

Idaho AEFLA Professional Development Modules

This document contains a list of the required training for applicable participants in AEFLA funded programs. Required training are in accordance with the Idaho Assessment Policy, NRS Guidelines, the Data Quality Checklist required by OVAE, and the Idaho State Plan.

New Teacher Orientation

Face-to-face training including an overview of the following topics:

NRS, data collection, assessment & goal setting, TABE, CASAS, forms, DL, GED, HSE, instruction, ABE flow chart, ESL/ABE/ASE, acronyms, etc. Follow-up training packet and assignments.

National Reporting Standards (NRS)

New personnel

Individualized Training Packet prepared by state PD coordinator in consultation with regional PD Representatives and State ABE Director. This training packet addresses standards, definitions, and regulations regarding data collection processes required of AEFLA funded programs. This training will assist instructors and staff in understanding the requirements and expectations of programs and teachers in the collection of data, as well as how the data affects program outcomes and performance. Questions included in the training packet will be answered and then discussed with assigned regional NRS lead teacher or PD Coordinator. Completions (name, date, packet completions) will be filed in the regional program for documentation purposes and a list of names and completion dates from each region will be submitted to state PD coordinator.

Teachers and Staff in Second year of experience.

NRS Online. The NRS schedule is posted on the NRS Website at www.nrsweb.org. Certificates are provided upon completion. NRS online reviews the following information: What is the NRS, NRS Data Flow, using NRS Data, monitoring student performance and retention, Data quality overview, assessment to measure educational gains, intake and goal setting, and follow-up measures.

Teachers and staff in with 3 years & more of experience

NRS updates online- with a packet of questions to be answered and submitted to regional professional development specialist. The packet will be prepared by state PD coordinator in consultation with the regional specialists and State Director. Answers will be reviewed in region, discussed and documented. .

Idaho Management and Accountability System (IMAS)

New personnel

The packet will contain basic information about IMAS, including navigating from screen to screen and entering student data, test scores, and attendance. This will be prepared by state PD coordinator in consultation with regional PD representatives and the state data team.

Monitoring of proficiency in key skills will be done within regions and key skills documented on a checklist, which will be placed in the personnel file.

Experienced personnel

A monitoring tool prepared by state PD coordinator in consultation with regional PD representatives and state data team will be completed for each person using IMAS. It will check for the appropriate entry, approval, and use of data on IMAS. Monitoring will be provided by both the local program and the state.

Assessment and Goal Setting

New personnel

Regional PD Specialist will provide training. NRS guidelines, the Structure of ABE, the state assessment policy, and goal setting will be covered. There is a packet containing updates to the assessment policy and opportunities for viewers to demonstrate their understanding of the topics. Regional monitoring of completions will include interviews with new participants and documentation of adequate completion.

Experienced personnel

This training packet and training session will provide opportunity to discuss updates and changes to the assessment policy, as well as review of the current policy. Assessment scenarios will be developed and discussed.

Test of Adult Basic Education (TABE)

New TABE administrators

TABE training will provide information on the administration of the TABE, interpreting results accurately, and using test scores to guide instruction. This training will provide an opportunity to work with the test administration policies and participate in test taking. TABE training is required prior to administering the TABE assessment.

Experienced TABE administrators

This training will provide refresher information on administering the TABE, interpreting results accurately, and using test scores to guide instruction. This training is required for all TABE test administrators.

Regional TABE Administrator Trainer

An 8 hour face-to-face training will be provided for regional administrators that includes a complete review of the TABE testing processes: administration, scoring, instructional placement, test validity, curriculum aligned to competencies, etc. There will also be an additional 12 hours of mentored practice. This training is required for TABE Administrator and Scorer Certification Training.

Comprehensive Adult Student Assessment Systems (CASAS)

New CASAS administrators-

CASAS training for new administrators will provide information on the administration of the CASAS, interpreting results accurately, and using test scores to guide instruction. CASAS training will only be presented by a regional, state approved, CASAS trainer.

Experienced CASAS administrators

This training will provide refresher information on administering the CASAS, interpreting results accurately, and using test scores to guide instruction. This training is required for previously trained CASAS test Administrators.

Regional CASAS Administrator Trainer

An 8 hour face-to-face training will be provided for regional administrators that includes a complete review of the CASAS process: administration, scoring, test validity, curriculum aligned to competencies, etc. There will also be an additional 12 hours of mentored practice. This training is required for CASAS Administrator and Scorer Certification Training.

Distance Learning

New instructors

Part 1: How to use distance learning options. What you need to know as a teacher of a hybrid or distance learning class. Review of the Idaho DL Policy and what constitutes a DL activity. Reporting DL students in IMAS. How to set up a DL option. Review of materials available for DL application.

Part 2: A prepared packet of information for PD trainer to review with all PD teachers and staff. Questions and topics provided in the training packet will be discussed in the session with an assigned regional DL lead teacher who has been trained in the presentation of the provided materials. Individual packets, with answers to a series of discussion questions will be recorded in individual personnel PD files in region as their follow-up assignment.

Experienced DL instructors

State prepares annual policy updates & provides training on these updates. Discussion of how things are working within the regions: questions, comments, shared practice, report outs.

Professional Development Specialists

Since Leadership funding is limited in Idaho and all of our regions have a wide range of small communities with many miles of space in between, we have chosen a more regional approach to providing training. In order to cover the distances and serve rural communities most programs provide instructional services through the use of part time teachers. This is a training challenge. Currently we do not have a state staff person assigned to PD activities. Instead, the state provides regional funding to all AEFLA funded programs to support the training, follow-up activity, and data entry and reporting required from the PD Specialist's position. The state also provides funding to support the training of a TABE and CASAS specialist in each region. Funding is provided to support teachers in their attendance of required and optional training opportunities, as well as supporting programs in their program improvement efforts.

This makes the PD Specialist a highly trained individual who is vital to the professional development activity provided both by the state and in the region. They are responsible for both providing some of the training, as well as collecting data and documenting training for the state's ABE Annual Report and for regional ABE planning purposes, as well.

PD Specialists will be trained in the New Teacher Orientation Module, Part I of the Distance Education Module, Assessment and Goal Setting Module, and all data collection, reporting, and monitoring processes. They are required to attend intense two day training during the ABE Summer Conference, as well as other scheduled PD meetings scheduled by the state. There is one PD Specialist assigned to each region. PD Specialist's are required to have background and understanding of Adult Basic Education and also have expertise in at least one content area. This group of professionals assists the state in rolling out necessary training and work closely with their ABE program manager in determining the regional program plan for professional development.