Guide to Professional Development Reporting for Colorado Adult Educators
(FY09)

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cde

**CDE/AEFL Guide to Professional Development Reporting
for Colorado Adult Educators FY09**

What is the *CDE/AEFL Professional Development System*?

It is important that all adult educators continue to increase their knowledge and improve their skills by participating in ongoing professional development each year. The *CDE/Adult Education & Family Literacy Professional Development System* provides a means for Colorado adult education teachers to receive recognition for the professional development activities in which they engage. The system was developed jointly by the ten-member Professional Development Advisory Group (PDAG) and the nine-member Literacy Instruction Authorization Portfolio Committee. The documents that represent the PD system are the *Colorado AEFL Professional Development Flowchart* which is located online at http://www.cde.state.co.us/cdeadult/download/pdf/PDFlowchartV13wHours.pdf
and this document, the *Guide to Professional Development Reporting for Colorado Adult Educators* which can be found online at http://www.cde.state.co.us/cdeadult/download/pdf/GuideToPDReportingV2.pdf .

How do I earn professional development (PD) hours?

The starting point of the *Professional Development System* is the web-based *Professional Development Self-Assessment for Colorado Adult Education Teachers.* Adult education teachers in Colorado complete the on-line self-assessment in the early fall or soon after beginning employment with an AEFLA-funded adult education program. Using the results of the self-assessment, you and your program director complete a *Professional Development Action Plan* which identifies a few topics on which to focus your professional development for the year. The *Professional Development Self-Assessment for Colorado Adult Education Teachers* is available on the CDE/AEFL website at
http://www.cde.state.co.us/scripts/pdselfassess/start.asp

Throughout the fiscal year (July 1 – June 30th), you'll participate in a variety of professional development activities. You might watch a video on teaching methods, read articles on adult development, attend regional trainings on adult education assessments, take a college course, or participate on an improvement team at your program. You can complete some professional development by yourself at home, some with colleagues at your local adult education center, and some with other adult educators at the state or national level. The *Colorado AEFL Professional Development Flowchart* shows the full range of professional development possibilities available to you. The activities are organized into four strands: Self-Study, Collaboration with Colleagues, Workshops/Trainings/Conferences, and Courses for Credit. There are also several options listed separately as Preparation for Professional Development. It is highly recommended that you participate in professional development activities in two or more strands throughout the year. http://www.cde.state.co.us/cdeadult/download/pdf/PDFlowchartV13wHours.pdf

Each time you complete a professional development activity throughout the year, you'll record the details and calculate the PD hours earned on a *CDE/AEFL Teacher's Annual Professional Development Activity Record* form which you can download from http://www.cde.state.co.us/cdeadult/download/pdf/AnnualPDActivity RecordFY09v3.pdf . Your supervisor or program director will approve the hours. Keep a careful record of the professional development activities you engage in and the PD hours you earn each year.

How many PD hours do I earn for various professional development activities?

The *Colorado AEFL Professional Development Flowchart* shows the typical professional development activities in which most Colorado adult education teachers participate, and indicates the assigned PD hours. In addition, the remainder of this document, *Guide to Professional Development Reporting for Colorado Adult Educators,* http://www.cde.state.co.us/cdeadult/download/pdf/GuideToPDReportingV2.pdf describes each activity shown on the flowchart in greater detail and includes PD hours. By skimming through this document and thinking back to the many professional development activities you completed last year, you'll recognize how much professional development you have completed. Note that each time you complete a professional development activity you earn PD hours only in one strand of the flowchart. For example, if a web browse is

This guide describes "evidence of completion" for each PD activity. Do I have to attach the evidence to my *PD Activity Record* when I turn it in to my program director?
The descriptions of "evidence of completion" provide guidance to you and your program director about the variety of ways to demonstrate your participation in the professional development activity. You should maintain an annual folder of your evidence of completion to show your program director. In addition, the evidence of completion will help you prepare your Literacy Instruction Authorization (LIA) portfolio and/or your application for LIA renewal. Your program director may or may not want to keep paper copies of your evidence of completion. Program directors do not send evidence of completion to the Colorado Department of Education Adult Education and Family Literacy office.

I am working to earn my Literacy Instruction Authorization (LIA). My colleague already has the Literacy Instruction Authorization. Does the PD system apply to us?
The PD system applies to *all* AEFLA-funded adult education teachers in Colorado, including those in the LIA process. Teachers who are submitting their portfolios and/or applying for renewal document their recent training activities and hours. The *Professional Development Self-Assessment* and PD options listed under the Self-Study strand are not acceptable training options for the LIA training hours or for LIA renewal. For complete information about the professional development options that are acceptable for renewing a LIA, please refer to the LIA Renewal Policy webpage at http://www.cde.state.co.us/cdeadult/LIARenewal.htm .

Where can I find the professional development I need?
Once you have identified your needs using the *Professional Development Self-Assessment for Colorado Adult Education Teachers* you have many professional development resources available to you. Ask your program director about upcoming in-services, program improvement teams, curriculum development projects, regional trainings, and the annual *Rendezvous* adult education conference sponsored by the Colorado Adult Education Professional Association (CAEPA). Talk with your program director or contact the CDE Adult Education and Family Literacy office for information about the for-credit EDU adult education courses offered through many community colleges in the state. For self-study resources, you can go to the CDE/AEFL professional development web page and click on the *PD Resource Bank* link http://www.cde.state.co.us/cdeadult/PDResourceBankIndex.htm.   Then, simply click on the category and the numbered skill and knowledge descriptor that matches your identified need. The screen displays a list of available resources for that knowledge or skill organized by the four strands of the *Colorado AEFL Professional Development Flowchart.*

Where can I learn more about professional development for Colorado adult education teachers?
Talk with your program director or visit the *CDE Adult Education and Family Literacy Professional Development* website at: http://www.cde.state.co.us/cdeadult/PDIndex.htm

CDE/AEFL Professional Development Advisory Group (PDAG) FY09

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Professional Development System
Activities, Descriptions, and Hours

The following tables identify professional development activities and their associated PD hours in four strands plus Preparation for Professional Development.

- Self-Study
- Collaboration with Colleagues
- Workshops, Trainings, and Conferences
- Courses for Credit

Colorado's Adult Education and Family Literacy teachers earn PD hours as specified in each of the following tables. Professional development activities listed in all four strands of this *Guide to Professional Development Reporting* are acceptable for annual CDE/AEFL reporting. The *Professional Development Self-Assessment* and PD options listed under the Self-Study strand are not acceptable training options for the LIA training hours or for LIA renewal. For complete information about the professional development options that are acceptable for renewing the LIA, please refer to the LIA Renewal Policy webpage at http://www.cde.state.co.us/cdeadult/LIARenewal.htm .

The *Colorado AEFL Professional Development Flowchart,* which can be found online at http://www.cde.state.co.us/cdeadult/download/pdf/PDFlowchartV13wHours.pdf, provides a quick visual overview of the PD system for Colorado's adult education teachers. However, for a full description of each PD option on the flowchart and for guidance on accurately calculating the PD hours earned, please rely on this *Guide to Professional Development Reporting.*

Preparation for Professional Development

Professional Development Activity	Description
Professional Development Self-Assessment and PD Action Plan 2 PD hours	Teachers complete the *Professional Development Self-Assessment for Colorado Adult Education Teachers* on the CDE website and, in consultation with their program director/supervisor, complete their individual *Professional Development Action Plan.* Evidence of completion: *PD Self Assessment* certificate of completion, copy of written PD action plan
Orientation for teachers new to adult education 6 PD hours	This is a six hour (minimum) workshop, study circle, online course or self-study option geared for teachers new to the adult education field. Evidence of completion includes some or all of the following: certificate of attendance signed by trainer/facilitator, certificate of completion from online course, completed online assignments, online post-tests, record of workshop dates and hours, notes taken, written plan of how new learning could be used in practice, lesson plan showing the implementation of new learning, peer observation report from a lesson incorporating the new knowledge or skill.
Basics of Adult Literacy Education: An online course for adult literacy instructors 3 PD hours per completed module	This self-paced, non-facilitated online course from the federal Office of Vocational and Adult Education covers five modules: *The Adult Learner, Orientation & Assessment, Curriculum Development, Instructional Techniques,* and *Adult Literacy Classroom.* Available online at: http://www.c-pal.net/course/index.html Evidence of completion: *Ideas, Notes and Reflections Worksheet* for each separate module, written plan of how new learning could be used in practice, lesson plan showing the implementation of new learning.
EL/Civics Online 3 PD hours per completed module	This self-paced, non-facilitated online course from the federal Office of Vocational and Adult Education covers four modules: *U.S. Government, U.S. History, Civic Engagement,* and *The Naturalization Process.* Available online at: http://www.elcivicsonline.org Evidence of completion: Printout of online journal completed during each separate module, written plan of how new learning could be used in practice, lesson plan showing the implementation of new learning.
Portfolio Process 2 PD hours (per course submitted by portfolio)	Teacher gathers evidence of education, experience, and training pertinent to one of the EDU courses. Teacher meets with her/his program director to complete the *Supervisor Evaluation of Experience.* Evidence of completion: portfolio submitted and approved by the LIA Portfolio Committee

Strand #1: Self-Study

Professional Development Activity	Description
Reading 3 PD hours (per 3 clock hours reading)	Teacher spends a minimum of three hours reading articles written by researchers, practitioners, or professional developers on adult education topics pertinent to the needs identified on the teacher's *Professional Development Action Plan*. Evidence of completion includes some or all of the following: record of dates and hours spent reading, printouts/photocopies of the texts read, highlighting and/or notes taken, written plan of how new learning could be used in practice, lesson plan showing the implementation of new learning, peer observation report from a lesson incorporating the new knowledge or skill.
Web Browse 3 PD hours (per 3 clock hours browsing)	Teacher spends a minimum of three hours browsing internet websites targeted to adult education teachers or learners. Teachers locate sites with classroom instructional techniques and/or classroom activities for learners. Evidence of completion includes some or all of the following: record of dates and hours spent, Internet addresses, printouts of (selected) screen shots, copies of downloaded materials with highlighting or notes taken, written plan of how online learning or materials could be used in practice, lesson plan showing the implementation of new learning with online materials, peer observation report from a lesson incorporating the new knowledge or skill.
Projected Media Course (videotape, CD, DVD, webcast, podcast) 2 PD hours (per 1-2 clock hours viewing)	Teacher completes a self-paced, 1-2 hour teacher training course via projected media on a topic that relates to goals identified on the teacher's *Professional Development Action Plan.* Evidence of completion includes some or all of the following: citation of the video/CD/DVD, record of dates and hours spent viewing, notes taken, written plan of how new learning could be used in practice, lesson plan showing the implementation of new learning, peer observation report from a lesson incorporating the new knowledge or skill.
Non-facilitated Web-based Course 5 PD hours (per 3-5 clock hours participation)	Teacher completes a minimum of 3 hours of self-paced, non-facilitated, non-credit, web-based course(s) on a topic that relates to goals identified on the teacher's *Professional Development Action Plan.* Evidence of completion includes some or all of the following: record of dates and hours spent, printouts of (selected) screen shots, photocopies of downloaded materials with highlighting

	and/or notes, copies of completed assignments, written plan of how new learning could be used in practice, lesson plan showing the implementation of new learning, peer observation report from a lesson incorporating the new knowledge or skill.
Individual Action Research Project 25 PD hours (per 6-8 week project)	Teacher conducts an individual action research project on a topic that relates to goals identified on the teacher's *Professional Development Action Plan.* The action research project includes reading articles for foundational knowledge, the statement of a research question, systematic collection of data from program or classroom practice, analysis of the data, and a description of the findings. The project typically involves 18-25 hours over a period of 6-8 weeks. Evidence of completion includes some or all of the following: record of dates and hours spent, printouts of articles read for foundational knowledge, written project plan, student work samples, teacher journal/notes, lesson plan showing the implementation of new teaching strategy, peer observation report from a lesson incorporating the new strategy.
Director-Approved Self-Study Special Project PD hours to be determined at the onset of project by the program director's communication with PDAG through the CDE/AEFL Professional Development Coordinator.	Teacher plans and gets program director's approval for a special self-study project that addresses the teacher's PD needs and that will advance her/his knowledge about adult education and/or her/his instructional skills. Evidence of completion includes some or all of the following: record of dates and hours spent, project plan, printouts of articles read for foundational knowledge, materials/products developed, written plan of how new learning could be used in practice, lesson plan showing the implementation of new learning, peer observation report from a lesson incorporating the new knowledge or skill.

Strand #2: Collaboration with Colleagues

Professional Development Activity	Description
Peer Mentoring *Mentee:* *Mentor:* 5 PD hours 15 PD hours (PD hours are per 5 clock hours of participation)	One new and one experienced teacher (3 or more years of teaching) build and sustain a mentoring relationship during one teaching period (quarter or semester). The pair meets a minimum of five times (one hour each) to discuss, strategize, plan, implement, observe, and analyze, etc. regarding an area of interest in adult education, especially in areas identified on the mentee's PD Action Plan. Evidence of completion includes some or all of the following: printouts of emails/correspondence between mentor and mentee, written record of meeting dates and hours, notes of discussion topics, photocopies of classroom observation notes and follow up, verbal or written summary of mentoring results and impact on practice.
Study Circle, Case Study Circle *Participant:* *Facilitator:* 10 PD hours 15 PD hours (PD hours are per 6-9 clock hours of participation)	Teacher facilitates or participates in a study circle on a topic related to goals chosen on the teacher's PD Action Plan or as determined by program needs. Study circles generally meet 2-3 times for 3-4 clock hours each meeting. Study circles are facilitated by skilled trainers and require participants to read research, try new instructional strategies and generate links between research and practice. Evidence of completion includes some or all of the following: certificate of attendance signed by facilitator, printouts/ photocopies of the texts read, highlighting and/or notes taken, record of meeting dates and hours, written plan of how new learning could be used in practice, lesson plan showing the implementation of new learning, peer observation report from a lesson incorporating the new knowledge or skill.
Facilitated Web-based Course 12 PD hours (per 10 -15 clock hours)	Teacher completes a 10+ hour facilitated, non-credit, web-based course on a topic that relates to goals identified on the teacher's *Professional Development Action Plan.* The course contains components such as moderated asynchronous discussion boards, synchronous live chats, required readings, homework assignments, papers, quizzes and/or a final project. Evidence of completion includes some or all of the following: record of dates and hours spent, certificate of completion from the facilitator, printouts of (selected) screen shots, photocopies of downloaded materials with highlighting and/or notes taken, printouts of emails/discussion boards, copies of completed assignments, written plan of how new learning could be used in practice, lesson plan showing the implementation of new learning, peer observation report from a lesson incorporating the new knowledge or skill.

Program Improvement Team *Team member:* *Team leader:* 15 PD hours 20 PD hours (PD hours are per 10-12 hours of participation)	Teacher participates on a program improvement team. Hours are earned for every 10-12 clock hours of participation at team meetings. PD hours can be earned sequentially for ongoing teams. Evidence of completion includes some or all of the following: certificate of participation signed by the team leader, record of meeting dates and hours, printouts/ photocopies of the resources used, highlighting and/or notes taken, reports, materials, or products developed.
Curriculum Development Project *Project member:* *Project leader:* 15 PD hours 20 PD hours (PD hours are per 10-12 clock hours of participation)	Teacher participates on a team of colleagues to review currently used curriculum, research potential alternatives, and develop an improved curriculum for the local program. PD hours are awarded for each 10-12 clock hours of participation with the team. Hours can be earned sequentially for ongoing projects. Evidence of completion includes some or all of the following: certificate of participation signed by the project leader, record of meeting dates and hours, printouts/ photocopies of the resources used, highlighting and/or notes taken, photocopies of curriculum materials/products developed, verbal or written summary of what was learned and used in practice.
Group Action Research Project *Project member:* *Project leader:* 20 PD hours 25 PD hours (PD hours are per 15-20 clock hours of participation)	Pairs or groups of teachers conduct a team action research project which includes reading articles for foundational knowledge, the statement of a research question, systematic collection of data from program or classroom practice, analysis of the data, and a description of the findings. PD hours are awarded for each 15-20 clock hours of participation with the team. Hours can be earned sequentially for ongoing projects. Evidence of completion includes some or all of the following: certificate of participation signed by the project leader, record of meetings times/dates, printouts of articles read for foundational knowledge, project plan, student work samples, teacher journal/notes, video of classroom lesson, verbal or written summary of project results and impact on practice.
CDE/AEFL PAIR and/or Even Start Review *Team member* 10 PD hours per day of on-site participation (excludes travel time)	Teacher participates on a CDE Program Accountability and Improvement Review team or Even Start Review team. Evidence of completion includes some or all of the following: printouts of correspondence with PAIR-E/S review coordinator, certificate of participation, verbal or written description of the review.
CDE/AEFL Special Project, Advisory Group, or Local Program Special Project PD hours to be determined at the onset	Teacher participates in a special collaborative project or a work/advisory group organized by the CDE/AEFL office or by the local program director. Evidence of completion includes some or all of the following:

	certificate of participation signed by the project/group leader, printouts/ photocopies of the resources used, highlighting and/or notes taken, record of meeting dates and hours, photocopies of reports, materials, or products developed, written plan of how new learning could be used in practice, lesson plan showing the implementation of new learning, peer observation report from a lesson incorporating the new knowledge or skill.
of project by the program director's communication with PDAG through the CDE/AEFL Professional Development Coordinator.	

Strand #3:   Conferences, Workshops and Trainings

Professional Development Activity	Description
Program PD In-service *Participant:* *Presenter:* 3 PD hours 10 PD hours (PD hours are per 2-4 clock hours of participation.)	Teacher completes a 2-4 hour in-service at the local program. In-service content builds teachers' knowledge about adult learning and teaching and/or builds instructional skills. PD hours cannot be earned for time spent in staff meetings whose content is program logistics, policies, schedules, etc. Evidence of completion includes some or all of the following: copy of sign-in sheet, record of meeting date and hours, notes taken, copies of materials with highlighting or notes taken, written plan of how new learning could be used in practice, lesson plan showing the implementation of new learning, peer observation report from a lesson incorporating the new knowledge or skill.
Half-day Workshop *Participant:* *Presenter:* 4 PD hours 15 PD hours (PD hours are per 3-4 clock hours of participation.)	Teacher completes a 3-4 hour workshop on an adult education topic, preferably as identified in the teacher's *PD Action Plan*. Evidence of completion includes some or all of the following: certificate of attendance signed by trainer/facilitator/conference organizer, record of dates and hours attended, notes taken, written plan of how new learning could be used in practice, lesson plan showing the implementation of new learning, peer observation report from a lesson using the new knowledge or skill.
State, Regional, or National ESL, Adult Education and/or Family Literacy Conference *Participant:* 8 PD hours (per full day attendance) 4 PD hours (per half day attendance) *Presenter:* 10 PD hours per-presentation	Teacher attends 5-8 hours of concurrent conference sessions pertinent to adult education. Plenary sessions and exploration of publisher exhibits can each count as one clock hour per day. For attendance at a half-day pre-conference session, teacher attends a minimum of three clock hours. Teacher who presents a conference session receives **an additional** 10 PD hours per presentation. Evidence of completion includes some or all of the following: certificate of attendance provided by conference organizer, record of conference dates and sessions attended, handouts with highlighting/ notes taken, written plan of how new learning could be used in practice, lesson plan showing the implementation of new learning, peer observation report from a lesson incorporating the new knowledge or skill.

Training / Institute	Teacher completes a full-day (minimum 6 clock hours) or half-day (minimum 3 clock hours) training sponsored by the CDE/AEFL office or other adult education or family literacy training entity. A "training" differs from a conference in the level of active participation and decision-making required of participants. Unlike conference sessions, trainings may require advance readings and/or follow-up assignments. Evidence of completion includes some or all of the following: certificate of attendance signed by trainer, record of training dates and hours, handouts with highlighting/ notes taken, photocopies of assignments completed, written plan of how new learning could be used in practice, lesson plan showing the implementation of new learning, peer observation report from a lesson incorporating the new knowledge or skill.
Participant: *Trainer:* 5 PD hours 10 PD hours (half day) (half day) 10 PD hours 25 PD hours (full day) (full day)	

Strand #4: Courses for Credit

Professional Development Activity	Description
EDU Course for the Literacy Instruction Authorization (LIA) *Student:* *Instructor:* 45 PD hours 60 PD hours (PD hours are for completing a 3-credit hour course)	Teacher completes a course (3 credit hours) offered through the Colorado Community College system toward obtaining the CDE/AEFL Literacy Instruction Authorization (LIA) credential. Teacher is the instructor for an EDU course offered through the Colorado Community College system. Evidence of completion: copy of grade report or transcript.
Undergraduate course in field related to adult education *Student:* *Instructor:* 45 PD hours 60 PD hours (PD hours are for completing a 3-credit hour course)	Teacher completes an undergraduate level course (3 credit hours [minimum] totaling 45 contact hours with instructor) at the undergraduate level with focus on adult education content. Teacher instructs an undergraduate level course whose content pertains to teaching adults. (Confer with CDE/AEFL regarding specific course taught.) Evidence of completion: copy of grade report or transcript.
Graduate level university credit-bearing course *Student:* *Instructor:* 45 PD hours 60 PD hours (PD hours are for completing a 3-credit hour course)	Teacher completes a university course (3 credit hours totaling 45 contact hours with instructor) at the graduate level with focus on adult education content. Teacher instructs a graduate level course whose content pertains to teaching adults. (Confer with CDE/AEFL regarding specific course taught.) Evidence of completion: copy of grade report or transcript.