

Packaging Your Professional Development - Part 2

Resources



RESOURCES

Packaging Your Professional Development - Part 2 Handbook

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Welcome to the Professional Development Needs Assessment Survey

We need your valuable input to evaluate the effectiveness of the professional learning sessions offered during the 2019-2020 school year. Your responses will allow us to customize the professional learning opportunities and ensure all programs receive maximum support through research based trainings. Survey results will be shared at our next district wide training.

Check all that apply: My main teaching assignment is:

ABE/GED

Adult High School

ESOL

Check the boxes and answer the questions as they relate to your program or classroom.

Topics	Very Interested	Moderately interested	Not interested
ABE Reading Content and Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABE Language Content and Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABE Mathematics Content and Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GED® Prep Reading Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GED® Prep Mathematical Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GED® Prep Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GED® Prep Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL Content and Reading Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Topics	Very Interested	Moderately interested	Not interested
ESOL Content and Listening Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to use CASAS TOPSpro® for Data Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AHS Content and Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment and Retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective Instructional Methods for Students with Different Learning Styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of Adults with Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrating Technology into the Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Software Training- SkillsTutor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Software Training- Fast Forward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Software Training- Aztec	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Software Training- Burlington English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Software Training- English Discoveries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Add Any Professional Development Topics You Don't See Listed

Add text..

I prefer trainings offered during the following schedule- please check all that apply

4:00 – 7:00 PM

4:30 – 7:30 PM

5:00 – 8:00 PM

8:30 – 11:30 AM Saturday

8:30 – 3:30 PM Saturday

Early

Release days

Pre - School days

Lesson Plan Template

Lesson Name: CCR.LA.ABE.2 Demonstrate command of the conventions of standard English

Date(s):

Learning Targets (from scale)	
A-	Students can list, illustrate and give an example of general punctuation marks in English Grammar (Marzano's Taxonomy: Recall) (2.0)
B-	Students can demonstrate command of the conventions of standard English capitalization and punctuation when writing. (Marzano's Taxonomy: Analyzing Errors) (3.0)
C-	Students can create and edit a letter to their teacher demonstrating correct capitalization and punctuation. (Marzano's Taxonomy: Decision Making) (4.0)

Learning Target	Student Evidence at Target Level	Instructional Strategy	Technique	Student Evidence (Outcome of Using Strategy)	Time	Potential Adaptations
A	Students can illustrate and give an example of general punctuation marks in English Grammar	Teacher discusses importance of punctuation in writing, identifies punctuation marks. Teacher led discussion after video	Model how punctuation is important to have readers get the intended meaning (I ate grandma)	Students will complete Handout A with accuracy and will participate in discussions	(6) minutes Video	Partner work Teacher writes examples on board as students share out
		Class sees video and discusses punctuation marks. Students complete Handout A, can share answers in whole group	Group discussion about the importance of punctuation when writing. Relate to GED constructed response, work emails, resumes, etc.		6 minutes Discussion	Teacher will supply list of correct punctuation illustrations and examples for students to keep in folder

Resources

IPDAE Resource Guide- There Has to be a Better Way- Teaching Grammar and Structure in Context- Handouts: Are You Up for the Challenge- Name that Punctuation Mark, Applying Skills with Authentic Text
Video- All Punctuation Marks/What is English Punctuation?
Video- Capitalization
Various articles from flyers, Tampa Bay Times Newspapers

Lesson Plan Template

Learning Target	Student Evidence at Target Level	Instructional Strategy	Technique	Student Evidence (Outcome of Using Strategy)	Time	Potential Adaptations
B	Students can demonstrate command of the conventions of standard English capitalization and punctuation	Locate punctuation in an article: highlight punctuation and capitalized words	Teacher supplies students with list of common punctuation marks to look for in article	Answer the questions: Why is there a comma there? An exclamation mark? Why is that word capitalized? Etc.		Partner work Teacher support as needed
			Teacher models highlighting technique			

Learning Target	Student Evidence at Target Level	Instructional Strategy	Technique	Student Evidence (Outcome of Using Strategy)	Time	Potential Adaptations
C	Students can create and edit a letter to their teacher demonstrating correct spelling and punctuation	1. Student will edit a letter between a manager and employee	Whole group: Review punctuation	Corrected errors in the sample letter	20 min.	Offer encouragement to all students.
		2. Student will write a letter to teacher explaining the importance of using correct punctuation and capitalization in writing	Teacher support as needed to complete the assignment	Completed the assignment with 80% accuracy		Edit another student's letter



Dear Conference Attendee,

Your school administrator has made a recommendation to the office of Career, Technical and Adult Education that you represent Pinellas County at the ACE 2019 Conference.

By accepting the invitation to attend this conference, you agree to the following:

- Choosing and attending all sessions that will provide potential PD to colleagues.
- Notifying my administrator as well as the Central Staff office if I am unable to keep my commitment to attend this conference. This will help to ensure that grant funds used for my conference registration are not forfeited.
- Upon return, I will disseminate information to my colleagues through a means approved by my administrator (faculty meetings, email, district trainings, conference reflections, summer symposium, etc.) Deliverables such as this ensure that grant funds provide the best return on investment.

Print Name

Date

Signature

Thank you for agreeing to represent Pinellas County CTAE!

Guiding Questions – How Are You Doing?

	Absolutely	Working On It	Not Currently
1. Has a needs assessment or training interest survey been conducted to incentivize teacher participation in professional development opportunities?			
2. When creating professional development for adult education, do I include the areas of study and specific strategic practices that will be impacted based on teacher needs assessment responses?			
3. Can the teacher evaluation system used in your district be adapted to make use of already existing resources?			
4. Does your district or college PD plan include curriculum knowledge and strategies teachers own skill set may be lacking?			
5. Are COP'S Community of Practice groups in place to facilitate research, and mentoring options?			
6. Does each training/workshop offered, contain peer collaboration opportunities to share strategies and resources?			
7. Do I have access to organizational and researched based resources to include to build capacity for adult education staff?			

Resources and Research

Research on Professional Development and Teacher Change: Implications for Adult Basic Education

NCSALL (National Center for the Study of Adult Learning and Literacy) authored paper by Christine Smith and Marilyn Gillespie detailing the role of teachers in student achievement, and what works in adult basic education classrooms. Additional focus on what is known about what makes PD effective and how teachers change as a result of effective professional development.

http://www.ncsall.net/fileadmin/resources/ann_rev/smith-gillespie-07.pdf

OCTAE- Office of Career, Technical, and Adult Education

Professional Development from the U.S. Department of Education. Includes information and resources on research and evaluation, noteworthy practices and additional links

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aeprofdev.html>

The LINCS Professional Development Center

Resources for state adult education staff. LINCS (Library of Integrated Network-Based Cellular Signatures) repository of resources include a self-assessment tool to help guide state and district PD activities, recorded webinars, trainings and train the trainer opportunities as well as collaborative learning groups and communities of practice. .

<https://lincs.ed.gov/state-resources/professional-development-center>

