
ILLINOIS

Adult Education And Family Literacy Service Center Network



The mission of the Illinois Service Center Network is to provide high quality, innovative, collaborative professional development for Illinois Adult Education and Family Literacy.

ILLINOIS SERVICE CENTER NETWORK PROFESSIONAL DEVELOPMENT PLANNER

The purpose of this Planner is to increase the benefits of professional development through use of a comprehensive, systematic process for addressing needs of programs, staff, and administrators. The Planner will allow staff to see areas in need of improvement that will benefit their students and at the same time increase their professional knowledge and skills. Programs will benefit by improving instruction, advancing retention and better meeting the needs of students.

Administrators will find this Planner helpful in a variety of ways:

- first, as a staff development tool that leads to identification of appropriate and available professional development activities;
- second, as a useful reporting mechanism for professional development outcomes; and
- third, as a component of staff evaluation.

When using this Professional Development Planner, an instructor would follow these steps:

Part I. Foundations: Self-Evaluation: Complete the *Foundations: Self-Evaluation* in the appropriate instructional area (ESL or ABE/GED).

Part II. Summary of Foundations Self Evaluation. Summarize the Self-Evaluation by listing the Foundations circled as #1 for need and priority. Then identify Service Center workshops that can address those needs from the supplemental handout, *Foundations Correlated to Workshops*.

Part III. Personal Professional Development Worksheet: From the identified needs and priorities, complete the *Personal Professional Development Worksheet* by setting a primary professional goal for the year and planning appropriate professional development activities for that year to meet that goal.

Note: Potential professional development activities to address Foundations identified and to meet goals can be found by referring to: 1) the Service Center workshops identified in Part II; current workshop offerings can be found on the websites of the individual Service Centers and the CALL Statewide Calendar online on its website; 2) Additional Sources of Professional Development (Attachment 1); and 3) other sources of professional development identified through other means.

Part IV. Professional Development Activity Log: Record and assess the value (for instructor, students, and program) of the activities on the *Professional Development Activity Log*. These *Activity Logs* can be kept on file to use for continuous program evaluation.

It is the hope of the Illinois Service Center Network that you will find this Professional Development Planner both effective and valuable. We look forward to assisting you and your staff in their professional development growth. *For more information or assistance, contact your regional service center.*

ILLINOIS ADULT EDUCATION SERVICE CENTER NETWORK



Adult Learning Resource Center

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Des Plaines, IL 60018
Director: Sue Barauski
Phone: 847/803-3535
Fax: 847/803-3231

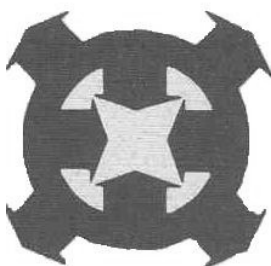
<http://www.thecenterweb.org>



Central Illinois Adult Education Service Center

Western Illinois University
Horrabin Hall
Macomb, IL 61455
Director: Raemarie Oatman
Phone: 309/298-2285
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<http://www.cait.org/ciaesc>



Southern Illinois Professional Development Center

Southern Illinois University at Edwardsville
Campus Box 1128
Edwardsville, IL 62026
Director: Bevan Gibson
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<http://www.siu.edu/SIPDC>



Center for Adult Learning Leadership

705 East Lincoln, Suite 209
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Director: Chris Francisco
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<http://www.coe.ilstu.edu/call>

A calendar listing the training opportunities provided by the Service Center Network is available at
<http://www.coe.ilstu.edu/call/calendar/>

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I. FOUNDATIONS FOR ABE/GED INSTRUCTORS: SELF-EVALUATION FORM

Effective instructors of ABE/GED demonstrate the following skills and knowledge. Read each of the foundations below. Rate yourself according to the criteria in the columns.

Background Knowledge: The Adult Learner	SELF-ASSESSMENT			PRIORITY		
	Needs Improvement	2	Excellent 3	High	2	Low 3
1. Possess knowledge of adult learning theory.	1	2	3	1	2	3
2. Apply current brain research to maximize student learning.	1	2	3	1	2	3
3. Acquire knowledge of adult learning styles including how these styles relate to culture, gender, and age differences.	1	2	3	1	2	3
4. Acquire knowledge about exceptionality in learning including learning disabilities.	1	2	3	1	2	3
5. Acquire general knowledge of ABE/GED organizational structure, practices, missions, and goals.	1	2	3	1	2	3
6. Identify the NRS levels of adult learners.	1	2	3	1	2	3

Needs Assessment and Lesson Planning	SELF-ASSESSMENT			PRIORITY		
	Needs Improvement	2	Excellent 3	High	2	Low 3
1. Use a variety of techniques to assess learners' needs, including informal and self-assessment.	1	2	3	1	2	3
2. Select materials appropriate to learners' needs.	1	2	3	1	2	3
3. Develop lesson plans that integrate presentation, practice, performance, and application.	1	2	3	1	2	3
4. Incorporate learners' prior experiences, cultural heritage, learning styles, and community resources into instruction.	1	2	3	1	2	3
5. Provide learners with the opportunity to apply new information and skills in a wide range of contexts.	1	2	3	1	2	3
6. Individualize instruction as appropriate.	1	2	3	1	2	3
7. Integrate appropriate technology into the needs assessment process and lesson planning	1	2	3	1	2	3

Classroom Management	SELF-ASSESSMENT			PRIORITY		
	Needs Improvement	Excellent		High		Low
1. Manage a multilevel classroom effectively.	1	2	3	1	2	3
2. Use cooperative learning structures as appropriate.	1	2	3	1	2	3
3. Use effective communication strategies to convey ideas, share information, and generate discussion.	1	2	3	1	2	3
4. Support learning for students whose first language is not English.	1	2	3	1	2	3

ABE/GED Content Areas	SELF-ASSESSMENT			PRIORITY		
	Needs Improvement	Excellent		High		Low
1. Teach lessons which reflect knowledge of content areas such as social studies, science.	1	2	3	1	2	3
2. Teach lessons which reflect an understanding of the structure of spoken and written language.	1	2	3	1	2	3
3. Teach lessons which reflect knowledge of evidence-based reading instructional practice.	1	2	3	1	2	3
4. Teach lessons which reflect knowledge of the writing process.	1	2	3	1	2	3
5. Teach lessons which reflect an understanding of math computation and reasoning.	1	2	3	1	2	3
6. Use effective teaching strategies in the above content areas for learners who have special learning needs.	1	2	3	1	2	3
7. Integrate technology into the above content areas to promote learning.	1	2	3	1	2	3

Professional Development	SELF-ASSESSMENT			PRIORITY		
	Needs Improvement	Excellent		High		Low
1. Attend ABE/GED-related professional development workshops and conferences.	1	2	3	1	2	3
2. Participate in ABE/GED professional organizations.	1	2	3	1	2	3
3. Keep abreast of the field by reading ABE/GED books and journals.	1	2	3	1	2	3

Assessment	SELF-ASSESSMENT			PRIORITY		
	Needs Improvement	Excellent		High		Low
1. Assess students' learning levels to ensure appropriate placement in a program.	1	2	3	1	2	3
2. Develop instructional objectives that clearly reflect what students will learn and how progress will be measured.	1	2	3	1	2	3
3. Monitor student progress through a variety of methods to ensure academic success.	1	2	3	1	2	3
4. Develop and implement a plan for integrating assessment into the instructional process.	1	2	3	1	2	3
5. Provide evidence of student progress so that gains can be demonstrated.	1	2	3	1	2	3

Technology	SELF-ASSESSMENT			PRIORITY		
	Needs Improvement	Excellent		High		Low
1. Use and maintain a computer with the installed operating system.	1	2	3	1	2	3
2. Use utility and content software and access the Internet to promote student knowledge in areas of ABE/GED.	1	2	3	1	2	3
3. Evaluate software and Internet sites to assist in developing instruction for diverse learners.	1	2	3	1	2	3
4. Integrate software and the Internet into instruction to encourage learning with multiple learning styles.	1	2	3	1	2	3
5. Discover and utilize professional development through technology with online classes, listservs, online lesson plans and issues in adult education.	1	2	3	1	2	3
6. Create your own technology resources by creating web pages, utilizing authoring systems and participating in online collections of materials.	1	2	3	1	2	3
7. Utilize other technologies in addition to computers to augment classroom lessons.	1	2	3	1	2	3

PART II. SUMMARY OF FOUNDATIONS SELF EVALUATION

List the Foundations for which you circled #1 in both columns

Foundations (Need and High Priority)	Service Center Workshops to Address Needs/Priority Areas
1.	
2.	
3.	
4.	
5.	
6.	
7.	

4. What professional development activities will help you achieve this goal (check and give detail on each selected)? Explain how you will locate/access an activity if you don't have specifics now.

reading materials

video viewing

workshops (Refer to Part II Service Center workshops aligned with your needs)

conference attendance

work with peers

mentoring participation

internet searches

classroom observations

other

other

5. What might prevent you from achieving this goal or in accessing the activities above? How will you work to overcome this/these?

6. How will you know that you have achieved your goal?

7. When do you expect to achieve your goal?

