



KYAE
Professional Development
Handbook
July 1, 2013- June 30, 2014

KENTUCKY
Adult Education



Your future starts here!

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Welcome!

Welcome to the 2013-14 Kentucky Adult Education (KYAE) Professional Development (PD) Handbook.

This guide provides information on:

1. **Annual required** in-service PD
2. **Required** assessment refreshers courses –the Online Tests of Adult Basic Education (TABE) Refresher online course and the GED® Readiness Test Refresher online course (available late Spring, 2014)–**are required every two years** for all instructors and directors
3. Professional growth opportunity **electives**
4. Tuition reimbursement for optional college courses **approved by KYAE**

This year’s Handbook contains appendices. Each appendix is designed as a *pullout* for instructors’ to tear off and keep for future reference. For example, all mathematics PD information (course titles, dates, facilitators) is also located in the All Things Math appendix at the back of this Handbook. See the page before Appendix A for a list of the appendices and their topics.

Annual Professional Development (PD)

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.

The 2013-14 required KYAE professional development (PD) is year three of the College and Career Readiness Standards (CCRS) PD rollout, formerly referred to as the KYAE Common Core Standards (KCCS) PD. This PD focuses on standards-based instruction and is based on the Standards-in-Action (SIA) Innovations developed by the U.S. Department of Education’s Office of Vocational and Adult Education. In 2011-12, KYAE programs learned to “unpack” standards and align their resources. In 2012-13, KYAE programs re-examined the KYAE Common Core Standards to identify key lead standards and supporting standards, developed units of instruction and conducted a lesson study.

- The list of counties in the Standards-in-Action (SIA) 3 and SIA 4 learning communities *are different*. Consult **Appendix A, SIA Unit 3 Learning Communities**, and **Appendix B, SIA 4 Learning Communities**, prior to registering for these learning communities.
- KYAE will provide instructional technology work groups and College and Career Standards Curriculum Collaborations this year as well. Like the SIA learning communities, both the work groups and collaborations will provide instructors with the opportunity to work with peers to strengthen their standards-based instruction.
- A separate PD track consisting of facilitated online courses is required for new instructors and for new ESL instructors.

How to Register

Registration for the learning communities and all online courses begins August 1. All program directors and instructors should review the [2013-14 Policy and Procedure Manual](#) and this Handbook prior to registering.

Once you've identified your PD requirements for this year and used this Handbook to identify the dates, locations and facilitators for each, use the [KYAE Course Catalog](#) to find the each course or learning community to register.

1. **Active Status in KAERS** –The program director or the appropriate staff **enters** instructors in the KAERS database system and places them in **active status**. Enter in KAERS the e-mail address for instructors to use 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. You will need this to register for your PD. If you became active in KAERS recently and do not have your username and password, check in KAERS to make sure you are assigned to a location. If so, contact Suzanne Greer at CCLD, (859) 257-5631 or Suzanne.Greer@uky.edu.
3. Use the [KYAE Course Catalog](#) to register for a CCRS learning community, KYAE online courses and Professional Growth Opportunities electives.
4. Use the [2013-14 Professional Development Calendar and Facilitators](#) to locate course dates and facilitator contact information.
5. After registering for a course, registrants will receive an e-mail from 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.
6. 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".
7. To get started, click the name of the course. Participants may also update personal information by clicking "Update Personal Information" under the "My Information" area.
8. If a participant cannot login to the KYVL/ANGEL system or has forgotten the username/password, please contact Suzanne Greer at CCLD, (859) 257-5631 or Suzanne.Greer@uky.edu.

PD Status and KAERS PD Activity Report

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 [2013-14 PD Calendar](#) for facilitators' contact information.) **KYAE staff does not provide PD status information or enroll participants.**

Expectations for 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 on getting their ANGEL username and password, using the [KYAE Course Catalog](#) and registering for required courses.
- Ensure that every two years, all instructors complete the two assessment refresher courses – the TABE Online Refresher Course and the 2014 GED® Readiness Online 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.

New Instructional Leadership Expectations

The program director leads and supports 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; and
- providing constructive feedback and reinforcement to advance continuous improvement

PD Categories

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 do **not** determine PD requirements.

Unless otherwise directed by the course facilitator, **pre-work must be completed one week** before the first face-to-face training or first week of the online course. To fulfill professional development requirements, participants must attend/complete all required professional development events and activities.

A. Required of All Experienced Program Directors and Instructors

Hours Worked Per Year in KYAE (To determine the number of hours worked, multiply the anticipated number of hours worked per week by the number of weeks to be worked in 2013-14.)	Program Director Requirements	ABE Instructor Requirements*	ESL Instructor Requirements**
1000+ hours worked (50 hours of PD required)	SIA Units 3 and 4 Orientation webinar (August 2013) and Learning Community face-to-face sessions (50 hours + observations)	SIA Unit 3 Learning Community face-to-face sessions (33 hours) plus an additional 17 PD hours from the Options for Additional PD Requirement List	CASAS Content Standards/College and Career Readiness Standards (12 hours); no additional PD requirement
500-999 hours worked (25 hours of PD required)	SIA Units 3 and 4 Orientation webinar (August 2013) and Learning Community face-to-face sessions (50 hours + observations)	SIA Unit 3 online course (12 hours) plus an additional 13 PD hours from the Options for Additional PD Requirement List or based on availability – CCRS, SIA Unit 3 Learning Community face-to-face sessions (33 hours)	CASAS Content Standards/College and Career Readiness Standards (12 hours); no additional PD requirement
200-499 hours worked (12 hours of PD required)	SIA Units 3 and 4 Orientation webinar (August 2013) and Learning Community face-to-face sessions (50 hours + observations)	SIA Unit 3 online course (12 hours) or based on availability – CCRS, Unit 3 Learning Community face-to-face sessions (33 hours)	CASAS Content Standards/College and Career Readiness Standards (12 hours)
1-199 hours worked	SIA Units 3 and 4 Orientation webinar (August 2013) and Learning Community face-to-face sessions (50 hours + observations)	No PD requirement	No PD requirement

*New instructors and program directors should see the section, New Instructor PD Requirements, or New Program Director PD Requirements. See Appendix E, New ABE/GED Instructors and Program Directors

**ESL Instructors may complete the CCRS, Unit 3 in lieu of the ESL PD requirement.

COLLEGE AND CAREER READINESS STANDARDS (CCRS), SIA Units 3 and 4 COURSE DESCRIPTIONS

Standards-in-Action (SIA) Unit 3 Learning Community for Program Directors and Instructors: Focus on Assignments-Working Together to Improve Teaching and Learning (Fall 2013);

Facilitators: Dawn Hanzel, CCLD, (859) 323-2824, dawn.hanzel@uky.edu and Jamil Steele, MSU, (606) 783-9733, j.steele@moreheadstate.edu

- 4 face-to-face sessions (2 sets of 2 days) and participation in program-based group work will require 33 PD hours for instructors and 35 hours for program directors
- See **Appendix A, SIA Unit 3 Learning Communities** for the list of counties by learning community, online introductory activity dates, face-to-face meeting dates and locations.

The Fall 2013-14 SIA Unit 3 professional development is based on [Standards-in-Action Innovation 3](#) developed by the U.S. Department of Education and the Office of Vocational and Adult Education. In CCRS, SIA Unit 3, Focus on Assignments: Working Together to Improve Teaching and Learning, KYAE adult education instructional staff will explore methods of formative assessment and develop rubrics to examine and improve units of instruction; review instructor ELA and/or math assignments; analyze the demands of the assignment; compare standards of best fit to the assignment's demands; diagnose student work; ratchet-up and redesign the assignment. Throughout the PD, instructors will engage in interactive learning with their peers.

Standards-in-Action (SIA) Unit 3 Online Course for Instructors

Facilitators: Donna Elder, NCFL (502) 584- 1133 Ext. 143, delder@famlit.org and Gail Price, NCFL, (502) 584-113 Ext. 112, gprice@famlit.org

- Six-week facilitated course, 12 hours
- See **Appendix B, SIA Unit 3 Online Courses** for the dates this course is available.

SIA Unit 3 online course is a facilitated course which will lead adult education instructional staff to review and reflect upon the everyday assignments they presently use with their students with the goal of strengthening the assignments' relevance and alignment with the College and Career Readiness Standards. The course will address the need for formative assessment to support and strengthen assignments. Instructors will engage in interactive learning with their peers through the use of a discussion board and interactive activities

Experienced ESL instructors may, at the discretion of their program director, participate in a SIA Unit 3 learning community or online course in lieu of the regular ESL PD. Depending on space availability, new ESL instructors may also participate; however the SIA Unit 3 will not substitute for the required PD for new ESL instructors.

Standards-in-Action (SIA) Unit 4 Learning Community for Program Directors (Spring 2014);

Facilitators: Dawn Hanzel, CCLD, (859) 323-2824, dawn.hanzel@uky.edu and Jamil Steele, MSU, (606) 783-9733, j.steele@moreheadstate.edu

To register, go to the KYAE Course Catalog at <http://www.kyvae.org/courses/courses.aspx>.

- 2 face-to-face sessions (including the culminating event on March 28, Lexington Marriott Griffin-Gate and participation in program-based group work require up to 17 hours plus observations for program directors
- See **Appendix C, SIA Unit 4 Learning Communities**, for the list of counties by learning community and the timeline and locations for the events

The Spring 2014 College and Career Readiness Standards (CCRS, SIA Unit 4) professional development is based on the [Standards-in-Actions Innovation 4](#) developed by the U.S. Department of Education and the Office of Vocational and Adult Education. In CCRS, SIA Unit 4, Observing Standards-in-Action, KYAE adult education program directors will observe classroom instruction within their programs, citing evidence of effective standards-based instruction and aggregate observed data to determine future professional development needs. The directors will assume the role of a researcher rather than an evaluator, a coach rather than a supervisor.

B. Experienced ESL Instructors

ESL instructors whose primary assignment is ESL must complete the CASAS Content Standards and College and Career Standards or the Standards-in-Action (SIA) Unit 3 Learning Community for Program Directors and Instructors.

CASAS Content Standards and College and Career Readiness Standards

Facilitator: Patricia Lovett, NCFL, (502) 584- 1133, Ext.171, plovett@famlit.org

- 12 hours
- See **Appendix D, All Things ESL** for class dates.

This online, facilitated course will provide ESL instructors with an understanding of standards-based education and examine correlations between the College and Career Readiness Standards released by the Office of Vocational and Adult Education in April 2013 and the CASAS Content Standards. Standards offer measurable objectives on which instructors can base their curricula. By “unpacking,” or looking at the components of each standard, ESL instructors will consider the knowledge and skills to be taught and learned. Then, as a result of that “unpacking,” the second part of the course will address how to develop instructional activities and select instructional resources that tightly align to the standards.

The course follows the Standards-in-Action Innovation One process. In addition, instructors will engage in interactive learning with their peers through a discussion board. This course will accommodate 15 to 50 participants per course session.

Desired Outcome: ESL Instructors will be able to “unpack” each standard into its component parts and develop sample instructional activities and select instructional resources that align to the standards.

- C. **New program directors** will complete the 2013-14 program director requirements for the CCRS , Units 3 and 4 (see pages 7-8) and the following facilitated online courses within the first 12 months of employment. The courses provide an overview of the adult education system, the adult student and KYAE-approved student assessments. See **Appendix E, New ABE/GED® Instructors and Program Directors for a printout version**.

1. **Orientation to Adult Education**

Facilitator: Patricia Erwin, Ph.D., MSU, (606) 783-9033, p.erwin@moreheadstate.edu

- 18 hours -2 hours/week
- A prerequisite to other required PD

This online course is designed for new adult education practitioners. This is a six-week course that will cover 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 College and Career Readiness Standards, as well as strategies and resources for the use of instructional technology in the classroom. Participants will engage in peer discussion and online training activities. The course is **not** self-paced. Participants must complete each lesson within a seven-day window.

This course is a prerequisite for all KYAE PD.

2. **Introduction to the Online Tests of Adult Basic Education (TABE) Administration**

Facilitator: Patricia Erwin, Ph.D., MSU, (606) 783-9033, p.erwin@moreheadstate.edu.

- Online course
- 6 hours – up to 1 ½ hours/week for 5 weeks

This facilitated online introductory course will help instructors become familiar with the methods and responsibilities involved in planning and administering the new online TABE assessment. During the five week course, participants will engage in peer discussion and online training activities. Among the topics that will be covered: the TABE resources, how to use the diagnostic profile, how to convey results to the adult learner and TABE testing accommodations. The course is **not** self-paced.

3. **GED® Readiness Test online course**

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

- Online course
- 4 hours, 2 hours/week
- Available in late Spring 2014

The GED® Readiness Test is delivered entirely online and will cover the basic administration procedures of the new GED® Readiness Test. Participants will engage in online training activities as well as peer discussion in preparation for the GED® assessment for adult education students in Kentucky.

D. New instructors will complete the following three facilitated online courses within the **first year** of employment. The courses provide an overview of the state adult education system, the adult learner and the assessment approved by the state for measuring success.

- See **Appendix E, New ABE/GED® Instructors** for a one-page printout of new instructor course dates.
- See above for course descriptions

1. **Orientation to Adult Education**

2. **Introduction to the Tests of Adult Basic Education (TABE) Administration**

3. GED® Readiness Test online course.

New instructors are **not** required to participate in the College and Career Readiness (CCRS) PD. If their program director wants them to participate in the standards PD, and if space allows, they may take the CCRS PD as an elective. It will **not** substitute for the required PD for new instructors.

E. New ESL Instructors whose primary area of instruction is English-as-a-second language will complete within the first year of employment.

- See **Appendix D, All Things ESL** for course dates

1. Orientation to Adult Education See description on previous page.

2. CASAS Implementation Training

- 14 hours
- Online course, non-facilitated
- Available throughout the year

This course provides participants with a basic understanding of the foundational framework of the CASAS System. Participants in the CASAS Implementation Training (CASAS IT) learn how to administer CASAS tests, interpret test results and use curriculum support materials to enhance instruction and workforce readiness. To maintain the integrity and quality of the assessment process, each person involved in CASAS testing must complete this training prior to ordering and administering most CASAS tests. Key elements include:

- How to administer and interpret CASAS appraisals, pre- and post-tests.
- How to measure learning gains.
- How to link assessment to curriculum and instruction.
- How to link CASAS Competencies with Content Standards.

➤ **Register twice to earn credit for the CASAS IT course!**

In order for the instructors' participation to appear in the county's PD Activity Report transcript, 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. Look under **Module Categories** and select **Online Self-Paced Training Modules**.
3. Select **CASAS Implementation**
4. A screen requesting the participant's username and password will appear. Click on **Click here** to register to set up a user name 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 Susan Greer, CCLD, (859) 257-5631, Suzanne.greer@uky.edu. She will update the PD status on ANGEL and an electronic confirmation will be e-mailed to the instructor.

3. Assessment to Instruction for ESL Instructors (9 hours)

Facilitator: Patricia Lovett, NCFL, (502) 584- 1133, Ext.171, plovett@famlit.org

This six-hour, six-week, online facilitated course will provide adult education ESL instructors with a foundational understanding of how assessments are used to drive instruction in the ESL classroom. Instructors will develop student diagnostic profiles based on the CASAS or BEST assessment results. They also will explore what higher order thinking is required by students to respond accurately to questions encountered during instruction and on assessment. Instructors also will consider the use of the think aloud strategy as a way to improve student comprehension of text. Instructors will engage in interactive learning with their peers through the use of a discussion board and will be asked to develop a lesson plan (individually or as a team) to meet student needs, teach it and complete a self-evaluation.

Required Online Assessment Refresher Courses

All experienced instructors and program directors must take the assessment refresher courses **every two years**.

See the **Appendix F, Other Professional Growth Opportunities and Required Courses** for course dates.

A. The Online Tests of Adult Basic Education (TABE) Refresher Online course

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

- 4 hours

Instructors will review the methods and responsibilities involved in planning 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.

B. The GED® Readiness Test

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

- 4 hours
- Available late spring 2014

The GED® Readiness Test is delivered entirely online and will cover the basic administration procedures of the new GED® Readiness Test. Participants will engage in online training activities as well as peer discussion in preparation for the GED® assessment for adult education students in Kentucky.

Options for Additional PD Requirement

KYAE has identified mathematics instruction and using technology in instruction as top priorities for 2013-14 professional development. Instructors working 500 or more hours a year will select sufficient number of courses from the Professional Growth Opportunities (PGOs) that follow to meet their PD requirement for the year.

- See the PD requirements matrix on page 7 for the number of PD hours required.

Other Elective Enrichment PGOs (beginning on page 17) may be taken as elective enrichment courses in addition to requirement completion courses.

Mathematics PGOs

See also **Appendix G, All Things Math** for course dates and locations, and list of counties for each event, if applicable

A. Strengthening Adult Numeracy Teaching and Learning

Facilitator: Gayle Box, (502) 573-5114, Ext. 353, Gayle.Box@ky.gov

- 7 hours, face-to-face

This interactive workshop will focus on several ways we can improve adult numeracy teaching and learning in our classes and programs. Steve Hinds, mathematics curriculum and professional developer at The City Colleges of Chicago, will lead participants to experience active learning lessons, discuss questioning techniques, learn how to scaffold activities to optimize student learning, and examine ways to improve student persistence. All participants will receive detailed lesson plans for the activities demonstrated in the workshop.

B. Active Learning in Adult Numeracy (ALAN) Initiative

Facilitator: Gayle Box, (502) 573-5114, Ext. 353, Gayle.Box@ky.gov

- 30 hours, face-to-face plus program work
- RFP Process, approval required for admittance to course

Teachers in up to six programs will be selected through an application process to participate in an exciting opportunity 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. Participants will attend a total of four days of workshops that will guide them to use the lessons effectively. This is an opportunity for participating teachers to gain an advanced understanding of how high-quality lessons are designed and implemented, and also how field tests of new lessons are conducted.

C. CCRS Mathematics Curriculum Collaboration

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

- 10 hours PD, consisting of online pre-work, one-day face-to-face collaboration and participation on a discussion board
- See **Appendix G, All Things Math**, for the list of counties for each collaboration, dates and locations.

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, mathematics instructors from different programs will work together to develop at least one standards-based lesson plan that supports the CCRS, uses technology, and choreographs a high percentage of student engagement. Participants will work in small teams (3 or 4) instructors. At the conclusion on the collaboration, each team will present their lesson plan as part of a poster session/galley wall and explain their rationale for each aspect of the lesson. Members from the other teams will review each poster and provide constructive feedback. Participants may copy or take a photo of each lesson as a takeaway. Participants should bring their laptops, iPads or similar devices for this collaboration. (10 PD hours consisting of online pre-work, one-day face-to-face event, and participation on a discussion board)

Rules for Collaboration:

- Everyone has the opportunity and the responsibility to contribute.
- Everyone has the responsibility to listen to others.
- Everyone has the right to be heard.
- Each person's ideas, opinions, experience, and expertise are respected.
- Healthy constructive debate is welcomed.
- Decisions arise from consensus. Consensus is 80% agreement and 100% commitment.

D. World Education (Numeracy) Courses

- (6-week facilitated online courses, 12 hours each)
- Formerly ProLiteracy numeracy courses offered through KYAE since 2010

Participants in any of the World Education (formerly ProLiteracy) numeracy courses will virtually interact with mathematics instructors in different states. The courses are offered one time during the program year. Participants will register for the course on the [KYAE Course Catalog](#). The course facilitator will e-mail registrants two to three days before the course begins.

1. **Foundations of Teaching Adult Numeracy**

This facilitated online course provides participants with knowledge on how to keep students at the center of numeracy instruction. They will explore the components of numeracy; how to address the needs of students with learning gaps; how students' styles of learning mathematics and levels of mathematics knowledge affect their mathematics skills; and ways to build student's success in learning mathematics. Participants plan classroom activities, test them with your students and share your experiences with fellow teachers.

2. **Teaching Reasoning and Problem Solving Strategies**

This facilitated online course provides mathematical reasoning and problem solving strategies and provides numerous teaching strategies and activities that can apply to teaching right away. 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.

3. **Geometry: Teaching About Shapes and Their Measures**

Adult basic education students need foundational geometry and measurement skills not only to succeed in GED mathematics, but also in the workplace. In this facilitated online course, participants explore key topics in geometry, such as area, perimeter and volume, and their importance in everyday life. Participants look at numerous instructional activities for teaching about angles, spatial relationships, similarity and figure transformations on a coordinate graph system.

4. **Data: Helping Students Interpret Numeric Information**

Data, or numerical information, can be described, represented, analyzed and interpreted in

various ways for various purposes. This facilitated online course looks at some common uses (and misuses) of data. Learn about the measures of central tendency statistics, graphs, and probability. Through the course readings, activities and discussions, you'll review basic concepts and explore strategies for introducing and teaching these concepts to your adult students.

5. **Algebra: Introducing Algebraic Reasoning**

Research suggests that mathematics topics, including algebra, should be taught at all levels, not just when a student is ready for GED® preparation. In this facilitated online course, participants learn how to introduce algebraic reasoning experiment with strategies for teaching numeric patterns, relationships and functions based on real-life situations. Participants also explore strategies to help students model quantitative relationships using graphs, tables, words and equations.

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.*

Instructional Technology PGOs

Also see **Appendix H, Instructional Technology** for dates, locations, etc.

A. **Integrating Computer-Based Testing Skills in Mathematics or ELA**

Facilitator: Patricia Erwin, Ph.D., MSU, (606) 783-9033, p.erwin@moreheadstate.edu

- 8 hours, online

This online course addresses best practices for incorporating computer-based testing level skills used on the 2014 GED® (or higher) into a face-to-face course. The course will have mathematics instruction lessons and English/language arts lessons. Examples in the course will be drawn from adult-education level authentic materials and will be based on the College and Career Readiness Standards for Adult Education.

B. **KYAE Instructional Technology Work Group**

Facilitator: Barry Burkett, bburkett@ket.org, (859) 258-7010

- 10 hours, blended online and face-to-face

KYAE will offer six instructional technology workgroups for instructors to integrate instructional technology into standards-based curriculum. The workshops will address course content based on the interests and instructional needs of the instructors participating. For more information about the course content, contact the course facilitator.

The KYAE Instructional Technology Work Group is part of the KYAE PD model and counts as 10 required PD hours for participants who successfully complete the one-day course.

C. **Multimedia Training**

March 21, 2014

Facilitator: Sarah Wilkin, Ed. D., Sarah.Wilkins@ket.org, (859) 258-7109

- 7 hours, face-to-face

KET is offering a full day of sessions featuring the use of instructional technology in adult education. Session topics are to be determined. KET recommends participants bring their own devices (iPads or laptops) so they can leave the multimedia day with the full complement of resources already in hand.

Since there is a limit of 75 participants, program directors are asked to identify the most appropriate instructors for attendance.

This course is part of the KYAE PD model and counts as 7 required PD hours for participants who successfully complete the one-day course.

CCRS English/Language Arts Curriculum Collaboration

Facilitator: Dawn Hanzel, CCLD, (859) 323-2824, dawn.hanzel@uky.edu

- 10 hours PD, consisting of online pre-work, one-day face-to-face collaboration and participation on a discussion board
- See **Appendix I, CCRS English/Language Arts Collaborations** for the list of counties for each collaboration and dates.

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, ELA instructors from different programs will work together to develop at least one standards-based lesson plan that supports the CCRS, uses technology, and choreographs a high percentage of student engagement. Participants will work in small teams (3 or 4) of instructors. At the conclusion of the collaboration, each team will present their lesson plan as part of a poster session/galley wall and explain their rationale for each aspect of the lesson. Members from the other teams will review each poster and provide constructive feedback. Participants may copy or take a photo of each lesson as a takeaway. Participants should bring their laptops, iPads or similar devices for this collaboration. (10 PD hours consisting of online prework, one-day face-to-face event, and participation on a discussion board)

Rules for Collaboration:

- Everyone has the opportunity and the responsibility to contribute.
- Everyone has the responsibility to listen to others.
- Everyone has the right to be heard.
- Each person's ideas, opinions, experience, and expertise are respected.
- Healthy constructive debate is welcomed.
- Decisions arise from consensus. Consensus is 80% agreement and 100% commitment.

PowerPath

Facilitator: Dr. Laura Weisel, powerpath@aol.com or dr.weisel@powerpath.com

- 60 hours, primarily face-to-face with webinars, conference calls and program-based work
- This course requires a **program director to participate** along with an instructor
- See **Appendix J, PowerPath** for meeting dates, webinars, etc.
- KYAE contacts: Joyce Bullock (502) 573-5114, ext. 118, joyce.bullock@ky.gov and Donna Potter, (502) 573-5114, ext. 121, donna.potter@ky.gov

PowerPath focuses on how a person learns and the way to create the best possible environment for achieving learning gains. The PowerPath step-by-step process consists of easy-to-use screenings and a method for analyzing the results and recommending strategies for student use. It works to build personal insight and understanding to create students who are able to succeed by overcoming their own personal challenges. PowerPath establishes learning partnerships between students and instructors and students with students, thereby leading to a greater sense of confidence, self-advocacy and success.

Elective Enrichment PGOs

These PGOs may be taken as elective enrichment. They do not count towards required PD courses in addition to requirement completion courses.

- Also see **Appendix F, Other Professional Growth Opportunities and Required Refresher Courses.**

A. Technology Hangouts

Facilitator: Barry Burkett, bburkett@ket.org, (859) 258-7010

- 1 or 2 hours, beginning at 2:30 ET
- On Google Hangouts

This PGO will be offered monthly and will address such topics on integrating technology into instruction for student success. See topics and dates in **Appendix F.**

B. SIA Unit 1 online course: Understanding the Standards

Facilitator: Gail Price, NCFL, (502) 584- 1133, Ext.112, gprice@famlit.org

- 12 hours

This course provides instructors with an understanding of standards-based education. Standards offer measurable objectives on which instructors can base their curricula. By “unpacking,” or looking at the components of each standard, instructors will consider the knowledge and skills to be taught and learned. Then, as a result of that “unpacking,” the second part of the course will address how to develop instructional activities and select instructional resources that tightly align to the standards. Instructors will engage in interactive learning with their peers through a discussion board.

C. SIA Unit 2 online course: Translating Standards into Curriculum

Facilitator: Gail Price, NCFL, (502) 584- 1133, Ext.112, gprice@famlit.org

- 12 hours

This course builds on the work done in KYAE Common Core Standards, Unit 1 to implement standards-based instruction. Instructors will gain an understanding of how to support students in attaining the standards by determining an instructional goal and identifying lead standards that can serve as a base around which supporting standards can be clustered. Instructors will engage in interactive learning with their peers through the use of a discussion board and will be asked to develop a unit of instruction to meet student needs. Instructors will share their unit with others in the course and will be asked to give and receive feedback.

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

- Facilitator: Patricia Lovett, NCFL, (502) 584- 1133, Ext.171, plovett@familit.org
- 4 modules (described below) 14 hours each module
- See **Appendix D, All Things ESL** for course dates.

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 online 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. The course is one of four offered by KYAE based on Teacher Development Interactive, a video-based online teacher development program created by Pearson-Longman. *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.*

2. **TDI: Teaching Reading Skills for English Language Learners**

This facilitated online 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. The course 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. The course is one of four offered by KYAE based on Teacher Development Interactive, a video-based online teacher development program created by Pearson-Longman. *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.*

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. The course is one of four offered by KYAE based on Teacher Development Interactive, a video-based online teacher development program created by Pearson-Longman. *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.*

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 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. The course is one of four offered by KYAE based on Teacher Development Interactive, a video-based online teacher development program created by Pearson-Longman.

E. World Education Courses

The World Education *numeracy* courses on pages 13-14 count towards required PD hours. Those below and on the following page do not.

1. College Readiness for Adults: Beyond Academic Preparation

Facilitator Joyce Bullock, KYAE, (502) 573-5114, Ext. 118, Joyce.Bullock@ky.gov and Elizabeth Arauz, KYAE, (502) 573-5114, Ext. 109, Elizabeth.arauz@ky.gov

- 24 hours, 3-4 hour/week

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 and consider how best to change practice to incorporate this new information.

Desired Outcome: Participants will be able to: summarize the findings of a small body of research related to adult readiness for college; identify, organize, reflect on and share current thinking on the process of assessing learners for college readiness; apply a four-part model of adult readiness; identify, organize, share, and reflect on the process of assessing learners for college readiness; and choose at least two activities/assessments to use with your students to improve their readiness for college.

2. Helping Students Stay: Exploring Program and Classroom Persistence Strategies

Facilitator: Joyce Bullock, KYAE, (502) 573-5114, Ext. 118, Joyce.Bullock@ky.gov and Elizabeth Arauz, KYAE, (502) 573-5114, Ext. 109, Elizabeth.arauz@ky.gov

- 24 hours, 3-4 hour/week

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, participants 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.

Desired Outcome: Participants will be able to summarize key persistence research; describe six drivers of persistence; relate the six drivers of persistence to their own personal experience; name the strengths and weaknesses of their own program related to each of the six drivers of persistence; identify at least two strategies that address each of the six drivers of persistence, and present a persistence plan for their own program.

3. Principles of Diagnostic Assessment and Teaching in Adult Reading Instruction

Facilitator: Joyce Bullock, KYAE, (502) 573-5114, Ext. 118, Joyce.Bullock@ky.gov and Elizabeth Arauz, KYAE, (502) 573-5114, Ext. 109, Elizabeth.arauz@ky.gov

- 24 hours, 3-4 hour/week

This six-week course has three parts. The first part consists of readings, discussion boards, and self-quizzes on the components of reading and diagnostic assessment. The second and third parts use the case study approach to give participants the opportunity to practice scoring and interpreting adult learners' assessments in reading.

Desired Outcome: Participants will be able to explain why diagnostic assessment is necessary; identify the print and meaning components of reading; describe how incomplete mastery of skills at earlier stages affects reading development in adult education and literacy learners; conduct a background interview and diagnostic assessments for word recognition, phonics or work analysis, fluency, and vocabulary; and write a Reading Profile Report based on diagnostic assessment results.

F. KYAE-Approved Conferences and Webinars

See the KYAE policy and the list of approved conferences in the [KYAE Policy and Procedure Manual](#). 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>).

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.

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. See the [KYAE Policy and Procedure Manual](#) for details.

Appendix Table of Contents

- A. SIA Unit 3 Learning Communities
- B. SIA Unit 3 Online Courses
- C. SIA Unit 4 Learning Communities
- D. All Things ESL
- E. New ABE/GED® Instructors and Program Directors
- F. Other Professional Growth Opportunities and Required Refresher Courses
- G. All Things Math
- H. Instructional Technology
- I. CCRS English/Language Arts Curriculum Collaborations
- J. PowerPath

Appendix A

SIA Unit 3 Learning Communities (Fall 2013)

See the activities' dates, etc. on the next page.

Learning Communities					
LC 1	LC 2	LC 3	LC 4	LC 5	LC 6
Ballard	Caldwell	Breckinridge	Allen	Grayson	Bullitt
Calloway	Christian	Butler	Barren	Hardin	Jefferson
Carlisle	Hopkins	Daviess	Edmonson	Larue	Spencer
Crittenden	Logan	Hancock	Green	Marion	
Fulton	Muhlenberg	Henderson	Hart	Meade	
Graves	Todd	McLean	Metcalfe	Nelson	
Hickman	Trigg	Ohio	Monroe	Washington	
Livingston		Union	Simpson		
Lyon			Taylor		
Marshall			Warren		
McCracken					
Webster					
LC 7	LC 8	LC 9	LC 10	LC 11	LC 12
Anderson	Boone	Boyle	Adair	Clay	Bath
Carroll	Campbell	Clark	Casey	Jackson	Estill
Franklin	Grant	Fayette	Clinton	Knox	Menifee
Gallatin	Kenton	Garrard	Cumberland	Laurel	Montgomery
Henry	Owen	Jessamine	McCreary	Lee	Morgan
Oldham	Pendleton	Lincoln	Pulaski	Owsley	Powell
Scott		Madison	Russell	Rockcastle	Rowan
Shelby		Mercer	Wayne	Whitley	Wolfe
Trimble					
Woodford					
LC 13	LC 14	LC 15	LC 16		
Bourbon	Boyd	Breathitt	Bell		
Bracken	Carter	Floyd	Harlan		
Fleming	Elliott	Magoffin	Knott		
Harrison	Greenup	Pike	Leslie		
Lewis	Johnson		Letcher		
Mason	Lawrence		Perry		
Nicholas	Martin				
Robertson					

SIA Unit 3 Learning Communities (Fall 2013) Continued

Learning Communities	Introductory Online Activities	Face-to-Face Unit 3A	Introductory Online Activities	Face-to-Face Unit 3B	Facilitator
LC 1	Available August 29 Due September 5	September 12-13 Emerging Technology Center at WKCTC, 4810 Alben Barkley Dr., Paducah, KY 42071	Available October 10 Due October 17	October 24-25 Emerging Technology Center at WKCTC, 4810 Alben Barkley Dr., Paducah, KY 42071	Meryl Becker Prezocki (502) 241-0746, merylbeckerp@gmail.com
LC 2	Available Sept. 5 Due September 12	September 19-20 Hopkinsville Community College, 720 North Dr., Hopkinsville, KY 42240	Available October 17 Due October 24	October 31- November 1 Hopkinsville Community College, 720 North Dr., Hopkinsville, KY 42240	Pat Marshall, (502) 777-8198, patmarshall2012@rocketmail.com
LC 3	Available September 12 Due September 19	September 26-27 Owensboro Community College, Downtown Campus, 1501 Frederica St., Owensboro, KY 42301	Available October 24 Due October 31	November 7-8 Owensboro Community College, Downtown Campus, 1501 Frederica St., Owensboro, KY 42301	Pat Marshall, (502) 777-8198, patmarshall2012@rocketmail.com
LC 4	Available September 19 Due September 26	October 3-4 Barren River Lake State Resort Park, 1149 State Park Road, Lucas, KY 42156	Available October 31 Due November 7	November 14-15 Barren River Lake State Resort Park, 1149 State Park Road, Lucas, KY 42156	Pat Marshall, (502) 777-8198, patmarshall2012@rocketmail.com
LC 5	Available August 29 Due September 5	September 12-13 Holiday Inn Express, 107 Buffalo Creek Dr., Elizabethtown, KY 42701	Available October 10 Due October 17	October 24-25 Holiday Inn Express, 107 Buffalo Creek Dr., Elizabethtown, KY 42701	Dawn Hanzel, (859) 257-6095, Dawn.hanzel@uky.edu
LC 6	Available September 5 Due September 12	September 19-20 Delphi Center for Teaching & Learning, Univ. of Louisville, Shelbyville Rd., Shelbyville, KY 40222	Available October 17 Due October 24	October 31- November 1 Delphi Center for Teaching & Learning, Univ. of Louisville, Shelbyville Rd., Shelbyville, KY 40222	Dawn Hanzel, (859) 257-6095, Dawn.hanzel@uky.edu
LC 7	Available September 12 Due September 19	September 26-27 Fairfield Inn and Suites, 40 Chenault Rd., Frankfort, KY 40601	Available October 24 Due October 31	November 7-8 Fairfield Inn and Suites, 40 Chenault Rd., Frankfort, KY 40601	Dawn Hanzel, (859) 257-6095, Dawn.hanzel@uky.edu
LC8	Available September 19 Due September 26	October 3-4 Gateway CTC, Boone Campus, 500 Technology Way, Florence, KY 41042	Available October 31 Due November 7	November 14-15 Gateway CTC, Boone Campus, 500 Technology Way, Florence, KY 41042	Dawn Hanzel, (859) 257-6095, Dawn.hanzel@uky.edu

To register, go to the KYAE Course Catalog at <http://www.kyvae.org/courses/courses.aspx>.

SIA Unit 3 Learning Communities (Fall 2013) Continued

LC 9	Available August 29 Due September 5	September 12-13 Homewood Suites 249 Ruccio Way Lexington, KY 40503	Available October 10 Due October 17	October 24-25 Homewood Suites 249 Ruccio Way Lexington, KY 40503	Jamil Steele, (606) 783-9377, j.steele@moreheadstate.edu
LC 10	Available August 29 Due September 5	September 12-13 Somerset CC Harold Rogers Student Commons Room 107 808 Monticello St Somerset, KY 42501	Available October 10 Due October 17	October 24-25 Center for Rural Development, 2292 S Hwy 27, Somerset, KY 42501	Debbie Carter debbiecarter@insighobb.com
LC 11	Available September 5 Due September 12	September 19-20 Somerset Community College Laurel Campus, 100 University Dr., London, KY 40741	Available October 17 Due October 24	October 31-November 1 Somerset Community College Laurel Campus, 100 University Dr., London, KY 40741	Debbie Carter debbiecarter@insighobb.com
LC 12	Available September 5 Due September 12	September 19-20 MSU at West Liberty, 155 University Dr., West Liberty, KY 41472	Available October 17 Due October 24	October 31-November 1 MSU at West Liberty, 155 University Dr., West Liberty, KY 41472	Jamil Steele, (606) 783-9377, j.steele@moreheadstate.edu
LC 13	Available September 12 Due September 19	September 26-27 MCTC, 1755 US 68, Maysville, KY 41056	Available October 24 Due October 31	November 7-8 MCTC, 1755 US 68, Maysville, KY 41056	Jamil Steele, (606) 783-9377, j.steele@moreheadstate.edu
LC 14	Available September 12 Due September 19	September 26-27 MSU at Ashland, 1400 College Dr., Ashland, KY 41101	Available October 24 Due October 31	November 7-8 MSU at Ashland, 1400 College Dr., Ashland, KY 41101	Jamil Steele, (606) 783-9377, j.steele@moreheadstate.edu
LC 15	Available September 19 Due September 26	October 3-4 MSU at Prestonsburg, 6 Bert T Combs Dr., Prestonsburg, KY 41653	Available October 31 Due November 7	November 14-15 MSU at Prestonsburg, 6 Bert T Combs Dr., Prestonsburg, KY 41653	Jamil Steele, (606) 783-9377, j.steele@moreheadstate.edu
LC 16	Available September 19 Due September 26	October 3-4 EKCEP Job Sight 412 Roy Campbell Drive Hazard, KY 41701	Available October 31 Due November 7	November 14-15 EKCEP Job Sight 412 Roy Campbell Drive Hazard, KY 41701	Debbie Carter debbiecarter@insighobb.com

See the breakdown of counties by learning community on the previous page.

Appendix B

SIA Unit 3 Online Courses

Standards In Action (SIA) Unit 3 Online Course for Instructors

- **September 30- November 8, 2013**
 - Facilitator: Gail Price (502) 584-1133, ext. 112, gprice@famlit.org
- **October 7- November 15, 2013**
 - Facilitator: Donna Elder (502) 584-1133, ext. 143, delder@famlit.org
- **January 13- February 21, 2014**
 - Facilitator: Donna Elder (502) 584-1133, ext. 143, delder@famlit.org
- **March 3- April 11, 2014**
 - Facilitator: Donna Elder (502) 584-1133, ext. 143, delder@famlit.org

Appendix C

SIA Unit 4 Learning Communities

Learning Communities					
LC 1			LC 2		
Allen	Ballard	Barren	Anderson	Boone	Breckinridge
Butler	Caldwell	Calloway	Bullitt	Campbell	Carroll
Carlisle	Christian	Crittenden	Daviess	Edmonson	Franklin
Fulton	Graves	Henderson	Gallatin	Grant	Grayson
Hickman	Hopkins	Livingston	Hancock	Hardin	Hart
Logan	Lyon	Marshall	Henry	Jefferson	Kenton
McCracken	Metcalfe	Monroe	Larue	McLean	Meade
Muhlenberg	Simpson	Todd	Nelson	Ohio	Oldham
Trigg	Union	Warren	Owen	Pendleton	Shelby
Webster			Spencer	Trimble	Washington
LC 3			LC 4		
Bath	Bourbon	Boyd	Adair	Bell	Breathitt
Boyle	Bracken	Carter	Casey	Clay	Clinton
Clark	Elliott	Fayette	Cumberland	Estill	Floyd
Fleming	Greenup	Harrison	Garrard	Green	Harlan
Jessamine	Johnson	Lawrence	Jackson	Knott	Knox
Lewis	Lincoln	Martin	Laurel	Lee	Leslie
Mason	Menifee	Mercer	Letcher	Madison	Magoffin
Montgomery	Morgan	Nicholas	Marion	McCreary	Owsley
Powell	Robertson	Rowan	Perry	Pike	Pulaski
Scott	Wolfe	Woodford	Rockcastle	Russell	Taylor
			Wayne	Whitley	

SIA Unit 4 Learning Communities Continued

Learning Communities	Introductory Online Activities	Face-to-Face	Snow date	Facilitator
LC 1	Available January 10 Due January 17	January 24, 2014 Hopkinsville Community College, 720 North Dr., Hopkinsville, KY 42240	February 1, 2014	Dawn Hanzel (859) 257-6095, Dawn.hanzel@uky.edu
LC 2	Available January 17 Due January 24	January 31, 2014 Delphi Center for Teaching & Learning, Univ. of Louisville, Shelbyville Rd., Shelbyville, KY 4022	February 14, 2014	Dawn Hanzel (859) 257-6095, Dawn.hanzel@uky.edu
LC 3	Available January 10 Due January 17	January 24, 2014 BCTC Newtown Campus, 500 Newtown Pike, Lexington, KY 40508	February 7, 2014	Jamil Steele (606) 783-9377, j.steele@moreheadstate.edu
LC 4	Available January 17 Due January 24	January 31, 2014 Somerset Community College Laurel Campus, 100 University Dr., London, KY 40741	February 21, 2014	Jamil Steele (606) 783-9377, j.steele@moreheadstate.edu

➤ **SIA Program Director Unit 4 Debriefing and Sustainability Meeting-** March 28, 2014, Marriott Griffin-Gate, Lexington

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

Appendix D

All Things ESL

New ESL Instructors –Required Courses

Complete these courses within the first year of employment.

- **Orientation to Adult Education**

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

- August 19- September 30, 2013
- October 7- November 15, 2013
- December 2, 2013- January 17, 2014
- February 10- March 21, 2014
- April 7- May 16, 2014
- May 19- June 27, 2014

- **Assessment to Instruction for ESL Instructors**

Facilitator: Patricia Lovett, NCFL, (502) 584- 1133, Ext.171, plovett@famlit.org

- January 13- February 21, 2014

- **CASAS Implementation Training** (online, unfacilitated course) at www.CASAS.org

Experienced ESL Instructors –Required Course

- CASAS Content Standards & College and Career Readiness Standards at www.CASAS.org
 - October 14- November 22, 2013

Professional Growth Opportunities –Electives Only

Facilitator: Patricia Lovett, NCFL, (502) 584- 1133, Ext.171, plovett@famlit.org

- TDI- Fundamentals of English Language
 - September 30- November 8, 2013
- TDI- Teaching Speaking Skills for English Language Learners
 - February 3- March 14, 2014
- TDI- Teaching Reading Skills for English Language Learners
 - September 9- October 18, 2013
- TDI- Teaching Listening Skills for English Language Learners
 - March 10- April 18, 2014
- Beyond the CASAS Implementation Training at www.CASAS.org

Appendix E

New ABE/GED® Instructors and Program Directors

Complete these courses within the first year of employment.

- **Orientation to Adult Education**
Facilitator: Patricia Erwin, (606) 783-9033, p.erwin@moreheadstate.edu
 - August 19- September 30, 2013
 - October 7- November 15, 2013
 - December 2, 2013- January 17, 2014
 - February 10- March 21, 2014
 - April 7- May 16, 2014
 - May 19- June 27, 2014

- **Introduction to the Online Tests of Adult Basic Education (TABE) Administration**
Facilitator: Patricia Erwin, (606) 783-9033, p.erwin@moreheadstate.edu
 - September 3- October 4, 2013
 - October 28- December 6, 2013
 - January 6- February 7, 2014
 - February 24- March 28, 2014
 - April 21- May 23, 2014
 - May 26- June 27, 2014

- **GED® Readiness Test**
Facilitator: Patricia Erwin, (606) 783-9033, p.erwin@moreheadstate.edu
 - January 21- February 21, 2014
 - March 10- April 11, 2014
 - April 28- May 30, 2014
 - June 2- June 30, 2014

Attention New Program Directors:

Complete the three courses above and participate in a **SIA 3 Learning Community** (see **Appendix B**) and **SIA 4 Learning Community** (see **Appendix C**).

Appendix F

Other Professional Growth Opportunities and Required Refresher Courses

Other Professional Growth Opportunities

World Education Courses

Facilitator: Joyce Bullock, KYAE, (502) 573-5114 ext. 118, joyce.bullock@ky.gov and Elizabeth Arauz, KYAE, (502) 573-5114, Ext. 109, Elizabeth.arauz@ky.gov

- College Readiness for Adults: Beyond Academic Preparation
 - October 24- December 18, 2013
- Helping Students Stay: Exploring Program & Classroom Persistence Strategies
 - October 15- December 9, 2013
- Principles of Diagnostic Assessment & Teaching in Adult Reading Instruction
 - TBD

SIA Unit 1: Understanding the Standards

Facilitator: Gail Price, NCFL, (502) 584-1133 ext. 112, gprice@famlit.org

- January 13- February 21, 2014

SIA Unit 2: Translating Standards into Curriculum

Facilitator: Gail Price, NCFL, (502) 584-1133 ext. 112, gprice@famlit.org

- March 3- April 11, 2014

Required Refresher Courses

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

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

- September 23- October 25, 2013
- November 4- December 6, 2013
- January 13- February 14, 2014
- March 3- April 4, 2014
- May 5- June 6, 2014

GED® Readiness Test

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

- January 21- February 21, 2014
- March 10- April 11, 2014
- April 28- May 30, 2014
- June 2- June 30, 2014

Appendix G

All Things Math

Steve Hinds' Courses

Facilitator: Gayle Box (502) 573-5114 ext. 353, gayle.box@ky.gov

- **Strengthening Adult Numeracy Teaching and Learning**
 - October 11, 2013
 - Location: Fairfield Inn and Suites, Frankfort KY
- **Active Learning in Adult Numeracy (ALAN)**
 - ***RFP process for participation in ALAN***
 - February 27-28, 2014, Location TBD
 - March 14, 2014, Location TBD
 - April 11, 2014, Location TBD

World Education (Numeracy) Courses

Facilitator: Joyce Bullock, KYAE, (502) 573-5114 ext. 118, joyce.bullock@ky.gov and Elizabeth Arauz, KYAE, (502) 573-5114, Ext. 109, Elizabeth.arauz@ky.gov

- Foundations of Teaching Adult Numeracy
 - October 24- December 13, 2013
- Teaching Reasoning and Problem Solving Strategies
 - January 28- March 8, 2014
- Geometry: Teaching About Shapes and Their Measures
 - February 3- March 10, 2014
- Data: Helping Students Interpret Numeric Information
 - May 5- June 16, 2014
- Algebra: Introducing Algebraic Reasoning
 - October 27- December 20, 2013

All Things Math Continued

College and Career Readiness Standards (CCRS) Mathematics Curriculum Collaborations

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

Mathematics Curriculum Collaboration	Introductory Online Activities	Face-to-Face	Location
Collaboration Group Math 1	Available March 21 Due March 28	April 4 Hopkinsville Community College	Hopkinsville Community College 720 N Drive Hopkinsville, KY 42240
Collaboration Group Math 2	Available April 4 Due April 11	April 18 Delphi Center for Teaching & Learning	Delphi Center for Teaching and Learning, Shelbyville U of L Shelby Campus 211 Founders Union Bldg. Louisville, KY 40292
Collaboration Group Math 3	Available April 11 Due April 18	April 25 MSU at Mt. Sterling	MSU at Mt Sterling 3400 Indian Mound Dr Mt Sterling, KY 40353
Collaboration Group Math 4	Available April 18 Due April 25	May 2 Somerset Community College Laurel Campus	Somerset Community College Laurel Campus 100 University Drive London, KY 40741

Collaborations					
Collaboration Group 1			Collaboration Group 2		
Allen	Ballard	Butler	Anderson	Boone	Bracken
Caldwell	Calloway	Carlisle	Breckinridge	Bullitt	Campbell
Christian	Crittenden	Daviess	Carroll	Edmonson	Fayette
Fulton	Graves	Hancock	Franklin	Gallatin	Grant
Henderson	Hickman	Hopkins	Grayson	Hardin	Harrison
Livingston	Logan	Lyon	Hart	Henry	Jefferson
Marshall	McCracken	McLean	Jessamine	Kenton	Larue
Muhlenberg	Ohio	Simpson	Meade	Nelson	Oldham
Todd	Trigg	Union	Owen	Pendleton	Scott
Warren	Webster		Shelby	Spencer	Trimble
			Woodford		
Collaboration Group 3			Collaboration Group 4		
Bath	Bourbon	Boyd	Adair	Barren	Bell
Breathitt	Carter	Clark	Boyle	Casey	Clay
Elliott	Estill	Fleming	Clinton	Cumberland	Garrard
Floyd	Greenup	Johnson	Green	Harlan	Jackson
Knott	Lawrence	Lee	Knox	Laurel	Leslie
Lewis	Magoffin	Martin	Letcher	Lincoln	Madison
Mason	Menifee	Montgomery	Marion	McCreary	Mercer
Morgan	Nicholas	Perry	Metcalfe	Monroe	Owsley
Pike	Powell	Robertson	Pulaski	Rockcastle	Russell
Rowan	Wolfe		Taylor	Wayne	Washington
			Whitley		

Appendix H

Instructional Technology

KYAE Instructional Technology Work Groups (4)

Facilitator: Barry Burkett, (859) 258-7010, bburkett@ket.org

Workgroups	Date & Time	Location
Workgroup 1	September 12, 2013 9 a.m.- 4 p.m.	299 S. Main St. Versailles, KY 40383
Workgroup 2	October 10, 2013 9 a.m.- 4 p.m.	Perry Co. Adult Learning Center 101 Vo-Tech Dr. Hazard, KY 41701
Workgroup 3	November 14, 2013 9 a.m.- 4 p.m.	TBD- Muhlenberg County area
Workgroup 4	February 13, 2014 9 a.m.- 4 p.m.	WKU-Glasgow 500 Hilltopper Way Glasgow, KY 42141
Workgroup 5	March 13, 2014 9 a.m.- 4 p.m.	TBD-Laurel County area
Workgroup 6	April 10, 2014 9 a.m.- 4 p.m.	TBD- Mason County area

Multimedia Training

March 21, 2014

Location TBD

Facilitator: Sarah Wilkin, Ed. D., (859) 258-7109 Sarah.Wilkins@ket.org

Integrating Computer Based Testing Skills in Math or ELA

Facilitated, online course

- April 7- May 2, 2014
- May 12- June 6, 2014

Facilitator: Patricia Erwin, Ph.D., MSU, (606) 783-9033, p.erwin@moreheadstate.edu

Instructional Technology Continued

Technology Hangouts- PGO Electives

Facilitator: Barry Burkett, (859) 258-7010, bburkett@ket.org

Date		Time	Topic	Description
7/18/2013	HANGOUT	2:30 p.m. KET	Hangout basics	Teach instructors how to register, how we will be using technology, basics of play, ground rules, etc
8/22/2013	HANGOUT	2:30 p.m. KET	Technology integration at student integration	Use of Google forms to assist in orientation and setting the tone of the program
9/19/2013	HANGOUT	2:30 p.m. KET	Twitter for growth	Using Twitter for research, learning about adult education issues and so on.
10/17/2013	HANGOUT	2:30 p.m. KET	Ghosts of Tech: allaying fears of technology usage	Helping students past their worries of using technology; strategies will include your confidence, collaborative effort and group think
11/21/2013	HANGOUT	2:30 p.m. KET	Thankful for Technology in the Classroom	Roundtable with experiences from other educators; students are invited to participate
12/19/2013	HANGOUT	2:30 p.m. KET	Starting off on the right foot	How to help your students have positive experiences with online learning, whether in your program or at a distance.
1/16/2014	HANGOUT	2:30 p.m. KET	The allure and amount of technology in the program	What problems were overcome with tech in the program? What adjustments to use of technology needed to be made in the program?
2/20/2014	HANGOUT	2:30 p.m. KET	Your students will enjoy technology in the classroom	What are things that students enjoy about technology in your classroom? Do they correlate to what GEDTS finds regarding computer based testing?
3/20/2014	HANGOUT	2:30 p.m. KET	Breaking from technology	It is important to break from technology and learning. Here are fun strategies to encourage student growth while they are taking a break from school.
4/17/2014	HANGOUT	2:30 p.m. KET	Foolish technology Implementation	We will look and compare different technology adoption strategies to inform future technology rollouts
5/15/2014	HANGOUT	2:30 p.m. KET	Graduating technology	How do programs use technology to assist with graduation?
6/19/2014	HANGOUT	2:30 p.m. KET	Gearing up for a closeout	How can technology help your program with yearend closeout issues?
7/17/2014	HANGOUT	2:30 p.m. KET	Reaching out	Using technology in a standardized way to recruit students for FY15

Appendix I

KYAE CCRS ELA Curriculum Collaboration

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

ELA Curriculum Collaboration	Introductory Online Activities	Face-to-Face	Location
Collaboration Group ELA 1	Available March 28 Due April 4	April 11 Madisonville Community College	Madisonville Community College
Collaboration Group ELA 2	Available April 11 Due April 18	April 25 Louisville, Delphi Center Shelby Campus	Louisville, Delphi Center Shelby Campus
Collaboration Group ELA 3	Available April 4 Due April 11	April 18 MSU at West Liberty	MSU @ West Liberty
Collaboration Group ELA 4	Available April 18 Due April 25	May 4 Somerset, Center for Rural Development	Somerset, Center for Rural Development

Collaborations					
Collaboration Group 1			Collaboration Group 2		
Allen	Ballard	Butler	Anderson	Boone	Bracken
Caldwell	Calloway	Carlisle	Breckinridge	Bullitt	Campbell
Christian	Crittenden	Daviess	Carroll	Edmonson	Fayette
Fulton	Graves	Hancock	Franklin	Gallatin	Grant
Henderson	Hickman	Hopkins	Grayson	Hardin	Harrison
Livingston	Logan	Lyon	Hart	Henry	Jefferson
Marshall	McCracken	McLean	Jessamine	Kenton	Larue
Muhlenberg	Ohio	Simpson	Meade	Nelson	Oldham
Todd	Trigg	Union	Owen	Pendleton	Scott
Warren	Webster		Shelby	Spencer	Trimble
			Woodford		
Collaboration Group 3			Collaboration Group 4		
Bath	Bourbon	Boyd	Adair	Barren	Bell
Breathitt	Carter	Clark	Boyle	Casey	Clay
Elliott	Estill	Fleming	Clinton	Cumberland	Garrard
Floyd	Greenup	Johnson	Green	Harlan	Jackson
Knott	Lawrence	Lee	Knox	Laurel	Leslie
Lewis	Magoffin	Martin	Letcher	Lincoln	Madison
Mason	Menifee	Montgomery	Marion	McCreary	Mercer
Morgan	Nicholas	Perry	Metcalfe	Monroe	Owsley
Pike	Powell	Robertson	Pulaski	Rockcastle	Russell
Rowan	Wolfe		Taylor	Wayne	Washington
			Whitley		

Appendix J PowerPath

Facilitator's Names

Dr. Laura Weisel, dr.weisel@powerpath.com , (614) 850-8677

Meryl Becker-Prezocki, merylbeckerp13@gmail.com, (502) 417-0769

Community of Practice Conference Calls

- | | |
|---|---|
| <ul style="list-style-type: none"> • August 19, 2013 • October 7, 2013 • December 9, 2013 • March 3, 2014 • May 12, 2014 | <ul style="list-style-type: none"> Course Overview Course Preparation Follow-up discussion Follow-up discussion Follow-up discussion |
|---|---|

Face-to-Face Sessions

- | | |
|---|--|
| <ul style="list-style-type: none"> • October 16-18, 2013 • November 21 – 22, 2013 • February 6 – 7, 2014 • April 18, 2014 | <ul style="list-style-type: none"> Level I Holiday Inn Hurstbourne, Louisville, KY Level II Griffin Gate, Lexington, KY Follow-up I Griffin Gate, Lexington, KY Follow-up II Griffin Gate, Lexington, KY |
|---|--|

Webinars

- | | |
|--|---|
| <ul style="list-style-type: none"> • September 23, 2013 • October 28, 2013 • January 27, 2014 | <ul style="list-style-type: none"> Webinar – What is the PowerPath System? Webinar – Training Metacognitive Skills using SMARTER Webinar - Share the Power |
|--|---|