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INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Packaging Your Professional Development- Part 1

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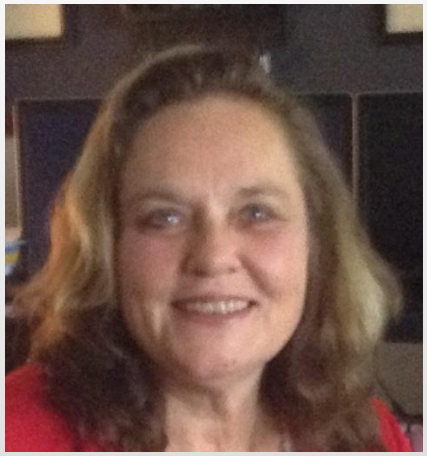
This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Packaging Your Professional Development Part 1

Welcome!



Anne Morgan
Adult Ed Coordinator
Pinellas County Schools

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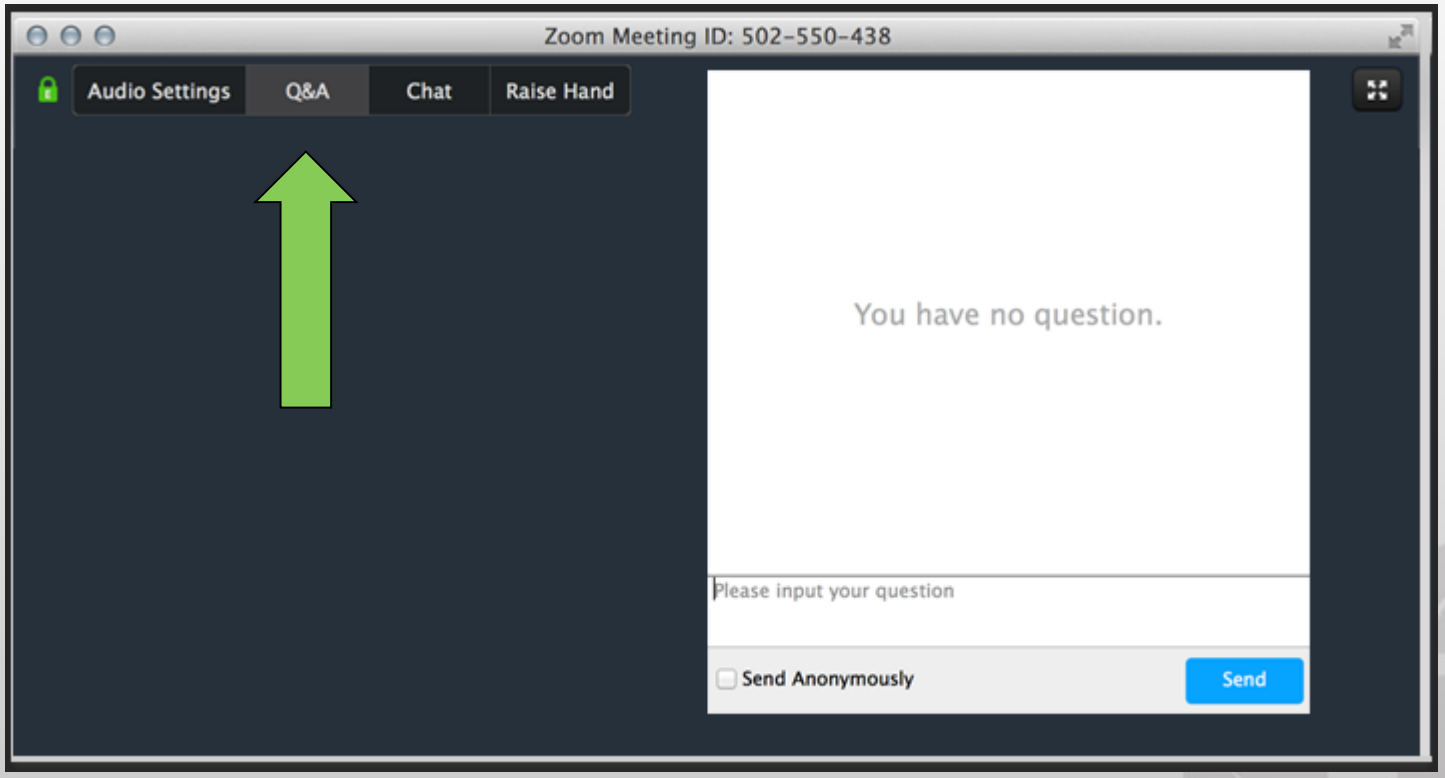
Webinar Things to Remember

- 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.

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In this session, we will explore:

- Professional development protocols
- Components of professional development programs
- Incorporating outside resources into your PD plan
- Tailoring professional development to meet local specific needs.

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Packaging Professional Development Requires Change

"People often resent change when they have no involvement in how it should be implemented.

So, contrary to popular belief, people don't resist change- they resist being controlled"

Ken Blanchard
"Leading at a Higher Level"

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OCTAE- Office of Career, Technical, and Adult Education

- Repository of noteworthy practices for professional development for adult education
- Research and Evaluation resources from NCSALL(National Center for the Study of Adult Learning and Literacy)
- Additional Links from NRS (National Reporting System) Online, TEAL Center (Teaching Excellence in Adult Literacy), NIFL (National Institute for Literacy) among others

Florida has a coordinated professional development system that requires each district to:

- Report professional learning expenditures in state survey data
- Approve a Master In-service Program(MIP)
- Submit plans to DOE every four years to ensure alignment with protocol standards

Florida's Professional Development System Evaluation Protocol is a system that:

- Assesses the local planning, learning, implementation, and evaluation of professional development activities
- Is based on national standards modeled after *Learning Forward* standards (formerly, National Staff Development Council)
- Was created to fulfill requirements of section 1012.98 Florida Statute, School Community Professional Development Act

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Criteria for evaluating the quality of each district's professional development system are:

- Performed at three levels: district, school, & educator
- Evaluated based on 4 strands
- Strands comprised of 65 standards using a 4 point rating scale
- Districts meet the adequacy provision when the average of the ratings for all standards is above the 2.5 midpoint of the scale

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FL Professional Development Standards

Evaluating Standards

Educator	School	District
1.4.1. Implementing the Plan: The educator and a school administrator conduct an evaluation of the degree of fidelity with which the IPDP was implemented.	**2.4.1. Implementing the Plan:** At least annually the school conducts an evaluation of the degree of fidelity with which the school's Professional Development Plan is implemented.	3.4.1. Implementing the System: The district conducts an ongoing formal evaluation of the degree of fidelity with which the district's Professional Development System is implemented.
1.4.2. Changes in Educator Practice: The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.	2.4.2. Changes in Educator Practice: The school conducts an evaluation of the Professional Development Plan to assess its impact on educator practices at the classroom and/or school level.	3.4.2. Implementation of Learning: The district evaluates at least 10% of the district-level professional learning to assess the level of high-fidelity implementation in the work place.
1.4.3. Changes in Students: The educator determines the degree to which his or her professional learning contributed to student performance gains as measured by classroom assessment data.	2.4.3. Changes in Students: The school conducts an evaluation of the Professional Development Plan to assess its impact on student performance.	3.4.3. Changes in Students: The district assesses the impact of professional learning on student performance.
1.4.4. Evaluation Methods: The educator uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.	2.4.4. Evaluation Measures: Schools use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.	3.4.4. Evaluation Measures: The district uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.
1.4.5. Use of Results: The educator uses the results of the IPDP evaluation as part of a continuous improvement process to develop the following year's IPDP, and to revise professional learning goals based on student performance results and documented teaching practice.	2.4.5. Use of Results: School administrators and the School Advisory Council review school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.	3.4.5. Use of Results: The district reviews district- and school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.

A High Quality MIP(Master In-service Program) must have:

- Identified focus and a detailed description
- Based on academic standards and linked to key district priorities
- Support Florida PD Protocol Standards at each level
- Areas of study and practice that will be impacted
- Specific learner outcomes

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A High Quality MIP(Master In-service Program) must have (cont.)

- Specific learning procedures and methods
- Implementation/ monitoring procedures to receive feedback
- An evaluation process to gauge the impact on the targeted areas and learner outcomes
- A procedure to collect additional evaluation data in relevant

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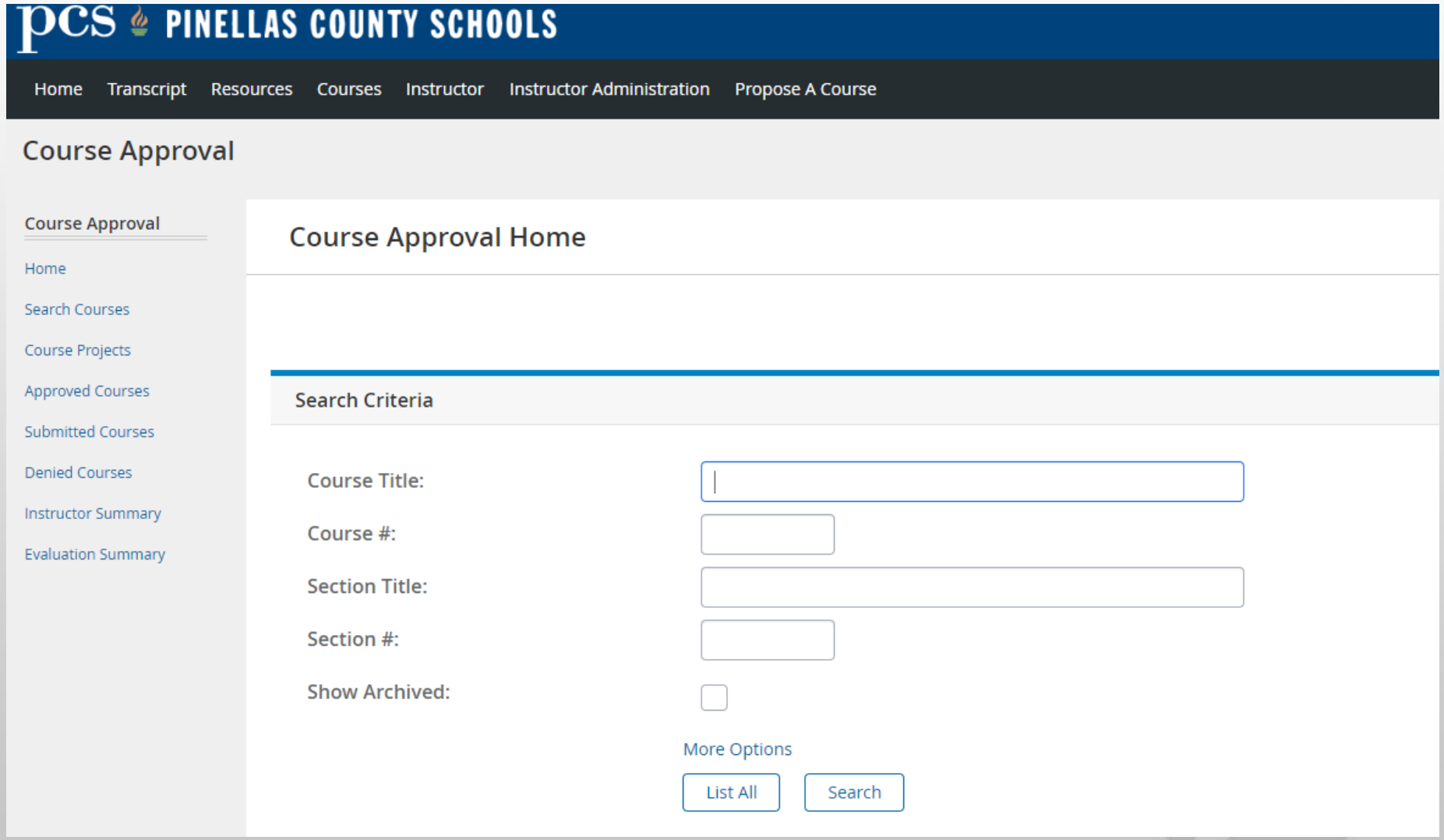
PCS Proposed Course Template



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Pinellas County PD Template

Pinellas County Professional Development Template

Course Details

Office/School:
Course # :
PCSB Course Component:
Course Creator's Name:
Course Cretor's Email:
Course Title:
Targeted Audience: Adult Ed, GED, ABE, ESOL

Course Description/General Objective(s):

Key Words/Acronyms: Adult Ed, GED, ABE, ESOL

Course Provider:

Credit Hours:

Prerequiste/Notes: This course is for Adult Education Instructors

Primary Purpose: FL Educators Certificate Renewal

Specific Learner Outcomes:
Participants will develop a solid understanding of curriculum resources to create classroom learning opportunities)

Links to Priority Initiatives:

Academic content standards for student acheivement
Assessment and tracking student progress
Collegial Learning practices
Continuous improvement practices
Digital learning/technology infusion
Instructional desing and lesson planning

Resource Guide p. 6 - 7

Pinellas County PD Template

Learning Method: (sample) *A knowledge acquistion workshop*

WHAT will occur during this professional development component delivery:
Participants will engage in a training to gain knowledge in new/updated classsroom resources. This training will deepen their knowledge and increase their classroom offerings to Adult Education students.

HOW will the experiences be provided to particpants during this delivery:
The experience will be provided via face to face instruction.

KEY ISSUES to be included in participant agrremments(should support the specific learner outcomes indentified above:
Commitment to participate and follow explicit instructions. Participants must be able to receive feedback on their progress through training event.

Evaluation Method, Staff:
Changes in instructional or learning environment practice implemented in the classroom or directly with students.

Evaluation Method, Student:
Observation of student performance.

What methods will be used to evaluate the impact of the component on the targeted impact areas and targeted learner outcomes? Who will use the evaluation impact data gathered?
Participants will use new reports/tracking methods that will show students' progress through the program's curriculum. The participants ability to develop reports will also be an evaluation metric for the user. District level curriculum coordinator and software coordinator/school admiinistrator will use the evaluation impact data to support participants.

Implementation/Monitoring Procedures:
Structured Coaching/mentoring

Impact Evaluation Procedure:
Participants will use their school based reporting prcedures to evaluate student success.

Procedures for Use of the Component's Evaluation Findings:
Additional to student progress reports,student and teacher usage reports will be examined to determine the quality of the implemntation of the PD. Student progress reports will be used to address the value of the PD and the software. This aspect of the PD will be utilized by school administrators and distrct level coordinators.

High Quality Component:
Yes

PD Particpation Survey:
Yes- all participants

Resource Guide p. 6 - 7

Pinellas County PD Evaluation

Question 5: Rate your overall satisfaction with this training:
Please select the best answer

- Very satisfied
- Somewhat satisfied
- Somewhat unsatisfied
- Very Unsatisfied

Question 6: My primary purpose for participating in this professional development:
Please select the best answer

- Required
- Recommended by my administration
- To support my deliberate practice plan
- To support my school/district improvement plan
- To support my goals for Certificate of Distinction
- For personal growth
- Certification/Recertification

Question 7: The objectives for this training:
Please select the best answer

- Were clearly defined
- Aligned to the session description
- Were referred to throughout the session
- Were achieved

Question 8: This training:
Please select the best answer

- Was applicable to my position
- Gave me opportunities to practice new knowledge
- Included opportunities for me to collaborate with others on training content
- Included opportunities for me to reflect on my learning
- Gave me resources for implementation
- Gave me the knowledge to implement my content immediately
- Provided me with opportunities to extend my learning
- Provided me with opportunities to clarify my learning

Resource Guide p. 8 - 10

"Too many professional development initiatives are done to teachers- not for, with, or by them"

Andy Hargreaves

Components of Effective Professional Development

From the Learning Policy Institute

- ***Adopt state and national standards in planning***
- ***Redesign the use of time and school schedules to increase participation***
- ***Conduct needs assessments of staff***
- ***Identify and develop expert teachers as mentors and coaches***
- ***Provide flexible funding and continuing education credits for learning opportunities***

Where do I find outside resources to include in my PD plan?

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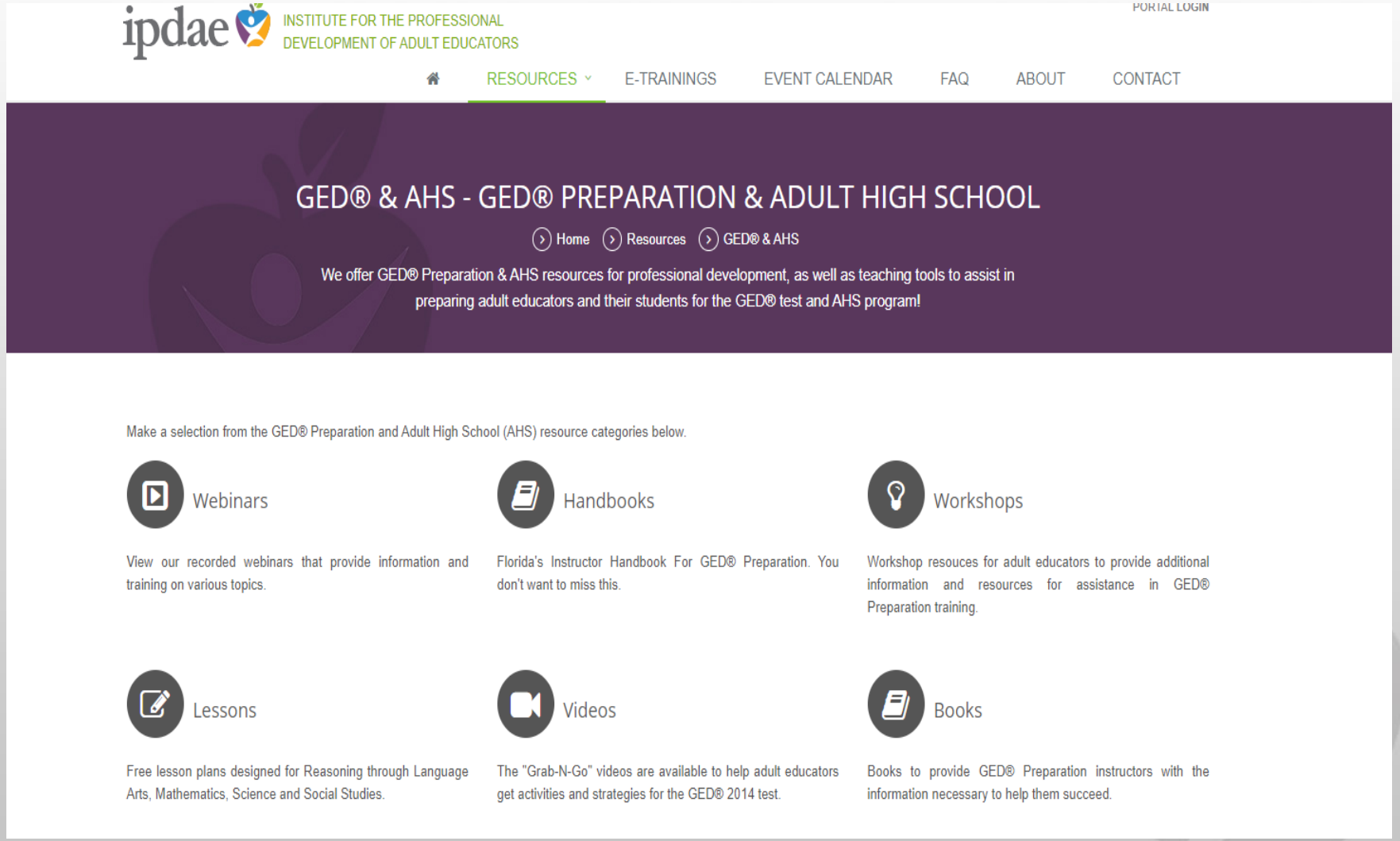
Where do I find outside resources to include in my PD plan?



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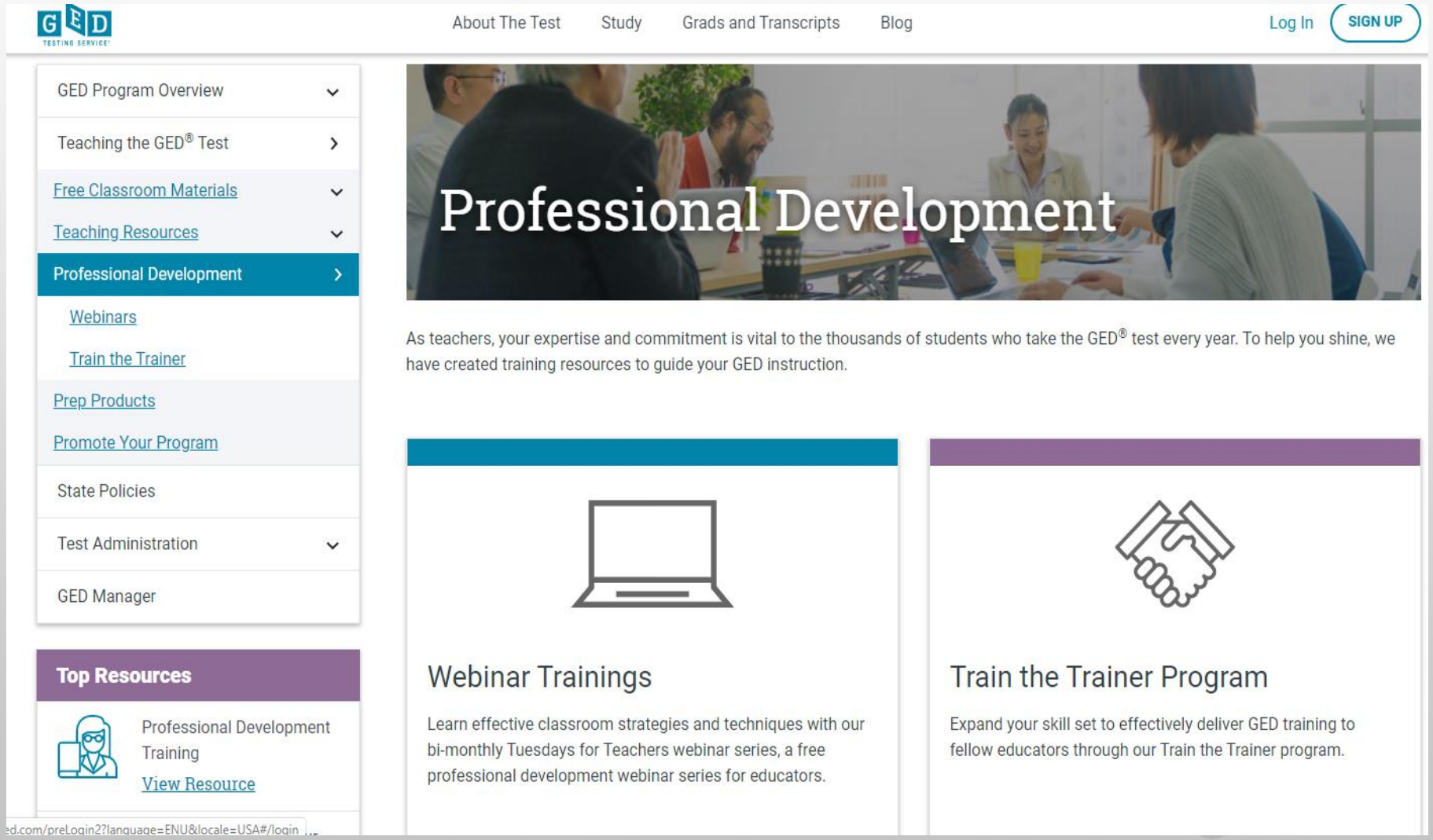

Where do I find outside resources to include in my PD plan?

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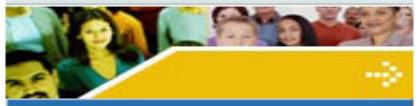
FLORIDA LITERACY COALITION

Select Language

HOME | CALENDAR | CONTACT US | SEARCH OUR SITE



- About Us
- About Literacy
- Literacy Resources
- Tutor Help Center
- Sites Worth Checking Out
- Social Services Directory
- Grants and Funding
- Order Materials
- Jobs in Literacy
- Conference
- Become an FLC Member
- Donate Now

Webinars

Webinars

Tutor Ready, Free Online Resources for Literacy Tutors and Teachers

Improving Programs through Adult Learner Leadership

Roles and Goals for Adult Learners

Student Engagement through Learner Centered Lesson Planning

Helping Adult Learners Become Stronger Writers

Putting the Mystery into Teaching Reading and Writing

Follow Up Online Tutor Training Course Webinar

Online Tutor Training Course Webinar

The Importance of Being Banked

The ESOL Writing Process: Engaging Learners Through Evidence-Based Instruction

Teaching Reading in the Adult ESOL Classroom

A Writing Toolbox: The ?Write? stuff for ESOL Learners

The Need for Financial Literacy

The First 36 Hours: Making Lasting Connections

Helping Your Adult Literacy Students Increase Their Writing Fluency (Begins at 38:00)

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Where do I find outside resources to include in my PD plan?

COABE
COALITION ON ADULT BASIC EDUCATION

OUR STORY | STRATEGIC INITIATIVES | PARTNERSHIPS | MEMBERSHIP | WEBINARS & RESOURCES | COABE JOURNAL | LEGISLATIVE | CONFERENCES | NEWS

Webinar Archives

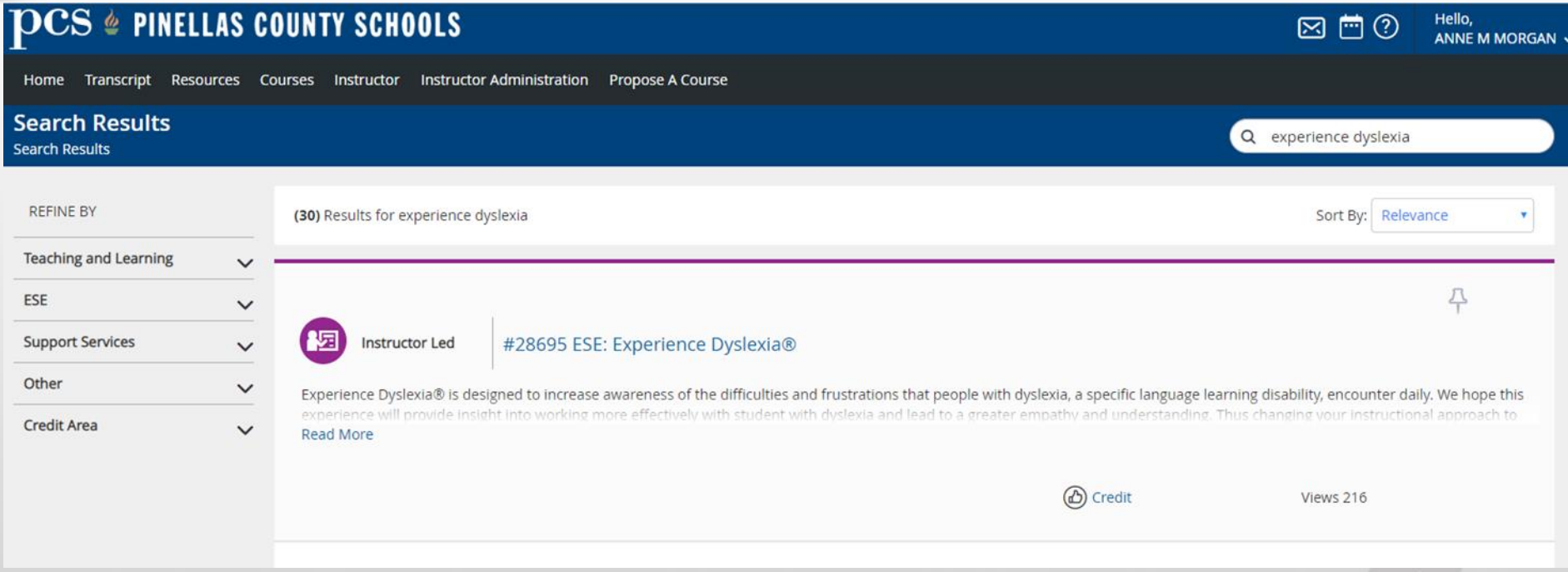
New! Free Resources to Train Adult ESL Teachers and Volunteers

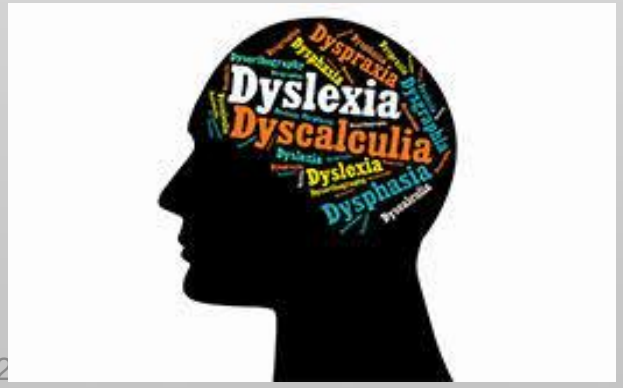
September 25, 2019

All ESL programs want their learners to experience high-quality teaching, whether it is delivered by a full-time professional teacher, a part-time teacher who is new to the field, or a classroom volunteer. This webinar will share resources that have been developed to increase the teaching skills and confidence of classroom teachers and volunteers who may have limited time for training and varying levels of expertise. Throughout the webinar, participants will have the opportunity to explore the Minnesota Literacy Council's classroom activity videos, mini-trainings toolkit, and ESL small-group pull-out kits. These resources will support teachers and volunteers in areas such as giving effective feedback, delivering activity instructions, and using appropriate amounts of teacher talk. The presenter will recommend ways for programs to use these free resources to support teachers and volunteers, and participants will share their own ideas through facilitated discussions.

View Webinar

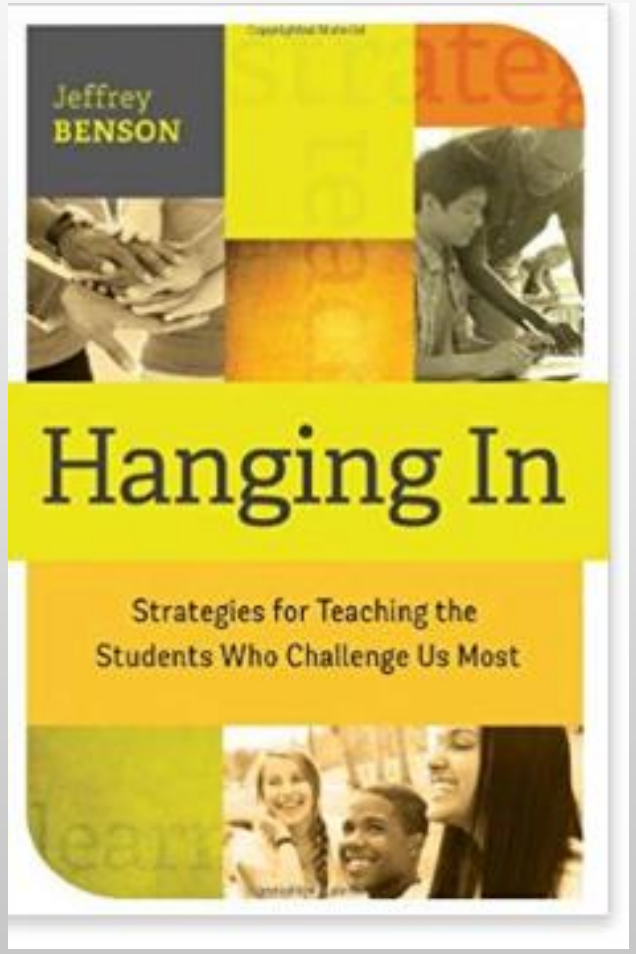
Where do I find outside resources to include in my PD plan?

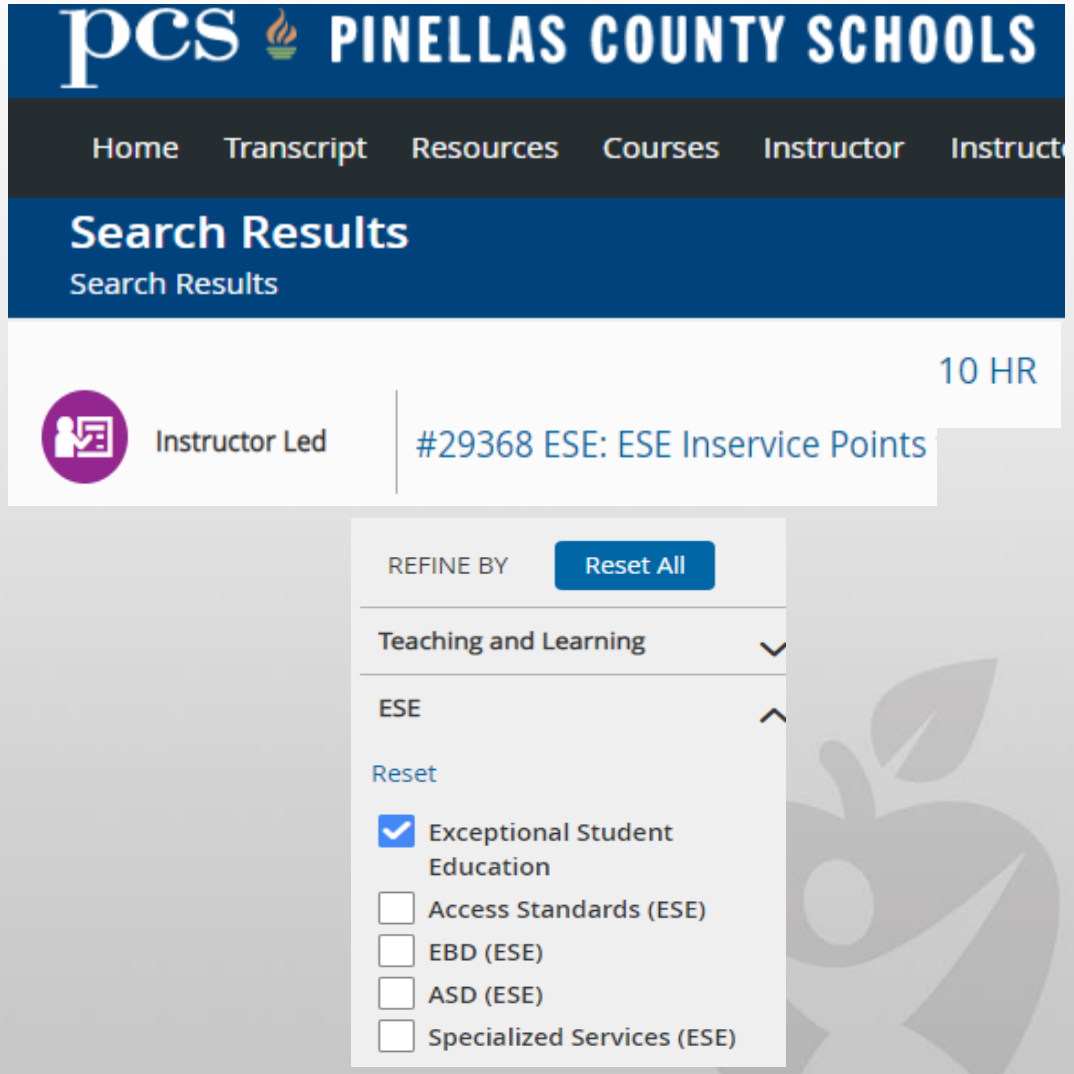




Experience DYSLEXIA® *Seven separate stations will test your frustration level as you truly experience what it is like for our students with learning disabilities. Each station presents a different challenge, which will stimulate and expand your awareness of navigating the difficulties of learning differently*

Where do I find outside resources to include in my PD plan?





Where do I find outside resources to include in my PD plan?

Utilize your software programs via webinar trainings

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Tailoring Professional Development to meet local specific needs

So now.. You have some resources and materials - what's next?

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TABE 11/12 Training

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Tailoring Professional Development to Address ABE/GED Classes

Please view webinar in its entirety to log webinar as viewed.

Tailoring Professional Development for ESOL Classrooms

Coming Soon!

Packaging Your Professional Development – Part 2

November 20, 2019

3:00 – 4:00 PM

floridaipdae.org

Q
A

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

Edutopia 2014

Always here to assist!

The IPDAE Team

We Need Your Feedback!

Please complete this quick survey.