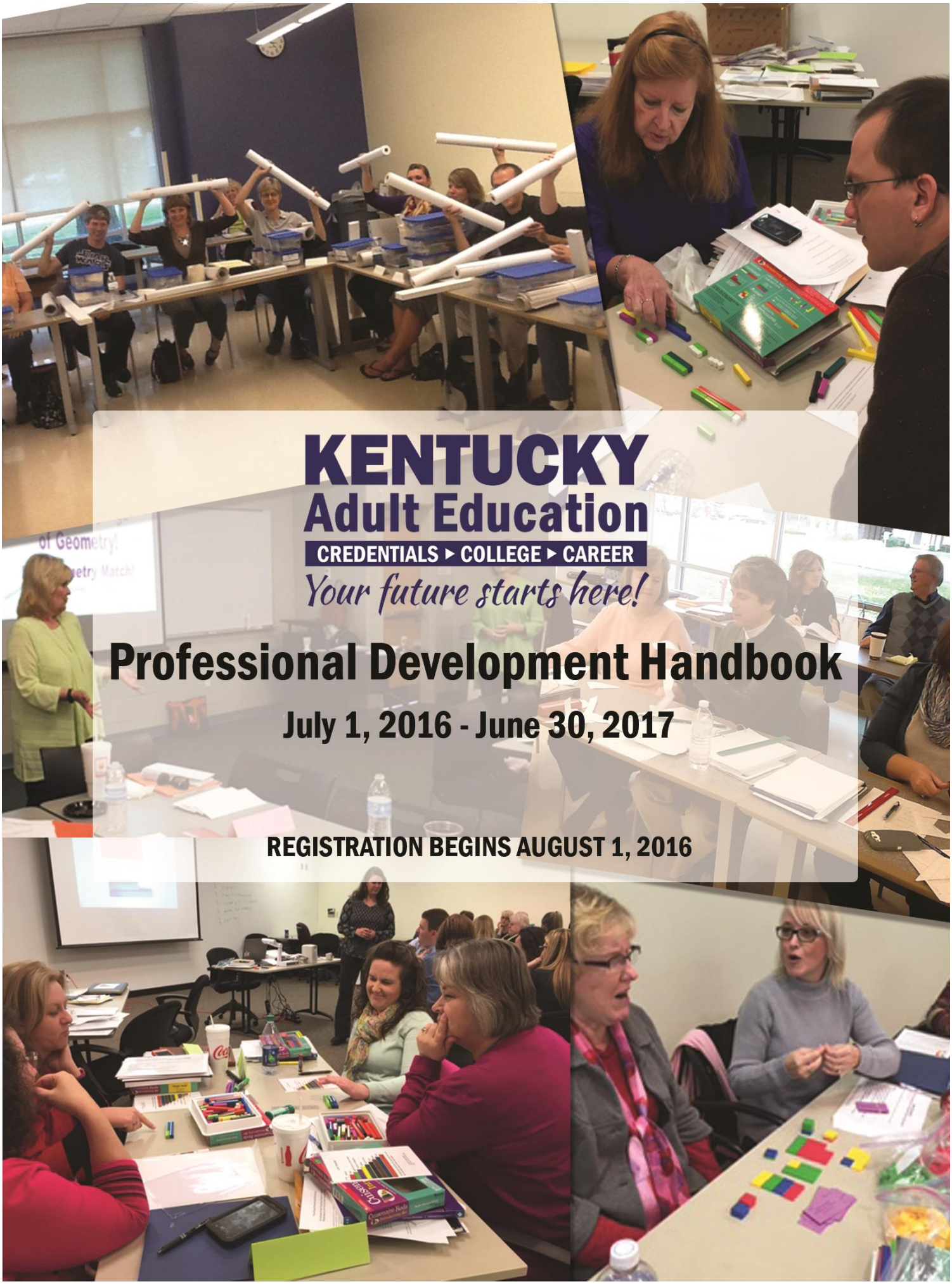


KENTUCKY
Adult Education
CREDENTIALS ▸ COLLEGE ▸ CAREER
Your future starts here!

Professional Development Handbook

July 1, 2016 - June 30, 2017

REGISTRATION BEGINS AUGUST 1, 2016

Table of Contents

Welcome 3
The Big Picture 3
Classroom Observations 4
KYAE Observation Tool Categories and Indicators 5
Purpose for Professional Learning 6
Integrating Technology Plan for Year 2: Deadlines 7
PD Compliance 8
PD Participation Requirements 8
PD Process Tools and Contacts 9
How to Register 10
Attention Program Directors 11
General PD Information 12
Registration Dates 12
The 2016-17 KYAE PD Model 13
Experienced and New Program Directors 13
New Instructors 14
All Experienced Instructors 16
Instructor Institutes 16
12-Hour Online or Blended Courses 22
- Mathematical Reasoning Choices 22
- Instructional Technology Choices 29
- GED® Series in Close Reading, Writing, Scoring, and Graphic Literacy 31
- GED® Online Choices 37
- English Language Acquisition (formerly English as a Second Language) Choices 39
- General Choices 41

Approved Conferences and Webinars 46
College Tuition Reimbursement 48
PD Funds and Local Professional Development 49
Exemptions to PD Requirements 49

GED® and GED Testing Service® are registered trademarks of the American Council on Education (ACE). They may not be used or reproduced without the express written permission of ACE or GED Testing Service. The GED® and GED Testing Service® brands are administered by GED Testing Service® LLC under license from the American Council on Education.

Welcome!

Welcome to the 2016-17 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
- PD registration dates
- Optional Professional Growth Opportunities (Electives)
- Tuition reimbursement for optional college courses approved by KYAE
- PD tools and links to their location

PD Policy and requirements appear in blue boxes throughout the PD Handbook.

The Big Picture

Under the Workforce Innovation and Opportunity Act (WIOA) of 2014, Congress revitalized and transformed the public workforce system so that we have a stronger foundation to connect Americans of all walks of life into high-quality jobs and ensure that businesses have access to the skilled talent that will help grow their businesses, as well as the U.S. economy. As we support WIOA's vision, our mission in Kentucky is to promote student achievement by fostering educational excellence and ensuring equal access.

Today's KYAE adult education learning centers shall provide educational services rich with basic, digital and GED® preparation, career exploration, integrated education, and job training. The successful local adult education (AE) program will use data to drive improvements, determine classroom staffing needs and structure, and identify professional development needs. While the larger local program may be able to assign specific responsibilities to staff, instructors in the smaller programs must juggle several duties under WIOA.

Each student may expect to:

- Receive services under the WIOA umbrella from KYAE sister agencies, including Office of Vocational Rehabilitation, Office of the Blind, Office of Employment and Training. Referrals may also include adult education services in another Kentucky county should the adult learner prefer to work on a credential there;
- Work closely with their adult educator(s) so they may successfully navigate the education and training opportunities both within their county and the neighboring technical or postsecondary campus;
- Participate in an orientation rich with career exploration opportunities, including the identification of a vocation or job sector that meets both the adult learner's interests and local employer's needs, as well as the identification of short-term and long-term career-focused goals; and,
- Receive support as they transition to the next educational level, including non-native-English-speaking students as they transition to GED® preparation and/or other credential preparation courses that lead them to a career path.

Under WIOA and Kentucky Accelerated Opportunity (AOKY), the local KYAE adult educator must:

1. Embrace the new role of the local AE program by making referrals to WIOA and AOKY partners so that the needs of the new AE enrollee are met;
2. Conduct a successful orientation for new AE students that advises them on local career opportunities, and work with them to set short- and long-term goals to navigate their selected career paths – all AE students shall have a career target beyond an entry-level job;
3. Be subject matter experts in their area(s) of instruction so their AE students successfully complete the GED® test;
4. Incorporate KYAE Workplace Essential Skills and the Office of Career, Technical, and Adult Education (OCTAE) College and Career Readiness Standards in all classroom instruction;
5. Have digital expertise sufficient to prepare the adult learner in the use of technology in the AE classroom and the workplace;
6. Successfully transition English as a second language students to courses that prepare them for the GED® test and/or other credentials that lead to a career pathway;
7. Be knowledgeable about the trainings and resources available through the local career center, such as job shadowing and apprenticeships, to successfully transition AE learners into careers;
8. Partner with the local community college, and other postsecondary institutions, to develop educational career pathways that will support the local economy; and
9. Advocate for their students to receive the critical support and education and training services needed for entrance in an in-demand career.

Classroom Observations

In 2015-16, KYAE program directors were trained on the 2016 KYAE Classroom Observation Tool, learned to use the tool to observe some of their instructors' classes, and then aggregated the observation data and submitted it to KYAE for analysis. In response to statewide data from the 2016 KYAE Observation Tool pilot initiative, all 2016-17 KYAE professional development offerings will address Core Action D of the KYAE Observation Tool, "Learning engages students in higher-order thinking," in their content. KYAE plans to use the aggregated results from each year's observations to inform the coming year's focus for professional development.

In 2016-17, all program directors (or a KYAE-approved substitute) will observe all instructors working more than 200 hours/year using the KYAE Observation Tool and submit the aggregate data to Lori Looney, Morehead State University Adult Education Academy, (606) 783-9377, l.looney@moreheadstate.edu. One half of the observations will be conducted by December 31, 2016; the remaining half will be conducted by April 1, 2017. The aggregate data report is due by April 1, 2017.

KYAE Observation Tool Categories and Indicators

General Observation Categories:	General Observation Category Indicators:
Category A: Lesson content is based on standards and learner goals	A1. Teaching and learning are focused on a targeted set of standards that build on their natural connections.
	A2. The lesson has an explicit, standards-based objective and purpose, stated in terms of the desired student learning outcomes.
	A3. Students use level-appropriate resources and materials directly related to the targeted standards.
	A4. Lesson content connects to learners' goals, interests, or needs, and is applicable to their lives.
	A5. Students are made aware of the connections among the content and objectives of current, previous and subsequent lessons throughout, and at the close of the lesson.
General Observation Categories:	**General Observation Category Indicators:**
Category B: Lesson delivery engages students	B1. Lesson is communicated clearly with regard to directions, content, questions, and evaluations of student work and ideas.
	B2. Lesson delivery is varied in presentation, instructional activities, and examples to improve classroom interaction, student engagement, conceptual understanding, and skill development.
	B3. Students have various opportunities (beyond worksheets) to apply new learning in authentic or practical adult-oriented contexts.
	B4. Students have appropriate hands-on opportunities to interact with computers, the Internet, and other digital media.
	B5. Students are consistently or often given appropriate wait time (3 or more seconds) before being prompted for a response to a question.
Category C: Learning is monitored and instruction adapted	C1. Student understanding is consistently checked throughout the lesson through informal, yet deliberate, methods used by the instructor (e.g., walks around the room to check on students' work, monitors verbal responses, etc.).
	C2. Instruction is adjusted according to students' demonstration of understanding (e.g., re-presenting, re-teaching, modeling, etc.).
	C3. Students are often given prompt, specific feedback to correct misunderstandings and reinforce learning.
	C4. Struggling learners, as well as learners who would benefit from extra challenges, have opportunities for supplemental activities and materials that meet their needs.
	C5. Students evaluate and reflect on what they learned and how they learned it.
Category D: Learning engages students in higher-order thinking	D1. Relevant, thought-provoking questions are posed to stimulate student thinking beyond recall in order to engage learners in inquiry, challenging their own assumptions, and encouraging problem-solving.
	D2. Students are consistently expected to elaborate on and justify their responses.
	D3. Students participate in activities that require suspending judgment, coming to consensus, discussing alternatives, prioritizing, negotiating, problem-solving, evaluating, and other skills.
	D4. Students are encouraged to voice ideas and opinions without fear of negative consequences.
	D5. All or most students display persistence with challenging tasks.

Content-Specific Observation Categories:	Content-Specific Observation Category Indicators:
RLA Lesson Indicators (CCR SIA English)	RLA1. Lesson clearly reflects the concepts and skills of a mixture of CCR reading, writing, speaking and listening, and language standards.
	RLA2. A majority of class time is spent reading, writing, or speaking directly about a text or multiple texts.
	RLA3. The text(s) central to the lesson displays exceptional craft and thought and/or provides useful information.
	RLA4. Questions and tasks consistently or often stimulate student thinking beyond recall and ask them to draw evidence from the text(s) to support their ideas and inferences.
	RLA5. Questions are sequenced to support students' delving deeper into text(s) to build their understanding of the big ideas and key information from the text(s).
Mathematics Lesson Indicators (CCR SIA Math)	MATH1. Students engage in Standards for Mathematical Practices that are central to the goals of the lesson and connected with the targeted content.
	MATH2. The lesson targets one or more aspects of rigor (conceptual understanding, procedural skill and fluency, or application), as appropriate for the addressed standard(s). Mark the aspect(s) of rigor the lesson addresses: ☐ Conceptual Understanding ☐ Procedural Skill and Fluency ☐ Application
	MATH3. Students are presented with high-quality, challenging questions and problems that prompt them to discuss their developing thoughts about the lesson content.
	MATH4. Mathematical concepts are made explicit through explanation, modeling, and/or examples.
	MATH5. Precision is demonstrated and expected regarding mathematical calculations, terminology, symbols, graphs, etc.

Purpose for Professional Learning

KYAE provides education services for more than 23,000 adult learners statewide, using a system of 700+ adult educators. **Every successful student can recall the one teacher who galvanized them on their career preparation.** An inspiring and informed teacher is the most important program-related factor influencing student achievement. As administrative and instructional leader, the KYAE program director models the highest level of professionalism to ensure a safe, enriching environment to support teacher excellence.

The 2016-17 PD model provides opportunities for the state's 700+ teachers to perfect their craft as practitioners through trainings based on the latest research in their content areas and by stretching their skill sets and strategies in the classroom. The model consists of online trainings, blended workshops and institutes, and instructional assistance visits that provide instructors with the opportunity to critically examine their methods and practice and adjust their techniques as they learn more. Our purpose is to prepare and reinvigorate our educators to continue to channel their wisdom, knowledge, and passion for learning into their students.

Integrating Technology Plan for Year 2: Deadlines

Background: As digital literacy grows increasingly important to the careers and everyday lives of adult learners, it becomes necessary that Adult Education programs are able to provide these skills. The KYAE Technology Integration Survey is a tool designed to gauge a local program's level of technology implementation while providing a guide for improvement. Last program year, all programs were to complete the KYAE Technology Integration Survey by September 2015.

Using their survey results, all programs created and immediately implemented a **3-year Technology and Distance Learning plan**, outlining how each county planned to engage students with instructional technology and develop job-ready digital literacy skills. All programs were to submit their completed 3-year plan by October 2015. Allowing time for revisions, programs submitted their first progress reports in April 2016.

Both the survey and the plan template are based upon the **KYAE Integrating Technology Rubric**. The rubric is a self-evaluation tool that aims to describe the various stages of technology integration and what this would look like in an adult education program. These four stages (No Integration, Beginning Integration, Moderate Integration, and Full Integration) are listed along the top of the document. The Rubric is designed to evaluate six categories of a program (Administration, Fiscal Agent, Site, Classroom, Students, and Instructors) in addition to an averaged, overall summary.

In short, the goal of the Technology and Distance Learning plan will be to increase a program's level of technology integration by one complete stage, in each category, every fiscal year. For example, if a program's survey report listed their current "Administration" level as 'Beginning Integration,' the goal of the first year will be to move to the 'Moderate Integration' stage.

Year 2 Requirements: We are now entering Year 2 of the Technology and Distance Learning plan. We understand that due to changing technology demands and program resources, the ongoing Technology and Distance Learning plan may need to be changed. **All programs** will once again complete the **KYAE Technology Integration Survey**, and must do so by **September 9.** *Program directors must complete the survey prior to their instructors, as the survey asks directors to indicate the number of instructors in their county.* Once the program director and the indicated number of instructors have completed the survey, the county's results will be emailed to both the program director and KYAE. (There is no need to send a confirmation email; the automated system will inform KYAE when a county completes the survey.) The program director will compare their results against the previous year, and should revise their plans accordingly. Programs not needing to revise their plan must provide it to Rudy Rhoades by **October 3.** Programs that have yet to submit a full three-year plan, and programs revising their plans, will do so by **October 3, 2017**. For more information, contact Rudy Rhoades, KET, (859) 258-7010, rrhoades@ket.org.

PD Compliance

Pursuant to the local provider's contract with Kentucky Adult Education (KYAE) for the provision of adult education services, the local provider is required to operate a program in compliance with the provisions of the Kentucky Adult Education Implementation Guidelines. The guidelines state that certain staff shall meet certain professional development requirements as outlined in KYAE's Professional Development Handbook. Should the provider fail to meet this requirement, a **Notice of Noncompliance,** as a component of demonstrated effectiveness, will be placed in the program file and will be considered in any evaluation of the program's performance**.**

- The 2016-17 PD requirements cover the period from August 1, 2016 through June 30, 2017. During that period, adult educators will complete their required PD.
- New instructors and new directors have 12 months from the date of hire to complete their introductory trainings.
- KYAE will begin tracking compliance in October 2016. This is a service to assist program directors in managing each member of their staff's contractual obligation to fulfill the annual PD requirement.
- Participants who complete the *EMPower Plus* curriculum pilot may substitute that work for their PD requirement.

Notifications of non-compliance will be sent out to the program director and fiscal agent after June 30, 2017.

PD Participation Requirements

See the KYAE PD course syllabus for specifics on all pre-work, activities, and assignments. A link to the syllabus is included in the course description in this PD Handbook.

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 work. This is so the facilitator may formatively assess the pre-work before the face-to-face event.

To fulfill PD requirements, participants must attend/complete **all** required PD events and activities. Program directors must ensure that all staff persons meet annual PD requirements.

The training facilitator determines if the instructor has satisfactorily completed the course activities and notes the completion in the course.

KYVL/ANGEL sends **automatic notices** to instructors whenever their status in a course changes from "Enrolled" to "Completed," "Dropped by Provider," etc. The change also appears in the **PD Activity Report** on the KYAE student data management site, Kentucky Adult Education Reporting System (KAERS).

PD Process Tools and Contacts

Links to the **PD Handbook** and related materials are available at the **Professional Development** webpage on **KYAE's website**:

- 2016-17 KYAE Professional Development Calendar and Facilitators--lists the events, dates, locations (for face-to-face) and facilitators' contact information (See PD Requirements and Opportunities, July 1, 2016-June 30, 2017 list in this document.)
- 2016-17 KYAE-Approved Conferences and Webinars–lists state and national conferences approved by KYAE for use as an elective (See the 2016-17 Approved Conferences and Webinars list in this document.)
- KYAE Course Catalog (See Details #2 on next page under How to Register)
- 2016-17 PD Announcements—are first sent out to the field and then posted to the website
- Kentucky eLearning Portal (ANGEL) login (See Details #2 below.)
- 2016-17 PD forms:
  - College Course Request for Approval Form
  - Conference Attendance Approval Form
  - Local Orientation for New Instructors Form
  - Local Professional Development Request for Approval Form
  - Professional Development Exemption Request Form

Details:

1. The **PD Handbook** provides the information for the KYAE PD process:
   - Annual PD requirements for all KYAE instructional staff and program directors;
   - Course classification (required, optional professional growth opportunity elective, mini-tutorial), format (online, face-to-face, blended); and
   - Links to course **syllabi** with a full description of activities, deadlines, and face-to-face event logistics.
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 is the KYAE data management site where programs enter new students and instructional staff. For PD purposes, after new hires are entered into KAERS, they will be sent a user identification and password to the Kentucky eLearning Portal (ANGEL). See below 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**.
5. Requests to change status should be addressed to the **course facilitator.** (See the course description in this PD Handbook.) **KYAE staff does not provide PD status information or enroll participants.**
6. 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 have completed the registration

process. Participants may access ANGEL by logging in 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 read this document by clicking here, which provides a short introduction to getting started with ANGEL.**

7. **PD Contacts**: Facilitators and their contact information appear with the course information in this PD Handbook.
8. If a participant cannot login to the KYVL/ANGEL system or has forgotten the username/password, please contact Donna Potter (502) 829-3053, Donna.Potter@ky.gov; or Gayle Box (502) 892-3012, Gayle.Box@ky.gov.

How to Register

Steps:

Registration begins August 1, 2016.

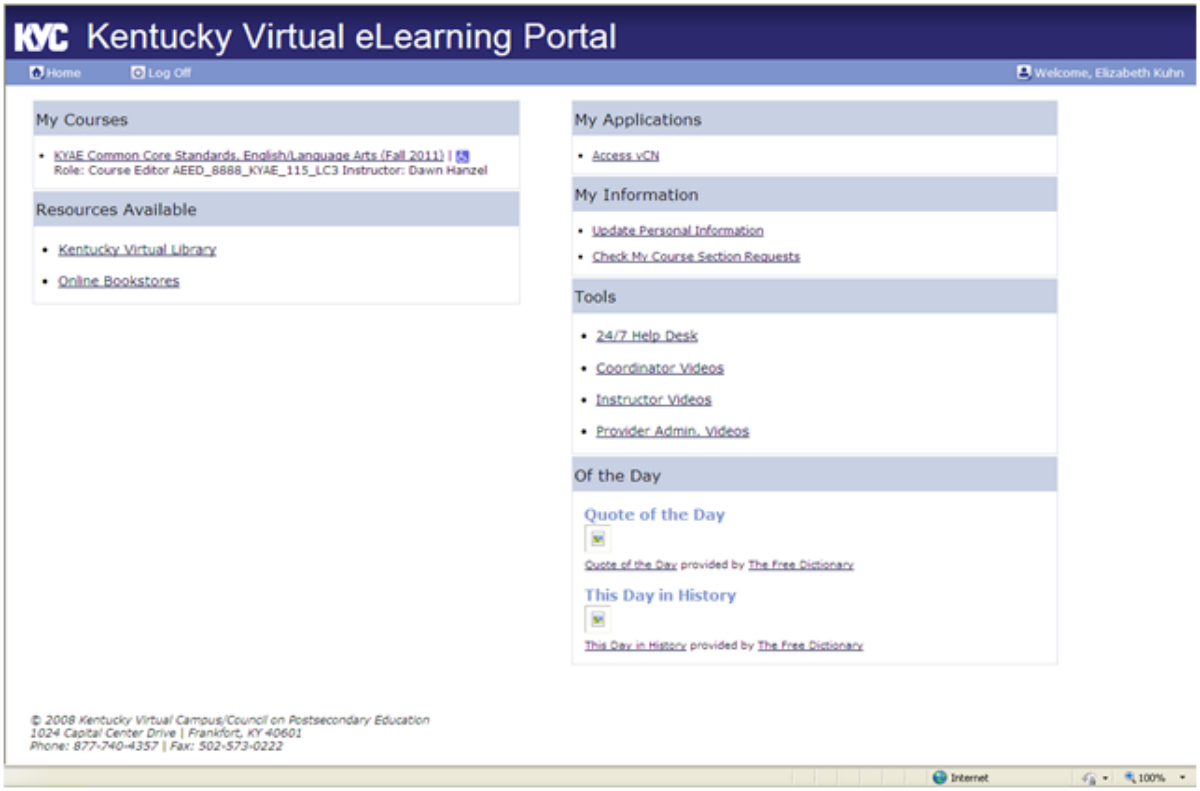
A. Identify your annual PD requirements according to your scheduled number of hours for the current program year (July 1-June 30).
B. Select the dates (and location, if a face-to-face-event) for your required PD courses.
C. Contact the facilitator if you have questions about the course.
D. Make sure 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, unless they work for a different county program (see Details #2 and #5 below).
E. Each course is assigned a KYAE course code in the PD Handbook. Use that code when looking up the item on the KYAE Course Catalog. Use the KYAE Course Catalog to register for your courses.
F. Make sure you are registered for the correct course (see Details #3 below). 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. Login at your ANGEL home page, follow the links to your courses for further instructions from the facilitator (see Details #4 and #5 below). 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.
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.
3. Use the KYAE Course Catalog to register for an institute, KYAE online courses, and optional professional growth opportunities (electives). After registering for a course, registrants will receive an e-mail from the Kentucky Virtual Campus (KYVC) indicating that they have been enrolled in 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 http://www.kyvae.org website 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".



5. If a participant cannot log in to the KYVL/ANGEL system or has forgotten the username/password, please contact Donna Potter (502) 892-3053, Donna.Potter@ky.gov; or Gayle Box (502) 892-3012, Gayle.Box@ky.gov.

Attention Program Directors!

As the lead professional educator in your program, your duties and responsibilities must continue to evolve under WIOA in order to provide an environment that prepares both your staff and the adult learners you serve to be successful. Please review and incorporate the following in your day-to-day duties.

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

1. Modeling and setting the highest standard for best practice among their instructors; ensuring the highest quality instruction.
2. Realizing full implementation of standards-based instruction using the essential Employability Standards and the Office of Career, Technical, and Adult Education (OCTAE) College and Career Readiness Standards.
3. Fostering instructor effectiveness through building knowledge-base, and professionalism.
4. Nurturing an environment of professional growth, collaborative learning and participative decision-making.
5. Engaging students through instruction relevant to their life experiences.
6. Empowering students to achieve next steps.
7. Analyzing data and using it to guide instructional practice.

8. Providing constructive feedback and reinforcement to advance continuous improvement.
9. Ensuring students gain the digital literacy skills needed for college and career readiness.
10. Ensuring that they and instructors working more than 200 hours a year complete the KYAE Technology Integration Survey by **September 9, 2016**, and that they revise its (now 2-year) Technology Plan based on their survey results.

General PD Information

As part of the PD duties, all program directors are expected to:

1. Ensure that they and their instructors that work more than 200 hours a year meet the annual PD requirements. This includes monitoring an instructor's total number of hours, which may fluctuate during the year, and adjusting their PD plan accordingly.
2. Ensure all instructors have an "active" status in KAERS.
3. Explain to instructors their PD requirements and guide them through the requirements and options available under the KYAE PD model; direct them to the KYAE Professional Development Handbook or the course facilitator.
4. Assist new instructors with getting their ANGEL username and password, using the KYAE Course Catalog and registering for required courses.

The individual's primary assignment, hours per year, and experience in a KYAE program determine the type and amount of in-service PD requirements. Degrees, certifications, and adult education experience in other states, do **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.

Part-Time New and Experienced Instructors who work **fewer than 200 hours/year** have **no** annual PD requirement.

Program Directors must meet the annual PD requirement for program directors regardless of their number of working hours per year.

Assistant Program Directors/Instructors must meet the PD requirements for instructors.

Assistant Program Directors who do not provide instruction do not have a PD requirement. However, if the assistant program director **substitutes** for instructors for more than 199 hours per year, s/he shall also be required to complete the annual PD requirement for instructors.

Academic Assistants may not instruct or tutor students if the instructor is not present. Therefore, Academic Assistants have no PD requirement. However, 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 there is available space**.

Administrative Assistants have no PD requirements.

Registration Dates

PD registration opens on **August 1, 2016**.

The 2016-17 PD requirements cover the period from August 1, 2016 through June 30, 2017. During that period, adult educators will complete their required PD under the 2016-17 PD model.

The 2016-17 KYAE PD Model:

PD Requirements and Opportunities, July 1, 2016-June 30, 2017

A. Experienced and New Program Directors

Experienced Program Directors:

1. **2016-17 Program Directors Institute: Getting Better Together (27.5 hours)**
   In addition to this three-day blended institute, program directors will complete three, half-day Administrative Leadership trainings facilitated by Cody Davidson and his staff. See dates below for more information.

New Program Directors:

In addition to the Program Director Institute and the three, half-day Administrative Leadership trainings, all new program directors will complete the following courses within the **first year of hire**:

2. **Orientation to Adult Education** (online, 4-6 hours)
3. **GED Ready™ Test** (online, 4-6 hours)

1. **2016-17 Program Directors Institute: Getting Better Together – Course Code KYAE183**

Course Dates:

September 8-9, 2016 – Hilton Lexington Downtown, 369 W. Vine Street, Lexington, KY 40507
September 8, 2016 –Administrative Leadership half-day training, 1:00 – 5:00 pm ET
September 9, 2016 – 1st face-to-face session of the Program Director Institute; 8:00 – 4:00 ET
January 26-27, 2017 – Hilton Lexington Downtown, 369 W. Vine Street, Lexington, KY 40507
January 26, 2017 –Administrative Leadership half-day training, 1:00 – 5:00 pm ET
January 27, 2017 – 2nd face-to-face session of the Program Director Institute; 8:00 – 4:00 ET
May 11-12, 2016 – Hilton Lexington Downtown, 369 W. Vine Street, Lexington, KY 40507
May 11, 2017 –Administrative Leadership half-day training, 1:00 – 5:00 pm ET
May 12, 2017 – 3rd face-to-face session of the Program Director Institute, 8:00 – 4:00 ET

- Blended, 27.5 hours
- Facilitator: Lori Looney, MSU, (606) 783-9377, l.looney@moreheadstate.edu

Purpose: This institute will equip program directors with practical tools to cultivate effective instructional leaders within their programs. The institute will also allow participants to explore the new LINCS Adult Education Teacher Competencies and Adult Education Teacher Induction Toolkit.

Learning Goals:

- ✓ Explore all resources provided in the LINCS Adult Education Teacher Induction Toolkit.
- ✓ Expand on strength-based leadership tenets.
- ✓ Improve classroom observation and instructional practice.
- ✓ Acquire peer coaching strategies.

Course Description: This institute will focus on concrete applications of research-based instructional best practices. Participants will acquire ready-to-replicate strategies and tools for improving their role as instructional leader and promoter of teacher effectiveness.

Format:

- Online pre-test
- 1st set of online activities
- 1st face-to-face (F2F) training
- 2nd set of online activities
- 2nd F2F training
- 3rd set of online activities
- 3rd F2F training
- Final set of online activities
- Online post-test

B. New Instructors

New ABE/GED® and experienced instructors working less than 200 hours/year do not have a PD requirement.

New ABE/GED® Instructors:
All NEW instructors working more than 200 hours/year will complete the following courses within the **first year** of hire:

1. **Orientation to Adult Education** (online, 4-6 hours)
2. **GED Ready™ Test** (online, 4-6 hours)
3. **Local Orientation** (face-to-face, length of time varies)

New English as a second language Instructors:
All new ESL instructors working more than 200 hours/year will complete these three courses within the **first year** of hire:

1. **Orientation to Adult Education** (online, 4-6 hours)
2. **CASAS Implementation Training** (online at CASAS.org, 12 hours)
3. **Local Orientation** (face-to-face, length of time varies)

1. **Orientation to Adult Education**

   Course Dates and Course Codes:
   August 29 – September 23, 2016, KYAE200AUG
   October 17 – November 14, 2016, KYAE200OCT
   January 9 – February 3, 2017, KYAE200JAN
   March 6 – March 31, 2017, KYAE200MAR
   April 10 – May 5, 2017, KYAE200APR

   - Online, 4-6 hours
   - Facilitator: Patricia Erwin, MSU, (606) 783-9033, p.erwin@moreheadstate.edu

   Purpose: The purpose of this course is to provide new instructors an introduction to some of the key concepts/factors that will impact their work as Kentucky adult education instructors. Some of the main topics covered will include the 21st century job market, the role of the educator, and tools for instruction.

   Learning Goals:

   - ✓ Participants will gain a greater understanding of the skills that students will need in order to be prepared for the 21st century job market.
   - ✓ In Lesson two, participants will explore the role of the instructor in the 21st century adult education classroom, and ways to incorporate a learner-centered approach to instruction.
   - ✓ Lesson three will provide resources to aid instructors in their work, such as instructional strategies and ways to integrate technology in the classroom.

   Course Description: This online course is designed for new adult education practitioners. This is a four-week course that will cover key topics, such as 21st century employment skills and the role of the adult education instructor. Additionally, participants will receive tools to guide them as they structure classroom practices to incorporate 21st century skills. Participants will also gain/acquire strategies and resources for the use of instructional technology in the classroom.

2. **GED Ready™ Test Online Course**

   Course Dates and Course Codes:
   September 19-October 14, 2016, KYAE102SEP
   October 24 – November 18, 2016, KYAE102OCT
   January 30 – February 24, 2017, KYAE102JAN
   March 13 – April 7, 2017, KYAE102MAR

April 24 – May 19, 2017, KYAE102APR

- Online, 4-6 hours
- Facilitator: Patricia Erwin, MSU, (606) 783-9033, p.erwin@moreheadstate.edu

Purpose: This course is designed to provide participants with an introduction to the GED Ready™ test, as well as information about changes to the structure and format of the test.

Course Description: The GED Ready™ Test Online Course will cover the basic structure and format for the new GED Ready™ test. Participants will engage in online training activities as well as peer discussion. Among the topics to be covered in this four-week course are: Test Overview and Technology Skills, Reasoning through Language Arts, and Mathematical Reasoning.

Learning Goals:

- ✓ In lesson one, participants will cover what is different about the structure of the new assessment.
- ✓ They will gain insight into the technology skills needed for the new test.
- ✓ In the remaining lesson modules, participants will become aware of the components and content of the Reasoning through Language Arts and Mathematical Reasoning sections.
- ✓ Participants will share student preparation strategies.

Format: This course is completely online.

3. Local Orientation–Course Code KYAE219

- Face-to-face at the local learning center; the length of time for this varies.
- Facilitator: Local program director
- KYAE contact: Donna Potter, (502) 892-3053, donna.potter@ky.gov

KYAE recognizes the need for new instructors to participate in a local orientation conducted by the program director. The director will complete the Local Orientation for New Instructors Form with the following information and submit within 120 days of the new instructor's hire date:

- ✓ Agenda
- ✓ List of people participating
- ✓ Evaluation-Exit slip (red, green, yellow)
- ✓ Next steps

4. CASAS Implementation Training (CASAS IT)–Course Code KYAE221

- Online, 18 hours
- Non-facilitated
- KYAE contact: Donna Potter, (502) 892-3053, donna.potter@ky.gov

Course Description: 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 counts 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 "Online Training" page at: http://training.casas.org/
2. Select CASAS Implementation Training and module categories will appear
3. Select Implementation Training and click on Training Registration.
4. You must log in to enroll. If you are not a registered user, click on "Log in" and then "I am a new user." KYAE does not provide technical support for the CASAS course. The CASAS Technical Support can be contacted at techsupport@casas.org, 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 Donna Potter, Donna.potter@ky.gov. She will update the PD status in ANGEL and an electronic confirmation will be e-mailed to the instructor.

D. All Experienced Instructors

*Instructors working **less than 200 hours** per year are **not** required to complete PD.*

Experienced ABE/GED® and ESL Instructors:

All experienced ABE/GED® and English Language Acquisition (ELA, formerly ESL) Instructors

- **Working 1000+ Hours a Year** will complete **one instructor institute** (excluding the program director institute) **or three online or blended courses** from the List of Choices (Online or Blended).
- **Working 500-999 Hours a Year** will complete **one instructor institute** (excluding the program director institute) **or two online or blended courses** from the List of Choices (Online or Blended).
- **Working 200-499 Hours a Year** will complete **one instructor institute** (excluding the program director institute) **or one online or blended course** from the List of Choices (Online or Blended).

Instructor Institutes

1. Peer-to-Peer Coaching Institute – Course Code KYAE188

- Blended, 27 ½ hours
- Facilitators: Dawn Hanzel, Collaborative Center for Literacy Development (CCLD), (859) 257-6095, dawn.hanzel@uky.edu; and Sara Gutting, Educational Consultant, Indiana
- Technical Support and Registration: Debbie Thurmond, CCLD, (859) 257-5631, Deborah.thurmond@uky.edu
- KYAE contact: Donna Potter, (502) 892-3053, donna.potter@ky.gov

Purpose: The purpose of this institute will be to engage instructors in an ongoing, cyclical model in which teachers collaborate and reflect on their instructional practices for the purpose of refinement.
Description: Participants will engage in a powerful, non-evaluative process with peers collaborating to examine and study student learning with a goal of improving professional practice in ways that maximize student success. They will:

- ✓ Reflect upon and analyze teaching practices
- ✓ Observe and coach peers

- ✓ Expand, refine, and build new skills
- ✓ Share ideas
- ✓ Teach one another
- ✓ Address classroom challenges

Learning Goals:

- ✓ Self-reflect on implementing best practices in teaching and learning based on the Teaching and Learning Observation Tool
- ✓ Develop a mentoring relationship with peers
- ✓ Observe, coach, and mentor peers
- ✓ Collaborate with peers to identify strategies and tools for implementing teaching and learning best practices that will lead to instructional enhancement and student success.

KYAE188	Activity	Location	Dates	Timeframe
Lexington, Specific Location TBD	Introduction	Online	September 7–14, 2016	3 hours
Lexington, Specific Location TBD	Workshop Session #1	F2F - Lexington	September 16, 2016	6 hours
Lexington, Specific Location TBD	Application Activity	Job-embedded	September 18–November 1, 2016	4 hours
Lexington, Specific Location TBD	Workshop Session #2	F2f- Lexington	November 4, 2016	6 hours
Lexington, Specific Location TBD	Application Activity	Job-embedded	November 7-December 9, 2016	6 hours
Lexington, Specific Location TBD	Sharing and Reflections	Webinar	December 12, 2016	1 hour
Lexington, Specific Location TBD	Sharing and Reflections	Online Discussion	December 12-16, 2016	1.5 hours

Special Requirements: This course requires an application.

In order to participate in this opportunity, participants will need to complete an application along with registration. Once registered for the course, participants will be sent a link to a welcome page. A link to the application will be on that page with instructions to complete. Depending on which applications are accepted, the facilitator will work with the program directors to establish peer relationships. Peer relationships will be in either pairs or groups of three. If a participant is with a small independent county program, s/he will be matched with someone from another county with similar demographics. If participants are in a multiple county program, s/he may be matched with someone from within that multiple county program located at a different site. An attempt will be made to match participants with someone in close proximity; however, that may not be possible depending on registrants for the event.

2. <u>Implementing Integrated Career Pathways</u> – Course Code KYAE189C1 or KYAE189C2

- Blended, 27 ½ hours
- Facilitator: Dawn Hanzel, CCLD, (859) 257-6095, dawn.hanzel@uky.edu, and John Greenwell, Jefferson County
- Technical Support and Registration: Debbie Thurmond, CCLD, (859) 257-5631, Deborah.thurmond@uky.edu
- KYAE contact: Donna Potter, (502) 892-3053, donna.potter@ky.gov

Purpose: Through the new Workforce Innovations and Opportunities Act (WIOA) and the Ability to Benefit program, adult education students have the opportunity to simultaneously work on their GED® and a certificate at a Kentucky Community and Technical College. Within the Kentucky Accelerating Opportunities (AOKY) framework, programs will align adult education, job training, higher education, and basic support systems to create pathways to postsecondary educational

credentials and employment. Adult education programs are taking a service approach that provides adult education and literacy activities concurrently with workforce preparation and workforce training for a specific occupation or occupational cluster for the purposes of educational and career advancement. The purpose of this institute will be to learn effective practices to deliver a contextualized GED® program that will support students, who fall into NRS levels 5 and 6, in succeeding in a certificate program, higher education, and the workplace.

Description: Participants will engage in learning strategies to build relationships with community college key stakeholders and students in order to deliver successful contextualized instruction and support services for adult education students as they are entering a certificate program while pursuing a GED®. They will discover the most effective practices to establish the relationships, determine needs, work with college instructors, and deliver effective contextualized instruction.

Learning Goals:

- ✓ Build partnerships
- ✓ Deliver effective contextualized instruction
- ✓ Apply strategies to support student success

Cohort #1 KYAE 189C1	Activity	Location	Dates	Timeframe
Madisonville Specific Location TBD	Introduction	Online	September 23-28	1 hour
Madisonville Specific Location TBD	Workshop Session #1	Madisonville	September 30	6 hours
Madisonville Specific Location TBD	Application Activity	Job-embedded	October 3– October 20	3.5 hours
Madisonville Specific Location TBD	Workshop Session #2	Madisonville	October 21	6 hours
Madisonville Specific Location TBD	Application Activity	Job-embedded	October 24– November 17	3.5
Madisonville Specific Location TBD	Workshop Session #3	Madisonville	November 18	6 hours
Madisonville Specific Location TBD	Sharing and Reflections	Online	December 2	1.5 hours

Cohort #2 KYAE 189C2	Activity	Location	Dates	Timeframe
Lexington Specific Location TBD	Introduction	Online	January 13- January 18	1 hour
Lexington Specific Location TBD	Workshop Session #1	Lexington	January 20	6 hours
Lexington Specific Location TBD	Application Activity	Job-embedded	January 23- February 16	3.5 hours
Lexington Specific Location TBD	Workshop Session #2	Lexington	February 24	6 hours
Lexington Specific Location TBD	Application Activity	Job-embedded	February 27- March 30	3.5
Lexington Specific Location TBD	Workshop Session #3	Lexington	March 31	6 hours
Lexington Specific Location TBD	Sharing and Reflections	Online	April 14	1.5 hours

Special Requirements: This course requires an application.

In order to participate in this opportunity, participants will need to complete an application along with registration. Once registered for the course, participants will be sent a link to a welcome page. A link to the application will be on that page with instructions to complete. Depending on which applications are accepted, the facilitator will work with the program directors to establish peer relationships. Peer relationships will be in either pairs or groups of three. If a participant is with a small independent county program, s/he will be matched with someone from another county with similar demographics. If participants are in a multiple county program, s/he may be matched with someone from within that multiple county program located at a different site. An attempt will be made to match participants with someone in close proximity; however, that may not be possible depending on registrants for the event.

3. <u>Contextualizing Curriculum Institute (NRS Level 4)</u>

- Blended, 27.5 Hours
- Facilitator: Lori Looney, MSU, (606) 783-9377, l.looney@moreheadstate.edu

Purpose: This institute will introduce participants to contextualization best practices and provide a foundation for contextualization of pre-GED® curriculum toward sector-specific career pathways.

- ✓ building collaborative relationships with key stakeholders.

Description:

Participants will learn about contextualization best practices by exploring successful contextualization initiatives from other states, reading seminal works, and evaluating same. Participants will use their knowledge of contextualization best practice to evaluate and revise existing KYAE sector-specific lesson plans for the purpose of implementing contextualization initiatives in their respective programs.

Total Hours: 27.5 Hours

Learning Goals:

- ✓ Build knowledge about contextualization history and best practice.
- ✓ Develop proficiency in evaluating, revising, and customizing existing contextualized. curriculum targeted to students at NRS Level 4, High Intermediate Basic Education, 6th - 8th grade level, CCRS Level D.

Explore strategies for Format:

- Online pre-test
- 1st set of online activities
- 1st face-to-face (F2F) training
- 2nd set of online activities
- 2nd F2F training
- 3rd set of online activities
- 3rd F2F training
- Final set of online activities
- Online post-test

Dates: Contextualizing Curriculum Institute (NRS Level 4)

Cohort and Course Code	Face-to Face #1	Face-to Face #2	Face-to Face #3
Fall Cohort KYAE190C1	September 23, 2016 Friday 9-4:00, ET BCTC Newtown Campus Room 106-07 500 Newtown Pike Lexington, KY	November 11, 2016 Friday 9-4:00, ET BCTC Newtown Campus Room 106-07 500 Newtown Pike Lexington, KY	December 9, 2016 Friday 9-4:00, ET BCTC Newtown Campus Room 105-06 500 Newtown Pike Lexington, KY

Spring Cohort KYAE190C2	March 31, 2017 Friday 9-4:00, ET BCTC Newtown Campus Room 106-07 500 Newtown Pike Lexington, KY	April 21, 2017 Friday 9-4:00, ET BCTC Newtown Campus Room 106-07 500 Newtown Pike Lexington, KY	May 26, 2017 Friday 9-4:00, ET BCTC Newtown Campus Room 106-07 500 Newtown Pike Lexington, KY

4. **<u>ALANM (Active Learning in Adult Numeracy and Mathematics) Functions and Algebraic Reasoning Institute</u> – Course Code KYAE191**
   - Face-to-face sessions with classroom activities, 27.5 Hours
   - Facilitator**:** Steve Hinds

   Purpose: This institute introduces high intermediate and HSE-level teachers to a series of scaffolded functions and algebra lessons that include the following topics: representations of functions, rate of change/slope, *y*-intercept, modeling linear relationships, and evaluating algebraic expressions. As a part of this work, the lessons integrate teaching of decimal arithmetic, integer arithmetic, and exponents. Participants receive detailed lesson plans that include guidance on predicting common student misconceptions, and in facilitating the rich activities and discussions.

   Description: ALANM institutes are intensive professional development opportunities. Steve Hinds leads the institutes, modeling the lessons and facilitating discussions of the student-centered and active-learning pedagogical approaches. The institute gives participants the confidence to teach the lessons in their own classrooms, and the pedagogical and other teaching approaches that are discussed in the institute will impact participants' teaching more broadly.

   Learning Goals:
   - ✓ To improve math instructors' knowledge of functions content.
   - ✓ To improve math instructors' knowledge of decimal, integer, and exponent content.
   - ✓ To model and discuss a series of functions lessons so that math instructors have the confidence to teach the lessons in their own classroom.
   - ✓ To model and discuss features of an effective adult numeracy classroom such as optimizing the physical arrangement of the classroom, and using a variety of student groupings.
   - ✓ To model and discuss features of effective adult numeracy teaching such as providing open-ended tasks, moving from informal to more formal representations, asking good questions, encouraging student-student talk, valuing multiple solution strategies, minimizing lecture, and giving students opportunities to look for patterns, generalize, and discover mathematical relationships that are new to them.
   - ✓ To model and discuss how to foster deep learning that does not only include practicing procedures, but that includes conceptual understanding, communication skills, reasoning skills, problem-solving skills, and feelings of self-efficacy that help students to persevere in the face of academic challenges.

   Format: The institute will include three day-long professional development sessions, and participants will have an additional opportunity to get feedback on their own teaching, either through a classroom observation, on a videotaped lesson, or in a similar activity.

   Materials provided: Steve Hinds' curriculum for Functions and Algebra

   Note: *This institute is appropriate for low-level and HSE-level adult numeracy instructors who can modify or use portions of the lessons at those levels.*

Dates: ALANM (Active Learning in Adult Numeracy and Mathematics) Functions and Algebraic Reasoning Institute

Face-to Face #1	Face-to Face #2	Face-to Face #3
September 16, 2016 Friday 9-4:00, ET BCTC Newtown Campus Room 113 500 Newtown Pike Lexington, KY	October 7, 2016 Friday 9-4:00, ET BCTC Newtown Campus Room 113 500 Newtown Pike Lexington, KY	October 28, 2016 Friday 9-4:00, ET BCTC Newtown Campus Room 113 500 Newtown Pike Lexington, KY

5. **<u>ALANM (Active Learning in Adult Numeracy and Mathematics) Measurement and Geometry Institute</u> – Course Code KYAE192**
   - Face-to-face sessions with classroom activities, 27.5 Hours
   - Facilitator**:** Steve Hinds

   Purpose: This institute introduces intermediate-level teachers to a series of scaffolded measurement and geometry lessons that include the following topics: length and area measurement, U.S. customary and metric units of measure, perimeter, understanding equations as equivalence, measurement estimation, length and area measurement for common polygons, and problem solving that uses authentic measurement contexts. As a part of this work, students use a variety of tools (e.g., rulers and square tiles) to measure actual-sized objects, and they also learn to solve measurement problems when figures are not provided or drawn to scale. Participants receive detailed lesson plans that include guidance on predicting common student misconceptions, and in facilitating the rich activities and discussions.

   Description: ALANM institutes are intensive professional development opportunities. Steve Hinds leads the institutes, modeling the lessons and facilitating discussions of the student-centered and active-learning pedagogical approaches. The institute gives participants the confidence to teach the lessons in their own classrooms, and the pedagogical and other teaching approaches that are discussed in the institute will impact participants' teaching more broadly.

   Learning Goals:
   - ✓ To improve math instructors' knowledge of length and area measurement for rectangles, squares, parallelograms, and triangles.
   - ✓ To model and discuss a series of measurement and geometry lessons so that math instructors have the confidence to teach the lessons in their own classroom
   - ✓ To model and discuss features of an effective adult numeracy classroom such as, using tools appropriately, optimizing the physical arrangement of the classroom, and using a variety of student groupings.
   - ✓ To model and discuss features of effective adult numeracy teaching such as asking good questions, moving from concrete to representational activities, providing open-ended tasks, encouraging student-student talk, valuing multiple solution strategies, minimizing lecture, and giving students opportunities to look for patterns, generalize, and discover mathematical relationships that are new to them.
   - ✓ To model and discuss how to foster deep learning that does not only include practicing procedures, but that includes conceptual understanding, communication skills, reasoning skills, problem-solving skills, and feelings of self-efficacy that help students to persevere in the face of academic challenges.

   Format: The institute will include three day-long professional development sessions, and participants will have an additional opportunity to get feedback on their own teaching, either through a classroom observation, in feedback on a videotaped lesson, or in a similar activity.

   Materials provided: Steve Hinds' curriculum for Measurement and Geometry

Note: *This institute is appropriate for low-level and HSE-level adult numeracy instructors who can modify or use portions of the lessons at those levels.*

Dates: ALANM (Active Learning in Adult Numeracy and Mathematics) Measurement and Geometry Institute

Face-to Face #1	Face-to Face #2	Face-to Face #3
March 10, 2017 Friday 9-4:00, ET BCTC Newtown Campus Room 113 500 Newtown Pike Lexington, KY	March 31, 2017 Friday 9-4:00, ET BCTC Newtown Campus Room 113 500 Newtown Pike Lexington, KY	April 21, 2017 Friday 9-4:00, ET BCTC Newtown Campus Room 113 500 Newtown Pike Lexington, KY

12-Hour Online or Blended Courses

Mathematical Reasoning Choices

Strategic Goals for KYAE Mathematics Professional Development, KYAE Math PD Advisory Team
Overarching Goal: Build a culture that values professional learning

Strategic Goal # 1: Actively pursue implementation of the eight Mathematical Practices (SMPs) and the three key shifts in order to prepare students for 21st century careers.

Strategic Goal #2: Actively pursue implementation of the eight Teacher Practices (TMPs) in order to improve effectiveness and efficiency of instruction

KYAE Math PD Advisory Team: Catherine Beechie, Gayle Box, Patricia Erwin, Lindsey Kafer, Diane Kelley, Lori Looney, Jill Parker, Erron Pricket, Missy Slone

1. **Math 4 Adult Educators: Tapping into the Power of Number Lines – Course Code KYAE195**
   Date and Location: October 21, 2016, face-to-face session
   9:00 – 4:00, ET
   KY Transportation Cabinet Building, 200 Mero Street, Frankfort, KY
   - Blended, 12 hours
   - Facilitator**:** Kentucky Center for Mathematics Staff
   - KYAE contact**:** Gayle Box, (502) 892-3012, Gayle.Box@ky.gov

   Purpose: According to GEDTS®, the GED® Mathematical Practices "focus on mathematical reasoning skills and modes of thinking mathematically." Practice 3 of NCTM's *Principles to Actions: Ensuring Mathematical Success for All* states "Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving." This workshop will give instructors the experience, activities, and tools to help support students in making sense of mathematics through the use of multiple representations: symbols, drawings, situations (contexts), and manipulatives.
   Description: Number Lines are an essential model in mathematics and are a necessary foundation for graphing. Participants will be provided with the F.U.N. Number line system and Cuisenaire Rods to support reasoning about whole numbers, integers, and rational numbers on a number line and develop ideas about order, operations and equivalence.
   Learning Goals:
   - ✓ Model mathematics using number lines.
   - ✓ Use number line as foundation for graphing.

- ✓ Utilize number line and rods to support reasoning about whole numbers, integers, and rational numbers.

Materials provided per program:

- F.U.N. Number Line:
- Grade 6-8 cards for the F.U.N. Number Line
- Cuisenaire Rods

Format: Online Pre-work

- Face-to-face training (1 day)
- Online Post-Work Activity

2. **Math 4 Adult Educators: Bridging Understanding of Multiplication and Division from Whole Number to Algebraic Expressions – Course Code KYAE196**

Date and Location: December 16, 2016, face-to-face session
9:00 – 4:00, ET
KY Transportation Cabinet Building, 200 Mero Street, Frankfort, KY

- Blended, 12 hours
- Facilitator: Kentucky Center for Mathematics Staff
- KYAE contact: Gayle Box, (502) 892-3012, Gayle.Box@ky.gov

Purpose: According to GEDTS®, the GED® Mathematical Practices "focus on mathematical reasoning skills and modes of thinking mathematically." Practice 3 of NCTM's Principles to Actions: Ensuring Mathematical Success for All states "Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures, and as tools for problem solving." This workshop will give instructors the experience, activities, and tools to help support students in making sense of mathematics through the use of multiple representations: symbols, drawings, situations (contexts), and manipulatives.

Description: How can starting with a problem like 18x12 help learners to make sense of (3x+4)(2x+4)? Participants will learn how to use cubes, arrays and area models to give meaning to the operations of multiplication and division. By using these models, learners develop an understanding of the distributive and commutative properties and extend these understanding to multiplication involving rational numbers and algebraic expressions.

Learning Goals:

- ✓ Use cubes, arrays, and area models to give meaning to mathematical operations.
- ✓ Improve understanding of the distributive and commutative properties by using models.
- ✓ Extend understanding of properties to multiplication involving rational numbers and algebraic expressions.

Materials provided per program:

- Origo FUNdaMentals books (levels Green, Red, and Blue)
- Omnifix Cubes

Format:

- Online Pre-work
- Face-to-face training (1 day)
- Online Post-Work Activity

3. **Math 4 Adult Educators: Tackling Misunderstandings of Fractions – Course Code KYAE197**

Date and Location: January 20, 2017, face-to-face session
9:00 – 4:00, ET
KY Transportation Cabinet Building, 200 Mero Street, Frankfort, KY

- Blended, 12 hours
- Facilitator**:** Kentucky Center for Mathematics Staff
- KYAE contact: Gayle Box, (502) 892-3012, Gayle.Box@ky.gov

Purpose: According to GEDTS®, the GED® Mathematical Practices "focus on mathematical reasoning skills and modes of thinking mathematically." Practice 3 of NCTM's Principles to Actions: Ensuring Mathematical Success for All states, "Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving." This workshop will give instructors the experience, activities and tools to help support students in making sense of mathematics through the use of multiple representations: symbols, drawings, situations (contexts), and manipulatives.
Description: Too often, fractions are viewed as two separate whole numbers, leading to a variety of misconceptions and errors. During this session, teachers will explore hands-on activities and tasks designed to support students in developing strong conceptual understandings of fractions as numbers. Participants will leave with prepared materials and manipulatives sufficient for work with a small group or individual students including: pattern blocks, Cuisenaire rods, and a variety of instructional activities.
Learning Goals:

- ✓ Debunk student misconceptions about fractions.
- ✓ Improve student conceptual understanding of fractions as numbers.

Materials provided per program:

- Pattern Blocks
- Cuisenaire Rods
- Book: either *Advanced Pattern Block* or *Pattern Blocks: Grades 6-8*

Format: Online Pre-work

- Face-to-face training (1 day)
- Online Post-Work Activity

4. **Math 4 Adult Educators: Making Algebra Accessible, Part I: Expressions, Equations, and Equivalence – Course Code KYAE198**

Date and Location: March 17, 2017, face-to-face session
9:00 – 4:00, ET
KY Transportation Cabinet Building, 200 Mero Street, Frankfort, KY;

- Blended, 12 hours
- Facilitator: Kentucky Center for Mathematics Staff
- KYAE contact: Gayle Box, (502) 892-3012, Gayle.Box@ky.gov

Purpose: According to GEDTS®, the GED® Mathematical Practices "focus on mathematical reasoning skills and modes of thinking mathematically." Practice 3 of NCTM's *Principles to Actions: Ensuring Mathematical Success for All* states, "Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving." This workshop will give instructors the experience, activities, and tools to help support students in making sense of mathematics through the use of multiple representations: symbols, drawings, situations (contexts), and manipulatives.
Description: Understanding the big idea of equivalence is critical in order for students to engage in algebraic reasoning. This professional learning experience will explore how to help students internalize the relationships of operations and mathematical properties. Participants will explore how to use those relationships and properties to generate equivalent expressions. Participants will receive hands-on balance scales which can be used with students to concretely explore the meaning of equivalence. Participants will also explore ways to model relationships between known and unknown quantities and ways to model the similarities between arithmetic and algebra.
Learning Goals:

- ✓ Improve understanding of equivalence.
- ✓ Improve student understanding of the relationships of operations and mathematical properties.
- ✓ Understand how to help students harness understanding of said relationships to generate equivalent expressions.

Materials provided per program:

- Class demo Math Balance
- 5 Student Math Balances
- Book: *Working with the Math Balance*

Format: Online Pre-work

- Face-to-face training (1 day)
- Online Post-Work Activity

5. **Math 4 Adult Educators: Making Algebra Accessible, Part 2: Understanding Variables and Foundations for Linear Functions – Course Code KYAE223**

Date and Location: April 28, 2017, face-to-face session
9:00 – 4:00, ET
KY Transportation Cabinet Building, 200 Mero Street, Frankfort, KY

- Blended, 12 hours
- Facilitator: Kentucky Center for Mathematics Staff
- KYAE contact: Gayle Box, (502) 892-3012, Gayle.Box@ky.gov

Purpose: According to GEDTS®, the GED® Mathematical Practices "focus on mathematical reasoning skills and modes of thinking mathematically." Practice 3 of NCTM's *Principles to Actions: Ensuring Mathematical Success for All* states, "Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving." This workshop will give instructors the experience, activities, and tools to help support students in making sense of mathematics through the use of multiple representations: symbols, drawings, situations (contexts), and manipulatives.
Description: Algebraic reasoning requires students to build on their understanding of arithmetic operations as they begin to use symbols to represent numbers and express mathematical relationships. Participants will explore hands-on ways of helping students make the transition to algebraic reasoning. Participants will explore how to enrich algebra lessons by using multiple representations including: models, manipulatives, symbols, equations, and graphs. This session will build upon the explorations in Algebra Part 1: Expressions, Equations, and Equivalence. It is recommended that participants take Algebra: Part 1 before taking Algebra: Part 2.
Learning Goals:

- ✓ Improve student ability to transition to algebraic reasoning.
- ✓ Explore use of models, manipulatives, symbols, equations, and graphs to enrich lessons.

Materials provided per program:

- Omnifix Cubes
- Book: *Balance Math Teaches Algebra*

Format: Online Pre-work

- Face-to-face training (1 day)
- Online Post-Work Activity

6. **Developing Mathematical Reasoning, Part A – Course Code KYAE133A** *(Part A is a prerequisite for Part B)*

Dates: August 28 – October 2, 2016

- Online, 12 hours
- Facilitator: Brooke Istas, Cowley College, Kansas
- KYAE contact: Gayle Box, (502) 892-3012, Gayle.Box@ky.gov

Purpose: This course is intended for adult education instructors with at least 1-2 years' experience in teaching math who are interested in improving their ability to help adult learners develop the mathematical reasoning skills needed for a high school equivalency credential. Centered on the three key shifts in mathematics and the eight mathematical practice standards, the course promotes an instructional approach that focuses on teaching concepts deeply across the content area.

Description: This course, *Developing Mathematical Reasoning Skills, Part A,* is the first part of a two-part introductory course for adult education instructors in Kentucky on how to develop mathematical reasoning skills in their students who are seeking a high school equivalency credential.
Learning Goals:

- ✓ Reflect on participants' current teaching practice.
- ✓ Understand the importance of developing mathematical reasoning skills.
- ✓ Identify participants' instructional perspectives using instructional methods as evidence of alignment.
- ✓ Discuss the research base and rationale that supports teaching mathematical reasoning.
- ✓ Describe mathematical instructional practices that support the development of mathematical reasoning skills.
- ✓ Demonstrate the skills and knowledge learned from participation in the course.

Prerequisites/Requirements: Part A is a prerequisite for Part B.
Format: 4 online modules, facilitated

7. **Developing Mathematical Reasoning, Part B – Course Code KYAE133B** *(Part A is a prerequisite for Part B)*

Dates: January 29 – March 12, 2017

- Online, 12 hours
- Facilitator: Brooke Istas, Cowley College, Kansas
- KYAE contact: Gayle Box, (502) 892-3012, Gayle.Box@ky.gov

Purpose: This course is intended for adult education instructors with at least 1-2 years' experience in teaching math who are interested in improving their ability to help adult learners develop the mathematical reasoning skills needed for a high school equivalency credential. Centered on the three key shifts in mathematics and the eight mathematical practice standards, the course promotes an instructional approach that focuses on teaching concepts deeply across the content area.
Description: This course, Developing Mathematical Reasoning Skills, Part B, is the second part of a two-part introductory course for adult education instructors in Kentucky on how to develop mathematical reasoning skills in their students who are seeking a high school equivalency credential.
Learning Goals:

- ✓ Reflect on participants' current teaching practice.
- ✓ Understand the importance of developing mathematical reasoning skills.
- ✓ Identify participants' instructional perspectives using instructional methods as evidence of alignment.
- ✓ Discuss the research base and rationale that supports teaching mathematical reasoning.
- ✓ Describe mathematical instructional practices that support the development of mathematical reasoning skills.
- ✓ Develop individual lesson plans reflective of participants' learning
    - Share with other participants in the course
    - Receive feedback and "ratchet" up the lessons
- ✓ Demonstrate the skills and knowledge learned from participation in the course.

Prerequisites/Requirements: Part A is a prerequisite for Part B.
Format: 4 online modules, facilitated

8. **Proportional Reasoning Skills, Part A – Course Code KYAE204A** *(Part A is a prerequisite for Part B)*

Dates: October 9 – November 20, 2016

- Online, 12 hours
- Facilitator: Brooke Istas, Cowley College, Kansas
- KYAE contact: Gayle Box, (502) 892-3012, Gayle.Box@ky.gov

Purpose: This course is intended for adult education instructors with at least 1-2 years' experience in teaching math who are interested in improving their ability to help adult learners develop the mathematical reasoning skills needed for a high school equivalency credential. Centered on the

three key shifts in mathematics and the eight mathematical practice standards, the course promotes an instructional approach that focuses on teaching concepts deeply across the content area.
Description: In this course, participants' will use real world situations to investigate the connections between proportional reasoning and geometric and algebraic applications. Teachers will deepen their own understanding of the content to enhance their instructional strategies to teach proportional reasoning effectively.
Learning Goals: Upon successful completion of this course participants will:

- ✓ Reflect on participants' current teaching practice.
- ✓ Understand the importance of developing proportional reasoning skills.
- ✓ Discuss the research base and rationale that supports teaching proportional reasoning skills.
- ✓ Describe mathematical instructional practices that support the development of proportional reasoning skills.
- ✓ Demonstrate the skills and knowledge learned from participation in the course.

Prerequisites/Requirements: Part A is a prerequisite for Part B
Format: 4 online modules, facilitated

9. **Proportional Reasoning Skills, Part B – Course Code KYAE204B** *(Part A is a prerequisite for Part B)*
Dates: January 29 – March 12, 2017
    - Online, 12 hours, Syllabus
    - Facilitator: Brooke Istas, Cowley College, Kansas
    - KYAE Contact: Gayle Box, (502) 892-3012, gayle.box@ky.gov

Purpose: This course is intended for adult education instructors with at least 1-2 years' experience in teaching math who are interested in improving their ability to help adult learners develop the mathematical reasoning skills needed for a high school equivalency credential. Centered on the three key shifts in mathematics and the eight mathematical practice standards, the course promotes an instructional approach that focuses on teaching concepts deeply across the content area.
Description: This course, Proportional Reasoning Skills, Part B, is the second part of a two-part introductory course for adult education instructors in Kentucky on how to develop their own proportional reasoning skills and how to develop those skills in their students who are seeking a high school equivalency credential.
Learning Goals: Upon successful completion of this course participants will:

- ✓ Reflect on participants' current teaching practice.
- ✓ Understand the importance of developing proportional reasoning skills.
- ✓ Describe the linkages between Proportional Reasoning and Geometry and Algebra and be able to teach students how to understand those concepts.
- ✓ Analyze student work to better understand the proportional reasoning content.
- ✓ Demonstrate the skills and knowledge learned from participation in the course.

Prerequisites/Requirements: Part A is a prerequisite for Part B.
Format: 4 online modules, facilitated

10. **Algebraic Thinking, Part A – Course Code KYAE159A** *(Part A is a prerequisite for Part B or C. Part B or C may be taken after completion or testing out of Algebraic Thinking, Part A.)*
Dates: August 28 – October 2, 2016
    - Online, 12 hours
    - Facilitator: Lynda Ginsburg, Rutgers University, New Jersey
    - KYAE Contact: Gayle Box, (502) 892-3012, gayle.box@ky.gov

Purpose: This course is intended for adult education instructors with at least 1-2 years' experience in teaching math who are interested in improving their ability to help adult learners develop the mathematical reasoning skills needed for a high school equivalency credential. Centered on the three key shifts in mathematics and the eight mathematical practice standards, the course promotes an instructional approach that focuses on teaching concepts deeply across the content area.

Description: This course, Algebraic Thinking, Part A, is the first part of a three-part course for adult education instructors about developing algebraic thinking in students who are seeking a high school equivalency credential. Part A will assess participants' problem solving skills; explore what is meant by algebraic thinking, examine algebra in everyday life; explore expressions and equations; and identify instructional strategies for solving and simplifying equations.

Learning Goals:

- ✓ Reflect on their current teaching practice.
- ✓ Learn about the importance of developing algebraic thinking skills.
- ✓ Identify participants' algebraic problem solving skills and personal perspectives on Algebra instruction pre- and post-course.
- ✓ Examine the research background on algebraic thinking.
- ✓ Identify the Algebra in everyday life.
- ✓ Contextualize algebra for life and work.
- ✓ Demonstrate the skills and knowledge learned from participation in the course.

Prerequisite/Requirements: Part A is a prerequisite for Part B or C. Part B or C may be taken after completion or testing out of Algebraic Thinking, Part A.

Format: 4 online modules, facilitated

11. **Algebraic Thinking, Part B – Course Code KYAE159B** *(Part A is a prerequisite for Part B. Part B may be taken after completion or testing out of Algebraic Thinking, Part A.)*

Dates: January 29 – March 12, 2017

- Online, 12 hours
- Facilitator: Lynda Ginsburg, Rutgers University, New Jersey
- KYAE Contact: Gayle Box, (502) 892-3012, gayle.box@ky.gov

Purpose: This course is intended for adult education instructors with at least 1-2 years' experience in teaching math who are interested in improving their ability to help adult learners develop the mathematical reasoning skills needed for a high school equivalency credential. Centered on the three key shifts in mathematics and the eight mathematical practice standards, the course promotes an instructional approach that focuses on teaching concepts deeply across the content area.

Description: This course, Algebraic Thinking, Part B is the second part of a three-part course for adult education instructors about developing algebraic thinking in their students who are seeking a high school equivalency credential. Part B will assess teachers' problem solving skills; concentrate on linear graphs and tables, as well as systems of equations.

Learning Goals: Upon successful completion of this course participants will:

- ✓ Reflect on their current teaching practice.
- ✓ Enhance understanding of the connections between equations and graphs.
- ✓ Identify instructional approaches in using algebra to model data in graphs and tables.
- ✓ Identify real life Algebra examples of systems of equations and functions.
- ✓ Investigate relationships using tables and graphs.
- ✓ Use various methods for solving systems of equations and using functions and be able to teach students how to do the same.
- ✓ Identify the algebraic problem solving GED® Assessment Targets.
- ✓ Demonstrate the skills and knowledge learned from participation in the course.

Prerequisites/Requirements: Successful completion of Algebraic Thinking, Part A, course **or** based on results on the Algebraic Problem Solving Skills, Pre-Assessment, by which teachers may opt to "test-out" of Part A and are eligible to enroll in Algebraic Thinking, Part B.

Format: 4 online modules, facilitated

12. **Algebraic Thinking, Part C – Course Code KYAE159C** *(Part A is a prerequisite for Part C. Part C may be taken after completion or testing out of Algebraic Thinking, Part A.)*

Dates: October 9 – November 20, 2016

- Online, 12 hours

- Facilitator: Brooke Istas, Cowley College, Kansas
- KYAE Contact: Gayle Box, (502) 892-3012, gayle.box@ky.gov

Purpose: This course is intended for adult education instructors with at least 1-2 years' experience in teaching math who are interested in improving their ability to help adult learners develop the mathematical reasoning skills needed for a high school equivalency credential. Centered on the three key shifts in mathematics and the eight mathematical practice standards, the course promotes an instructional approach that focuses on teaching concepts deeply across the content area.
Description: This course, Algebraic Thinking, Part C, is the third part of a three-part course for adult education instructors about developing algebraic thinking in their students who are seeking a high school equivalency credential. Part C will focus on multiple representations of Algebra including linear graphs and tables, teaching and solving equations, approaches for teaching the content, and an opportunity to apply the lessons learned.
Learning Goals: Upon successful completion of this course participants will:

- ✓ Reflect on their current teaching practice.
- ✓ Enhance understanding of the connections between equations and graphs.
- ✓ Identify instructional approaches in using algebra to model data in graphs and tables.
- ✓ Identify real life algebra examples of systems of equations and functions.
- ✓ Investigate relationships using tables and graphs.
- ✓ Use various methods for solving systems of equations and using functions and be able to teach students how to do the same.
- ✓ Identify the algebraic problem solving GED® Assessment Targets.
- ✓ Demonstrate the skills and knowledge learned from participation in the course.

Prerequisites/Requirements: Successful completion of Algebraic Thinking, Part A, course **or** based on results on the Algebraic Problem Solving Skills, Pre-Assessment, by which teachers may opt to "test-out" of Part A and are eligible to enroll in Algebraic Thinking, Part C.
Format: 4 online modules, facilitated

Instructional Technology Choices

1. **How to Make Distance Learning Work for Your Learners (Fast Forward and WIN)**

Dates, Locations, and Course Codes:
October 7, 2016, KET, Lexington, KY, KYAE205OCT
March 10, 2017, Madisonville, KY, KYAE205MAR

- Blended, 12 hours
- Facilitator: Rudy Rhoades, KET, (859) 258-7010, rrhoades@ket.org

Purpose: To provide instructors with classroom management and best practices for distance learning, as well as the basic functions and management techniques of KYAE-provided software.
Description: Educators will learn effective techniques for engaging and supporting distance learning students, including the creation and use of a blended classroom model. A focus will be placed on retention, recruitment methods, and communication with distance learning students. Participants are encouraged to use software programs to supplement curriculum. Participants will also learn the basic functions and management features of Fast Forward and WIN.
Learning Goals: By the end of the course, participants will be able to:

- ✓ Effectively engage and instruct distance learning students in a blended classroom environment
- ✓ Implement best practices for student recruitment and retention with distance learning
- ✓ Manage and enroll students in both Fast Forward and WIN

Format: Blended, 12 hours, including:

- 2 hours pre-work online
- 7 hours face-to-face
- 3 hours instructional support visit

2. **How to Make Distance Learning Work for Your Learners (EdReady and NROC English)**
   Dates, Locations, and Course Codes:
   October 28, 2016, Madisonville, KY, KYAE206OCT
   March 24, 2017, KET, Lexington, KY, KYAE206MAR
   - Blended, 12 hours
   - Facilitator: Rudy Rhodes, KET, (859) 258-7010, rrhoades@ket.org

   Purpose: To provide instructors with classroom management and best practices for distance learning, as well as the basic functions and management techniques of KYAE-provided software.
   Description: Educators will learn effective techniques for engaging and supporting distance learning students, including the creation and use of a blended classroom model. A focus will be placed on retention, recruitment methods, and communication with distance learning students. Participants are encouraged to use software programs to supplement curriculum. Participants will also learn the basic functions and management features of Fast Forward and WIN.
   Learning Goals: By the end of the course, participants will be able to:
   - ✓ Effectively engage and instruct distance learning students in a blended classroom environment
   - ✓ Implement best practices for student recruitment and retention with distance learning
   - ✓ Manage and enroll students in both EdReady and NROC English

   Format: 12 hours blended, including:
   - 2 hours pre-work online
   - 7 hours face-to-face
   - 3 hours instructional support visit

3. **Interactive Whiteboards**
   Dates, Locations, and Course Codes:
   September 30, 2016, Hopkinsville, KY, KYAE145SEP
   April 14, 2017, KET, Lexington, KY, KYAE145APR
   - Blended, 12 hours
   - Facilitator: Rudy Rhoades, KET, (859) 258-7010, rrhoades@ket.org

   Purpose: To provide instructors with the skills necessary to increase student engagement through the use of interactive activities and technologies that support standards-based content.
   Description: 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 designing lesson activities that use 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 Edmodo.
   Learning Goal: By the end of the course, participants will be able to:
   - ✓ Develop and implement lesson activities that involve students working with standards-based content on an interactive display

   Format: Blended, 12 hours, including:
   - 3 hours pre-work online
   - 7 hours face-to-face
   - 2 hours follow-up online

4. **Bring Your Own Device with iPad and Android Tablets**
   Dates, Locations, and Course Codes:
   September 9, 2016, KET, Lexington, KY, KYAE160SEP
   April 21, 2017, Madisonville, KY, KYAE160APR
   - Blended, 12 hours
   - Facilitator: Rudy Rhoades, KET, (859) 258-7010, rrhoades@ket.org

   Purpose: To provide instructors with basic functions and management techniques of modern tablets, with a focus on high-level cognitive activities and the Bring Your Own Device (BYOD) model.

Description: Educators will learn the basic functions of both iPad and Android devices in the classroom, with a focus on developing tablet-enabled lesson content that challenges students at a high cognitive level. Instructors will be shown how to use these techniques within the context of a BYOD classroom. Participants will network and showcase their work through an online community supported by Edmodo.

Learning Goals: By the end of the course, participants will be able to:

- ✓ Manage and operate iPad and Android tablets in a classroom setting
- ✓ Design tablet-enabled, standards-based lesson content for their students
- ✓ Design and implement a BYOD model for the classroom

Format: 12 hours blended, including:

- 3 hours pre-work online
- 7 hours face-to-face
- 2 hours follow-up online

GED® Series in Close Reading, Writing, Scoring, and Graphic Literacy

Although each of these workshops may be taken separately, it is highly recommended that you participate in all four sessions. The sessions are integrated allowing teachers to build a range of strategies, activities, and resources throughout the series. Please note that the Application Activity following each workshop session is designed to enable participants to take a strategy, resource, or other learning activity back to their classrooms and use immediately to help students improve skills in selected areas.

1. The Closer You Read: The More You Learn – Reading Strategies for the GED® Test

- Blended, 12 hours
- Facilitators: Susan Pittman and Bonnie Goonen, GEDTS®
- Technical Support and Registration: Debbie Thurmond, CCLD (859)257-5631, deborah.thurmond@uky.edu
- KYAE contact: Donna Potter, (502) 892-3053, donna.potter@ky.gov

Purpose: The 2014 GED® RLA, Social Studies, Science and even parts of the Math test all require rigorous reading. Now, more than ever, teachers need to maintain their focus on conducting high-quality instructional activities that are both rigorous and engaging. This session will focus on reading strategies for the GED® test and will provide instructors with skills that prepare students with skills that may be carried beyond a high school credential.

Description: Many learners who enroll in ABE/GED® classes have inefficient and ineffective reading skills. Adult learners are used to looking for main ideas and supporting details, rather than central ideas and supporting evidence. This session will focus on strategies at both the ABE and GED® levels in order for students to become more effective readers. This session is designed to address issues students have with extended response and short answer items, as well as with technology enhanced items that require a closer reading of different text sources.

Learning Goals:

- ✓ Identify the GED Testing Service® Performance Level Descriptors and High Impact Indicators
- ✓ Apply research-based close reading strategies to assist students in building reading skills that will enable them to analyze what they have read in order to effectively answer questions on the GED® test and respond to writing prompts
- ✓ Identify and use strategies, learning activities, and online or other instructional resources for the classroom
- ✓ Reflect on completed activities and share learning with peers

Dates and Locations:

Cohort #1 KYAE207C1	Activity	Location	Dates	Timeframe
Madisonville, Specific Location TBD	Assessment of Prior Knowledge	Edmodo	September 6–9, 2016	30 minutes
Madisonville, Specific Location TBD	Workshop Prep	Webinar	September 12 or 13, 2016	1 hour
Madisonville, Specific Location TBD	Workshop Session	Madisonville	September 20, 2016[h]	6 hours
Madisonville, Specific Location TBD	Application Activity	Job-embedded and Edmodo	September 21–October 14, 2016	3 hours
Madisonville, Specific Location TBD	Assessment of Knowledge Gained	Edmodo	October 17–21, 2016	30 minutes
Madisonville, Specific Location TBD	Workshop Debrief	Webinar	October 17 or October 24, 2016	1 hour

Cohort #2 KYAE207C2	Activity	Location	Dates	Timeframe
Hazard, Specific Location TBD	Assessment of Prior Knowledge	Edmodo	September 6–9, 2016	30 minutes
Hazard, Specific Location TBD	Workshop Prep	Webinar	September 12 or 13, 2016	1 hour
Hazard, Specific Location TBD	Workshop Session	Hazard	September 22, 2016	6 hours
Hazard, Specific Location TBD	Application Activity	Job-embedded and Edmodo	September 22–October 14, 2016	3 hours
Hazard, Specific Location TBD	Assessment of Knowledge Gained	Edmodo	October 18–21, 2016	30 minutes
Hazard, Specific Location TBD	Workshop Debrief	Webinar	October 17 or October 24, 2016	1 hour

Cohort #3 KYAE207C3	Activity	Location	Dates	Timeframe
Lexington, Specific Location TBD	Assessment of Prior Knowledge	Edmodo	September 6–9, 2016	30 minutes
Lexington, Specific Location TBD	Workshop Prep	Webinar	September 12 or 13, 2016	1 hour
Lexington, Specific Location TBD	Workshop Session	Lexington	September 23, 2016	6 hours
Lexington, Specific Location TBD	Application Activity	Job-embedded and Edmodo	September 22–October 14, 2016	3 hours
Lexington, Specific Location TBD	Assessment of Knowledge Gained	Edmodo	October 18–21, 2016	30 minutes
Lexington, Specific Location TBD	Workshop Debrief	Webinar	October 17 or October 24, 2016	1 hour

2. **Writing for Success on the GED® Test**
   - Blended, 12 hours
   - Facilitators: Susan Pittman and Bonnie Goones, GEDTS®
     Technical Support and Registration: Debbie Thurmond, CCLD (859)257-5631, deborah.thurmond@uky.edu
   - KYAE contact: Donna Potter, (502) 892-3053, donna.potter@ky.gov

Purpose: The Reasoning through Language Arts and Science tests include items that require students to demonstrate their writing skills. These items have proven to be problematic for students, with few students earning any points on their responses. Now, more than ever, teachers need to maintain their focus on conducting high-quality instructional activities that are both rigorous and engaging. This session will focus on writing strategies for the GED® test and will provide instructors with skills that prepare students for a high school credential and beyond.

Description: This session is designed to assist instructors with applying strategies and tools that students need in order to write effective responses that can move them from an "earned" 0 to a minimum level 1 writing response. The session will include strategies to assist students in using what they have read in order to construct a response that responds appropriately to a prompt or question and incorporates evidence from the source text.

Learning Goals:

- ✓ Identify the GED Testing Service® Performance Writing Guidelines and High Impact Indicators
- ✓ Apply research-based close reading strategies to assist students in building reading skills that will enable them to analyze what they have read in order to effectively answer questions on the GED® test and respond to writing prompts.
- ✓ Identify and use strategies, learning activities, and online or other instructional resources for the classroom.
- ✓ Reflect on completed activities and share learning with peers

Dates and Locations:

Cohort #1 KYAE209C1	Activity	Location	Dates	Timeframe
	Kick –Off	Webinar	October 17 or October 24, 2016	1 hour
	Pre-Assessment	Edmodo	November 1 – November 11, 2016	30 minutes
Madisonville Community College	Workshop Session	Madisonville	November 15, 2016	6 hours
	Application Activity	Job-embedded and Edmodo	November 16 – December 2, 2016	3 hours
	Assessment of Knowledge Gained	Edmodo	December 5 –December 9, 2016	30 minutes
	Workshop Debrief	Webinar	December 5 or December 12, 2016	1 hour

Cohort #2 KYAE209C2	Activity	Location	Dates	Timeframe
	Kick-Off	Webinar	October 17 – October 24, 2016	1 hour
	Pre-Assessment	Edmodo	November 1 – November 11, 2016	30 minutes
Hazard CC, Technical Campus	Workshop Session	Hazard	November 17, 2016	6 hours
	Application Activity	Job-embedded and Edmodo	November 18 – December 9, 2016	3 hours
	Assessment of Knowledge Gained	Edmodo	December 5 –December 9, 2016	30 minutes
	Workshop Debrief	Webinar	December 5 or December 12, 2016	1 hour

Cohort #3 KYAE209C3	Activity	Location	Dates	Timeframe
	Kick-Off	Webinar	October 17 – October 24, 2016	1 hour
	Pre-Assessment	Edmodo	November 1 – November 11, 2016	30 minutes
Lexington, KET	Workshop Session	Lexington	November 18, 2016	6 hours
	Application Activity	Job-embedded and Edmodo	November 21 – December 9, 2016	3 hours
	Assessment of Knowledge Gained	Edmodo	December 5 – December 9, 2016	30 minutes
	Workshop Debrief	Webinar	December 5 or December 12, 2016	1 hour

3. Analyzing Your Students' Written Responses - GED® Workshop

- Blended, 12 hours
- Facilitators: Susan Pittman and Bonnie Goonen, GEDTS®
- Technical Support and Registration: Debbie Thurmond, CCLD (859)257-5631, deborah.thurmond@uky.edu
- KYAE Contact: Donna Potter, (502) 892-3053, donna.potter@ky.gov

Purpose: Despite having received instruction in the basics in writing argumentative responses, organizational skills, use of third person, and editing for sentence structure and grammar, a student earns a zero on the extended response section of the GED® RLA test and/or the grammar and sentence structure section. Many instructors have encountered this problem, and they find the GED® Scoring Tool to be cumbersome and ineffective when analyzing responses. Through this workshop, Bonnie Goonen and Susan Pittman will lead participants in a different approach to analyzing students' writing. Join them as they:

- Examine what differentiates a Score of 0 versus a Level 1 on a response
- Identify specific steps that teachers can take to help students revise and edit their work

- Use a checklist for students and teachers so they can analyze their own writing
- Use information from the checklist to develop an individualized writing plan for students
- Explore strategies to help students improve their organizational skills and grammar skills

As part of the workshop, teachers will share samples of their students' writing and apply the workshop's strategies to the samples.

Dates and Locations:

Cohort #1 KYAE199C1	Activity	Location	Dates	Timeframe
	Kick –Off	Webinar	December 5 or December 12, 2016	1 hour
	Pre-Assessment	Edmodo	January 9 – January 20, 2017	30 minutes
Madisonville Community College	Workshop Session	Madisonville	January 24, 2017	6 hours
	Application Activity	Job-embedded and Edmodo	January 26 – February 17, 2017	3 hours
	Assessment of Knowledge Gained	Edmodo	February 20 – February 24, 2017	30 minutes
	Workshop Debrief	Webinar	February 20 – February 27, 2017	1 hour

Cohort #2 KYAE199C2	Activity	Location	Dates	Timeframe
	Kick-Off	Webinar	December 5 or December 12, 2016	1 hour
	Pre-Assessment	Edmodo	January 9 – January 20, 2017	30 minutes
Hazard CC, Technical Campus	Workshop Session	Hazard	January 26, 2016	6 hours
	Application Activity	Job-embedded and Edmodo	January 26 – February 17, 2017	3 hours
	Assessment of Knowledge Gained	Edmodo	February 20 – February 24, 2017	30 minutes
	Workshop Debrief	Webinar	February 20 – February 27, 2017	1 hour

Cohort #3 KYAE199C3	Activity	Location	Dates	Timeframe
	Kick-Off	Webinar	December 5 – December 12, 2016	1 hour
	Pre-Assessment	Edmodo	January 9 – January 20, 2017	30 minutes
Lexington, KET	Workshop Session	Lexington	January 27, 2017	6 hours

	Application Activity	Job-embedded and Edmodo	January 26 – February 27, 2017	3 hours
	Assessment of Knowledge Gained	Edmodo	February 20 – February 24, 2017	30 minutes
	Workshop Debrief	Webinar	February 20 – February 27, 2017	1 hour

4. Mathematics and Graphic Literacy in the GED® Social Studies and Science Class

- Blended, 12 hours
- Facilitators: Susan Pittman and Bonnie Goonen, GEDTS®
- Technical Support and Registration: Debbie Thurmond, CCLD (859)257-5631, deborah.thurmond@uky.edu
- KYAE contact: Dawn Hanzel, Collaborative Center for Literacy Development (CCLD), (859) 257-6095, dawn.hanzel@uky.edu

Purpose: Data and statistics are assessed in the GED® Social Studies and Science tests. These areas are assessed primarily through the use of graphics, including graphs, tables, and charts. Other types of graphics are also included in these tests, including diagrams, editorial cartoons, maps, timelines, and photographs. Graphic or visual literacy is an important skill not only for the test, but also for situations that occur in real-world situations at home and at work. Instructors need strategies to assist students in closely reading graphics and answering math questions they may encounter on the GED® Social Studies and Science tests.

Descriptions: This session will focus on assisting teachers in using effective instructional strategies and tools for visual literacy in the classroom.

Learning Goals:

- ✓ Apply a variety of strategies designed to assist students in creating, analyzing, and interpreting visual literacy on the GED® Social Studies and Science tests.
- ✓ Identify and use strategies, learning activities, and online or other instructional resources for the classroom.
- ✓ Reflect on completed activities and share learning with peers.

Dates and Locations:

Cohort #1 KYAE194C1	Activity	Location	Dates	Timeframe
	Kick –Off	Webinar	February 20, 2017 or February 27, 2017	1 hour
	Pre-Assessment	Edmodo	March 1, 2017 – March 8, 2017	30 minutes
Madisonville Community College	Workshop Session	Madisonville	March 14, 2017	6 hours
	Application Activity	Job-embedded and Edmodo	March 20, 2017 – April 14, 2017	3 hours
	Assessment of Knowledge Gained	Edmodo	April 17, 2017 – April 21, 2017	30 minutes
	Workshop Debrief	Webinar	April 18, 2017 or April 24, 2017	1 hour

Cohort #2 KYAE194C2	Activity	Location	Dates	Timeframe
	Kick-Off	Webinar	February 20, 2017 or February 27, 2017	1 hour
	Pre-Assessment	Edmodo	March 1, 2017 – March 8, 2017	30 minutes

Hazard CC, Technical Campus	Workshop Session	Hazard	March 16, 2017	6 hours
	Application Activity	Job-embedded and Edmodo	March 20, 2017 – April 14, 2017	3 hours
	Assessment of Knowledge Gained	Edmodo	April 17, 2017 – April 21, 2017	30 minutes
	Workshop Debrief	Webinar	April 18, 2017 or April 24, 2017	1 hour

Cohort #3 KYAE194C3	Activity	Location	Dates	Timeframe
	Kick-Off	Webinar	February 20 or February 27, 2017	1 hour
	Pre-Assessment	Edmondo	March 1, 2017 – March 8, 2017	30 minutes
Lexington, KET	Workshop Session	Lexington	March 17, 2017	6 hours
	Application Activity	Job-embedded and Edmodo	March 20, 2017 – April 14, 2017	3 hours
	Assessment of Knowledge Gained	Edmodo	April 17, 2017 – April 21, 2017	30 minutes
	Workshop Debrief	Webinar	April 18, 2017 or April 24, 2017	1 hour

GED® Online Choices

1. **Engaging Students in Close Reading and Evidence-Based Writing for RLA – Course Code KYAE163**

   Dates: September 9 – October 14, 2016
   - Online, 12 hours over a period of 5 weeks
   - Facilitators: Dawn Hanzel, Collaborative Center for Literacy Development (CCLD), (859) 257-6095, dawn.hanzel@uky.edu and Kathi Crowe
   - Technical Support and Registration: Debbie Thurmond, CCLD (859)257-5631, deborah.thurmond@uky.edu

   Purpose: The purpose of this course will be to provide adult education instructors with the strategies, tools, and resources necessary to equip students with close reading and evidence-based writing skills.

   Description: Participants will examine and apply a variety of evidence-based instructional strategies that will assist students in analyzing informational texts in order to respond to constructed response prompts. They will learn a variety of close reading strategies that will assist students in determining what a text says explicitly and make logical inferences citing specific textual evidence when writing or speaking to support conclusions drawn from the text. Participants will also learn strategies to teach academic vocabulary to students. They will complete activities and engage in discussions with peers on best practices in implementing these strategies with their specific adult education students.

   Learning Goals:
   - ✓ Identify instructional strategies to assist students in developing close reading and evidence-based writing skills.
   - ✓ Discuss and reflect on learning with peers.

- ✓ Develop a plan on implementing strategies with specific adult education population.

Format:

- Online Assessment of Prior Knowledge
- 5 weekly modules
- Online Assessment of Knowledge Gained

Total Hours: 12 hours over a period of 5 weeks

2. **Engaging Students in Close Reading and Evidence-Based Writing for Social Studies – Course Code, KYAE164**

Dates: October 14 – November 18, 2016

- Online, 12 hours over a period of 5 weeks
- Facilitators: Dawn Hanzel, Collaborative Center for Literacy Development (CCLD), (859) 257-6095, dawn.hanzel@uky.edu and Kathi Crowe
- Technical Support and Registration: Debbie Thurmond, CCLD (859)257-5631, deborah.thurmond@uky.edu

Purpose: The purpose of this course will be to provide adult education instructors with strategies, tools, and resources to equip students with knowledge and skills to analyze and interpret social studies texts.

Description: Participants will examine and apply a variety of evidence-based instructional strategies that will assist students in analyzing and interpreting history, geography, economics, and civics passages. They will learn close reading strategies that will assist students in determining what a text says explicitly and make logical inferences citing specific textual evidence when writing or speaking to support conclusions drawn from the text. Participants will also learn strategies to teach academic vocabulary and visual literacy to students. They will complete activities and engage in discussions with peers on best practices in implementing these strategies with their specific adult education students.

Learning Goals:

- ✓ Identify evidence-based instructional strategies to assist students in reading and responding to constructed and extended responses in the content area of social studies.
- ✓ Identify strategies for teaching academic vocabulary.
- ✓ Identify strategies for teaching visual literacy.
- ✓ Discuss and reflect on learning with peers.
- ✓ Develop a plan on implementing strategies with specific adult education classrooms.

Format:

- Online Assessment of Prior Knowledge
- 5 weekly modules
- Online Assessment of Knowledge Gained

Total Hours: 12 hours over a period of 5 weeks

3. **Engaging Students in Close Reading and Evidence-Based Writing for Science – Course Code KYAE165**

Dates: January 27 – March 3, 2017

- Online, 12 hours over a period of 5 weeks
- Facilitators: Dawn Hanzel, Collaborative Center for Literacy Development (CCLD), (859) 257-6095, dawn.hanzel@uky.edu and Kathi Crowe
- Technical Support and Registration: Debbie Thurmond, CCLD (859)257-5631, deborah.thurmond@uky.edu

Purpose: The purpose of this course will be to provide adult education instructors with strategies, tools, and resources to equip students with knowledge and skills to analyze and interpret science texts.

Description: Participants will examine and apply a variety of evidence-based instructional strategies that will assist students in analyzing and interpreting life, physical, earth, and space science texts

and respond to extended response prompts. They will learn close reading strategies that will assist students in determining what a text says explicitly and make logical inferences citing specific textual evidence when writing or speaking to support conclusions drawn from the text. Participants will also learn strategies to teach academic vocabulary and visual literacy to students. They will complete activities and engage in discussions with peers on best practices in implementing these strategies with their specific adult education students.

Learning Goals:

- ✓ Identify evidence-based instructional strategies to assist students in reading and responding to constructed and extended responses in the content area of science.
- ✓ Identify strategies for teaching academic vocabulary.
- ✓ Identify strategies for teaching visual literacy.
- ✓ Discuss and reflect on learning with peers.
- ✓ Develop a plan on implementing strategies with specific adult education classrooms.

Format:

- Online Assessment of Prior Knowledge
- 5 weekly modules
- Online Assessment of Knowledge Gained

Total Hours: 12 hours over a period of 5 weeks

English Language Acquisition (formerly English as a Second Language) Choices

1. **Beyond the CASAS Implementation Training – Course Code KYAE222**

Dates and Locations:

Face-to-face: September 9, 2016; 9:00 to 4:00 ET, University of Louisville, Shelby Campus, Founders Union Building, Room 6, 312 N. Whittington Parkway, Louisville, KY 40222

Online: September 12 – 30, 2016

- Blended, 12 hours
- Facilitators: Celeste Goodwin and Patricia Lovett, National Center for Families Learning (NCFL), (502) 584-1133, ext. 171, plovett@familieslearning.org

Purpose: To provide an overview of tools instructors can use to strengthen instruction.

Description: This course will be delivered as one 6 hour face-to-face session followed by 3 weeks of online instruction for a total course time of 12 hours over 4 weeks. This course is for ESL instructors who have completed the CASAS Implementation Training and are ready to move forward in understanding and using the instructional tools offered by CASAS. We will talk about how to use the CASAS Competencies to develop lesson content, how to use the test reports effectively to guide instruction, and how to use QuickSearch to help find instructional resources. All participants will complete a pre- and post-assessment.

Learning Goals:

- ✓ Describe how to use the CASAS Competencies to develop lessons
- ✓ Describe the use of the CASAS test reports to guide instruction
- ✓ Incorporate instructional tools found on the CASAS website

Format: Blended, 6 hours and 6-hour

- face to-face event
- online follow-up

2. **Integrating EL/Civics into Adult ELA Classes – Course Code KYAE210**

- Online, 12 hours
- Facilitator: Patricia Lovett, National Center for Families Learning (NCFL), (502) 584-1133, ext. 171, plovett@familieslearning.org

Dates: January 30–March 10, 2017

Purpose: To engage instructors around free online course material that may strengthen their practice in preparing students for the citizenship exam.

Description: In this facilitated 12-hour, 6-week online course, instructors will complete EL/Civics Coursework in U.S. History, U.S. Government, and Civic Engagement through USCIS EL/Civics online courses. Online discussion forums around each module will give instructors an opportunity to exchange ideas and information with their peers. Each content module's discussion follow-up will also require participants to create a classroom-ready product to share with the group. All participants will complete a pre- and post-assessment.

Learning Goals:

- ✓ Incorporate U.S. History content effectively into ELA instruction
- ✓ Incorporate U.S. Government concepts effectively into ELA instruction
- ✓ Incorporate Civic Engagement concepts effectively into ELA instruction

Format: Online

3. **Using Online Resources Effectively in the ELA Classroom, Part A – Course Code KYAE212A**
(Successful completion of this course is a prerequisite for participation in Using Online Resources Effectively in the ELA Classroom Part B.)

Dates and Locations:

Online: September 5–9, 2016
Face-to-face: September 16, 2016, KET, 600 Cooper Drive, Lexington, KY 40502
Online: September 17–21, 2016
Instructional support visit as scheduled between September 26 and October 14, 2016

- Blended, 12 hours
- Facilitators: Patricia Lovett, National Center for Families Learning (NCFL), (502) 584-1133, ext. 171, plovett@familieslearning.org and Rudy Rhoades, KET, (859) 258-7010, rrhoades@ket.org

Purpose: To provide an overview of computer-assisted language learning best practices and hands-on, guided practice using free online tools for English language acquisition.

Description: Instructors will collaborate online and in face-to-face group instruction and around best practices for computer-assisted language learning and get hands-on practice with feedback in utilizing online resources such as Burlington English for English language learning. The format will be:

- Online pre-assessment
- 1st set of online activities
- Face-to-face session
- Instructional support visit
- 2nd set of online activities
- Online post-assessment

Learning Goals:

- ✓ Describe best practices in computer-assisted language learning.
- ✓ Implement one online resource effectively in the instructional context.

Prerequisite/Requirements: Completion of this course is a prerequisite for participation in Using Online Resources Effectively in the ELA Classroom Part B.

Format: 12 hours blended, including:

- 3 hours online instruction and collaboration
- 6 hours face-to-face
- 3-hour instructional support visit

4. **Using Online Resources Effectively in the ELA Classroom, Part B – Course Code KYAE212B** *(Part A is a prerequisite for Part B*

Dates and Locations:

Online: February 20 –24, 2017
Face-to-face: March 3 2017. KET, 600 Cooper Drive, Lexington, KY 40502
Instructional support visit: Scheduled between March 13–March 31, 2017

Online: April 3–7, 2017

- Blended, 12 hours
- Facilitators: Patricia Lovett, National Center for Families Learning (NCFL), (502) 584-1133, ext. 171, plovett@familieslearning.org and Rudy Rhoades, KET, (859) 258-7010, rrhoades@ket.org

Purpose: To provide hands-on, guided practice using free online tools for English language acquisition and teacher follow-up around on-site technology use

Description: This course will engage instructors in online and face-to-face group instruction and collaboration around best practices for computer-assisted language learning and hands-on, guided practice with feedback in utilizing online resources for English language learning, such as Quizlet.

Learning Goals:

- ✓ Describe best practices in computer-assisted language learning.
- ✓ Implement one online resource effectively in the instructional context.
- ✓ Reflect on technology use in the instructor's classroom.

Prerequisite/Requirements: Part A is a prerequisite for Part B.

Format: 12 hours blended, including:

- 3 hours online instruction and collaboration
- 6 hours face-to-face
- 3-hour instructional support visit

General Choices

1. **Accentuating Student Strengths while Differentiating for Learning Differences – Course code KYAE213**

Dates: October 10–November 18, 2016

- Online, 12-hour course over a period of 6 weeks
- Facilitator: Donna Elder, National Center for Families Learning (NCFL), (502) 584-1133, ext. 143 delder@familieslearning.org

Purpose: Research suggests high percentages of adult learners have some type of learning difference. In order to accommodate diverse learning needs in the adult education classroom, it is necessary to have a basic understanding of learning differences to be able to identify common characteristics, employ learning strategies that accentuate learner strengths, and differentiate learning tasks to accommodate learner differences.

Description: Participants will learn basic information about learning differences and how to recognize when students need special supports. Participants will learn classroom strategies and practices to accentuate learner strengths by understanding and activating multiple intelligences. Information regarding digital resources designed to support students through multiple learning modalities will be included. Participants will engage in interactive learning with their peers through the use of a discussion board. The online course consists of interactive learning activities and assigned reading. All participants will complete a pre- and post-assessment.

Learning Goals:

- ✓ Describe characteristics of adult students with learning differences
- ✓ Utilize new classroom practices to accentuate learner strengths
- ✓ Explain multiple intelligences
- ✓ Utilize differentiation strategies to address learning challenges
- ✓ Discover digital resources to support adult learning through multiple modalities

Format: Online, 12 hours

2. **A Walk through the Instructional Tools on the GED Testing Service® Website – Course Code KYAE228**

Dates: September 12–October 21, 2016

- Online, 12-hour course, over a period 6 weeks

- Facilitator**:** Gail Price, National Center for Families Learning (NCFL), (502) 584-1133, ext. 112, gprice@familieslearning.org

Purpose: To introduce instructors to the variety of resources available on the GED Testing Service® website.

Description: This 12-hour, 6-week, online facilitated course is designed to help adult education instructors enhance their understanding of the GED Testing Service® website. The course provides instructors with an understanding of the resources available through the GED Testing Service®, how to access them, and how to use them to meet the needs, interests, and goals of their students and themselves. Participants will learn about such resources as the High Impact Indicators, the Assessment Guide for Educators, the RLA Extended Response Scoring Rubric, and Quarter Length Free Practice Test among others. Participants will engage in interactive learning with their peers through the use of a discussion board. The online course consists of interactive learning activities and assigned reading. All participants will complete a pre- and post-assessment.

Learning Goals:

- ✓ Describe how the GEDTS® resources can be used in the adult education classroom
- ✓ Explain how GEDTS® resources can impact student performance
- ✓ Describe a variety of resources available on the GED Testing Service® website (such as the High Impact Indictors, the Assessment Guide for Educators, Performance Level Descriptors, and the Enhanced Score Report)

Format: Online, 12 hours

3. <u>Let's Get to Work: Incorporating Workforce Skills into Your Classroom</u> – Course Code KYAE214

Dates: January 30–March 10, 2017

- Online 12 hour course over period of 6 weeks
- Facilitator: Tracy Noles, National Center for Families Learning (NCFL) 502-584-1133, ext. 209, tnoles@familieslearning.org

Purpose: To introduce instructors to the variety of strategies available for differentiation particularly in a sector-specific contextualized curriculum.

Description: This 12-hour, 6-week, online facilitated course is designed to help adult education instructors enhance their understanding of differentiation in their classroom. It focuses on how to differentiate instruction generally and in a sector-specific contextualized curriculum particularly. Participants will explore and share practical strategies to contextualize content in order to prepare students in authentic ways for work in Kentucky's priority sectors. A variety of resources will be used, including information from OCTAE. LINCS, and career pathways. Participants will engage in interactive learning with their peers through the use of a discussion board. The online course consists of interactive learning activities. All participants will complete a pre- and post-assessment.

Learning Goals:

- ✓ Describe instruction in a contextualized curriculum
- ✓ Describe a variety of strategies that may be used to differentiate instruction
- ✓ Explain the use of sector-specific contextualized curriculum in career pathways welding, health science, and manufacturing jobs
- ✓ Provide specific examples of ways that differentiated instruction can be used to meet students' work-related goals

Format: Online, 12 hours

4. <u>Classroom Strategies and Practices, Part 1</u> – Course Code KYAE170P1

Dates: January 23–March 3, 2017

- Online, 12 hours
- Facilitator**:** Gail Price, National Center for Families Learning (NCFL), (502) 584-1133, ext. 112, gprice@familieslearning.org

Purpose: To develop classroom strategies and practices that will increase student learning and engagement.

Description: This 12-hour, 6-week, online facilitated course provides instructors with an understanding of how to integrate research and best practices into effective classroom instruction. Participants will learn how to respond to students' individual and group needs, interests, and goals when developing instructional plans. A variety of instructional strategies and tools appropriate to the needs of learners are presented and participants will learn how to engage students in activities that require them to use critical thinking skills. Formative assessment is interwoven through the course. Participants will engage in interactive learning with their peers through the use of a discussion board. The online course consists of interactive learning activities and assigned reading. All participants will complete a pre- and post-assessment.

Learning Goals:

- ✓ Describe a variety of instructional strategies used in the adult education classroom
- ✓ Incorporate strategies and practices into instruction that enhances students' critical thinking skills
- ✓ Explain several means of conducting formative assessment

Format: Online, 12 hours

5. **Classroom Strategies and Practices, Part 2 – Course Code KYAE170P2**

Dates: March 13–April 21, 2017

- Online, 12 hours
- Facilitator: Tracy Noles, National Center for Families Learning (NCFL) 502-584-1133, ext. 209, tnoles@familieslearning.org

Purpose: To provide effective instruction in the adult education classroom.

Description: This 12-hour, 6-week online facilitated course provides instructors with an understanding of how to analyze lesson plans to ensure their strength and effectiveness. While this course builds upon the content of Classroom Strategies and Practices – Part 1, Part 1 is not a prerequisite for Part 2. Participants will learn instructional strategies such as finding the main idea, summarizing reading material, and creating metaphors and analogies. Participants will engage in interactive learning with their peers through the use of a discussion board. The online course consists of interactive learning activities and assigned reading. All participants will complete a pre- and post-assessment.

Learning Goals:

- ✓ Incorporate a variety of instructional strategies used in the adult education classroom
- ✓ Evaluate the relationship of a specific instructional strategy to effectively teach a cognitive skill
- ✓ Describe a means of differentiating instruction

Format: Online, 12 hours

6. **Engaging Students in Effective Learning Practices – Course Code KYAE217**

Dates: April 14-May 19, 2017

- Online, 12 hours
- Facilitator: Dawn Hanzel, Collaborative Center for Literacy Development (CCLD), (859) 257-6095, dawn.hanzel@uky.edu
- Technical Support and Registration: Debbie Thurmond, CCLD (859)257-5631, deborah.thurmond@uky.edu

Purpose: The purpose of this course will be to provide adult education instructors with strategies, tools, and resources to equip students with knowledge and skills to take ownership of the learning process.

Description: Instructors will participate in online modules, where they will examine a variety of evidence-based instructional strategies that will assist students in taking ownership of the learning target, formatively assessing progress, and self-regulating learning to reach the learning target.

Learning Goals:

- ✓ Identify tools to engage students in goal setting with students

- ✓ Identify strategies to engage students in identifying and reaching the learning target connected to student goals.
- ✓ Analyze evidence-based practices in assisting students with developing higher-order, critical thinking skills that will result in self-regulation and achievement of learning goals.
- ✓ Discuss and reflect on learning with peers.
- ✓ Develop a plan on implementing strategies with specific adult education classrooms.

Format: 12 hours over a period of 5 weeks

- Online Assessment of Prior Knowledge
- 5 weekly modules
- Online Assessment of Knowledge Gained

Total Hours: 12 hours over a period of 5 weeks

7. **Critical Friends Learning Community – Course Code KYAE166**

Date and Location: The program director will contact the facilitator and arrange for a date and location.

- Blended, 12 hours
- Facilitator: Dawn Hanzel, Collaborative Center for Literacy Development (CCLD), (859) 257-6095, dawn.hanzel@uky.edu
- Technical Support and Registration: Debbie Thurmond, CCLD (859)257-5631, deborah.thurmond@uky.edu
- KYAE contact: Donna Potter, (502) 892-3053, donna.potter@ky.gov

Purpose: The purpose of the learning community is to meet with peers to examine teaching and learning and identify strategies and tools to assist students with reaching goals.

Description: With a facilitator, instructors will meet with other instructors within their program or neighboring programs to examine lessons and student work and identify ways to improve teaching and learning to impact student success. The facilitator will assist instructors in identifying needs and solutions and offer resources and tools to assist instructors in meeting student needs.

Special Instructions: This is a program PD and only program directors may register their program for this course. Once accepted, the facilitator will contact the program director to establish dates and locations. The facilitator will create course in VCN for each program so that individual instructors from the program may register. Programs may join neighboring programs for this event.

Learning Goals:

- ✓ Collaborate with peers to identify ways to improve teaching and learning that leads to student success
- ✓ Implement strategies and reflect on impact in learning

Format: Blended, 12 hours including:

- Introductory activity
- Face-to-face
- Job-embedded activity with reflection

8. **Blended Learning for Vulnerable Learners – Course Code KYAE218**

Date and location: November 4, 2016, 9:00 – 4:00, ET, CPE/KYAE Office Suites, Conference Room A, 1024 Capital Center Drive, Frankfort, KY

Blended, 12 hours

- Facilitator: Shannon Sims, Mockingbird Education
- KYAE contact: Gayle Box, (502) 892-3012, Gayle.Box@ky.gov

Purpose: This workshop will address key instructional design methods to increase motivation, learner readiness, and self-regulation skills critical for orchestrating learner success when integrating blended learning.

Description: Vulnerable learners are those whose needs, dispositions, aptitudes or circumstances that require expert teaching, responsive instruction, and, in many cases, additional support to

make optimum progress. Mockingbird's Vulnerable Learner Methodology is a comprehensive instructional approach that actively engages vulnerable learners in classroom learning. The methodology engages learners in three critical elements of learner development and achievement. These elements are essential academic skills, learner readiness behaviors, and group social dynamics. This workshop will address these elements through andragogical and cognitive interventions specifically targeted to help vulnerable learners transcend learning barriers.

Learner Goals:

- ✓ Describe why understanding the purpose behind strategies and applications is critical for teaching struggling learner populations.
- ✓ Identify the three elements of essential skills and describe their relationship to each other.
- ✓ Identify the three elements of long term memory.
- ✓ Define learner readiness and identify the elements within the visual model.
- ✓ Define group dynamics and identify the elements within the visual model

Format: Online Pre-work

- Face-to-face training (1 day)
- Online Post-Work Activity

Approved Conferences and Webinars

KYAE core services may be used by the program director to attend the annual COABE conference. Otherwise, **only performance funding** may be used by program directors or instructors to attend a conference listed in this section of the PD Handbook.

Programs seeking to send one or more persons to a KYAE-approved conference must seek prior approval from KYAE in order to use KYAE funds. Program directors must send the completed KYAE Conference Attendance Approval Form to KYAE at aepd@ky.gov.

Costs that are not allowable include:

- Travel outside of the contiguous United States.
- Social events, excursions, etc.
- Hotel accommodations exceeding the length of the conference; for example, staying extra days before or after the conference for personal reasons.

KYAE recognizes the National Association for Adults with Special Learning Needs (NAASLN) webinars as valuable professional growth opportunities for adult educators. Counties may use KYAE performance or PD funding for staff to participate; **however, the webinars do not substitute for required PD.**

http://www.naasln.org/webinars.htm

2016-17 State Conferences

Kentucky Association of Developmental Education (KADE) Conference
Friday, September 30, 2016
Eastern Kentucky University, Richmond
Perkins Bldg., Quads A-D
http://www.the-kade.net/kade-conference-2016/

Kentucky Center for Mathematics
March 6-7, 2017 (Registration opens September 1, 2016)
Marriott Griffin Gate Resort, Lexington
http://www.kentuckymathematics.org/annual_conference.php

Kentucky Convergence Conference
November 10-11, 2016
Knicely Conference Center, Western Kentucky University, Bowling Green
http://kentuckyconvergence.org/

Kentucky Health Literacy Summit
TBD
University of Louisville, Shelby Campus
http://healthliteracyky.org/summits.htm

Kentucky Society for Technology in Education Annual Conference
March 8-10, 2017
Galt House East, Louisville
http://www.kyste.org/content2/2

Kentucky Teachers of English to Speakers of other Languages (TESOL)
October 26-29, 2016
Galt House, Louisville
http://kytesol.org/

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 2016-17, it is approved.* http://www.uscis.gov/citizenship.

2016-17 National Conferences

Association for Supervision and Curriculum Developers (ASCD)
November 4–6, 2016
National Harbor, MD
http://www.ascd.org/conferences.aspx

CASAS National Summer Institute
June 2017 (specific date to be determined)
San Diego, California
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 2-5, 2017
Disney's Coronado Springs Resort, FL
http://www.coabe.org/conference-2017/

Learning Disabilities Association of America 54th Annual International Conference
February 16-19, 2017
Baltimore, MD
https://ldaamerica.org/events/annual-conference/

National Career Pathways Network (NCPN)
October 5-7, 2016
JW Marriott, Indianapolis, IN
http://www.ncpn.info/

National College Transition Network (NCTN)
November 14-16, 2016
Crowne Plaza Hotel, Providence, RI
http://www.collegetransition.org/conferences.overview.html

National Center for Families Learning Summit
October 17-19. 2016
Detroit Marriott at the Renaissance Center, Detroit, Michigan
http://www.familieslearning.org/our-capabilities/summit.html

National Council of Teachers of Mathematics 2016 Regional Conference & Exposition
October 31-November 2, 2016
Philadelphia, Pennsylvania
https://www.nctm.org/philadelphia/

College Tuition Reimbursement

While funds are available, KYAE will reimburse up to $1,300 per semester (not to exceed $3,900 per program year), per adult education instructor or program director, for college tuition reimbursement of approved coursework.

Priority consideration will be given to full-time staff.

Reimbursements will be granted to part-time instructors as funds permit. In the application, part-time instructors **will also need to provide justification** for qualifying for the reimbursement, as well as how this tuition support will benefit their adult learners.

August 1, 2016, is the Annual Application Deadline. Applicants should complete the 2016-17 College Course Request for Approval Form by the application deadline and identify their proposed coursework and semester(s) of study for the year. Those filing after the annual deadline will be considered if remaining 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, or social work.

Programs **may not use KYAE funds** for college tuition reimbursement.

- Reimbursement will apply to Kentucky's public postsecondary institutions only.
- The courses must be approved by KYAE by the Annual Application Deadline and **before the first day of class**.
- Staff eligible for an employer or a fiscal agent tuition waiver, are not eligible for KYAE college tuition reimbursement.
- The program director must send the completed 2016-17 College Course Reauest for Approval Form to aepd@ky.gov.
- For approved requests in undergraduate courses, 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.
- 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 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 and Local Professional Development

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 request must arrive prior to the local professional growth opportunity event. Program directors will complete and send the 2016-17 Local Professional Development Request for Approval 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

There are extenuating instances when a required PD event is missed, such as a recent death in the family or a serious illness. 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 send the completed **2016-17 Professional Development Exemption Request Form** to KYAE at aepd@ky.gov.

Program directors requesting their **own** exemption must have **their fiscal agent send** in the completed **2016-17 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.