



WVABE Professional Development System

WVABE Instructor Handbook
Section 11



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For questions or concerns related to the content of the *WVABE Instructor Handbook*, contact Cathy Shank at the WV Adult Education Hotline, 1-800-642-2670, or via email at cshank@access.k12.wv.us.

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WVABE Professional Development System

PROFESSIONAL DEVELOPMENT FOR THE ADULT EDUCATION PRACTITIONER	1
Certification.....	1
TRAINING	2
Pre-Service Training	2
Pre-Service Training Requirements.....	3
In-Service Training.....	4
Annual In-Service Requirements	5
Core In-Service Requirements for WVABE Personnel	6
Core In-Service Session Descriptions	7
Elective In-Service Training	13
FREQUENTLY ASKED QUESTIONS REGARDING PROFESSIONAL DEVELOPMENT.....	15
APPENDIX	21
WVABE Individual Professional Development Record:	
General ABE Instructor and Instructional Aide.....	23
ESL Instructor and Instructional Aide.....	25
SPOKES Personnel and HTGR Instructors	27
WVABE Class Visit Report	29
Request for WVABE Individual Professional Development Alternative	
Elective Credit.....	33

PROFESSIONAL DEVELOPMENT FOR THE ADULT EDUCATION PRACTITIONER

The purpose of professional development in the West Virginia Adult Basic Education (WVABE) program is to provide an array of opportunities that will enhance and stimulate the creativity, effectiveness, and leadership of adult education practitioners. The WVABE professional development program is designed to prepare practitioners to deliver services to an increasingly diverse student population in a multitude of settings.

Specialized learning opportunities are provided for new instructors through a customized pre-service program. In addition, there are ongoing in-service training opportunities for a balance between activities supporting program-determined goals (core) and those supporting instructor-determined learning needs and preferences (elective).

Certification

To be a WVABE instructor, you must either hold a *valid WV Teaching Certificate* (certification to teach school in West Virginia) or qualify for an *Adult License* for Adult Basic Education (bachelor's degree or higher required with a minimum of a 2.5 grade average for all college/university course work). For more information on certification, visit the WVDE website:

- For teacher certification information, see <http://wvde.state.wv.us/certification/>.
- For Policy 5202, establishing the minimum requirements for the licensure of education personnel, see <http://wvde.state.wv.us/policies/p5202.pdf>.
- To check certification status online, see <http://wvde.state.wv.us/certification/status>.
- For certification applications, see <http://wvde.state.wv.us/certification/forms>.

The instructor is responsible for understanding the renewal process, for initiating contact with the county superintendent for guidance purposes, for completing appropriate credit, and for filing all documents required to maintain a valid certificate. All certificates expire on June 30 of the last year of their validity (regardless of the date of issuance).

An **Adult License** must be renewed **every 5 years** by completing a total of **30 hours of professional development credit** as well as a minimum of **6 hours of college credit** in adult education or towards instructor certification. The **WV Teaching Certificate** must also be renewed **every 3 to 5 years** (depending on whether it is an *Initial Professional Teaching Certificate* or a *Professional Teaching Certificate*).

You can ask about renewal of certification and approval of specific college courses at your local county board of education accreditation office. For other certification questions, call the Certification Toll-Free Line, (800) 982-2378 or email: mfmiller@access.k12.wv.us. Questions about WVABE professional development credit requirements can be directed to Cathy Shank, (800) 257-3723 ext. 112, email: cshank@access.k12.wv.us.

TRAINING

Pre-Service Training

Professional development activities start even before a new practitioner begins working with students. The WVABE pre-service program is designed for practitioners who have not previously worked in the WVABE program; those who are returning after an absence of three or more years; or those who are adding a specialty. Experienced WVABE personnel, known as Peer Trainers, deliver the pre-service program. Four to fourteen hours of pre-service training must be completed *prior* to working with students.

Pre-service training includes topics such as:

- Overview of state and local WVABE and literacy programs
- Student enrollment, attendance and reporting
- Adult learner needs
- Student intake and goal setting
- Student assessment and placement
- Planning for instruction
- Program marketing
- Student recruitment and retention
- GED® testing process
- Standards and Accountability
- Professional Development
- Assessment Procedures
- Community Resources
- Distance Education
- Serving Special Populations

Pre-service training is customized for instructors in the following areas:

General ABE Instruction:

- Returning WVABE Instructors (out of the program for 3 years or more)
- Institutional Education Instructors
- Family Literacy/Even Start Instructors
- ABE in Community College Instructors
- Long-term and Occasional Substitutes
- Instructional Aides

Other Specialized Instruction:

- English as a Second Language (ESL) Instructors
- SPOKES Instructors
- Career Development Consultants (CDCs)
- Hit the Ground Running (HTGR) Only Instructors

The program area in which the instructor will be teaching determines the length of the pre-service training and the topics covered. The following chart indicates the training requirements for each program area. Use the *Professional Development Record* that corresponds to your program area (found in the [Section 11 Appendix](#)) to keep track of what you need to take/have already completed.

Pre-Service Training Requirements

New Personnel

Training	Hours/Training
Introduction to General ABE for all Classroom Instructors, Instructional Aides, and CDCs *Substitutes hired on a regular basis or Temporary personnel hired for a set period of time must also complete this training.	6 hours pre-service with peer trainer 3 hours observation and job shadowing
General ABE Self-Study for all new Classroom Instructors and Instructional Aides *Substitutes hired on a regular basis or for an extended period of time must also complete the advance self-study.	1 hour advance self-study assignment 1 hour follow-up self-study assignment
Specialized Additional Training for: <ul style="list-style-type: none"> • ABE in the Community Colleges • Computer Literacy Only • English as a Second Language (ESL) • Family Literacy/Even Start • Institutional Education 	1-3 hours additional pre-service with peer trainer experienced in the specialized area
Specialized Additional Training for: <ul style="list-style-type: none"> • SPOKES 	3-6 hours additional training with peer trainer in the specialized area
Specialized Additional Training for: <ul style="list-style-type: none"> • Career Development Consultants 	6-9 hours additional training with peer trainer in the specialized area

Returning ABE Instructors

Training	Hours/Training
Refresher ABE for Trained Instructors who have not taught for 3 years or more	3 hours pre-service with peer trainer (selected topics for individual needs)

Hit the Ground Running (HTGR) Only Instructors

Training	Hours/Training
Hit the Ground Running (HTGR) Only	3 hours training with peer trainer 6-9 hours observation/job shadowing

Occasional Substitutes

(Long-term Substitutes must complete Introduction to General ABE)

Training	Hours/Training
Self-Study for Occasional Substitutes	3 hours observation and job shadowing 1 hour self-study

In-Service Training

Each year WVABE practitioners are required to attend a specific number of hours of core and elective professional development sessions. The requirements vary depending on the number of hours of employment and the type of teaching assignment. See the chart of [Annual In-Service Requirements](#) on the next page.

Practitioners who do not comply with the yearly requirements are not recommended for rehiring the following year. To maintain a WV Temporary Teaching Certificate or an Adult License, practitioners must complete an average of 6 hours of WVABE in-service credit per year. A total of 30 hours of in-service credit (in addition to 6 hours of college credit) must be verified for license renewal every 3 to 5 years (depending on the type of certification).

English as a Second Language (ESL), Hit the Ground Running (HTGR), and SPOKES instructors, and Career Development Consultants (CDCs) have different core requirements than general ABE instructors. See the chart of [Core In-Service Requirements](#) on page 6.

Both core and elective in-service sessions are offered annually at the WVABE Summer Institute and the fall Adult Education and Family Literacy Conference sponsored by the WV Adult Education Association (WVAEA). In addition, many sessions are scheduled regionally during the fiscal/program year.

An online calendar of professional development training opportunities can be accessed through the WVABE website at <http://wvde.state.wv.us/abe/>. Session descriptions, dates, times, and locations are posted there. Announcements of upcoming training opportunities are also posted to the WVABE listserv. Regional coordinators usually send written announcements of sessions to teachers in their areas.

Annual In-Service Requirements

Employment Status	Hours Required	Core/Elective Requirements
Full-Time Instructors, Instructional Aides, and CDCs	12 hours/ year	6 hours of core sessions and 6 hours of electives
Part-Time Instructors, Instructional Aides, and CDCs: 13 hours/week or more; Hourly/Not Full-Time	9 hours/ year	6 hours of core sessions and 3 hours of electives
Part-Time Instructors, Instructional Aides, and CDCs: Up to 12 hours/week	6 hours/ year	6 hours of core sessions
Hit the Ground Running Instructors	3 hours/ year	3 hours of core sessions
Temporary Instructors, Substitutes, and Assessment Specialists	3 hours/ year*	3 hours of core or electives *May need more hours to maintain temporary teaching certificate or adult license

- Annual requirements must be met within the fiscal/program year (July to June), not the calendar year (January to December).
- New instructors hired after March 1 are not subject to the annual in-service requirement for that fiscal/program year.
- Instructors may choose to complete more than six core hours annually; they may replace elective hours with core hours to fulfill their annual requirements. For example, a full-time instructor may opt to complete 12 hours of core and no electives.
- Instructors may accrue more than the required core and elective credit within a program year. However they must still meet the annual requirement each subsequent year (they cannot 'bank' the credit).
- Instructors may not replace core hours with elective hours to fulfill annual requirements until they have completed all the core sessions.
- There are different core requirements for General ABE, SPOKES, HTGR, and ESL instructors and for CDCs (see the chart on the following page). Instructors must only complete the appropriate core for their specialty. For example, General ABE instructors are not required to attend ESL core sessions.
- There is no need to repeat core sessions unless the instructor wishes to review information or update knowledge. Repeating a core session only qualifies for elective credit.

Core In-service Requirements for WVABE Personnel

NOTES	TITLE	HRS	REQUIRED FOR:	
Required for all instructors. Recommended during 1 st fiscal/program year of employment (except those hired after March 1).	Management 100 : Managing Your Information System (MGMT 100) ABE/ESL Management (MGMT 100-ABE) or Institutional Ed Management (MGMT 100-IE) or SPOKES Management (MGMT 100-SPOKES)			
		3 or	General ABE or ESL Instructors and Instructional Aides	
		3 or	ABE Instructors in Institutional Education Programs	
		3	SPOKES Instructors, Aides, and CDCs	
	Assessment 101 : Using Your Assessment Instrument Choose one of the following: TABE (ASMT 101-T) or CASAS (ASMT 101-C) or BEST/CELSA (ASMT 101-B/C) or BEST Plus (ASMT 101-BP)			
		3 or	ABE, HTGR, and SPOKES Instructors and Aides that use TABE	
		3 or	ABE and ESL Instructors and Instructional Aides that use CASAS	
		3 or	ESL Instructors and Instructional Aides that use BEST and/or CELSA	
		6	ESL Instructors and Instructional Aides that use BEST Plus	
Required for ABE & ESL. Recommended during 2 nd fiscal/program year of employment.	Assessment 100 : Assessment to Instruction Part I (ASMT 100)	3	All ABE and ESL, and selected SPOKES Instructors and Instructional Aides	
	Curriculum 100 : Assessment to Instruction Part II (CURR 100)	3	All ABE and ESL Instructors and Instructional Aides	
Required for specific types of instructors. May be selected during any year.	Technology 100 : Technology for the ABE Classroom (TECH 100)	3	All ABE, ESL, and SPOKES Instructors, Instructional Aides, and CDCs	
	Technology 200 : Integrating Technology into the ABE Curriculum (TECH 200)	3		
	GED Management 100 : Intake Procedures and OPT Assessment for GED Candidates (GED MGMT 100)	3	General ABE and selected SPOKES Instructors and Instructional Aides; Not required for Institutional Ed or ESL	
	GED 100 : Instructional Strategies and Materials for the GED Language Arts Tests (GED 100)	3	General ABE and selected SPOKES Instructors and Instructional Aides	
	GED 101 : Instructional Strategies and Materials for the GED Mathematics, Science, and Social Studies Tests (GED 101)	3		
	Special Learning Needs 100 : Introduction to learning Disabilities and Other Special Learning Needs (SLN 100) or Special Learning Needs 200 : Payne Assessment to Accommodations (SLN 200) (3 hours non-degree graduate credit available)	6 or 48	All ABE, ESL, and SPOKES Instructors, Instructional Aides, and CDCs Not required; recommended for F/T ABE and SPOKES Instructors	
	Literacy 100 : Introduction to Beginning Literacy Instruction (LIT 100) or Literacy Alternative : Literacy West Virginia Basic Tutor Training (LIT-ALT)	6 or 12	ABE, ESL, and selected SPOKES Instructors and Instructional Aides Not required; recommended for selected instructors	
	Required for SPOKES and HTGR instructors. May be selected during any year.	Work Readiness 100 : Overview of WorkKeys® and KeyTrain® (WORK 100)	3	SPOKES and HTGR instructors, Instructional Aides, and CDCs
		Work Readiness 200 : Ready to Work Certification Training (WORK 200)	3	SPOKES and HTGR instructors and Instructional Aides Only
		Work Readiness 201 : Training Techniques for Work Readiness (WORK 201)	3	SPOKES and HTGR Instructors and Instructional Aides
Required for ESL instructors. May be selected during any year.	ESL Learner 100 : Language Acquisition and the Role of Culture in Adult ESL Instruction (ESL 100)	3	ESL Instructors and Instructional Aides Only; recommended for F/T ABE	
	ESL Curriculum 100 : English Literacy and Civics Curriculum (ESLCURR 100)	3	ESL Instructors and Instructional Aides Only	
	ESL Lesson Planning : Planning Lessons for Adult ESL Classes (ESLCURR 101)	3	ESL Instructors and Instructional Aides Only	
	ESL Curriculum 200 : Listening and Speaking Skills Strategies (ESLCURR 200)	3	ESL Instructors and Instructional Aides Only	
	TOEFL 100 : Preparing for the Test of English as a Foreign Language (TOEFL 100)	3	F/T ESL Instructors Only; recommended for F/T ABE	
	Citizenship 100 : Preparing for the Citizenship and Naturalization Process (CITZ-100)	3	F/T ESL Instructors Only; recommended for F/T ABE	

Core In-Service Session Descriptions (in alphabetical order)

Assessment 100: Assessment to Instruction, Part I (ASMT 100) 3 Hours

(Required for all General ABE and ESL and for selected SPOKES instructors and instructional aides; recommended for their 2nd fiscal/program year.)

This session is designed to review assessment and curriculum planning processes used in WVABE classrooms. Specifically, participants will learn how to collect and use assessment data to identify student needs, place them at the appropriate functioning level and plan a program of studies designed to meet their needs. Participants will also learn vocabulary used in the WVABE program and examine practices related to competency-based education, assessment and contextual learning.

Assessment 101: Using Your Assessment Instrument (ASMT 101) 3 Hours

(Required for all General ABE and ESL and for selected SPOKES instructors, instructional aides, and CDCs; recommended for their 1st fiscal/program year.)

Participants will choose the session presenting the assessment instrument adopted by their local program – “Using the TABE” (ASMT101-T), “Using the CASAS” (ASMT 101-C), “Using the BEST and CELSA” (ASMT 101-B/C) or “Using the BEST Plus” (ASMT 101-BP). Each session will introduce the specific instrument and address test administration and scoring; preparation of students for the assessment process; NRS procedures for pre and post-assessment; accommodating students with disabilities; and developing of an appropriate plan of study using assessment results.

Citizenship 100: Preparing for the Citizenship and Naturalization Process (CITZ 100) 3 Hours

(Required only for full-time ESL instructors; not offered every year.)

This session will familiarize instructors with the process for attaining US Citizenship and offer practical activities to help adults prepare to pass the citizenship test. In addition, instructors will learn how to integrate civics information into multi-level ESL classes so that essential ESL objectives are addressed.

Curriculum 100: Assessment to Instruction, Part II (CURR 100) 3 Hours

(Required for all General ABE and ESL instructors and instructional aides; recommended for their 2nd fiscal/program year; pre-requisite: ASMT 100.)

In this continuation of training begun in Assessment 100, participants share assessment materials and ideas. Participants examine how to use assessment to monitor student progress, verify mastery and record achievements in the WVABE program. The major focus will be on the processes for monitoring student mastery of Essential IGOs and for verifying completion of Federal Functioning Levels using standardized testing. The use of rubrics and benchmark tasks as assessment tools will be introduced.

ESL Learner 100: Language Acquisition and the Role of Culture in Adult ESL Instruction (ESL 100) **3 Hours**

(Required only for ESL instructors and instructional aides.)

This session focuses on how adults learn a new language, similarities between first and second language learning (both spoken and written), and transfer and interference between first and second languages. Instructors will become aware of cultural differences that impact teaching strategies as well as learner attitudes, interactions, and success in the learning environment.

ESL Curriculum 100: English Literacy and Civics Curriculum (ESLCURR 100) **3 Hours**

(Required only for ESL instructors and instructional aides; not offered every year.)

This session focuses on delivering instruction that meets the requirements of federal EL/Civics funding. Participants in the training will:

- Distinguish between EL/Civics and regular ESL instruction
- Examine curricula and materials used to deliver EL/Civics instruction.

ESL Lesson Planning: Planning Lessons for the ESL Curriculum (ESLCURR 101) **3 Hours**

(Required only for full-time ESL instructors; not offered every year.)

This session will focus on the essential elements and stages of the English as a Second Language (ESL) lesson plan. Practical considerations such as sequencing, pacing, timing, and multi-level grouping will also be addressed.

ESL Curriculum 200: Listening and Speaking Skills Strategies (ESLCURR 200) **3 Hours**

(Required only for ESL instructors and instructional aides; not offered every year.)

This session will demonstrate methods for making spoken language more comprehensible to English as a Second Language (ESL) students, including the use of photos, drawings, and real life items. Techniques for introducing and practicing new words and phrases will be demonstrated. The techniques will include: line dialogs, move and mix, information gap, songs and chants, Total Physical Response (TPR), and sequence stories.

GED Management 100: Intake Procedures and OPT Assessment for GED Candidates (GED MGMT 100) **3 Hours**

(Required for General ABE and selected SPOKES instructors and instructional aides.)

This session will provide an overview of the WV GED Policy and the intake process for GED candidates. It will also review administration of the GED Official Practice Test (OPT) and the registration process for GED candidates using the GED Wizard. Finally, examples of intake structures to handle OPT assessment will be provided.

GED 100: Instructional Strategies and Materials for the GED® Language Arts Writing and Reading Tests (GED 100) **3 Hours**

(Required for General ABE and selected SPOKES instructors and instructional aides.)
The skills required for passing the GED Language Arts Writing and Language Arts-Reading tests are the focus of this professional development session. Proven teaching strategies to meet the demands of the test are addressed. Items for review and discussion will include the following: format and type of skills assessed on both the tests, writing craft, business communications, organization, rubrics, Edited American English, nonfiction documents, vocabulary builders, figurative language, effective teaching strategies, and building reading speed and comprehension.

GED 101: Instructional Strategies and Materials for the GED® Mathematics, Science and Social Studies Tests (GED 101) **3 Hours**

(Required for General ABE and selected SPOKES instructors and instructional aides.)
The skills required for passing the GED Mathematics, Science, and Social Studies Tests are the focus of this professional development session. Items for review and discussion will include the following: higher order math skills, calculator use, alternate formats, coordinate planes and grids, visual processing skills, social studies content knowledge, and political cartoons.

Literacy 100: Introduction to Beginning Literacy Reading Instruction (LIT 100) **6 Hours**

(Required for General ABE, ESL, and selected SPOKES instructors and instructional aides who do not take LIT-ALT.)

The training will offer recent research related to reading acquisition and practical strategies for developing:

- Phonemic awareness
- Sound-symbol correspondence (phonics and word families)
- Sight-reading
- Reading fluency
- Comprehension skills.

Literacy Alternative: Literacy West Virginia Basic Tutor Training (LIT-ALT) **12 Hours**

(Not required; may be taken as an alternative to LIT-100.)

Comprehensive tutor training is offered by Literacy West Virginia to volunteer literacy providers throughout the state. In this 12-hour workshop people are trained to work with students at various levels including beginning literacy level. Sensitivity to adult learners, learning styles, phonemic awareness activities, reading comprehension, the Laubach Way to Reading technique, and language experience activities are included in this workshop.

Management 100: Managing Your Information System (MGMT 100) 3 Hours

(Required for all General ABE, ESL, and SPOKES instructors, instructional aides, and CDCs; recommended for their 1st fiscal/program year of employment.)

Participants will choose the session presenting the information appropriate for their area of specialty – “ABE and ESL” (MGMT 100-ABE), “Institutional Education” (MGMT 100-IE), “SPOKES” (MGMT 100-SPOKES). Each session will review the components of an effective student orientation and intake process; how to assist students in successfully setting and attaining both personal and programmatic goals; and how student goals fit into the national report system (NRS) and with reports to other agency partners.

Special Learning Needs 100: Introduction to Learning Disabilities and Other Special Needs (SLN 100) 6 Hours

(Required for ABE, ESL, and SPOKES instructors, instructional aides, and CDCs who do not take SLN 200.)

This session will help participants develop an awareness of learning disabilities, attention disorders, and other special learning needs of many adult learners, and will introduce participants to the following:

- Identification of characteristics and needs of adults with learning difficulties and attention disorders
- Identification of information which requires strict confidentiality
- Use of instructional techniques and strategies appropriate for these learners
- Referral of clients to appropriate professionals for specific assessment, diagnosis, and evaluation services.

Special Learning Needs 200: Payne Assessment to Accommodations (SLN 200) 48 Hours

(Recommended for full-time General ABE instructors and CDCs; may be taken as an alternative to SLN 100 for an optional 3 hours of non-degree graduate credit; not offered every year.)

This comprehensive course offers four 2-day training sessions on serving adults with learning disabilities (LD) and other special learning needs. It provides in-depth training to participants in:

- Awareness of LD, attention disorders, and other special learning needs of adults
- Identification of characteristics and needs of adults with LD and attention disorders
- Establishment of a local system for maintaining confidential student records
- Use of the Payne Learning Needs inventory to screen students for possible learning difficulties
- Use of the results of the inventory to identify learners' strengths/weaknesses
- Design of reasonable accommodations and development of classroom strategies
- Use of various instruments for hearing/vision screening/referral and awareness of formal assessments and services offered by audiologists and optometrists
- Awareness of legal responsibilities of WVABE programs regarding adults with disabilities
- Recommendation of community resources and referral to appropriate professionals for specific assessment, diagnosis, and evaluation services.

Technology 100: Technology for the ABE Classroom (TECH 100) 3 Hours

(Required for all instructors, instructional aides, and CDCs.)

Participants will improve their own knowledge of technology and leave with practical tools to use in the ABE classroom. This hands-on training will introduce participants to the organization and use of a take-home resource CD that includes free software, classroom games, graphic organizers, educational activities, and tutorials for Microsoft Office Suite. This session also addresses email management, basic computer troubleshooting, and shortcuts to improving efficiency.

Technology 200: Integrating Technology into ABE Curriculum (TECH 200) 3 Hours

(Required for all instructors, instructional aides, and CDCs.)

Participants in this session will build upon what was learned in TECH 100 using hands-on computer demonstrations. Additional software programs, Internet-based lesson plans and activities, and other resources from the take-home resource CD will be introduced. Materials appropriate for ABE, GED, ESL, Family Literacy, Institutional Education, and Job Readiness instruction will assist teachers in integrating technology into their instructional delivery methods.

TOEFL 100: Preparing for the TOEFL (TOEFL 100) 3 Hours

(Required only for full-time ESL instructors; not offered every year.)

This training will introduce the Test Of English as English as a Foreign Language (TOEFL), which many English as a Second Language (ESL) learners are interested in preparing for in order to enter American colleges and universities. Participants will become familiar with:

- TOEFL and practice test
- Add-on TOEFL components including the Test of Written English (TWE) and Test of Spoken English (TSE)
- Materials used to prepare students to take the test including historical documents, charts, graphs, and problem-solving versus conceptual understanding.

Work Readiness 100: Overview of WorkKeys® and KeyTrain® (WORK 100) 3 Hours

(Required for SPOKES and HTGR instructors, instructional aides, and CDCs.)

This session outlines the ACT WorkKeys® employment system and introduces KeyTrain®, a comprehensive, easy-to-use computer program which encompasses work-based academic skills associated with WorkKeys. Discussion focuses on what adult learners need to know to succeed on WorkKeys assessments and how KeyTrain software can assist in the learning process. Participants will explore skill areas covered by the WorkKeys tests; interpret WorkKeys test scores; learn how to assist students improve their work-based skills; and make connections between test scores and job success. This “hands on” KeyTrain experience guides instructors to enroll students, set-up and maintain classes, assign lessons, print and interpret reports, use the on-line services, and troubleshoot common glitches.

**Work Readiness 200: Ready to Work Certification Training
(WORK 200)**

3 Hours

(Required only for SPOKES and HTGR instructors and instructional aides.)

This session is designed to assist instructors in integrating work-related skills into the curriculum. Participants will be certified to issue *Ready to Work Certificates* for eligible students. Participants will:

- Review the rationale for a work-based certificate
- Review the components of the SPOKES/HTGR training
- Understand criteria for issuing the different levels of certificates
- Assess documentation packets to determine what certificates participants should be awarded.

**Work Readiness 201: Training Techniques for Work Readiness
(Work 201)**

3 hours

(Required only for SPOKES and HTGR instructors and instructional aides.)

This session is designed to assist instructors in integrating work-related skills into the curriculum. Participants will:

- Review some of the various work-based modules for SPOKES/HTGR
- Explore examples of using active learning in applied academics
- Understand the concept/practice of brain-based learning
- Practice various brain-based training techniques with SPOKES/HTGR modules
- Integrate active learning/training styles in applied academics
- Share/demonstrate alternative training techniques with peers.

Elective In-Service Training

The West Virginia Adult Basic Education (WVABE) professional development program recognizes that practitioners need to be active participants in determining their own learning needs and designing and implementing appropriate learning activities. The practitioners' sense of ownership in their own professional growth is a key element in producing long-term effects on instructional behavior. To encourage this sense of ownership, a variety of elective options are available for instructors to choose from when determining their own professional development needs. Combined with the annual core in-service requirement is an opportunity for instructors to choose varying hours of elective sessions each year that best meet their needs.

Each year instructors that complete the greatest number of hours of elective credit above and beyond the required number of professional development hours are given recognition awards.

The types of elective sessions that instructors may choose to attend include the following:

- **Self-Directed Learning:** class visits, independent study, online book club, software review, curriculum review, Internet research and review, and/or journal writing.
- **Collegial Sharing:** study groups, peer mentoring, teacher exchanges, or sharing groups.
- **Trainings:** workshops, teleconferences, online courses, state and national conferences, and/or college-credit coursework related to adult education.
- **Inquiry:** instructor research projects, student participation projects, team-based research, and/or problem-solving focus groups.

The [Alternative Elective In-service Credit Form](#) (*Section 11 Appendix*) may be completed to secure elective in-service credit for in-service activities that were not sponsored by WVABE, or where there was no WVABE sign-in sheet.

Determining the elective options most appropriate for professional development needs will require instructor planning. It is much like the process often asked of students when planning their goals for learning. It requires reflection, talking through ideas with others, and setting reasonable goals. After the goal setting process has been completed, the important next step includes planning a strategy to meet that goal/s. This planning can be done alone or with colleagues. When instructors plan together, common goals and interests are identified and the transition into program improvement begins.

The following are some questions to help prompt you through the process of selecting elective sessions:

Is there anything I want to do better as an instructor?

- Give clearer directions to students
- Sequence lesson planning

- Effectively meet the needs of multi-level classes
- Teach beginning reading strategies
- Better assess student progress
- Learn how to speak another language

Is there anything I want to know more about?

- History, culture, politics of other countries
- Fiction, short stories, and poems that reflect my students' culture, experiences, and/or language
- How theory and research in adult education can improve my instructional delivery
- Specific productivity software packages or computer concepts

Are there any technical skills I want to develop further?

- Using the Internet
- Using software programs
- Using the video camera and/or scanner
- Using blogs and wikis

What resources are available to help me learn more about my areas of interest?

- Workshops
- Instructor sharing
- Inquiry groups
- Conferences
- Professional journals
- [Visiting classes of colleagues](#)
- Taking a class at a local college
- Taking a distance learning class

FREQUENTLY ASKED QUESTIONS REGARDING PROFESSIONAL DEVELOPMENT

What are the professional development requirements for instructors?

Every instructor is required to complete pre-service training prior to the first day of teaching and must also complete in-service requirements each year. [Annual In-Service Requirements](#) are listed on the chart on page 5, and depend on the instructor's employment status (full-time, part-time, substitute, etc.). Instructors and CDCs have different core in-service requirements depending on their specialty and employment status. Refer to the chart of [Core In-Service Requirements](#) on page 6.

As a new instructor, which in-service sessions should I take during my first and second year?

The Management 100 (Managing Your Information System) and Assessment 101 (Using the TABE, CASAS, BEST/CELSA, or BEST Plus) are core sessions that are recommended for full-time and part-time General ABE and ESL instructors before June 30 of the first fiscal/program year of employment (except when the employee begins after March 1). These sessions are also strongly recommended for temporary or short-term instructors.

Assessment 100 and Curriculum 100 are recommended training sessions for General ABE and ESL instructors during the second fiscal/program year of employment.

If I am hired in the middle of the fiscal/program year, do I have a full calendar year to complete my required professional development credit?

Requirements are NOT based on a calendar year (January 1 to December 31), but rather on a fiscal/program year (July 1 to June 30). New instructors that are hired before March 1 must complete all of their annual requirements before June 30 of that fiscal/program year. Those hired after March 1 are responsible for the fiscal/program year that begins July 1.

If I take more than six hours of core sessions in one year, can I 'bank' the hours for the following program year?

Each program year you are required to take six hours of core credit until you have completed all the core sessions. You are not allowed to take more than six credit hours one year and then take fewer hours the following year.

How do I know when and where core and elective sessions will be offered?

An *ABE Professional Development Calendar of Training Opportunities* is available online via the WVABE web page (<http://wvde.state.wv.us> by clicking *Calendar of Events*). It lists WVABE core and elective sessions. Online registration for each regional in-service session may be completed via the online ABE calendar.

Your Regional Adult Education Coordinator may also mail announcements of the scheduled in-service sessions offered in your region throughout the year.

In addition, announcements of in-services offered during the summer and fall conferences as well as notification of most training sessions is sent by email via the WVABE-Updates listserv. If you do not receive messages from the listserv, please contact Cathy Shank, (800) 257-3723, ext. 112; cshank@access.k12.wv.us. It is important to notify the WVABE professional development office of any changes to your mailing address or email address so that you do not miss important announcements.

Can professional development credit be acquired by attending sessions not listed on the *WVABE Professional Development Calendar*?

You may want to enhance your skills by taking advantage of opportunities offered by other organizations. To obtain professional development credit for training sessions that you attend that are not sponsored by WVABE, you need to submit the [Alternative Elective In-service Credit Form](#) (Section 11 Appendix) after the activity has been completed. **Note:** For each college course, 12 hours of professional development credit is the maximum that may be requested.

Is pre-registration required for WVABE professional development sessions?

Pre-registration is **required** in order to plan for presentation materials in an effort to make the session appropriate for the expected audience. **Sessions that do not have a sufficient number of pre-registrants will be cancelled.** Cancellations are announced via the WVABE listserv and posted to the online calendar.

Pre-registration for each session may be completed either by submitting your information online through the WVABE website (<http://wvde.state.wv.us/abe/>) or by submitting a pre-registration form you receive in the mail with the announcement of the session/s. Pre-registration should be completed at least 10 days in advance. For more information, to cancel, or to register late, call or email the contact person identified within the online calendar or the mailed announcement. Please **do not arrive without advance notice**.

How do I know if a WVABE session has been cancelled or rescheduled?

It is the responsibility of the participant to check with the contact person identified in the online calendar or mailed announcement for each professional development session to see if it will be held as planned. This is particularly important during the winter months. Calling ahead is the best plan.

What if I need special accommodations?

Special accommodations (such as large print copies, wheelchair access, special dietary restrictions, etc.) are available upon request. Notify the contact person listed for the specific session at least two weeks in advance to make any special arrangements.

What is the purpose of the sign-in sheets?

At each session, participants **MUST** sign in. This records and verifies attendance at each session. If you do not sign in at each session, you will not receive professional development credit for your attendance. The sign-in sheet ensures the maintenance of accurate professional development records.

What is the purpose of the transcript form used at conferences?

The transcript form allows you to indicate multiple sessions that you have attended at large conferences where it may not be possible to sign-in to all events. It also gives you the opportunity to indicate any changes in your contact information or employment status. Finally, it gives you a record of sessions you have attended.

How are travel and meals reimbursed?

Each local ABE budget contains reimbursement funds for travel to core and elective professional development activities. Check with your ABE county director or program administrator regarding the availability of funds and an explanation of reimbursement procedures PRIOR to attending in-service sessions. Reimbursement procedures vary among programs.

How is professional development credit different from college credit?

Professional development credit is required each year in order to work in the WVABE program or to maintain an adult license for ABE. Professional development credit is given for in-service sessions that are planned, sponsored, and/or approved by the WVABE professional development office.

Each instructor needs to be aware of the specific requirements for the type of credential with which he/she is teaching (Adult License or Teaching Certificate). **Both professional development credit and college credit are required in order to maintain an Adult License and most teaching certificates.** Refer to the section on [Certification](#) on page 1.

Approval of specific graduate courses is obtained through your county board of education accreditation office. For other certification questions, call the Certification Toll-Free Line, (800) 982-2378 or email: mfmiller@access.k12.wv.us. Questions about WVABE in-service requirements can be directed to Cathy Shank, (800) 257-3723, ext. 112, cshank@access.k12.wv.us.

Can I receive graduate credit for professional development sessions?

One hour of non-degree graduate credit is available for participating in the West Virginia Adult Education Association (WVAEA) Adult Education and Family Literacy Conference in the fall. Other selected professional development sessions may carry non-degree graduate credit (such as SLN 200: Payne Assessment to Accommodations).

WVABE personnel may also participate in the WV Department of Education's *e-Learning for Educators* program that offers professional development courses and activities online. Non-degree graduate credit is available for these courses. For complete course information, go to <http://wvlearns.k12.wv.us>.

Can I receive professional development credit for attending college courses?

Up to 12 hours of WVABE professional development elective credit may be awarded for completing a college course that is relevant to adult basic education. You must submit

documentation of course completion along with the [Request for WVABE Individual Professional Development Alternative Elective Credit](#) form found in *Section 11 Appendix*.

What is the best way to choose which in-service sessions to attend?

It is easy to think, “I have to get my in-service requirements for the year. Which ones are closest and most conveniently scheduled?” However, when selecting professional development activities, it is more important to think, “Which core sessions do I still need to complete? Have I met my college course requirements to maintain my certification? Which elective activities will best meet the needs for my professional growth, my program, and/or my students?”

How do I know which core and elective sessions are recommended for my specialty?

You may want to use the *WVABE Individual Professional Development Record* (see [Section 11 Appendix](#)) to track the completion of your professional development core and elective sessions. Use the appropriate *Record* for your specialty:

- [General ABE Instructor and Instructional Aide](#) (includes Institutional Education, Family Literacy/Even Start, ABE in Community Colleges)
- [ESL Instructor and Instructional Aide](#)
- [SPOKES Personnel and Hit the Ground Running \(HTGR\) Instructors](#)

What if I don't know which core and elective sessions I have already completed?

How do I access my online Individual Professional Development Record?

Your Individual Professional Development Record is available for your viewing via AEMIS, the Adult Education Management Information System. Here is what to do:

- Go to the AEMIS homepage: <https://www.wvabe.org/aemis/index.cfm>; type your email address and log in using your password. If you do not know your password, click on “*Forgot your password?*” and a new password will be sent to your email address.
- On the left side, go to the “*Professional Development*” button and find “*View Professional Development*”. You will see your Transcript. Check to be sure it is accurate.
- At the top left is your “*Personal Information*”: your Name, Status (P/T or F/T), and your grantee.
- At the top right is your “*Address*”: your address and telephone.
- Next, you see your “*PD Summary*”. This shows each year and the number of core and elective hours accrued during that fiscal/program year.
- To the right is your “*Current Year Status*”. This shows how many hours you are required and how many you have completed.
- Next, you see your “*In-service History*”. At the top of this section is a list of core in-service sessions you have completed, starting with the most recent. Then, you see the electives you have completed starting with the most recent (the electives are not listed by title except for a few of the main conferences or frequently repeated elective sessions).

- Next, you see a chance for you to confirm if the information is correct or not and a box for you to describe any problems you see.
- At the very bottom are links to the core in-service descriptions and to the online *Calendar of Events* where you will find upcoming training sessions.

If you are having trouble with this process, your regional coordinator can also pull up your record for you.

Do I have to attend all the core sessions offered?

Each specialty (CDC, instructor for General ABE, ESL, SPOKES, etc.) has specific core requirements. (See the [Core In-service Requirements for WVABE Personnel](#) on page 6.) You do not need to complete a core session that is specific to some other specialty. For example, if you are a SPOKES instructor, you need not complete ESL core sessions.

When I have completed all the available core sessions required for my specialty, what do I do about my core requirements?

Once you have completed all the core sessions available, you are **not required to repeat any core sessions** in order to meet your requirements; you may replace your core requirements with elective sessions. Thus, if you are required to attend 9 hours of in-service and you have completed all your core requirements, you may select 9 hours of electives instead of 6 hours of core and 3 hours of electives.

Why does my online Individual Professional Development Record in AEMIS still show that I need core credit even though I have completed all the core requirements for my specialty?

Unfortunately, the AEMIS program does not know that you are done with your core sessions and will continue to show that you need a certain number of core hours—regardless of whether you are finished or not. Without a major financial investment in programming AEMIS, there is no easy fix. So, in order for you to know which sessions are required for your specialty, check the *WVABE Individual Professional Development Record* appropriate for your area of specialty (General ABE, ESL, or SPOKES/HTGR). You can look at your online transcript in AEMIS and compare what you have completed to what you need.

May I repeat core sessions for in-service credit?

Some instructors choose to repeat core sessions because they want to stay up-to-date with any changes to the program. However, a core session that is repeated is considered elective credit (not core credit). Instructors are strongly discouraged from repeating the same core session simply for convenience sake.

Can I get core credit for attending a core session not required by my specialty?

You can receive core credit for attending any core session. Sometimes a general ABE instructor may want to learn more about ESL instruction and decide to attend ESL core. However, you are strongly discouraged from attending a session that has no relevance to your job for the sake of getting core credit.

What if there are no elective sessions offered in my region that interest me?

Instructors may choose to replace attendance at a workshop or conference with another type of activity. You may choose to complete an online course; do an independent study; review a book, software program, or curriculum; write a research report or journal article; conduct a student participation project; etc. Your proposal for any of these elective alternatives should be discussed with the WVABE professional development coordinator and approved in advance.

Can I get professional development credit for visiting another WVABE program?

You may visit another WVABE class in order to receive three hours of elective professional development credit. Talk with your local, regional, or institutional education coordinator to decide on an appropriate visitation site. You may obtain elective credit for class visits every other year. To obtain credit, you must submit the [WVABE Class Visit Report](#) (Section 11 Appendix) to the WV professional development coordinator.

How do I get credit for Professional Development sessions attended that are not sponsored by WVABE?

Submit the [Request for WVABE Individual Professional Development Alternative Elective Credit](#) (Section 11 Appendix) to the WVABE professional development coordinator.

Appendix

Section 11

WVABE Professional Development System

WVABE INDIVIDUAL PROFESSIONAL DEVELOPMENT RECORD
General ABE Instructor and Instructional Aide
(Institutional Education, Family Literacy/Even Start, ABE in Community Colleges)

Notes	Core Sessions (6 hours required annually)*	Hours	Date Complete
Required. Recommended during 1 st fiscal/program yr. employed (except those hired after March 1).	MGMT 100: Managing Your Information System		
	ABE/ESL Management (MGMT 100-ABE/ESL) or	3 hours or	
	Institutional Ed Management (MGMT 100-IE)	3 hours	
	ASMT 101: Using Your Assessment Instrument – Choose one of the following:		
	ASMT 101-T: TABE or ASMT 101-C: CASAS	3 hours or 3 hours	
Required. Recommended during 2 nd fiscal/program yr. employed.	ASMT 100: Assessment to Instruction Part I	3 hours	
	CURR 100: Assessment to Instruction Part II	3 hours	
Not required for Institutional Educators.	GED MGMT 100: Intake Procedures and OPT Assessment for GED Candidates	3 hours	
Required. May be selected during any year.	TECH 100: Technology for the ABE Class	3 hours	
	TECH 200: Integrating Technology into the ABE Curriculum	3 hours	
	GED 100: Instructional Strategies and Materials for the GED Language Arts Tests	3 hours	
	GED 101: Instructional Strategies and Materials for the GED Math, Science and Social Studies Tests	3 hours	
	SLN 100: Introduction to Learning Disabilities and Other Special Learning Needs or SLN 200: Payne Assessment to Accommodations (optional)	6 hours or 48 hours	
	LIT 100: Introduction to Beginning Literacy Instruction or	6 hours or	
	LIT ALT: Literacy WV Basic Tutor Training (optional)	12 hours	
Not Required.	Recommended Elective Sessions		
	AEMIS		
	NRS		
	GED Accommodations		
	PLATO		

*Substitutes may attend 3 hours of anything (Core **or** Electives).

Elective Sessions	Hours	Date Complete

WVABE INDIVIDUAL PROFESSIONAL DEVELOPMENT RECORD
ESL Instructor and Instructional Aide

Notes	Core Sessions (6 hours required annually)*	Hours	Date Complete
Required. Recommended during 1 st fiscal/program yr. employed (except those hired after March 1).	MGMT 100-ABE/ESL: Managing Your Information System	3 hours	
	ASMT 101: Using Your Assessment Instrument – Choose one of the following:		
	ASMT 101-C: CASAS or	3 hours or	
	ASMT 101-BC: BEST/CELSA or	3 hours or	
	ASMT 101-BP: BEST Plus	6 hours	
Required. Recommended during 2 nd fiscal/program yr. employed.	ASMT 100: Assessment to Instruction Part I	3 hours	
	CURR 100: Assessment to Instruction Part II	3 hours	
Required. May be selected during any year.	TECH 100: Technology for the ABE Class	3 hours	
	TECH 200: Integrating Technology into the ABE Curriculum	3 hours	
	SLN 100: Introduction to Learning Disabilities and Other Special Learning Needs	6 hours	
	LIT 100: Introduction to Beginning Literacy Instruction or	6 hours or	
	LIT ALT: Literacy WV Basic Tutor Training	12 hours	
	ESL 100: Language Acquisition and the Role of Culture in Adult ESL Instruction	3 hours	
Sessions are not offered every year; may be selected during any year available.	ESLCURR 100: English Literacy and Civics Curriculum	3 hours	
	ESLCURR 101: Planning Lessons for Adult ESL Classes	3 hours	
	ESLCURR 200: Listening and Speaking Skills Strategies	3 hours	
	TOEFL 100: Preparing for the Test of English as a Foreign Language (for F/T instructors only)	3 hours	
	CITZ 100: Preparing for the Citizenship and Naturalization Process (for F/T instructors only)	3 hours	
	Recommended Elective Sessions		
Not Required.	AEMIS		
	WVTESOL conference		

*Substitutes may attend 3 hours of anything (Core **or** Electives).

Elective Sessions	Hours	Date Complete

WVABE INDIVIDUAL PROFESSIONAL DEVELOPMENT RECORD
SPOKES Personnel and Hit the Ground Running (HTGR) Instructors

Notes	Core Sessions (3 hours required annually for HTGR; 6 hours for SPOKES personnel)*	Required for:	Hours	Date Complete
Required. Recommended during 1 st and 2 nd fiscal/program yrs. employed (except for those hired after March 1).	MGMT 100-SPOKES: Managing Your Information System	SPOKES, CDC	3 hours	
	WORK 100: WorkKeys Assessment and Instructional Design	SPOKES, HTGR, CDC	3 hours	
	WORK 200: Ready to Work Certification Training	SPOKES, HTGR, CDC	3 hours	
	WORK 201: Training Techniques for Work Readiness	SPOKES, HTGR	3 hours	
Required. May be selected during any year.	ASMT 101-T: TABE Using Your TABE Assessment Instrument	SPOKES, HTGR, CDC	3 hours	
	SLN 100: Introduction to Learning Disabilities and Other Special Learning Needs	SPOKES, CDC	6 hours	
	TECH 100: Technology for the ABE Class	SPOKES, HTGR, CDC	3 hours	
	TECH 200: Integrating Technology into the ABE Curriculum	SPOKES, HTGR, CDC	3 hours	
	WORK 101: Introduction to KeyTrain	SPOKES, HTGR, CDC	3 hours	
Only Required for Selected Instructors.	ASMT 100: Assessment to Instruction Part I	Selected SPOKES	3 hours	
	GED MGMT 100: Intake Procedures and OPT Assessment for GED Candidates	Selected SPOKES	3 hours	
	GED 100: Instructional Strategies and Materials for the GED Language Arts Tests	Selected SPOKES	3 hours	
	GED 101: Instructional Strategies and Materials for the GED Math, Science and Social Studies Tests	Selected SPOKES	3 hours	
	LIT 100: Introduction to Beginning Literacy Instruction or	Selected SPOKES	6 hours or	
	LIT ALT: Literacy WV Basic Tutor Training	Selected SPOKES	12 hours	
	Recommended Elective Sessions			
Not Required.	AEMIS			
	PLATO			
	21st Century Technology Instruction			
	Ruby Payne's Framework for Understanding Poverty			

*Substitutes may attend 3 hours of anything (Core **or** Electives).

Elective Sessions	Hours	Date Complete

WVABE Class Visit Report **Instructions**

WVABE practitioners may choose to visit another WVABE class in order to receive 3 hours of **elective** professional development credit. You may only take advantage of this opportunity every other year, and you must visit a different class/program each time.

The purpose of this visit is to see how another program is structured and to exchange ideas with another practitioner. Your task is not to evaluate the other teacher, but rather to see what new perspective you can bring to your own classroom. Follow the process below:

- Decide with your local, regional, or institutional education coordinator whose class you should visit.
 - If you need a recommendation, ask the state professional development coordinator to recommend an instructor/program to visit.
- Contact the instructor yourself or ask the coordinator to make the contact to see if the person is willing to be visited and observed. Discuss:
 - Convenient days/times for a visit. (Can you meet with the instructor a few minutes before/after class in order to talk? Will you be able to observe some class time and some intake or goal-setting activities?)
 - Distance you will need to travel and directions to the site.
- Obtain permission to travel from your supervisor (county director, coordinator, institutional education supervisor, etc.)
 - Follow local procedures/policies regarding release time and travel reimbursement for professional development activities.
- Bring the *WVABE Class Visit Report* form along to the class visit.
 - You may want to take notes and then complete the form later.
 - You may write directly on a hard copy of the form and attach additional pages.
 - You may request the MSWORD file from the professional development coordinator and type in your comments on your computer after your visit.
- Send your travel reimbursement form to your local program.
- Have the instructor you observe sign the Class Visit Verification below.
- Send the WVABE Class Visit Report form to:

Cathy Shank, WVABE Professional Development Coordinator
WV Adult Education and Literacy Information Network
RESA III, 501 22nd Street, Dunbar, WV 25064
Phone: 304-766-7655 ext. 112 or 1-800-257-3723 ext. 112; Fax: 304-766-7915
cshank@access.k12.wv.us

WVABE Class Visit Verification

I verify that _____ visited and observed my
print name of instructor that is visiting

class from _____ to _____ on _____
start time finish time date

Signature of Instructor whose Class was Observed: _____

WVABE Class Visit Report

Observer: _____ Date: _____ Time: _____

Instructor Observed: _____ Class Site: _____

	Type:	Yes	No
Ask the instructor about what types of students are present in the learning center or classroom. Notes:	General ABE		
	TANF Recipients		
	ESL		
	Youth		
	Incarcerated		
Ask the students about the class: <ul style="list-style-type: none"> • their reasons for attending class • what they hope to learn from class • what they like about coming to this particular class/learning center • what makes this program different from schools they attended before 			
Ask the students about barriers: <ul style="list-style-type: none"> • what makes it hard to attend at times • what special arrangements (if any) they have to make in order to attend 			
What type(s) of instructional strategies do you observe happening? Notes:	Type:	Yes	No
	Large Group		
	Small Group		
	Cooperative Learning		
	Project-based		
	Independent Study		
	Computer-assisted		
	One-on-One Tutorial		
Individualized			
Observe/describe the class structure: <ul style="list-style-type: none"> • Compare the schedule for the day/evening to your schedule. • Compare the way the class time is organized to your class time. 			

<p>What is working well that you could adapt or change to use in your own program/classroom?</p>	
<p>Collect information (title, publisher, price, etc.) of texts, software, or other educational materials you would like to have in your own classroom.</p>	<p>Please attach a list of educational materials.</p>
<p>What strategies, materials, or procedures could you offer to share or exchange with the instructor?</p>	

Observe or Ask the Instructor About...	Describe What You Observe or Discover	How Does It Compare with Your Own Process or Experience?
<p>The Intake Process</p>		
<p>The Assessment Schedule and Process:</p> <ul style="list-style-type: none"> • When are tests administered? • Which standardized assessment instrument is used? • How are results kept? 		

<p>Setting up the Instructional Plan for Each Student</p>		
<p>The File Management System:</p> <ul style="list-style-type: none"> • Student files • Permanent Program files • Strictly Confidential files 		
<p>The Weekly or Monthly Schedule</p>		
<p>Retention Activities and Incentives</p>		
<p>The Greatest Challenge</p>		
<p>The Greatest Reward</p>		

**Request for WVABE Individual Professional Development
Alternative Elective Credit**

If you would like to receive WVABE professional development elective credit for attending a conference, workshop, or other professional development activity that is not sponsored by WVABE, complete this form and forward to the following address at the completion of your activity:

Cathy Shank, WVABE Professional Development Coordinator
WV Adult Education and Literacy Information Network
RESA III, 501 22nd St., Dunbar, WV 25064
cshank@access.k12.wv.us

Date Submitted: _____

Name: _____

Home Phone: _____ **Work Phone (Daytime):** _____

Fax: _____

E-Mail Address: _____

Title Of Workshop, Conference, or Activity Completed: _____

Location (if applicable): _____

Date(s) Attended: _____ **Completion Date:** _____

Hours Attended: _____ **Professional Development Hours Requested:** _____

Note: for college coursework, 12 hrs is the max that may be requested.

Please complete the questions on the following page and attach some verification of attendance (including any/all of the following):

- Conference or Workshop Information (flyer, advertisement, schedule, agenda, syllabus, objectives, handout, etc.)
- Transcript or Completion Certificate
- If you attended a conference, please attach a list of your individual sessions (or a schedule that highlights or indicates sessions attended) and how many hours for each workshop or session.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. Specifically state the objectives of the course, workshop, conference, or activity completed as it relates to adult education and your role in WVABE.
2. How do you plan to incorporate the information, knowledge, and/or product gained from this professional development experience into your WVABE program?
3. How will it impact your delivery of instruction and/or classroom management?