

ILLINOIS

Adult Education and Family Literacy Service Center Network



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

ILLINOIS SERVICE CENTER NETWORK PROFESSIONAL DEVELOPMENT PLANNER

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



Adult Learning Resource Center

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<http://www.thecenterweb.org>



Central Illinois Adult Education Service Center

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Southern Illinois Professional Development Center

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



Center for Adult Learning Leadership

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<http://www.coe.ilstu.edu/call>

A calendar listing the training opportunities provided by the Service Center Network is available at
<http://www.coe.ilstu.edu/call/calendar/>

The Illinois Service Center Network is a special project conducted under provisions of the Workforce Investment Act, Title II Adult Education and Family Literacy, and administered through the Illinois Community College Board. Federal Funds provided 100% support.

PART I. FOUNDATIONS FOR ESL INSTRUCTORS: SELF-EVALUATION FORM

Effective instructors of adult ESL demonstrate the following skills & knowledge. Read each of the foundations below. Rate yourself according to the criteria in the columns.

Background Knowledge: The Adult Second Language Learner	SELF-ASSESSMENT			PRIORITY		
	Needs Improvement	2	Excellent	High	2	Low
1. Possess knowledge of adult second language acquisition.	1	2	3	1	2	3
2. Possess knowledge of language learning styles and strategies.	1	2	3	1	2	3
3. Possess general knowledge about exceptionality in learning, including learning disabilities.	1	2	3	1	2	3
4. Are familiar with the NRS (National Reporting System) educational functioning levels for ESL.	1	2	3	1	2	3
5. Demonstrate sensitivity for cultural, gender, and age differences in adult language learners.	1	2	3	1	2	3

Needs Assessment and Lesson Planning	SELF-ASSESSMENT			PRIORITY		
	Needs Improvement	2	Excellent	High	2	Low
1. Use a variety of techniques to assess learners' needs, including informal and self assessments.	1	2	3	1	2	3
2. Select materials appropriate to learners' needs.	1	2	3	1	2	3
3. Select materials appropriate to learners' NRS levels.	1	2	3	1	2	3
4. Develop lesson plans which integrate presentation, practice, application, and review.	1	2	3	1	2	3
5. Incorporate learners' prior experiences, cultural heritage, and community resources into instruction.	1	2	3	1	2	3
6. Plan lessons to accommodate a wide range of ESL learning styles and strategies.	1	2	3	1	2	3
7. Provide learners with the opportunity to apply new information and skills in a wide range of contexts.	1	2	3	1	2	3
8. Individualize instruction as appropriate.	1	2	3	1	2	3
9. Integrate technology into the needs assessment process and lesson planning as appropriate.	1	2	3	1	2	3

Classroom Management	SELF-ASSESSMENT			PRIORITY		
	Needs Improvement	2	Excellent	High	2	Low
1. Manage a multilevel classroom effectively.	1	2	3	1	2	3
2. Deal with errors (both oral and written) in a meaningful and productive manner.	1	2	3	1	2	3
3. Use cooperative learning structures as appropriate.	1	2	3	1	2	3

ESL Skill Areas	SELF-ASSESSMENT			PRIORITY		
	Needs Improvement	2	Excellent	High	2	Low
1. Teach effective ESL literacy lessons.	1	2	3	1	2	3
2. Teach effective ESL listening lessons.	1	2	3	1	2	3
3. Teach ESL conversation effectively.	1	2	3	1	2	3
4. Teach narrative reading effectively.	1	2	3	1	2	3
5. Teach ESL writing skills effectively.	1	2	3	1	2	3
6. Teach ESL grammar communicatively.	1	2	3	1	2	3
7. Teach effective pronunciation lessons.	1	2	3	1	2	3
8. Use effective teaching strategies in above skill areas for learners who have special learning needs (e.g., non-literate learners or learners with learning disabilities).	1	2	3	1	2	3
9. Integrate technology into above content areas to promote learning.	1	2	3	1	2	3

Professional Development	SELF-ASSESSMENT			PRIORITY		
	Needs Improvement		Excellent	High		Low
1. Attend ESL related professional development workshops and conferences.	1	2	3	1	2	3
2. Are active in ESL professional organizations.	1	2	3	1	2	3
3. Keep abreast of the field by reading ESL books and journals.	1	2	3	1	2	3

Assessment	SELF-ASSESSMENT			PRIORITY		
	Needs Improvement		Excellent	High		Low
1. Are able to assess student level to ensure proper placement within a program.	1	2	3	1	2	3
2. Monitor student comprehension during each lesson or class meeting.	1	2	3	1	2	3
3. Provide evidence of student progress so that gains can be demonstrated.	1	2	3	1	2	3

Technology	SELF-ASSESSMENT			PRIORITY		
	Needs Improvement		Excellent	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 ESL.	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 for diverse learners.	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

PART II. SUMMARY OF FOUNDATIONS SELF EVALUATION

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

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

