitated online course is based on the TPL Group PowerPath system. PowerPath focuses on how adults learn and helps the instructor create the best possible environment for developing learning gains in the classroom. It provides tools for identifying the underlying barriers to the adult learner's education and employment success. The course also includes instructions for participants wishing to earn college credit for completing this online refresher course. Note: This is a Morehead State University graduate level class with appropriate graduate level coursework demands. Individuals seeking college credit for the course should contact Jamil Steele at MSU, j.steele@moreheadstate.edu.

Dates: April 1 - May 30, 2015

B. College Readiness for Adults: Beyond Academic Preparation by World Education

- Online, 24 hours
- Facilitator: World Education
- KYAE Contact: Donna Potter, (502) 573-5114, ext. 121, donna.potter@ky.gov

Registration begins August 1.

The overall objective of this course is to assist educators, counselors, administrators and postsecondary partners to better prepare their students for postsecondary education. Participants will identify, organize and reflect on the broad array of readiness skills and abilities that adults need to be successful in postsecondary education and training. Then, participants will consider how to change their practice to incorporate what they have learned.

Dates:

- October 23- December 17, 2014
- March 24- May 12, 2015

C. Helping Students Stay: Exploring Program and Classroom Persistence Strategies by World Education

- Online, 24 hours
- Facilitator: World Education
- Donna Potter, (502) 573-5114, ext. 121, donna.potter@ky.gov

When you focus on helping students stay in programs, you address all the ingredients of program quality and effective instruction. Student persistence is, in fact, an indicator of program strength. In this six-week course, you will use the six core “drivers” of persistence, identified in the New England Learner Persistence Project, to organize and review a wide range of successful persistence strategies, and to prioritize the ones that might have the most impact in your own programs. The World Education facilitator for this course will contact registrants a few days before the beginning date and provide instructions to access the course on the World Education platform.

Dates:

- October 15- December 9, 2014
- March 11- April 21, 2015

D. GED® Test Information: Mathematics by PBS TeachersLine

- Online, 3 hours
- Non-facilitated
- Not available on the KYAE Course Catalog and does not substitute for GED Ready™ Test Online Course

This online professional development course created by KET in partnership with the GED Testing Service®, introduces adult education teachers to the 2014 series GED® tests. The overview sections offer a review of the basic information about the entire GED® test and its four subjects. The mathematics sections cover mathematics test content in more detail and offer teachers instructional tips and techniques. At the end of the course, teachers have the option to complete a quiz in order to earn a Certificate of Completion for 3 hours. This course is recommended for instructors who have already completed the GED Ready™ Test Online Course and who seek a refresher.

*This self-directed, online course is not posted on the KYAE Course Catalog. To register for this course go to the following link: <http://www.pbs.org/teacherline/catalog/sections/LEAD1135.4/>

- Select **Enroll**
- You will then be directed to the PBS LearningMedia Login page, select **Sign up**
- KYAE does not provide technical support for the PBS TeachersLine courses. The PBS TeachersLine Customer Support can be contacted at 1-866-864-0828.

All new ABE/GED® instructors and program directors who need to meet the GED Ready™ Test Online Course requirement **should sign up for that course** on the KYAE Course Catalog and follow that course’s instructions on ANGEL.

Registration begins August 1.

E. GED® Test Information: Reasoning Through Language Arts by PBS TeachersLine

- Online, 3 hours
- Non-facilitated
- Not available on the KYAE Course Catalog and does not substitute for GED Ready™ Test Online Course

This online professional development course created by KET in partnership with the GED Testing Service®, introduces adult education teachers to the 2014 series GED® tests. The overview sections offer a review of the basic information about the entire GED® test and its four subjects. The Reasoning through Language Arts sections cover language arts test content in more detail and offer teachers instructional tips and techniques. At the end of the course, teachers have the option to complete a quiz in order to earn a Certificate of Completion for 3 hours. This course is recommended for instructors who have already completed the GED Ready™ Test Online Course and who seek a refresher.

*This self-directed, online course is not posted on the KYAE Course Catalog. To register for this course go to the following link: <http://www.pbs.org/teacherline/catalog/sections/LEAD1135.4/>

- Select **Enroll**
- You will then be directed to the PBS LearningMedia Login page, select **Sign up**
- KYAE does not provide technical support for the PBS TeachersLine courses. The PBS TeachersLine Customer Support can be contacted at 1-866-864-0828.

All new ABE/GED® instructors and program directors who need to meet the GED Ready™ Test Online Course requirement **should sign up for that course** on the KYAE Course Catalog and follow that course's instructions on ANGEL.

F. Bonnie Goonen and Susan Pittman CCRS and 2014 GED® Science and Social Studies Pedagogy

- Blended (one hour introductory webinar, 1 day (7.5 hours) face-to-face training and one hour closing webinar)
- Trainers: TBD
- Facilitator: Jamil Steele, MSU, (606) 783-9377, j.steele@moreheadstate.edu
- Not available through the KYAE Course Catalog

In January 2014, the latest edition of the GED® test was launched. The test presents a number of challenges for adult educators seeking to provide standards-based instruction, especially in the area of science and social studies. The latest edition of the test requires that students not only have strong integrated reading and writing skills, but also have an understanding of some of the “big ideas” of both science and social studies.

This workshop is designed to “dig deeper” into the changes and challenges that students encounter on the 2014 GED® Science and Social Studies tests.

Participants will be provided with new standards-based strategies and activities that can be used in the classroom to:

- Address the “big ideas” of science and social studies through a thematic approach to instruction
- Support the teaching of integrated reading and writing to ensure that students can be successful in:
 - developing argumentative constructed responses in social studies and science
 - developing a short answer response based on experimental design
- Support the teaching of content and practices required on the social studies and science tests

All interested instructors may attend the introductory and closing webinars. Unfortunately, the trainers' schedule this year cannot accommodate more than the five regional events planned and they requested that attendance to each be limited. KYAE will send out an announcement to the program directors to

Registration begins August 1.

identify **two representatives** to attend their assigned face-to-face, regional event and share the experience with their colleagues.

Materials will be available online so that all may have access to the curriculum. In addition, KET will be filming the training and links to videoed portions will be made available on PBS LearningMedia. Further announcements about this event will be sent to the field and posted on the PD webpage of the KYAE website under **Announcements**.

Workshops Dates and Locations:

Workgroup and Date:	Counties:	Location:
Workgroup 1 9/16/2014	Allen, Ballard, Barren, Butler, Caldwell, Calloway, Carlisle, Christian, Crittenden, Fulton, Graves, Henderson, Hickman, Hopkins, Livingston, Logan, Lyon, Marshall, McCracken, Metcalfe, Monroe, Muhlenberg, Simpson, Todd, Trigg, Union, Warren, Webster	Brown Badgett Energy and Advanced Technology Building 2000 College Drive, Room 264 Madisonville, KY 42431
Workgroup 2 9/18/2014	Boone, Breckinridge, Bullitt, Campbell, Carroll, Daviess, Edmonson, Franklin, Gallatin, Grant, Grayson, Hancock, Hardin, Henry, Jefferson, Kenton, Larue, McLean, Meade, Nelson, Pendleton, Ohio, Oldham, Owen, Shelby, Spencer, Trimble	Marriott Louisville Downtown 280 West Jefferson Street Louisville, KY 40202
Workgroup 3 10/10/14	Bath, Bourbon, Boyd, Boyle, Bracken, Carter, Clark, Elliot, Fayette, Fleming, Greenup, Harrison, Jessamine, Johnson, Lawrence, Lewis, Lincoln, Martin, Mason, Menifee, Mercer, Montgomery, Morgan, Nicholas, Powell, Robertson, Rowan, Scott, Wolfe, Woodford	MSU at Mt Sterling 3400 Indian Mound Drive Mt Sterling, KY 40353
Workgroup 4 10/9/14	Adair, Bell, Breathitt, Casey, Clay, Clinton, Cumberland, Estill, Floyd, Garrard, Green, Harlan, Jackson, Knott, Knox, Laurel, Lee, Leslie, Letcher, Madison, Marion, McCreary, Owsley, Perry, Pike, Pulaski, Rockcastle, Russell, Taylor, Wayne, Whitley	Center for Rural Development 2292 S Hwy 7 Somerset, KY 42501
Workgroup 5 10/7/14	This event will be filmed in a studio instead of a more spacious training room. KYAE will invite a limited number of instructors for this event.	KET Studio A 600 Cooper Drive Lexington, KY 40502

Approved Conferences and Webinars

Only performance funding may be used to attend KYAE-approved conferences; however, no more than **two** persons per county program may attend the conference. Exemptions to the number attending may be considered on an individual program basis. **Prior approval is required from KYAE.** The program director must complete the [2014-15 Conference Attendance Approval Application](#) (located on the **KYAE Professional Development** webpage under **Forms and Other Information**) and send it to KYAE at aepd@ky.gov.

KYAE also recognizes the National Association for Adults with Special Learning Needs (NAASLN) webinars as valuable PGOs electives for adult educators (<http://www.naasln.org/webinars.htm>).

2014-15 State Conferences

Kentucky Association for Developmental Education Annual Conference

November 13-14, 2014

Jenny Wiley State Park, Prestonsburg

<https://docs.google.com/forms/d/1bgHfUM5oADUUT8eBJYZRsQ5Waivma9ludmHCjmeS32M/viewform>

Kentucky Center for Mathematics

March 9-10, 2015

The Hilton Downtown, Lexington

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

Kentucky Convergence Conference 2014

November 13-14, 2014

University of Louisville, Shelby Campus

<http://district.bluegrass.kctcs.edu/ben.worth/blog/KentuckyConvergencepressrelease.pdf>

Kentucky Health Literacy Summit

October 2, 2014

University of Louisville, Shelby Campus Founders Union Building

<http://healthliteracyky.org/summits.htm>

Kentucky Society for Technology in Education Annual Conference

March 4-6, 2015

The Galt House Hotel, Louisville, KY

http://www.kyste.org/content_page2.aspx?cid=2

Kentucky Teachers of English to Speakers of other Languages (TESOL)

September 19-20, 2014

Galt House Hotel, Louisville, KY

<http://www.kytesol.org/conferences>

United States Citizenship and Immigration Services (USCIS) Training Seminars

Periodically, the USCIS offers a training seminar in Kentucky on the naturalization process. Should one become scheduled for 2014-15, it is approved. <http://www.uscis.gov/citizenship>

Registration begins August 1.

2014-15 National Conferences

American Association for Adult and Continuing Education (AAACE) Conference

November 4-7, 2014

Charleston, South Carolina

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

CASAS National Summer Institute

TBD

<http://www.casas.org/training-and-support/SI>

Correctional Education Association Conference (CEA)

Only for those KYAE instructors and directors with a corrections program and enrollees

TBD

<http://www.ceanational.org/conference.htm>

COABE Annual Conference

April 21-24, 2015

Denver, CO

<http://www.coabe.org/html/conferences.html>

Learning Disabilities Association of America 52nd Annual International Conference

February 18-21, 2015

Chicago, IL

<http://www.ldanatl.org/conference/index.asp>

National College Transition Network (NCTN)

November 12-14, 2014

Crowne Plaza Hotel, Providence, RI

<http://www.collegetransition.org/conferences.overview.html>

National Conference on Family Literacy

March 16-18, 2015

Houston, TX

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

National Council of Teachers of Mathematics 2014 Regional Conference & Exposition

October 29-31, 2014

Indiana Convention Center, Indianapolis, IN

<http://www.nctm.org/Indianapolis/>

U.S. Conference on Adult Literacy

October 2015

TBD

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

College Tuition Reimbursement

KYAE will reimburse up to \$1,300 per semester (not to exceed \$3,900 per program year), per **full-time** adult education staff member for college tuition while funds are available. Reimbursement is available for undergraduate coursework in English language, learning disabilities, education, reading, language arts, science, social studies, mathematics and social work; and for graduate level courses to earn a master's degree in linguistics, English language, adult education, arts in teaching, reading, language arts, science, social studies, mathematics and social work.

Programs may not use KYAE funds for college tuition reimbursement.

- Reimbursement will apply to Kentucky's public postsecondary institutions only.
- Reimbursement will be made to the employee's program and not to individuals. It is the responsibility of the local program to reimburse their employee for college tuition.
- The courses must be approved by KYAE before the first day of class.
- Staff eligible for employer or fiscal agent tuition waiver are not eligible for KYAE college tuition reimbursement.
- The program director must send the completed [2014-15 College Course Approval Application](mailto:aepd@ky.gov) to aepd@ky.gov.
- For approved requests, the staff member must earn a letter grade of "C" or better. For a graduate course, the staff member must earn a letter grade of "B" or better.
- The program director will provide a copy of the **college tuition expense** as part of the KYAE-10 invoice along with a **copy of the transcript** showing completion of the course at the grade levels listed above. KYAE will reimburse fiscal agents only. A copy of the transcript must also be filed in the staff personnel file.
- In the event that an employee, having received KYAE tuition reimbursement, does not continue in employment at the adult education program for a six-month period following completion of a course, the employee shall **repay KYAE** for the cost of the educational assistance. All materials for reimbursement must be received by the final invoice date.
- An employee who is laid-off shall not be obligated to the six-month service obligation clause and shall not have to repay educational assistance funds provided the previous semester.
- KYAE is authorized to recover education assistance funds expended if:
 - The course(s) is (are) dropped, regardless of cause, without prior approval of the appointing authority or his/her designee.
 - The employee is dismissed for cause or resigns or retires prior to completion of a six-month service obligation after completion of the course or during the course.

PD Funds

Please follow these guidelines when allocating the PD portion of your budget. Programs may budget up to the allocated PD amount on the PD line. Do not budget more for PD than your county's allocated amount.

Prior written approval from KYAE is required for using the PD allocation (in core services) to support additional PD **once the expenses of the KYAE PD requirements are met**. The program director must send a completed the [2014-15 Local Professional Development Approval Request Form](#) to aepd@ky.gov. The Request Form **must arrive prior** to the local professional growth opportunity event and include:

- PD activity topic, description and date
- Qualifications of presenter
- Adult education participants (names, titles and e-mail addresses), including participants from other local adult education programs if applicable
- Reason for the local PD
- Cost

Exemptions to PD Requirements

Program directors, assistant directors and instructors may seek exemption from PD requirements due to extenuating circumstances.

Exemption requests for instructors must be submitted by the program director. Requests for PD exemptions must be received **within 10 days** of the first missed PD event. The director will complete the [2014-15 Professional Development Exemption Request Form](#) and e-mail it to KYAE at aepd@ky.gov.

Program directors requesting their own exemption must have their fiscal agent complete and e-mail the [2014-15 Professional Development Exemption Request Form](#) to KYAE at aepd@ky.gov within 10 days of the first missed PD event.

If an exemption request is approved, the director will file a copy of the approval in the appropriate staff folder.