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# ILLINOIS

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## Adult Education and Family Literacy Service Center Network



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

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## ILLINOIS SERVICE CENTER NETWORK PROFESSIONAL DEVELOPMENT PLANNER

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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

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### **Adult Learning Resource Center**

1855 Mt. Prospect Road  
Des Plaines, IL 60018  
Director: Sue Barauski  
Phone: 847/803-3535  
Fax: 847/803-3231

<http://www.thecenterweb.org>

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### **Central Illinois Adult Education Service Center**

Western Illinois University  
Horrabin Hall  
Macomb, IL 61455  
Director: Dawn Hughes  
Phone: 309/298-2285  
Fax: 309/298-2288

<http://www.cait.org/ciaesc>

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### **Southern Illinois Professional Development Center**

Southern Illinois University at Edwardsville  
Campus Box 1128  
Edwardsville, IL 62026  
Director: Bevan Gibson  
Phone: 618/650-2254  
Fax: 618/650-3455

<http://www.siu.edu/SIPDC>

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A calendar listing the training opportunities provided by the Service Center Network is available on the ICCB website.

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## I. A. 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.*

<b>Background Knowledge: The Adult Learner</b>	<b>SELF-ASSESSMENT</b>	<b>PRIORITY</b>	
	Needs Excellent Improvement	High	Low
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 the adult learner.	1 2 3	1 2 3	

<b>Needs Assessment and Lesson Planning</b>	<b>SELF-ASSESSMENT</b>	<b>PRIORITY</b>	
	Needs Excellent Improvement	High	Low
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	

<b>Classroom Management</b>	<b>SELF-ASSESSMENT</b> Needs Excellent Improvement	<b>PRIORITY</b> 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

<b>ABE/GED Content Areas</b>	<b>SELF-ASSESSMENT</b> Needs Excellent Improvement	<b>PRIORITY</b> 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 the 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 for 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

<b>Professional Development</b>	<b>SELF-ASSESSMENT</b> Needs Excellent Improvement	<b>PRIORITY</b> 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

<b>Assessment</b>	<b>SELF-ASSESSMENT</b>	<b>PRIORITY</b>	
	Needs Excellent Improvement	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	

<b>Technology</b>	<b>SELF-ASSESSMENT</b>	<b>PRIORITY</b>	
	Needs Excellent Improvement	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 and distance learning such as online study, listservs, online lesson plans, and resources.	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	

## I. B. FOUNDATIONS FOR EXPLICIT READING INSTRUCTION

*Effective instructors of ABE demonstrate the following skills and knowledge. Rate yourself according to the criteria in the columns.*

<b>Background Knowledge: The Adult Learner</b>	<b>SELF-ASSESSMENT</b>	<b>PRIORITY</b>	
	Needs Excellent Improvement	High	Low
1. Possess knowledge of adult learning theory, including how adults acquire knowledge and connect new information to personal experience.	1 2 3	1 2 3	
2. Possess general knowledge of ABE organizational structure, practices, mission and goals.	1 2 3	1 2 3	
3. Possess knowledge of the National Reporting System (NRS) goal-setting and tracking procedures.	1 2 3	1 2 3	
4. Demonstrate sensitivity for cultural, gender and age differences.	1 2 3	1 2 3	

<b>Diagnostic Assessment and Lesson Planning</b>	<b>SELF-ASSESSMENT</b>	<b>PRIORITY</b>	
	Needs Excellent Improvement	High	Low
1. Use diagnostic assessment tools to assess learners' skills in the four reading component areas (alphabets, fluency, vocabulary, and comprehension)	1 2 3	1 2 3	
2. Develop lesson plans for the four reading components based on learners' assessment results.	1 2 3	1 2 3	
3. Develop lesson plans for explicit reading instruction which incorporate modeling, guided practice with feedback, independent practice, and application.	1 2 3	1 2 3	
4. Plan and implement differentiated reading instruction.	1 2 3	1 2 3	
5. Provide learners with the opportunity to apply new information and skills across a wide range of contexts.	1 2 3	1 2 3	
6. Incorporate learners' prior experiences, background knowledge, and cultural heritage into instruction.	1 2 3	1 2 3	

<b>Diagnostic Assessment and Lesson Planning, continued</b>	<b>SELF-ASSESSMENT</b> Needs Excellent Improvement	<b>PRIORITY</b> High Low
7. Select materials appropriate to learners' instructional levels.	1 2 3	1 2 3
8. Integrate appropriate technology into lesson planning.	1 2 3	1 2 3

<b>Classroom Management</b>	<b>SELF-ASSESSMENT</b> Needs Excellent Improvement	<b>PRIORITY</b> High Low
1. Manage ongoing diagnostic assessment.	1 2 3	1 2 3
2. Manage differentiated instruction effectively (e.g., managing erratic student attendance, managing instruction within multi-level classes, managing open-enrollment situations).	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 learners whose first language is not English.	1 2 3	1 2 3

<b>Reading Skill Areas</b>	<b>SELF-ASSESSMENT</b> Needs Excellent Improvement	<b>PRIORITY</b> High Low
1. Teach lessons which reflect knowledge of the interrelationship among the four reading components.	1 2 3	1 2 3
2. Use evidence-based reading instructional techniques.	1 2 3	1 2 3
3. Teach alphabetics, fluency, vocabulary, and comprehension as appropriate to meet learners' skill needs.	1 2 3	1 2 3
4. Use technology appropriately for reading instruction.	1 2 3	1 2 3



<b>Assessment (Monitoring Progress)</b>	<b>SELF-ASSESSMENT</b> Needs Excellent Improvement	<b>PRIORITY</b> High Low
1. Monitor student progress through a variety of methods to ensure academic success.	1 2 3	1 2 3
2. Provide evidence of student progress so that gains can be demonstrated.	1 2 3	1 2 3
3. Monitor learners' achievement of selected NRS goals.	1 2 3	1 2 3

<b>Professional Development</b>	<b>SELF-ASSESSMENT</b> Needs Excellent Improvement	<b>PRIORITY</b> High Low
1. Participate in professional development activities related to reading instruction.	1 2 3	1 2 3
2. Participate in ABE and reading professional organizations.	1 2 3	1 2 3
3. Keep abreast of the field by reading books and journals which focus on evidence-based reading instruction.	1 2 3	1 2 3

**PART II. SUMMARY OF FOUNDATIONS SELF EVALUATION**

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

<b>Foundations (Need and High Priority)</b>	<b>Service Center Workshops to Address Needs/Priority Areas</b>
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?

