

Customized Professional Development Opportunities



Overview

The courses listed on this document are available to programs using a “customized” approach. This means that the courses will be provided “in-house” at a program’s PLC by a PDS coach or facilitator. Coaches and facilitators will work with program IHPDSs to tailor the training to the needs of the program. This includes details such as meeting dates and times, assignment due dates, and coaching options. For all courses, the agency’s in-house professional development specialist (IHPDS) will be enrolled in the training, serve as the primary contact between the coach/facilitator and the agency, and work with the coach/facilitator to schedule PLC meetings and ensure all participants understand the course expectations.

Please note: Teachers participating in these trainings will be implementing their learning in their classrooms. Implementation may occur remotely and/or in person; therefore, teachers must be teaching a related content area and will be expected to follow the set dates and requirements whether they are teaching face-to-face, remotely, or a combination of both.

College and Career Readiness Standards (CCRS) Protocol: Resources Alignment and Lesson Revision

This training focuses on resource alignment and lesson revision as part of the process of aligning lessons to the College and Career Readiness Standards (CCRS). Participants analyze resources and lessons to determine alignment with the CCRS key shifts and work to revise lessons to fill in gaps. Programs can choose from either Math or ELA as the focus of this training. The coach models the protocol for the PLC prior to the PLC completing at least one round of the protocol on their own. The coach provides ongoing support and facilitates a final PLC meeting to debrief, discuss participant feedback, and answer questions.

CCRS Protocol: Student Work Protocol

This training focuses on the Student Work Protocol as part of the process of aligning lessons to the College and Career Readiness Standards (CCRS). Participants analyze assignments and student work to determine if it is aligned with the CCRS and then work to improve the assignments. The coach models the protocol for the PLC prior to the PLC completing at least one round of the protocol on their own. The coach provides ongoing support and facilitates a final PLC meeting to debrief, discuss participant feedback, and answer questions.

CCRS Protocol: Lesson Study Protocol

This training focuses on the Lesson Study Protocol as part of the process of aligning lessons to the College and Career Readiness Standards (CCRS). Participants create and/or revise CCRS-aligned lessons to meet explicit instructional goals. They then teach the lesson while being observed, receive feedback, then revise the lesson. The coach models the protocol for the PLC prior to the PLC completing at least one round of the protocol on their own. The coach provides ongoing support and facilitates a final PLC meeting to debrief, discuss participant feedback, and answer questions.

English Language Proficiency Standards (ELPS)

This training is designed for English as a second language (ESL) instructors. It is an intensive training with two primary purposes:

- 1.) To familiarize participants with the English Language Proficiency Standards (ELPS) for Adult Education, and
- 2.) To support participants in integrating ELPS-aligned instructional routines into their regular practices.

This training has been updated to a customized approach rather than a scheduled, statewide series of webinars (as previously offered). Professional Learning Communities (PLCs) will meet at least four times with a coach.

Participants will:

- Complete the ELPS Overview module in the PD portal.
- Use a reflection tool to select two to four (2-4) standards to focus on.
- Receive training and learn about instructional routines that align with selected standards.
- Implement instructional routines between meetings.
- Meet once with colleagues from across the state to discuss implementation of instructional routines.

Evidence-Based Reading Strategies

This customized course focuses on evidence-based instructional strategies for teaching reading to beginning, intermediate, and advanced-level ABE learners. Participants learn how to assess learners in the four components of reading, and plan evidence-based lessons and activities that are aligned to the College and Career Readiness Standards and address specific learner needs. Participants also learn how to monitor student progress through formative assessment. Participants create an action plan for implementing the skills learned in the course into their regular teaching practice. Individual and group coaching are integrated throughout the course.

Instructional Routines for Transitioning English Learners

This training focuses on enhancing lessons with instructional routines to increase rigor and provide scaffolded supports for English learners (ELs) preparing to transition into adult basic education (ABE) classes or ELs who are already participating in ABE classes. The instructional routines are also effective for learners at various educational levels. The training can be tailored to individual agency needs using routines for English language arts and/or mathematics. A coach will be assigned to work with the agency in-house professional development specialist (IHPDS) and PLC. During the training, the coach will model instructional routines and provide ongoing support to instructors in adapting and integrating them into their lessons.

Peer Observation

This customized PD is designed for new and experienced instructors to observe and be observed by their colleagues in a non-evaluative manner to improve instructional practices. Instructors do not need to be teaching in the same content areas to observe each other; additional insights may be gained by pairing instructors from different content areas. The training includes participation in program PLC meetings throughout the program year, meetings with an assigned coach (individual or group), and participation in two rounds of observations. Content areas that programs can choose from for observation focal areas include ELA, math, ESL, family literacy, and trauma-informed practices.

Reading Instruction Strategies for Beginning ELLs

This course is designed for current English as a second language (ESL) instructors serving English learners (ELs) who are emerging readers. The course is designed to help instructors identify and understand the needs and experiences of ESL emergent readers (individuals with little to no formal literacy skills in any language). Instructors will also learn and utilize strategies and best practices that tailor instruction to maximize the achievement of ESL emergent readers. Participants will complete learning modules, then apply their new knowledge with the support of a coach by creating and implementing a lesson plan that addresses the needs of their ESL emergent readers.

Teaching Skills That Matter in Adult Education

The Teaching Skills That Matter project (TSTM) trains teachers to integrate the skills that matter to adult students using approaches that work across critical topics. Using the project's tools and training, adult education teachers can teach the transferable skills students need in these critical contexts. Programs that apply to participate in TSTM will first choose one or two topics from five topic areas (Civics Education, Digital Literacy, Financial Literacy, Health Literacy, and Workforce Preparation). An assigned TSTM coach will then work with instructors throughout the program year to learn about three instructional approaches (Integrated and Contextualized Instruction, Problem-Based Learning, and Project-Based Learning) through a series of tasks and lesson plans. Participants will do this work in their agency PLCs with the support of their coach and ProLO agency consultant. The training includes sample standards-aligned lesson plans related to the skills that you might already be teaching in your programs, and it provides various strategies to explore what you are already working on internally.

Using Assessment to Inform Instruction

This customized course provides a team of instructors with an opportunity to review various data sources within the scope of assessment, but beyond just formal standardized assessments. Instructors will analyze potential changes to instruction based on the information the data source provides, adapt and implement an instructional activity, and reflect on the efficacy of the changes to instruction. Instructional teams will complete these activities through PLCs, independent work, and coaching support. This customized opportunity is appropriate for a team of instructors who want to use evidence of student learning to more effectively guide and adapt future instruction.

Working with ELLs: The Role of Formative Assessment

This course is for current English as a second language (ESL) instructors or adult basic education (ABE) instructors with English learners (ELs) in their classrooms. The course is designed to help instructors expand their understanding of formative assessments and learn strategies and techniques for designing assessments, assessing students' oral and print language skills, providing meaningful error correction, and giving feedback that meets the needs of their English learners. Participants will complete learning modules and apply their new knowledge with the support of a coach by designing and implementing formative assessments, either virtually or in person, for their English learners.