

SIPDC

Staff Development Opportunities

Fall 2010

NTO

ABE/GED New Teacher Orientation: Fee - \$35.00 (includes lunch and materials)

July 30, 2010
Shawnee Community College
Ullin, IL
8:30 am – 4:00 pm

September 24, 2010
Southwestern Illinois Community College
Belleville, IL
Room 2271
8:30 am – 4:00 pm

This one-day new teacher orientation is for ABE/GED instructors with one year or less experience in teaching adults. It is designed to provide an overview of the aspects of adult education.

Areas and topics to be included are:

- (1) Characteristics of Adult Education Learners including:
General characteristics of adult education learners and adult Education programs, reasons students come to classes, retention issues and barriers to success.
- (2) Adult Education Programming including:
Published or proposed standards for adult education, NRS, standardized assessments, GED Test information and structures of adult education classrooms.
- (3) Effective Instructional Practices including:
Foundations for effective ABE/GED instructors and the essentials of lesson development
- (4) Professional Development including:
Service Center trainings, other training opportunities and online training for teachers.

- **Join us for this statewide uniform training**

NTO HYBRID

Orientation for New Adult Education Teachers

Self-paced Online Course and ½-Day Workshop – 6 Professional Development Hours

Piloting September 24, 2010 New Teacher Orientation

Walking into the classroom on the first day of class can be a challenging experience for teachers new to the world of adult education. This combined online course and in-person workshop will provide a helping hand to teachers who are new to ABE/GED®. Experienced teachers and administrators provide input on the content.

- **Upon registration, participants will receive emailed instructions for completing the online course. The online component must be completed before the in-person workshop.**
- **Participants who do not complete the online component will not be able to attend the in-person workshop.**
- **One certificate of completion for both components will be given at the in-person workshop.**

Online Course Content: (Independent, self-paced)

- Characteristics of Adult Learners
- Barriers to Student Success
- Retention Issues
- Structure of Adult Education Classes
- GED® Testing Specifications
- Barriers to Student Success
- Foundations for Instructors
- Standardized Assessments
- National Reporting System
- Recommended Online Resources

Workshop Content: (in-person)

- Learning Preference
- Philosophies of Teaching
- Lesson Planning
- Addressing the Needs of a Diverse Classroom
- Materials Selection
- Professional Development Opportunities

ESL New Teacher Orientation: Fee - \$35.00 (lunch included)

July 30, 2010
Shawnee Community College
Ullin, IL
8:30 am – 4:00 pm

September 24, 2010
Southwestern Illinois Community College
Belleville, IL
Room 2272
8:30 am – 4:30 pm

This is an all-day workshop designed to enhance your confidence and increase your ability to provide a successful learning environment for your students.

Topics covered will include:

- Finding ESL materials everywhere
 - Teaching students from a variety of cultures
 - Overview of National Reporting System (NRS)
 - Overview of ESL assessments: BEST/CASAS
 - Developing lessons
 - Retention issues
 - Basic adult learning theory
 - How to manage a multilevel classroom
 - General characteristics of adult learners
-
- **Join us for this newly revised statewide uniform training**

ESL

Administering and Interpreting the CASAS for Teachers: No fee (2 hours)

*NOTE: This training is a supplement to the implementation training and **does not** replace the mandatory training that programs must attend to be eligible to order CASAS assessments.*

Call to arrange

This training is specifically designed for ESL teachers. It focuses on how to administer CASAS appraisals and pre- and post-tests, how to measure learning gains and interpret test scores, and how to link assessment with curriculum and instruction.

Learning Styles in the ESL Classroom: No fee (3 hours)

Call to arrange

People learn differently and at different paces because of their biological and psychological differences and these differences are prominent in any ESL/EFL setting where students come from different cultural and educational backgrounds. This interactive workshop will focus on the various learning styles and strategies participants can use with ESL students.

BEST Plus Training (presented by Central Service Center)

Friday, September 17, 2010 9:00 am – 4:00 pm

Heartland Community College, Normal, IL

There is no registration fee for this training but registration is REQUIRED.
Call 800-572-9033 or 309-298-2285

Transitions

Reading Literature for Transitioning to Post-Secondary Education:

No fee (3 hours)

Call to arrange

This workshop provides instructional strategies and practice in helping adult learners with reading skills beyond the 9.0 level understand how to analyze and think critically about literature. Participants are provided with a copy of a short story. “Two Words” by Isabel Allende and assigned to read it prior to the workshop. During the workshop, the focus will be on questions geared to elicit discussion about what’s going on in the story and how the characters relate to each other. We will also discuss this author’s use of metaphor, word choice, and her skillful use of the combined power of language and literacy to spur the reader’s imagination.

Transitioning to Post Secondary and to the Workplace: No fee (3hours)

Call to arrange

This workshop provides a broad overview of transitioning as it pertains to adult education, including:

- What it is
- Why it is so important
- How it impacts adult education programs and staff
- How it impacts adult learners
- What we can expect next

Transitioning and Contextualized Instruction: It's here to stay

No fee (3 hours)

Call to arrange

By now, you've all heard about our state's focus on transitioning and contextualized instruction. But perhaps you're not really sure what these terms actually mean or how they apply to you and your adult learners. This workshop is designed to engage you in an enhanced understanding of:

- WHAT do these concepts mean, exactly?
- WHY our state is focusing on them now
- HOW they benefit your students
- HOW they benefit your program
- HOW you can incorporate them into your instruction without losing your mind because you're trying your best to do everything else you're supposed to do and you don't know how you can possibly do anything else...(rest assured, we have good news)
- WHY it's not going to go away
- WHAT it means for the future of adult education

The Nitty-Gritty of Transitioning: No fee (3 hours)

Call to arrange

In this interactive workshop, learn how to work with students to develop reading skills, listening skills, study skills, note taking skills and test-taking skills necessary for transitioning to post-secondary or the workforce.

Writing the Research Paper: Skills for Transitioning to Postsecondary Education:

No fee (3 hours)

Call to arrange

This workshop focuses on how to teach adult learners to write a research paper. Instructors will gain awareness of and practice teaching strategies to help students:

- Brainstorm a topic
- Narrow the topic
- Locate sources of information
- Take notes
- Organize ideas
- Recognize and avoid plagiarism
- Write an outline or graphic organizer
- Revise the first draft

In addition, participants will discuss handouts with samples of basic formats for writing bibliographies; the importance of adhering to specific format or style; and the role of revision in the final product.

Reading Skills for Advanced Learners (9.0 – 12.0): No fee (3 hour)

Call to arrange

Learn how you can help adult learners enhance their skills for successful transition into post-secondary education. We will discuss and practice teaching strategies with reading passages selected to help readers better understand critical concepts such as inference, or “reading between the lines.” We will also practice questioning techniques designed to help students think critically about content and context, and strategies to help students learn to “skim” and “chunk” paragraphs to increase reading speed without sacrificing comprehension.

Collaborative Writing: No fee (3 hours)

Join us for some hands-on collaborative writing activities that focus on two important elements of transitioning effectively to post-secondary education and to the workplace: teamwork and communication.

Writing in the ASE classroom...and beyond: No fee (3 hours)

We know that our adult learners need writing skills that will help them succeed in post-secondary education and/or the workplace.

This workshop offers some tips and activities designed to develop those writing skills, provides basic strategies for writing a research paper, and offers insights into how to help students organize their thoughts and focus on a specific topic.

Reading in the ASE classroom...and beyond: No fee (3 hours)

We know that our adult learners need reading skills that will help them succeed in post-secondary education and/or the workplace. This workshop offers some tips and activities designed to develop advanced reading skills such as inferential reading: reading *between the lines* and *determining the author's tone* as well as understanding content and enhancing comprehension.

SLN

Effective Instructional Strategies and Techniques for Students with Special Learning Needs: No fee (2hours)

Call to arrange

Learning strategies are methods that students use when learning new skills as well as when practicing these skills or applying them to new situations. Find ways to help students build on prior knowledge, use mnemonics, and organize their learning in a systematic, contextualized approach.

Transitioning Students with SLN: No fee (3 hours)

Call to arrange

Whether you are working with students with SLN to transition to post-secondary or to employment, there are several things to consider. Transition to change and students with SLN need assistance from adult educators to prepare them for the challenges they will face when making this change. This workshop will focus on what these challenges are and ways to assist students with SLN circumvent these challenges as they transition.

Asperger's Syndrome and the Adult Education Classroom: No fee (1 ½ hours)

Call to arrange

With an increasing number of students with Asperger's Syndrome in adult education classrooms, we need to understand more about Asperger's and what we can do as instructors to assist these students in our programs. This workshop will discuss the characteristics of Asperger's Syndrome, comorbidity issues and interventions to use in the classroom.

Bipolar Disorder and What it Means to You and Your Classroom: No fee (2 hours)

Call to arrange

All of us have changes in moods, but what about those students whose mood swings impact their daily life? This workshop will look at the facts about Bipolar Disorder, potential causes/risk factors, and symptoms/behaviors associated with the disorder. We will discuss the educational implications for students with Bipolar Disorder and instructional strategies and classroom accommodations that will allow you to assist students with Bipolar Disorder.

EBRI

One-Day Evidence-Based Reading Instruction (EBRI) Workshop: No fee
8:30 am – 4:30 pm

This workshop incorporates research and evidence-based reading instructional strategies (EBRI) that address the RFP section concerning EBRI. It is an intensive all-day (8:30--4:30) workshop in which you will learn how each of the four reading components--alphabetic, fluency, vocabulary, and comprehension--are interconnected and how they all impact overall reading comprehension. You will also learn about and gain practice in:

- administering diagnostic assessment in each of the four components
- using the results of those assessments to:
 - develop learner profiles
 - group learners with similar needs
 - inform your instruction
- delivering direct and explicit instructional strategies that can help students learn to read better.

Diagnostic assessment resources will be provided. They are free and you can duplicate them. Additional handouts will be provided as well. Participants will gain hands-on practice with these assessments and instructional strategies. After the workshop, Linda Cox will be available on a continuing basis via email and telephone to provide technical assistance regarding any questions, issues or concerns that may arise, and you are encouraged to contact her.

(Please note: This workshop is our “pared-down-to-the-guts” version of the STAR 6-day training. Because it does not follow the 6-day national training plan model, we cannot call it STAR training nor can we provide access to the on-line STAR Toolkit. However, this workshop does provide administrators and practitioners with basic information and resources needed to begin to implement EBRI in the classroom.)

GLOBAL

NRS Creating Success: No fee (3 hours)

September 10, 2010
Rend Lake College Marketplace
Mt. Vernon, IL
Room 328 A & B (GED Classroom)
Call to Register

Positive results from the National Reporting System play an essential role in the success of individual programs and also in the success of adult education in Illinois. This workshop combines information from NRS Phase I, II, and III to address the following:

- Explanation of NRS and data overview
- Linking data collection with standards form NRS
- Coordinating data collection to maximize performance outcomes
- Defining and setting appropriate and realistic goals
- Balancing program needs and student needs in setting goals
- Integrating goals into instruction
- Examination of NRS core outcomes measures, retention, persistence, and post-test rate
- Continuous improvement at the program level

Hands-On Learning and Doing: No fee (3 hours)

Call to arrange

What do you do with your students who are constantly moving and seem to have difficulty paying attention? Make your classroom work for them! Join in this highly interactive session to find ways to have your classroom “moving and shaking” and your students learning by doing while having fun.

TABE 9 & 10: No fee

This workshop will focus on how to administer the TABE 9 and 10 and why it's so important to your student and your program to:

- give the Locator Test before giving the TABE
- pre-test and post-test
- time the TABE test according to the test guidelines
- consider what you can do to help maximize the potential for student gains

We'll also discuss TABE 9 and 10 in comparison to TABE 7 and 8; the various levels of TABE and what they are designed to measure; how TABE test results can be interpreted and why they may sometimes not be an accurate measure of students' actual reading levels.

Other Professional Development Opportunities

November 9-10, 2010
SIPDC Fall Conference
Four Points by Sheraton Hotel, Fairview Heights, IL

March 9-11, 2011
IACEA Spring Conference
Springfield, IL

April 18-20, 2011
COABE Conference
San Francisco, CA

Horizon Wimba

Wimba Fall 2010

WIMBA is an exciting new form of virtual classroom. Using WIMBA, participants can work from their office, their kitchen, or even their patio! Wimba allows for audio chat, text chat, and visual presentations.

No registration fee. NOTE: You must successfully complete a Walk-Through before attending any other Wimba session. Walk-Throughs and session descriptions are listed on the Excellence in Adult Education website. For more information or to register, go to www.excellenceinadulthood.com

Contact Colleen Potter (colleenpotter@yahoo.com) or call SIPDC at 618-650-2254 with questions.

Dates

Monday, September 13, 2010
Tuesday, October 19, 2010
Thursday, November 18, 2010
Wednesday, December 8, 2010

Times

9:00 – 10:00 am
10:30 – 11:30 am
12:00 pm – 1:00 pm
2:00 – 3:00 pm
4:00 – 5:00 pm
6:00 – 7:00 pm

September Sessions

Walk-Throughs

Sept. 7, 2010 – 9:00 – 9:30 am
Sept. 7, 2010 – 2:00 – 2:00 30 pm
Sept. 8, 1020 – 6:00 – 6:30 pm

Identity Crisis

Monday, September 13, 2010
9:00 – 10:00 am

Identity theft is the fastest growing crime in America. Every 79 seconds there is another victim. It can destroy your credit, cause you great distress, and adversely impact your future. Don't let it happen to you or your students. In this session, learn about the crime of identity theft and how to help deter, detect, and defend against it.

Math and the Workplace
Monday, September 13, 2010
10:30 – 11:30

Some jobs require specific math skills, but many math skills apply to a variety of jobs and workplace settings. This workshop will look at the math needed in manufacturing; Healthcare; and Transportation, Distribution, and Logistics.

Building Rapport to Retain ESL Students
Monday, September 13, 2010
12:00 – 1:00 pm

Language and cultural barriers can inhibit ESL students from sticking with a class once they begin. We will explore how teachers can foster personal connections with and among students that can greatly enhance retention.

Using Idioms in the Classroom
Monday, September 13, 2010
2:00 – 3:00 pm

Even native speakers in adult education can be confused by generally used idioms. We will explore different strategies and activities that can be used in the ABE/GED classroom. We will “pig out”, be “Good Samaritans”, and be “all eyes” to fun and useful ways of learning idioms.

Electronic Portfolios: Tools for Learning and Assessment
Monday, September 13, 2010
4:00 – 5:00 pm

Electronic portfolios (aka ePortfolios) have become a popular and powerful way to document, demonstrate, and reflect upon what students know and can do. Still, Instructors and administrators face unique challenges using ePortfolios. Instructors must learn new skills and adapt to new technology, and they must also promote and nurture new ways of thinking about what their students are learning. Administrators must learn how to use ePortfolios to document student learning for both NRS reporting and program improvement. This session will review the basic issues and challenges related to using ePortfolios for learning and assessment.

Cooperative Learning in the ESL Classroom
Monday, September 13, 2010
6:00 – 7:00 pm

Cooperative Learning is a teaching strategy that utilizes teams of students who work together through an assignment until all the group members successfully understand it. Learn about classic Cooperative Learning structures such as jigsaw, Numbered heads Together, Roundrobin/Roundtable, and more

October Sessions

Walk-Throughs

Tuesday, October 12, 2010 from 8:00 – 8:30 am

Thursday, October 14, 2010 from 12:00 – 12:30 pm

Asperger's Syndrome and the Adult Education Classroom

Tuesday, October 19, 2010

10:30 – 11:30 am

With an increasing number of students with Asperger's Syndrome in adult education classrooms, we need to understand more about Asperger's and what we can do as instructors to assist these students in our programs. This session will discuss the characteristics of Asperger's Syndrome, comorbidity issues and interventions to use in the classroom.

An Introduction to Learning Styles

Tuesday, October 19, 2010

4:00 – 5:00 pm

Not everyone learns the same. In order to increase retention, it is important to address each learning style in the classroom. Learn what these learning styles are, how to recognize each style, and effective methods to address each style.

SLN Institute

Special Learning Needs Resource Specialist Training: Southern Region Fee: \$75 for materials

This hybrid of online and in-person sessions replaces the traditional 8-day training. **Three sessions are in-person and nine sessions are online.** Homework assignments will be made to practice all of the principles taught in this training. Based on needs of participants, additional online sessions may be added.

Dates of online sessions will be set depending on group schedules. Some online sessions will be conducted as the entire group meeting at a specified time and other online offerings will be made available for individual completion at a time of each participant's choosing. All online sessions will require one to two hours of time.

Attendance at all 12 sessions is required to receive a credential.

Day #1 October 22, 2010
 Location: to be determined by needs of participants
 8:30 am – 4:00 pm

Online Session #1

Online Session #2

Day #2 December 10, 2010
 Location: to be determined by needs of participants
 8:30 am – 4:00 pm

Online Session #3

Online Session #4

Online Session #5

Online Session #6

Online Session #7

Online Session #8

Online Session #9

Day #3 April 8, 2011
 Location: to be determined by needs of participants
 8:30 am – 4:00 pm

Institute to Credential Resource Specialists
for
Special Learning Needs

Conducted by Sarah Goldammer, Certified Illinois Trainer

This Institute will train selected adult education staff in regional locations to screen adult education students for the presence of learning difficulties and to provide effective instruction of adults with special learning needs. Successful completion of the Institute will result in a credential of Special Learning Needs Resource Specialist. **Participants must attend all 3 days and 9 online sessions of the series.**

This hybrid of online and in-person sessions replaces the traditional 8-day training. Homework assignments will be made to practice all of the principles taught in this training. Some online sessions will be conducted as the entire group meeting at a specified time and other online offerings will be made available for individual completion at a time of each participants choosing. Online sessions will be scheduled based on the requirements of the participants, and all sessions will be one to two hours in length.

Sponsored by the Southern Illinois Professional Development Center

OVERVIEW

The *Institute to Credential Resource Specialists for Special Learning Needs* (SLN) is an intensive training designed to enhance program capacity to meet the needs of adults with special learning needs through the development of local resource specialists. Participants will be trained to serve as resources for instructional staff in their programs and provide screening for SLN, observe the manifestations of special learning needs, and develop appropriate instructional strategies for use by instructors within their programs.

Participants must be recommended by program administrators. No individual applications will be considered. Note that because of legal limitations, no volunteer tutors can be admitted. Additionally, literacy/ABE/ASE will be the focus of this training. Due to their unique characteristics, ESL and correctional populations will not be addressed in this training.

INSTITUTE CONTENT

The Institute will consist of 3 in-person days and 9 1½ hour online sessions of training over a one-year period as follows:

Session I – (1 in-person & 2 online)

- Definition of LD characteristics of adults with special learning needs
- Screening practices vs. assessment and diagnosis
- Administration and interpretation of the Payne Learning Needs Inventory
- Introduction to instructional practices, methods, and approaches
 - use of informal and explicit instruction
 - use of advanced organizers
- Understanding basic accommodations
- Resources and referrals

Session II (1 in-person & 2 online))

- Diagnostic/prescriptive teaching
- Learning styles and teaching styles
- Task analysis
- Using strategy instruction
- Understanding and using brief interview techniques

Session III (3 online)

Flexible and creative instruction

- Evaluation
 - Student progress
 - Instructional effectiveness
- Cognition/metacognition
- Critical thinking skills
- Effective instruction issues
 - reading
 - writing
 - math

Session IV (2 online & 1 in-person)

- Americans with Disabilities Act (ADA) accommodations/compensations
- Self-advocacy
- Community resources
- Technology
- Understanding self-esteem and social skills issues
- Transition issues
 - workplace
 - daily life/independence

CRITERIA FOR SELECTING INSTITUTE PARTICIPANTS

Participants need to:

- Possess the ability to work collaboratively with colleagues within their programs
- Be able to attend all workshop sessions
- Be willing to administer screening/inventories and to serve as resources for administrators and instructors in their programs
- Have at least two years of experience teaching adults
- Be employed within their adult education programs at least 20 hours a week (*volunteer tutors are not eligible*)
- Anticipate continued employment within their programs

BENEFITS OF PARTICIPANTS IN THIS INSTITUTE

Benefits to participating adult educators and their programs are:

- Improved capacity to meet the needs of adults with special learning needs
- Availability of an on-site Resource Specialist for special learning needs
- Access to the special learning needs screening instruments presented at the Institute and a trained screening specialist
- Availability of duplicable materials for program use

- Ongoing participation as a team member in this statewide initiative to meet the special learning needs of adult education students
- Participation in statewide and regional networking and communication systems with other Special Learning Needs Resource Specialists and with the Service Center System
- Ongoing technical assistance and support from the Service Center System

Special note: This Institute represents basic specialist training and will not prepare participants to be trainers or diagnosticians.

SEE ATTACHED REGISTRATION FORM FOR INSTITUTE DATES, TIME, AND LOCATION.

- **CPDUs will be offered for those interested.**

**INSTITUTE TO CREDENTIAL RESOURCE SPECIALISTS
for SPECIAL LEARNING NEEDS**

REGISTRATION/RECOMMENDATION FORM
(To be completed by the appropriate program administrator)

Program: _____

Recommended Participant's Name: _____

Current Position of Participant: _____

Program Address: _____

Program Phone number: _____

Participant's Home Address: _____

Participant's Home Phone Number: _____

Participant's e-mail address _____

ADMINISTRATOR RECOMMENDATION:

I understand that this institute is designed to train selected adult education staff as Special Learning Needs Resource Specialists. The participant(s) that I have recommended meet the following criteria:

- Possess the ability to work collaboratively with colleagues
- Is able to attend all in-person and online days of the workshop sessions
- Is willing and able to administer screenings and inventories and serve as a resource for administrator(s) and instructor(s) in this program
- Has two or more years experience teaching adults
- Is employed within this adult education program at least 20 hours a week
- Anticipates continued employment with this program

I further understand that my program may incur some training-related expenses (travel, substitute pay, etc.). In addition, I understand that ESL and correctional populations will not be addressed in this Institute.

Administrator's Signature of Recommendation: _____

Administrator's Title: _____

Address: _____

Phone Number: () _____ Fax: () _____

ALL TRAININGS ARE AS FOLLOWS:

In-person Day #1 October 22, 2010
8:30am- 4:00pm
Location: to be determined by needs of participants

In-person Day #2 December 10, 2010
8:30am- 4:00pm
Location: to be determined by needs of participants

In-person Day #3 April 8, 2011
8:30am- 4:00pm
Location: to be determined by needs of participants

COST: \$75/PARTICIPANT (MATERIALS)
All meals are on your own.

Return this Registration/Recommendation Form and check for \$75 (payable to SIUE) to:

Southern Illinois Professional Development Center
Southern Illinois University Edwardsville
Campus Box 1128
Edwardsville, IL 62026-1128

Deadline: October 8, 2010

Questions? Call Pat Wellen (618) 650-2254, fax: (618) 650-3455, or e-mail:
pwellen@siue.edu