

Core Training

A dedicated staff committed to improving the quality and effectiveness of adult education services is an essential requirement for improving learner outcomes and can only occur when instructors and other staff actively participate in developing and implementing program improvement initiatives. Staff must have the opportunity to become acquainted with important state and federal accountability policies and procedures. Teachers must have access to core training that fosters quality instruction; program managers must have the skills to serve as instructional leaders. Since these types of professional development activities are usually relevant to **all** or the majority of adult educators, we refer to them as core training. The topics or subject areas for core training are usually determined by the state office with input from the field.

Core training related to accountability might include such topics as NRS policies and procedures, your state assessment policy, data collection and reporting, and using data for program improvement. Topics for core training related to instructional quality might include learning disabilities, effective instructional strategies, or integration of technology.



Some states require practitioners to attend core training and include that requirement in their grant assurances. For example, in addition to orientation training Kentucky requires new teachers working 20 hours or more/week to complete the following core training within the first year of employment:

- * Introduction to TABE and Diagnostic Tools,
- * Bridges to Practice (learning disabilities),
- * Effective Instructional Strategies, and
- * Foundations for Math Instruction or Foundations in Reading and Writing Instruction.