

TO: Adult Basic Education Administrators

FROM: State of Florida Adult Basic Education Committee of the Practitioners' Task Force

RE: Professional Development through Web-Based Training

We are very proud to announce three Web-Based Training opportunities for ABE Administrators and Teachers: "***A Roadmap to Implementing ABE Programs***," "***A Roadmap to Implementing ABE Programs: Understanding the ABE Student***," and "***A Roadmap to Implementing Adult Basic Education: Comprehensive Reading and Strategies Help***" are now available for ABE administrators and teachers statewide. These training programs will enable you to earn inservice points either at home or at work, thus, expanding staff development opportunities for administrative personnel.

As more and more restrictions are placed on the use of funds for staff development and as revenue for adult education programs remains at a constant level, the need for alternative methods of inservice will grow. It is our hope that the use of technology and the development of web-based training programs will provide you with a cost effective and efficient inservice delivery system.

All three of these web-based trainings have been developed as 5-hour inservice programs. Local school districts or community colleges must do the actual awarding of the inservice points. As the ABE Administrator, you must include this web-based training program as part of an approved inservice component in your District's or Community College's Master Inservice Plan. Each district or college may have slightly different procedures for awarding inservice points. You will need to check with the appropriate staff person at your institution to complete the required procedures. Attached to this memorandum is basic information on approval procedures for web-based inservice points and the State Board of Education Rules pertaining to the awarding of inservice points.

When you have an approved inservice component in place, you are eligible to complete the inservice activities. Teachers who successfully complete the web-based training program will be issued a certificate of completion. This certificate of completion is confirmation that you have successfully completed all of the required activities and are eligible for inservice points.

Should you have any questions regarding the implementation of this inservice activity, please contact Diane Merkel at Web-BasedTraining@cox.net. As always we look forward to working with you and welcome your feedback.

Attachments (3)

APPROVAL PROCEDURES FOR WEB-BASED INSERVICE POINTS

Inservice activities are designed to update and enhance the competencies required to carry out assigned duties and responsibilities through the acquisition of attitudes, skills and knowledge. The completion of assigned duties or responsibilities are not legitimate activities for use of inservice funds or the awarding of inservice points, unless a training component has been designed and evaluated as a prerequisite for job success.

All inservice points are awarded through the district/community college's Staff Development Office when it is determined that rules and procedures were followed appropriately and evaluation of participant learning is verified. Documentation of successful completion is a requirement for the awarding of any web-based inservice points; one inservice point is awarded per hour of inservice activity. When requesting inservice points for a professional growth activity, the criteria below must be met:

1. All inservice activities must be addressed in an approved component in the district/community college's Master Inservice Plan. Verify that an approved component has been added to your district's Master Inservice Plan. If not, a component must be written and approved by the Staff Development Office before inservice points will be awarded for web-based training.
2. For the awarding of individual inservice points, an Individual Inservice Activity Report (IIAR) must be submitted to the Staff Development Office. A printed copy of the requirements for the web-based evaluation and the written materials meeting the web-based evaluation requirements must also accompany the IIAR. Inservice points must be requested and completed during the same school year when the professional growth activity was completed. For summer activities, the IIAR, agenda and summary or demonstration documentation may be sent to the Staff Development Office during the school year following the activity.
3. A printed copy of the web-based evaluation requirements, the evaluation instrument and any other requested documentation must accompany the IIAR and component records sent to the Staff Development Office.

NOTE: The individual district/community college's Staff Development Office will determine the number of points awarded. Inservice points will be based on the number of training hours that are permitted and documented for a web-based training unit and the quality of the written evaluation materials submitted.

Coordinator(s): *(Insert Name Here)*
Adult/Community Education

A Roadmap to Implementing Adult Basic Education

Component Number: *(Will be supplied by Staff Development)*

Maximum Points During Validity Period: 60

General Objective(s):

To provide administrative personnel with the tools and techniques to meet the challenges of increased accountability, increased program standards, and implementation of program changes required to meet the standards of the GED 2002 Series Tests.

Specific Objective(s):

Upon completion of these inservice activities, the participant will be familiar with:

- The history of Adult Basic Education
- The adult learner
- Teaching and learning styles
- Student eligibility, assessment, and accountability
- Student services including recruitment, intake, orientation, retention, and follow-up
- Curriculum frameworks and course progression

Activities:

Each participant will engage in activities designed to meet the objectives of a training session, including review of web-based training modules and skills practice activities that incorporate the Adult Basic Education matrix and curriculum frameworks.

Coordinator(s): *(Insert Name Here)*
Adult/Community Education

***A Roadmap to Implementing Adult Basic Education:
Understanding the ABE Student***

Component Number: *(Will be supplied by Staff Development)*

Maximum Points During Validity Period: 60

General Objective(s):

To provide administrative personnel with the tools and techniques to meet the challenges of increased accountability, increased program standards, and implementation of program changes required to meet the standards of the GED 2002 Series Tests.

Specific Objective(s):

Upon completion of these inservice activities, the participant will be familiar with:

- The unique characteristics of adult learners
- Basic learning theory that impacts how students learn best in the classroom
- Learning and teaching styles and how they need to complement each other for student success
- Building a world class program through establishing a climate of trust and understanding

Activities:

Each participant will engage in activities designed to meet the objectives of a training session, including review of web-based training modules and skills practice activities that incorporate learning and teaching theories and styles.

Coordinator(s): *(Insert Name Here)*
Adult/Community Education

***A Roadmap to Implementing Adult Basic Education:
Comprehensive Reading and Strategies Help***

Component Number: *(Will be supplied by Staff Development)*

Maximum Points During Validity Period: 60

General Objective(s):

This web-based training will provide you with information and resources that will help you help your students be better readers.

Specific Objective(s):

Upon completion of these inservice activities, the participant will have a better understanding of:

- The Adult Learner and Brain Compatible Classrooms
- Essentials of Reading
- Adult Learners and Comprehension Strategies
- Helping ESOL Students and Students with Learning Disabilities
- Helping the Adult to Help the Child

Activities:

Each participant will engage in activities designed to meet the objectives of a training session, including review of web-based training module and skills practice activities.

THE FOLLOWING INFORMATION APPLIES TO ALL THREE COURSES

Participant Evaluation:

Each participant will demonstrate increased competency on at least 80% of the objectives as determined by a valid means of measurement in compliance with Section 231.608 (1), Florida Statute and Rule 6A-5.071 (5), FAC, using one or more of the following indicators:

Component Number: *(Will be supplied by Staff Development)*

1. Achieve 80% accuracy on a written examination.
2. Receive a passing grade from a college or university.
3. Complete a written evaluation in the form specified by the instructor. Complete a written summary and analysis of the benefits of the activity as they relate to student achievement or job performance.
4. Demonstrate proficiency in a selected activity while being observed by designated personnel.
5. Submit lesson plans that reflect implementation of targeted objectives to designated personnel.
6. Develop a project that demonstrates utilization of skills or knowledge gained.
7. Teach a lesson using the concepts learned.

Component Evaluation: A web-based opinion survey that is included in the site must be completed by participants and is analyzed for component evaluation by a representative of the Department of Education, Office of Workforce Education.

STATE BOARD OF EDUCATION RULES

6A-4.0051, FAC Renewal of a Professional Educator's Certificate

Defines a professional certificate and requirements to receive an active certificate. Defines requirements for renewal procedure via college credit, inservice training, subject area tests and summer work programs. Provides information on inactive state of professional certificates and requirements for certificate renewal. Describes procedures for retention of certification of one or more coverages. Describes general requirements including validity periods, submission of application, approval procedure by superintendent and special provision for extensions.

6A-5.053, FAC, Relationships between Teacher Education Program Approval and Teacher Certification

Describes the process and purpose of teacher certification and compares certification requirements with teacher education programs. Provides that candidates who complete approved inservice programs shall be eligible for certification renewal and addition of subjects to certificates.

6A-5.061, FAC, **Procedures for Approving Preservice and Inservice Teacher Education Programs**

Section (2) describes the procedures for initial approval and continuation of approval of inservice teacher education programs. Describes procedures for program modifications. Describes procedures for making program modifications and annual reports. Section (2)(a) describes criteria for Section II of the Master Inservice Plan

6A-5.077, FAC, **Master Inservice Plan Requirements**

Describes the Master Inservice Plan including contents, format, approval process and updating procedures. Describes the requirements for a component, conversion of college credit to inservice points, in-field and out-of-field components, the minimum length of a component, and evaluation requirements. Provides the requirements and procedures for record keeping, component and participant files and reports.