



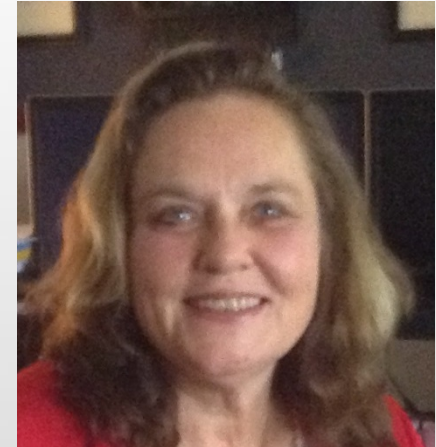
INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Packaging Your Professional Development- Part 2

www.floridaipdae.org

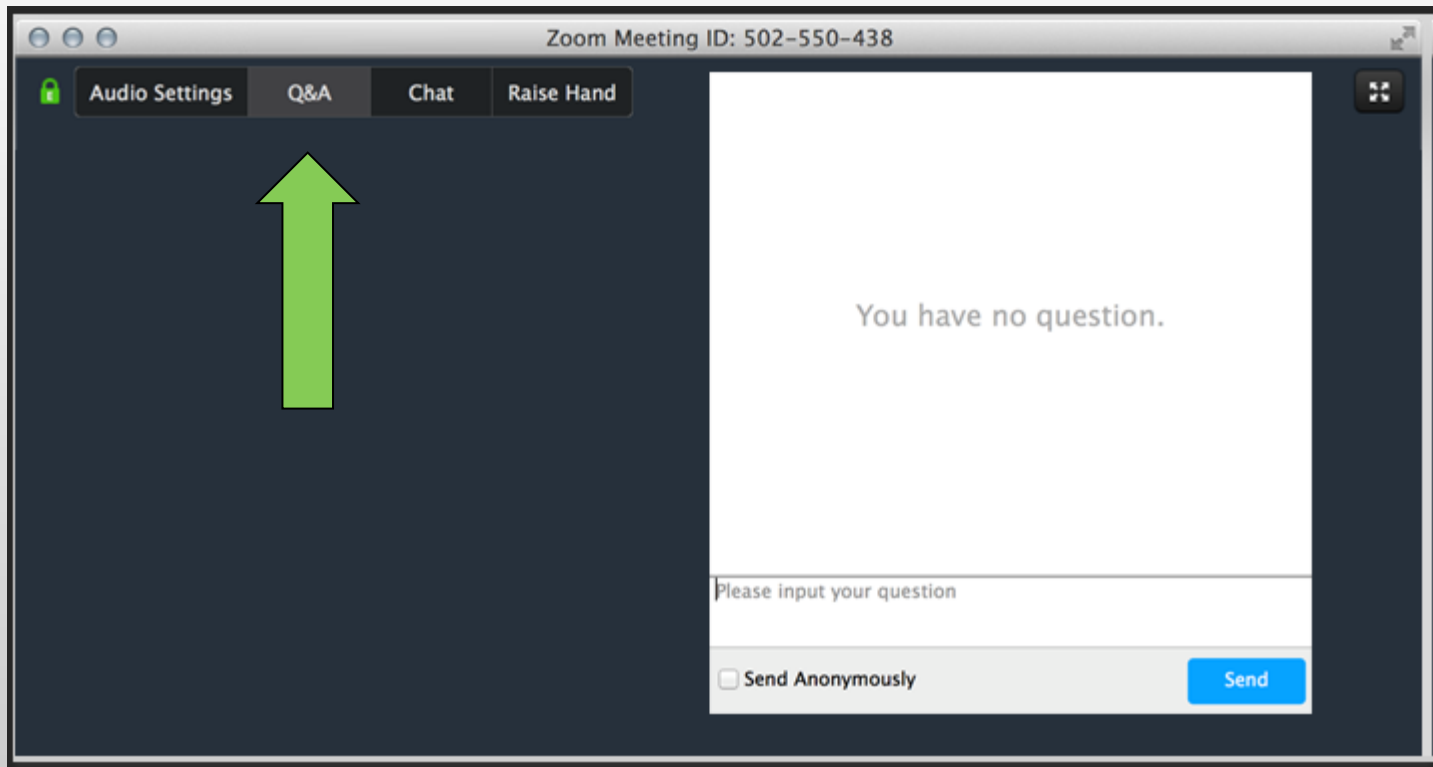
This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Welcome!



Anne Morgan
Adult Ed Coordinator
Pinellas County
Schools

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.



- **Professional development planning & needs assessment processes and surveys**
- **Tailoring resources for classroom instruction and teacher evaluations**
- **Developing trainings that target weaknesses in teacher curriculum knowledge**
- **Creating collegial opportunities for teachers to share best practices**

*“Although everyone wants to change the teacher,
It’s time for the agents of educational reform to change
themselves.”*

Andy Hargreaves



Teachers prefer professional development surveys that include:



- **Varying and flexible PD delivery methods, dates, timeframes**
- **Options that enhance their classroom instructional model as well as serving professional needs**
- **A wide range and levels of curriculum and program choices for new and veteran teachers**
- **Technology and classroom management strategies**
- **Opportunities to offer suggestions for PD topics**

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

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 ☐



- ✓ Research based information and data that is relevant and useful to my unique classroom setting and population and can be tailored to help me improve my teacher evaluation
- ✓ Trainings that fill in gaps in my personal curriculum base and strategies and resources to implement this new knowledge in my classroom
- ✓ Sessions that allow time to share and collaborate with colleagues and see new techniques that will help me improve and stay connected to my students



RESOURCES ▾

E-TRAININGS

EVENT CALENDAR

FAQ

ABOUT

CONTACT

By EDUCATORS for EDUCATORS

Select an area below to view available resources.



ABE

Adult Basic
Education



GED® & AHS

GED® Preparation
& Adult High School



ESOL

English for Speakers
of Other Languages



IET

Integrated Education
and Training

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 Newspaper

Using an IPDAE Lesson Plan in Teacher Evaluation Template

Title and Learning Targets (Marzano)

=

Standards & Objectives (IPDAE)

Resource
Guide
pg. 5-6

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Lesson Title: Conventions of Standard English-Punctuation and Capitalization

Standards

Standards: Curriculum Frameworks: Adult Basic Education- Language Arts	Level Expectation
Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. (CCR.LA.ABE.2)	NRS Level 2- Capitalize holidays, product names, geographic names, and words in title. Use commas in greetings and closings of letters, addressees, and with quotation marks in dialogue. Use an apostrophe to form contractions and possessives. Use conventional spelling for high-frequency words and spelling patterns and generalizations. Consult reference materials including beginning dictionaries, as needed to check and correct spellings.

Instructional Strategy & Technique (Marzano)

=

Instructional Plan & Process (IPDAE)

Instructional Strategy
Teacher discusses importance of punctuation in writing. identifies punctuation marks. Teacher led discussion after video
Class sees video and discusses punctuation marks. Students complete Handout A, can share answers in whole group

Instructional Plan

Overview

The TABE 11/12 exam as well as the GED® Reasoning Through Language Arts test requires students to be able to demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing an extended response, as well as answering questions about grammar and analyzing errors.

Process

Introduce the lesson by asking the following questions and discussing as a class:

- Why is punctuation important in writing? How many punctuation marks can you name and use correctly in a sentence? How will you use punctuation on a GED® exam? Is correct punctuation important in a business letter, work email, social media post, or a resume?

After review, write the following words/terms on the board:

Potential Adaptions & Student Evidence (Marzano)

=

Modifications for Different Levels & Assessments/ Extensions (IPDAE)

Student Evidence (Outcome of Using Strategy)	Potential Adaptations
Students will complete Handout A with accuracy and will participate in discussions	Partner work Teacher writes examples on board as students share out
Student Evidence (Outcome of Using Strategy)	Teacher will supply list of correct punctuation illustrations and examples for students to keep in folder
Answer the questions: Why is there a comma there? An exclamation point? Why is that word capitalized? Etc.	

Modifications for Different Levels

To modify instruction, provide students with samples from simple ads, texts, or emails and have students identify errors. Include a sample with correct punctuation. Then have the students brainstorm a real-world situation for which they would want to ensure they are using correct punctuation and capitalization. For instance: If you are sending a tweet, is it as important as a resume for a job you are seeking? How about a grocery or to do list, as opposed to a college scholarship application?

Assessments/ Extensions

Throughout the lesson, be sure to monitor and check for student understanding for each new concept or grammar rule. Allowing students to work in pairs helps to build confidence and share knowledge. There are several resources available on the internet, as well in the TABE 11/12 and GED® preparation materials, which will give students more practice with language questions. This lesson will also help once they are ready to practice writing an extended response.

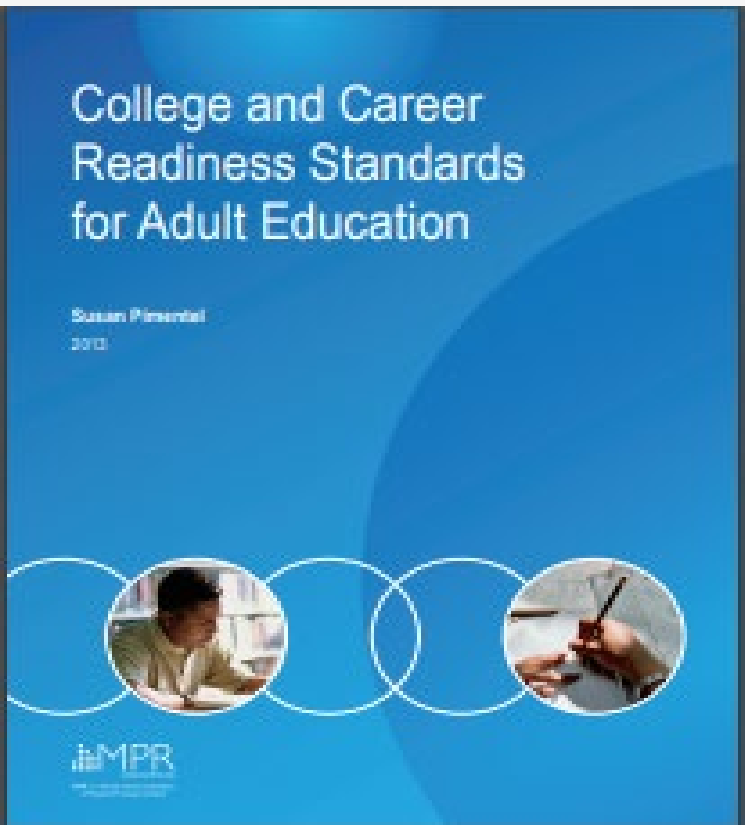
A shift toward a thinking reasoning curriculum in a digital world context





“Instead of worrying about what you cannot control, shift your energy to what you can create.”

Roy T. Bennett



- ✓ How to address new rigorous CCR standards
- ✓ Need to increase practitioner curriculum content knowledge
- ✓ Provide opportunities to interact with new exam structure and protocols, question types, test tools

Do I have the
requisite
knowledge
and skills to
teach the
current
curriculum?

CCR Standards



- Rigorous math curriculum
- No more 5 paragraph essay-constructed response and short answers in Science and an additional writing sample in Social Studies(later cut)
- Emphasis on increased technology skills in answer format
- Teachers lacking specific subject areas skills in the one room schoolhouse model



In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, oh, I'm going to reveal my weaknesses, you say, wow, here's a chance to grow.

Carol S. Dweck





Assess to determine teacher curriculum skill weaknesses

Create a plan to remediate and support teacher's acquisition of knowledge

Offer trainings on test structure, level of complexity, new elements and delivery of the test series

Leave no one behind

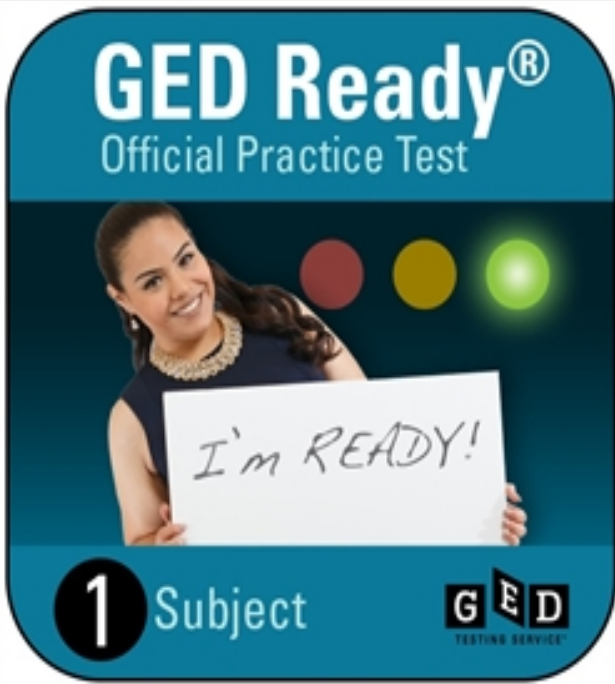
All teachers full and part-time take all 4 subject exams

Results(submitted anonymously)

Teachers submit individualized study plan recommendations to school

Results are tallied and common areas of weakness determined

Critical and high areas of need drive professional development



- ✓ Over 100 full and part-time teachers participated
- ✓ Several administrators and CTAE Executive Director
- ✓ Mathematical Reasoning
2 Critical 4 High



- Critical Areas:
 - Solve quadratic equations in one variable
 - Solve problems with inequalities and graph solutions on a number line

Are you
surprised?



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- High Areas:


- Absolute value of a rational number and the distance between two rational numbers on a number line
- Volume and surface area of right prisms and pyramids, cylinders, spheres, cones and composite figures
- Compare two different proportional relationships or quadratic functions
- Using scale factors to find the magnitude of a size change; convert between actual drawings and scale drawings.


- Hire subject certified teachers to develop trainings addressing critical / high areas for each topic
- Use available software resources to create a student(teacher)study plan targeting common areas of need
- Motivate teachers to use classroom materials to address his/her individualized study plan recommendations
- Follow-up includes (you guessed it) **Post-testing**




Professional
Development


ipdae  INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

 **GED Language Arts Show Me the Eviden...** ⋮





**Show Me the Evidence
GED® Reasoning through
Language Arts**

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**A First Look: Most Missed
Items on the 2014 GED® test**

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**So What Do I Do Now?
Helping Students Address
Challenges in Social Studies**

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 **GED Update Lessons Learned in 2014-20...** ⋮



**GED® Update: Lessons
Learned in 2014-2015**

- **TABE Practice questions on website- small sampling- doesn't identify specific skills**
- **Ask teachers to take pre or post tests available in print resources- Levels A/D**
- **Address common areas of weakness with locally planned boot camp training sessions**
- **Include strategies, tips, shortcuts in monthly PLC's or faculty meetings.**
- **Be sure new hires have are familiar with all the curriculum they will be responsible for in the classroom especially in an out of main center location.**





Professional Development: A Community of Practice



High Impact Indicator Lesson Plan

Subject- Mathematical Reasoning

High Impact Indicator:

Q.3 Calculate and use ratios, ~~percents~~, and scale factors.

Q.3.c Solve multistep, arithmetic, real-world problems using ratios or proportions including those that require converting units of measure.

Materials:

Pretest/Post-test on Ratios and Proportions, Handout #1

Ratio and Proportion Vocabulary Definitions, Handout #2

Prep Activity handout, "Where Do You See Ratios and Proportions in the Real World?" Handout #3

You Tube videos:

<https://www.youtube.com/watch?v=RQ2nYUBVvqI> (Ratios and Rates) 8.49 minutes

<https://www.youtube.com/watch?v=USmit5zUGas> (Proportions) 10.29 minutes

Direct Instruction lesson plan and handouts on the following:

Math Aids - Ratios and Rates, Handout #4

Math Aids - Proportions, Handout #5

Using Proportions to Convert Measurements, Handout #6

Using Proportions #2 to Convert Measurements, Handout #7

Planning for vocabulary: see vocabulary page for definitions

Ratio, Proportion

Prep Activities: Complete pre-test, Handout #1, to see current proficiency level

Review the following concepts

- Ratios
- Proportions
- Reducing fractions/ratios
- Cross Multiplying

Planning for differentiation:

*Go over the rules for reducing (when to reduce by 2s, 3s, 5s, etc.)

*Small group work- when setting groups try to mix higher functioning with intermediate and lower level math students.

Formative assessment-Monitoring for learning:

*Thumbs up, high fives, fist bumps when walking around the room monitoring correct answer problem solving by groups and individually

*Observation

*Students struggling with concepts can be pulled to work on extra worksheets in either small groups or with one-on-one instruction.

Summative assessment:

Complete Post-test- compare proficiency on post-test to pre-test assessment and have students put an X on where they feel their comprehension is post lesson.

Teacher can pose questions to gauge understanding.

Check completion of student prescriptions or software lessons, homework, extra practice handouts pertaining to this high impact indicator

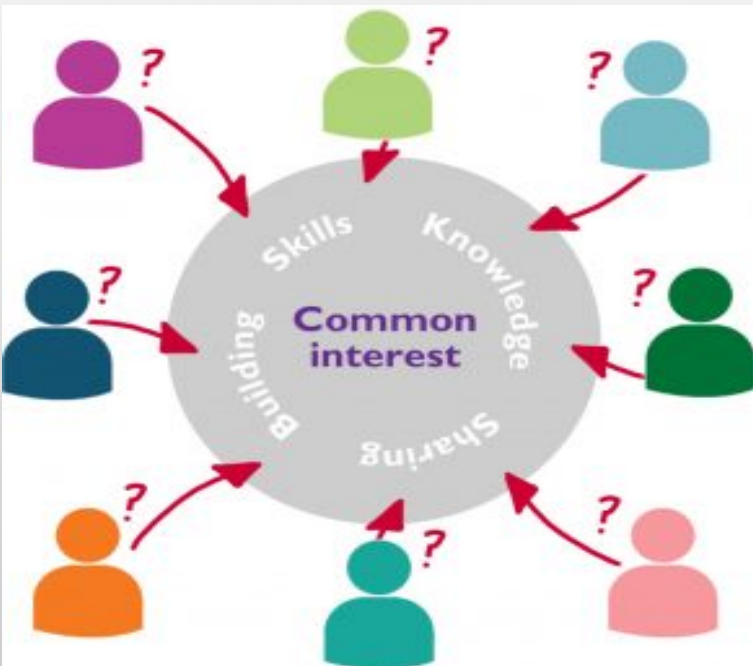
➤ Other District COP's

➤ Distance Learning

➤ AWD 504 Liaisons

➤ Lead Teachers

➤ Mathematical Reasoning,
RLA, and TABE 11/12
at the school level



First Friday In June-
kickoff to summer

Showcase of teacher
best classroom practices

Expand reach of
conferences/ workshops

Vendor presentations

“Trade Day”/ Re-
certification points for
teachers



2019 Summer Symposium
Strategies for Student Success
Friday, June 7th
This year- 2 sections
8:30—11:30 & 12:30—3:30
Clearview Adult Education Center
3815 43rd St N St. Petersburg , FL 33714

8:30—11:30	12:30—3:30
Teacher & vendor	ESE Strategies
Presentations	Presentation
3 Component pts	3 ESE Component pts
1/2 Trade or stipend	1/2 Trade or stipend
#95015	#95191

If you want to stay the entire day,
you must sign up for both sections.

*You want me to
present to other
teachers?*



Share Your Strategy!



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 this 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 [workshops](#), 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!



Strategies for Student Success

Session Descriptions

8:30AM – 8:40 AM

Welcome 2019 Summer Symposium - Strategies for Student Success District Staff

8:45 AM – 9:15 AM

Online Tools to Improve Reading for ESL (Levels 4-7) ABE & GED® Students *Many students need to learn how to actively read, improve reading stamina, implement skimming and scanning techniques, read faster, and use effective reading strategies for understanding. This session will highlight two free online tools that are easy to use in any ESL/ABE/GED® classroom. Come find out how these tools will make your students better readers.* Toni Molinaro, Clearview Adult Education Center (ESOL/ABE/ GED®) Room 003

Two Modern Ways to Use Mobile Devices to Teach English

In this workshop, you will learn how to integrate technology into the adult ESOL classroom to effectively keep students engaged, promote collaboration among students, and develop students' digital citizenship skills by teaching them how to use technology correctly and responsibly. Adriana Santos, Clearview Adult Education Center (ESOL) Room 023

Make Your Marzano Evaluation the Best that It Can Be!

For those of you Not Using lesson plans or if you are just Beginning, we will help you Develop and Apply plans to make you a more Innovating teacher (or at least 90% of you)! We will help make your 2020 observation the best it can be!

Cindy Glenn, Palm Harbor Community School, and Jennifer Harrington, Dixie Hollings Adult Education Center (ESOL/ABE/GED®) Room 004

Will I Ever Use this in Real Life? *Join us for an informative session featuring workplace-contextualized content that will help your learners demystify the connection between the classroom and their futures. Explore the free career-related resources available in PBS LearningMedia and find videos, lesson plans, interactives, and more in this online repository. We'll show you how to create an account, folders, and save your favorites! Participants will receive access to a sample of Workplace Essential Skills, KET's newest workplace resource in-the-making. See how math and language arts take on new relevancy when presented in a real-world workplace context.* Dr. Patricia Irwin, KET (ABE/ GED®) Room 005

- ❖ **Start planning early- vendors need lots of time to pencil in dates**
- ❖ **Be prepared to create a schedule, program, have goodies / books to give away**
- ❖ **Offer a variety of topics- ABE/GED/ESOL/AHS, ESE Strategies, Classroom management techniques, vendor presentations**
- ❖ **Remind teachers throughout the year it is coming**



**Anne M. Morgan, M. Ed.
ABE/GED Coordinator
Pinellas County Schools- CTAE
morganan@pcsb.org
(727-588-6326)**





“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”

Edutopia 2014

*Stay
Connected*

Always here to assist!

The IPDAE Team



Please complete this quick survey.