



TEXAS Adult Education & Literacy QUARTERLY

Texas Center for the Advancement of Literacy & Learning

Professional Development

The New Professional Development Institutes

Staff of TRAIN PD @ TCALL

In the last three months, AEL service providers have heard that professional development offered by TRAIN PD @ TCALL is now available through a structure of PD “institutes.”

Just what is a PD Institute?

Under TRAIN PD’s new contract with Texas Workforce Commission (TWC), TCALL has begun organizing professional development offerings into five thematic groups. These groupings, or “institutes” serve as repositories that organize expertise, guidance, and resources that group institute-related training opportunities and support local programs in meeting their obligations and achieving their goals.

For example, the resources needed for a complete understanding of how to implement a successful career pathway model can be accessed through the Career Pathways Institute. Resources include topic-specific training, such as effective recruitment practices for Integrated Education and Training (IET) Programs, examples of successful IET recruiting practices that are being modeled across the state, as well as any state/national resources, toolkits, and materials. In addition to conceiving the institutes as organizational mechanisms, they also allow TCALL to make better use of the talent and expertise of our staff. Thus, each institute has been assigned a “content curator.”

This person is responsible for identifying, disseminating, and updating pertinent resources, the provision or support of training for local providers, facilitating the creation of communities of practice around topics of interest to participants in the institutes, and working with other subject matter experts. A visit to the newly redesigned TCALL website reveals that we have organized the website centric to these five institutes.



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Kudos to Dr. Mary V. Alfred

Our Principal Investigator and the CEHD Executive Associate Dean for Faculty Affairs has been approved for International Adult and Continuing Education Hall of Fame Class of 2016.

Congratulations Dr. Alfred for this important recognition of your scholarly work and for making us all so proud!



Clicking on any of the institute links will open a page dedicated to that particular institute from which it will be possible to access associated resources, learn about featured training and events, and join a Community of Practice. The five institutes are:

Career Pathways Institute – Lead: Dr. Olga Escamilla

The CP Institute organizes information and presentations based on AEL research, best and most-effective practices, curriculum development, and systems integration for implementing career pathways models including, but not limited to:

- integration with the Workforce Solutions system;
- interagency and intra-agency coordination and collaboration;
- design of Workforce Training programs for AEL, including recruitment, screening, intake, comprehensive assessment, testing, career matching, documentation, placement, registration, and financial literacy/financial aid for workforce training;
- career, basic skills, and language assessment, testing, and placement;
- service delivery system aligned with local wisdom and LMI;
- college and career support;
- instructional design for IET programs; and
- employment services.

The implementation of WIOA ushers AEL into a new era under the guidance of TWC, whose focus is to align supportive services and mitigate student barriers to success. This focus provides education and support for AEL participants through the successful transition into post-secondary education or completion of a certificate-yielding career pathway. The concept of career pathways, contextualized teaching and learning, and workplace training/instruction are topics that continue to mystify some Adult Education programs. TRAIN PD staff propose to deliver a training series designed to help programs create stronger more effective Career Advancement Models. Through means of maintaining an active professional learning community among all the participants; from federal definitions to the boots-on-the-ground instruction, each training session will scaffold to the next, creating a knowledge base for understanding and applying needed components for program implementation and management. In this manner, the training events build skill in a variety of areas to allow programs the ability to embrace this new dynamic, rather than trying to make new systems fit an old paradigm.

Literacy Institute – Lead: AnneMarie Molinari

TAC §805.2 defines “Literacy” as “an individual’s ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job, in the family, and in society.” Aligning with the definition of literacy, the goal of the Literacy PD Institute is to organize and highlight AEL research, courses and curriculum, as well as PD events related to Literacy. This includes, but is not limited to, content in ABE, ASE, ELA, special learning needs, family literacy, and health literacy. The Literacy Institute features current evidence-based research resources that are relevant and timely for a variety of literacy areas. These resources are directly applicable to best practices for improving AEL instruction and meeting the educational needs of a diverse population of students. Finally, the Literacy Institute will draw attention to national resources of interest, such as featured COABE journal articles for literacy issues, World Education courses, and/or national Literacy events, such as Adult Education and Family Literacy Week, which occurs annually. Even though the definition of the Literacy Institute is brief, this institute includes all basic AEL training, including the required Principles of Adult Learning and all Literacy training.

Distance Learning and Technology Integration Institute – Lead: Dr. Glenda Rose

The Distance Learning and Technology Integration (DLTI) PD Institute provides evidence-

based professional development for distance learning (DL), digital literacy, and the integration of educational technology. The focus of the Institute is to help educators utilize and apply technology tools, techniques and processes for facilitating learning and assessment as well as support teaching practices to improve learning outcomes. The institute has two major objectives: to improve distance learning effectiveness and to increase technology integration in the traditional classroom. Planned activities that will address both objectives include the ongoing Tech-and-Tells (TNTs) that happen as webinars twice each week and are then posted in the PD Portal for those who were unable to attend the live sessions. These events have been extended following the distributed learning model to invite experimentation, implementation and feedback through follow-up webinars and/or the use of the Tech and Tell Community of Practice. The 2nd Annual DL and Tech Symposium will also address both objectives. A variety of technology sessions covering both teaching models and digital tools will be offered. With regard to DL specifically, additional online modules on advanced distance education techniques are in the works. A Community of Practice has been established and distance educators are being encouraged to contribute to it regularly. A book study on Engaging the Online Learner/Continuing to Engage the Online Learner (Conrad and Donaldson) is also being planned. The first module of the DL Academy will be available shortly online and administrators and DL Coordinators will be encouraged to review this information annually as it will be updated with policy changes over time. With regard to technology integration, a survey to establish the current will-skill tool levels across the state is being developed. Modeling TCEA's Campus Technology Specialist Certification, DLTI intends to offer a Program Technology Specialist Academy to build local capacity. A possible book study on Tech Integration: Using Technology with Classroom Instruction that Works (Pitler et al.) is being considered.

Program Management Institute – Lead: Wayne Crandall

A PD Institute that organizes AEL research, courses and curriculum, PD events and other resources related to Program Management and Accountability, including, but not limited to, content related to institutional operations, TEAMS, data analysis, recruitment, intake, screening, assessment, advising, counseling, collaborations, and program improvement. The focus of the Institute is on the administration and performance of AEL programs and its goal is improving performance, increasing quality, ensuring consistency at the local, regional, and state level.

There has traditionally been very little in the way of professional development offered with

TRAIN PD @ TCALL Invites Experienced AEL Trainers to Apply for Texas AEL Contract Trainer Database

Are You In? Are you an experienced trainer in adult education? Would you like to share your knowledge with colleagues in your local area or across the great state of Texas?

If so, consider applying to be a member of the TRAIN PD Contract Trainer Database. Quality professional development is the key to successful programs, effective teachers and positive outcomes for all of our students.

Do you meet the requirements? Do you want to join in?

For more information, go to the database at <https://pdtrain-tcall.tamu.edu/> and click on About. Or email Beth Ponder at baponder@tamu.edu.

a focus on adult education Program Management. Through the Program Management Institute, Train PD will pull together common resources that will help both new and experienced AEL managers alike find the information necessary to manage and consistently improve adult education programs. The Program Management Community of Practice in the PD Portal will provide a much needed forum for adult education administrators to ask questions, share ideas, and brainstorm solutions to overcome program issues. The Institute may engage the expertise of the field to develop trainings and materials to help guide program managers and administrators obtain and nurture the knowledge, skills, and expertise needed to run a successful adult education program in Texas.

Stakeholder Integration Support Institute – Lead: Krista Mosher

The Stakeholder Integration Support (SIS) PD Institute's priority is focused on program and stakeholder needs and will give emphasis to critical PD topics centered on professionalization, recruitment, induction, orientation, and mentoring of practitioners working with WIOA customers. These are critical factors that impact customer outcomes whether the practitioner is an AEL teacher, a Workforce One-Stop intake and assessment worker, a DARS counselor, an instructor in developmental education or career/technical education, or a volunteer in a community-based literacy program.

Since becoming a part of the TWC, Adult Education and Literacy (AEL) programs have gone from being insular and somewhat segregated from other institutions to being a key part of a much larger system in which integration is crucial. AEL, TWC, Texas Workforce Solutions Vocational Rehabilitation Services (formerly DARS), local workforce boards, community-based organizations, community colleges, employers, and libraries are all stakeholders in this system. The SIS institute will be a way to help these much diversified components integrate and work together to support our adult students. Through Integration events around the state, Workforce 101 and AEL 101 trainings and Career Advancement Models, SIS will be providing support as stakeholders continue to find ways to combine their individual services.

As always, if you are interested in obtaining professional development through TRAIN PD @ TCALL, please contact your assigned PD Specialist. If you have ideas for content in one of the institutes or want to share new resources with your colleagues, please do not hesitate to contact the lead staff for each of the institutes.

UPDATING CONTRACT TRAINER DATABASE

TRAIN PD started updating the Contracted Trainer Database (CTDB) to respond to new requirements for Tier 1 training and to ensure all trainers are aware of stipulations regarding potential conflicts of interest. The first phase of this process is to update trainer accounts.

During the fall of 2016, all contract trainers currently in the CTDB will receive an invitation to reapply if they wish to remain in the CTDB; trainers who do not reapply by the given deadline will be removed. When applying to reactivate an account, trainers will be asked to acknowledge new statements regarding conflict of interest and institutional representation.

The second phase of this process, to be undertaken over the next year, will be to remove out-of-date training content and submit all new and existing training to a quality vetting process based on professional development quality standards.

The TRAIN PD @ TCALL Team is Now Complete!

With the addition to the TCALL staff of Wayne Crandall, Dr. Olga Escamilla, and Krista Mosher TRAIN PD now has a full team of Professional Development Specialists ready to help local providers with their professional development needs and data-driven continuous improvement plans.

Wayne Crandall

Although an already familiar face as a PD Specialist working with College of the Mainland under the previous PD consortium, Wayne joined the TCALL staff in April as we were preparing to transition to the new structure. Prior to coming to TCALL, Wayne spent 13 years at the College of the Mainland as a Tester, ABE and ESL teacher, and local trainer for delivering trainings on local program Standard Operating Procedures, new teacher orientation, TEAMS, general adult education teaching strategies, classroom management, and content-centered strategies for both ESL and ABE/ABE. After teaching for seven years, Wayne was promoted to Regional Program Manager, a position in which he was successful in redesigning SOPs for the program, collaborating with administrators to address issues through professional development, and developing a culture of transitions for the students in the program. Among other adult education roles Wayne played at the time, he also served as Distance Learning Coordinator and as a trainer for the Coastal GREAT Center in preparation for the release of the 2014 GED test.

Since 2015, Wayne has worked with the TRAIN PD Consortium team of Professional Development Specialists from his home base at College of the Mainland. Wayne is responsible for supporting the professional development efforts of a number of programs assigned to him.

Dr. Olga Escamilla

Olga joined the TRAIN PD team on September 1. She has worked in adult education since 1994, most recently as the Director of Adult Education and Literacy at Southwest Texas Junior College where she worked directly with the Workforce Education and Training Division. This direct relationship assisted in allowing adult education and literacy students access to the career pathways available through SWTJC. Olga began her career in adult education as a teacher's aide and later became a GED instructor. Olga also served as an instructor at the Workforce Center in Pleasanton, TX from 1998 to 2001 where she taught a TANF (Temporary Assistance for Needy Families) class. Through her own personal experiences, Olga was able to relate to the students in the classroom and promote the importance of continuing one's education. While at the workforce center, Olga participated in Project IDEA designed to apply project-based learning into the classroom, as well as becoming more reflective of one's own teaching practices. Upon completion of this year long project, Olga became a "Master Teacher."

Among other accomplishments in the field of AEL, Olga served as coordinator of the GREAT Center of the South Region for ten years where she excelled in collaboration and forming partnerships with agencies and other stakeholders. In 2005 she formed a collaborative event between adult education, workforce, and business community partners within the South Cen-

tral Region. This conference was created to assist in increasing awareness of the responsibilities between partners, and to assist in providing literacy as well as employment opportunities for joint customers. In October of 2006, under Olga's leadership, ESC-20/South Central Project GREAT was awarded the Alamo WorkSource Community Collaboration/Partnership award for the continued conference effort. A similar effort with additional partners from Developmental Education and Correctional Education, led to the Success Trifecta conference which became the Keystone Conference and brought partners from around the region together for five years.

Olga served two years on the Alamo Workforce Board as Literacy Representative and served as the Chair of the Planning Committee. She has been active on the board of TALAE and served as local conference chair for the national COABE conference in 2006. Olga has been a senior Lecturer for the Department of Educational Leadership and Counseling at Texas A&M University-Kingsville since January of 2010 and received the Texas A&M University System Student Recognition Award for Teaching Excellence in 2012.

Krista Mosher

Krista Mosher has over 24 years in adult education. She started her career as a part-time instructor in Utica, NY in 1992 and continued when she moved to Abilene, TX in 1994. As a part of the Abilene Adult Education program, Krista has been an ABE/ASE instructor, primarily teaching ASE math, science and social studies, GED Specialist, TABE trainer, PD Coordinator and Distance Learning Specialist.

Besides the full-time duties with Abilene Adult Education, Krista has also been very involved with state level professional development and initiatives. She is well known throughout the state as an excellent and popular math trainer. Krista was one of the lead facilitators in the implementation and continuation of the Texas Adult Education Math Initiative (Math Institute) that ran from 2007 to 2014. In 2015, Krista was involved as a lead facilitator and curriculum developer of the Master Teacher Academy, Math Strand. She is a nationally trained GED 2014 trainer, and has presented at many national, state, and regional conferences and local programs.

Krista has a B.S. degree in Elementary Education, a M.A. in Family Psychology and a M.Ed. in Leadership of Learning. She is certified in elementary education, secondary mathematics and school administration. Krista's passion is education, teaching and training adults.

Krista, Olga, and Wayne join a team of Professional Development Specialists that includes AnneMarie Molinari, Dr. Glenda Rose, and Tracy Hendrix. The TRAIN PD Specialists work under the leadership of Beth Ponder, Program Manager for PD Field Services who can be reached at baponder@tamu.edu. Federico Salas-Isnardi, Director of Information Resources and Publications, and Beth Ponder also retain local program assignments.

We welcome the new additions to our TCALL family! For more information on the TCALL Staff, please visit <http://www-tcall.tamu.edu/personnel.html>.

To help disseminate information and assure all programs have access to the same information, we are publishing the answers to the most common questions the AEL Office at TWC has received recently. For an up-to-date document with all these answers, please refer to the TWC AEL site here <http://www-tcall.tamu.edu/twcael/faqs.htm>



STAFF QUALIFICATIONS & TRAINING REQUIREMENTS

1. **Q. Where can I find the rules for AEL Staff Qualifications and Training?**

A. Adult Education and Literacy providers funded by TWC must ensure that staff providing grant services meet required staff qualifications and training. The applicable rules for staff qualifications and training can be found in Texas Administrative Code, Title 40, Part 20, Subchapter B §805.21: [AEL Rules Chapter 805](#)

2. **Q. Will the requirements related to required Tier 1 training change as a result of the new staff qualifications and training rules published by TWC? For example, is goal setting training still required?**

A. No, the revisions to the staff qualifications and training rules do not impact contract requirements related to Tier 1 training. AEL contracts for 2016-17 require the following Tier 1 trainings, including:

- training for the administration of pre- and post- tests in compliance with the AEL Assessment Guide and test publisher's administration guidelines;
- basic training on TEAMS;
- student intake, enrollment, and orientation;
- goal setting as defined in the AEL Assessment Guide;
- career awareness; and
- other training in topics where local staff have subject matter expertise.

3. **Q. What kind of training counts toward the new principles of adult learning requirement?**

A. The Texas Administrative Code (TAC) 805.2 defines principles of adult learning as: "A wide variety of research-based professional development topics that include instructional and advising characteristics specific to adults, and support the range of knowledge, skills, and abilities adults need to understand and use information, express themselves, act independently, effectively manage a changing world, and meet goals and objectives related to career, family, and community participation. Instructional principles include, but are not limited to, engaging adults and customizing instruction on subjects that have immediate relevance to their career and personal goals and objectives, building on their prior knowledge and experience, and supporting them in taking responsibility for their learning."

TWC is providing trainers and providers flexibility in developing training courses that meet this definition; the training agenda and curriculum should clearly indicate how the training meets this definition.

TWC envisions that many training courses will meet this definition, and, because these principles represent effective practices in adult instruction in general, other training courses, such as a training on teaching English as a Second Language, or reading instruction training, may also have principles of adult learning embedded in the curriculum.

To ensure adequate intensity in the training topic, TWC is recognizing training that has as its main objective principles of adult learning content as meeting the three hour requirement. If providers are uncertain if a training meeting this definition, they should consult their Professional Develop-

ment Specialist at TRAIN PD. Additionally, TRAIN PD is working with TWC to identify existing training courses that will count as principles of adult learning courses and will identify those in the training title, with an extension of PAL (ex: adultinstruction.pal). TRAIN PD has also published a list of training currently available that has been identified as PAL.

4. Q. What kind of training would satisfy the requirement for “relevant areas of literacy instruction?”

A. 40 TAC 805.21 defines Literacy as “an individual’s ability to read, write, and speak in English, and to compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.” TWC is providing trainers and providers flexibility in developing training courses that meet this definition. The training agenda and curriculum should clearly indicate how the training meets this definition. If providers are uncertain whether training meets this definition, they should consult their Professional Development Specialist at TRAIN PD. Additionally, TRAIN PD is working with TWC to identify existing training courses that will count as “relevant areas of literacy instruction,” and will identify those in the training title, with an extension of .LIT (ex: mathinstruction.lit). TRAIN PD has also published a list of training of training currently available that has been identified as .LIT.

5. Q. Will a certificate of completion from TRAIN PD show that a particular training fulfills the principles of adult learning or literacy instruction requirement?

A. Yes, a certificate issued by TRAIN PD or the PD Portal will identify which requirement the training fulfills, and how many hours of professional development have been earned from the training. If the certificate of completion is issued by the local program, it should also include which requirement the training fulfills, and how many hours of PD are earned. If the training meets more than one requirement it should be noted by the local program which one the training is intended to fulfill. The PD Coordinator is responsible for ensuring that PD requirements are fulfilled for all AEL staff.

6. Q. How will TEAMS reflect which requirement a training fulfills?

A. As trainings are put into TEAMS, the title will be tagged so you will know which requirement it fulfills. TEAMS version 2.9, expected to be released at the end of September, 2016, will also add the additional training types. As reports are remediated, reports will also reflect these new requirements. The process of reports remediation will take place over the next year.

7. Q. Are there PD requirements for clerical and janitorial staff?

A. No. Clerical and janitorial personnel are exempt from PD requirements.

8. Q. Is “preservice” no longer a requirement?

A. The term “pre-service” was removed in February of 2014 when the original Chapter 805 rules were approved. In historical practice, “pre-service” were sometimes work-related activities that were required before an individual was hired or were unpaid, both practices that may violate wage and hour laws. In 2014, pre-service was replaced with in-service requirements that must be completed before an individual begins instructional or assessment activities.

The new rules provide additional flexibility as “instructors new to AEL or direct student service delivery must receive at least 6 clock hours of professional development within 30 calendar days of providing instructional activities, rather than prior to conducting those activities as with the previous rules. 30 days will be counted from the time they are assigned instructional activities in TEAMS.

9. Q. There is an option for “preservice” in TEAMS, when do I use that?

A. Do not use the “preservice” option in TEAMS. All PD should be tagged as in-service. While it may appear simple to non-computer programmers, removing the “pre-service” option in TEAMS is a costly and time consuming re-programming issue. TWC is prioritizing other TEAMS enhancements at this time.

- 10. Q. Are the 6 hours for new instructors in addition to the 15 required hours?**
A. No, the 6 hours count toward the total of 15. All AEL instructional staff, except substitutes, paid with AEL grant funds, or who acquire student contact hours, including volunteers, shall receive at least 15 clock hours of professional development each program year; at least 6 clock hours of the required professional development must be received within 30 calendar days of providing instructional activities, if new to AEL or to direct student service delivery (3 principles of adult learning, 3 relevant areas of literacy instruction).
- 11. Q. Does the reduction in required PD hours for staff hired after Jan. 1 apply to all staff?**
A. No. This applies only to the following positions:
 - AEL Directors, Supervisors, and other staff with program oversight or coordination responsibilities;
 - AEL instructional staff, including volunteers, that acquire student contact hours (except substitutes)
- 12. Q. Do we have to give the waiver for 18 hours of college credit?**
A. No, that is the decision of the local Program Director.
- 13. Q. Is the 18 hour waiver for college credit in a literacy instructor’s primary content area a yearly or a one-time waiver?**
A. 40 TAC §805.21 (6)(A)(iv) allows for six clock hours of content area in staff professional development to be waived for individuals who have 18 or more college semester undergraduate or graduate credit hours in relevant areas of literacy instruction.

The waiver falls under Section 805.21 (6), which describes professional development requirements for AEL instructional staff in “each program year”, thus, the waiver may be granted each program year by the local Program Director. Local Program Directors may require additional professional development at their discretion.

- 14. Q. What documentation do I need for the waiver for the 18 hours of college credit in the primary content area?**
A. You need a copy of an official college transcript on file, as well as documentation from the Program Director (email in the file is fine) that states the waiver is granted, and for what period.
- 15. Q. I have an instructor that teaches more than one content area. Do they need 6 hours of PD in both content areas?**
A. No, 6 total hours of literacy instruction in one or both content areas fulfills the requirement. How many hours in each content area of literacy instruction would be at the discretion of the Program Director (ex: if an instructor teaches two distinctly separate areas of instruction, the Program Director may allow 3 hours of each content area).
- 16. Q. What are the Staff Qualifications and PD requirements for Career Pathways Navigators?**
A.
 - Career Pathways Navigators are “staff providing support services or college and career transitional support” and thus must meet the following minimum requirements found under Staff Qualifications and Training (40 TAC §805.21):
 - AEL aides, administrative, data entry, proctoring staff, and staff providing support or employment services to students shall have at least a high school diploma or high school equivalency certificate.
 - All staff providing support services or college and career transitional support, who are paid through an AEL grant, shall receive at least three clock hours of professional development each program year.

CAREER PATHWAYS

- 1. Q. Will Grant Recipients ever be able to use AEFLA funds to pay for job training for students?**
A. Yes, training, under an Integrated Education and Training, is an allowable activity for AEFLA under WIOA. Further guidance on how these models must be implemented will be available when the final regulations are released in the summer of 2016. Please see AEL Letter 02-16: <http://www.twc.state.tx.us/files/partners/ael-02-16-twc.pdf>
- 2. Q. We've received some previous guidance regarding scholarship incentives for AEL students, but we received a slightly different question and I wanted to verify with you all. As you know, on the 15th the commission approved funding re-allocation of federal AEFLA funds for some of our grantees at a higher cost-per to fund career pathways programs, specifically integrated education and training (IET). One of our grantees would like to purchase chrome books with these funds for participants to be used as part of the training for the IET program and offer them as incentives upon successful completion. Is this allowable?**
A. Yes. Although AEFLA does not specifically address incentives, they are considered allowable with conditions. In accordance with WD Letter 27-08, Change 1, nonmonetary incentives can be awarded for successful completion of training services and the attainment of educational goals, i.e., to participants who exceed the minimum requirements of a program, educational institution, or training provider that are not considered requirements of participation. For more on WD Letter 27-08, Change 1: <http://www.twc.state.tx.us/files/partners/27-08c1.pdf>

ADDITIONAL QUESTIONS

- 1. Q. What PD and how much is necessary for “craft” instructors?**
A. If they are employed by AEL funds, and generate student contact hours, they would have the same requirements as any other instructor. If they are a workforce trainer as part of an IET, then they must adhere to their local PD requirements per their employer.
- 2. Q. What do we do if ICA trainers have left our program and ICA training is no longer available?**
A. As with any PD, you should contact your assigned PD Specialist to find out what your options are. Per the AEL contracts, if no local capacity exists for a Tier 1 training, TRAIN PD will provide this for you at no cost, either through training conducted by the PD Specialist, or through a contracted trainer.
- 3. Q. Regarding required PD, if a teacher does not do testing do they have to take assessment training?**
A. The PD rules do not require instructors to take assessment training; however, because this is a Tier 1 training, it should be determined by the Program Director whether they would require all instructors to take assessment training.
- 4. Q. How are we required to document non-traditional PD events such as research projects?**
A. This should be clarified with your PD Specialist prior to conducting any research or other special project that is done with the expectation of completing PD requirements.
- 5. Q. What is the date the guidance for sign-in and sign-out changed?**
A. The sign-in and sign-out requirements for PD verification have not changed since RFP 320-14-10 was initiated, and were a part of the original TWC/AEL and AEL Grantee contracts. (2014)
- 6. Q. Will we get Table 4 and 4B back at some future TEAMS update?**
A. Table 4/4b is a TEA created table that is a combination of two federal tables that no longer exist, so no. We'll be developing new reports that match the new WIOA reporting methodology.
- 7. Q. Can we get a chart that shows required PD hour by job title as they are listed in TEAMS?**
A. A chart has been created based on positions listed in the AEL Rules. You can see the *Staff Qualifications and PD Requirements* chart on the next page.

40 TAC §805.21: AEL Staff Qualifications and Training Requirements

Position	Educational Requirement & Documentation	PD Hour Requirement	PD Hour Description	Documentation of PD
AEL Aides Administrative staff Data Entry staff Proctoring staff Staff paid with AEL funds and providing support or employment services to students (ex: Career Navigator). *Clerical and janitorial staff are exempt from AEL PD requirements; educational and professional development requirements should be determined at the local program level.	<p>AEL aides, administrative, data entry, proctoring staff, and staff providing support or employment services to students shall have at least a high school diploma or high school equivalency.</p> <p>A copy of High School diploma or High School Equivalency document must be kept in personnel file for monitoring purposes.</p>	<p>All staff providing support services or college and career transitional support who are paid through an AEL grant shall receive at least 3 clock hours of professional development each program year.</p> <p>AEL staff assigned test proctoring or data entry duties shall receive at least 3 clock hours of professional development related to their primary job duties each program year.</p>	<p>AEL aides, Administrative staff and other staff that provide support or employment services to students do not have a specific content area for the 3 required hours of PD and is at the discretion of the local Program Director.</p> <p>Test Proctors & Data Entry staff must have 3 PD hours related to their primary job duties (ex: Data Entry staff should have TEAMS training).</p>	<p>Certificate of completion generated by PD Portal OR copy of sign-in and sign-out sheet, agenda that includes # of PD hours, materials that show relationship to job duties, where relevant.</p>
AEL Directors Supervisors Staff that oversee program assessment services, overall program accountability and/or coordination responsibilities	<p>AEL Directors, supervisors, staff that oversee program assessment services and/or overall program accountability shall possess at least a Bachelor's Degree.</p>	<p>All AEL directors and supervisors, and other staff with program oversight or coordination responsibilities shall receive 15 clock hours of professional development each program year with the following exception: Staff hired on or after January 1 of a program year may require half of the professional development time required for that program year.</p>	<p>There is no reference to specific professional development content in the AEL Rules. However, individual AEL contracts may require specific professional development activities and should be the primary reference resource for PD relative to AEL directors, supervisors and staff with oversight of program assessment services and/or program accountability.</p>	<p>Certificate of completion generated by PD Portal OR copy of sign-in and sign-out sheet, agenda that includes # of PD hours, materials that show relationship to job duties, where relevant.</p>

Continued on next page

PD Portal Productions

Just released!

PII Training! (Personally Identifiable Information) PD Hours: .5

Coming Soon!

Career Pathways Series

- Creating Partnerships
- Designing Contextualized Instruction
- Developing Effective Bridge Programs
- Engaging Employers in Adult Career Pathways
- Integrating Career and Counseling Planning

Position	Educational Requirement & Documentation	PD Hour Requirement	PD Hour Description	Documentation of PD
<p>Reading, writing, mathematics and English language acquisition instructors</p> <p>Volunteer Instructors/ Tutors Other AEL instructional staff, except substitutes, <i>paid with AEL grant funds or who acquire student contact hours.</i></p> <p>*At the discretion of the program director, 6 clock hours of content area in staff professional development for individuals who have 18 or more college semester undergraduate or graduate credit hours in relevant areas of literacy instruction may be waived.</p>	<p>Instructors in the content areas of reading, writing, mathematics, and English language acquisition shall possess at least a Bachelor's Degree.</p> <p>A copy of the Bachelor's Degree must be kept in the personnel file for monitoring purposes.</p>	<p>15 clock hours of professional development each program year *if new to AEL or direct student service delivery, staff must receive at least 6 clock hours of professional development within 30 calendar days of providing instructional activities. These 6 clock hours must include:</p> <ul style="list-style-type: none"> • 3 clock hours of principles of adult learning, and • 3 clock hours of the relevant areas of literacy instruction. <p>Waiving of these requirements for staff new to direct student services must be approved by Agency AEL staff prior to the individual providing any instructional services. Staff hired on or after January 1 of a program year may require half of the professional development time required for that program year.</p>	<p>Of the required 15 clock hours, 9 hours must include:</p> <ul style="list-style-type: none"> • 3 clock hours - principles of adult learning • 6 clock hours - relevant areas of literacy instruction • 6 clock hours at program discretion, but consisting of content related to AEL program's purpose, which is to provide adults w/ sufficient basic education that enables them to effectively: <ul style="list-style-type: none"> • Acquire the basic skills necessary for literate functioning • Participate in job training and retraining programs • Obtain and retain employment • Continue education to at least the level of secondary school completion and post-secondary education preparation. 	<p>Certificates of completion generated by the PD Portal OR sign-in and sign-out sheets, agenda w/PD hours, materials that show relationship to job duties, where relevant: if PD is intended to satisfy the required principles of adult learning or relevant areas of literacy instruction hours, the certificate of completion must indicate # of PD hours earned and which required content area the PD is intended to satisfy (ex: this certificate verifies that john doe has completed 3 hours of professional development in principles of adult learning).</p>
<p>Substitutes A substitute is defined in the AEL Rules as: <i>An instructor who works on call, does not have a full-time assignment, and does not assume permanent responsibilities for class instruction. An individual is considered a substitute if he or she instructs a particular class for four or fewer consecutive class meetings.</i></p>	<p>Substitutes shall possess at least a Bachelor's Degree.</p> <p>A copy of the Bachelor's Degree must be kept in the personnel file for monitoring purposes.</p>	<p>Substitutes do not have required professional development clock hours and should be addressed at the local program level.</p>	N/A	<p>Any professional development clock hours in TEAMS should have a corresponding certificate of completion from the PD Portal OR sign-in and sign-out sheets, agenda w/PD hours, materials that show relationship to job duties, where relevant.</p>

*Note: Requirements for PD may be reduced in individual cases in which exceptional circumstances prevent employees from completing the required hours. Documentation justifying these circumstances shall be available for monitoring. **All exceptions must be approved by Agency AEL staff.**

*AEL staff who do not complete required number of PD hours within a program year (July 1 - June 30) **will not be allowed to return the next year without an approved exemption.** Exemption requests are submitted to Program Director using the approved form and will be forwarded for approval.

*Note: Requests for exemptions for **staff qualification** requirements in individual cases may be submitted to the Agency for approval with a justification outlining extenuating circumstances; and must be submitted and approved prior to an individual being placed in the position in question.

*AEL staff who have more than one position funded by an AEL grant are expected to complete the PD hours associated with the highest requirements according to their job description.

Picking up the Gauntlet for Professional Development: A Texas Conversation

by Federico Salas-Isnardi, TRAIN PD Consortium at TCALL

Over the last year, an exciting conversation has been taking place around the nation about the type of profession we want adult education to be, the attributes and skills we think characterize an effective adult education and literacy teacher, and the role we believe professional development (PD) should have in our efforts to improve the profession and affect outcomes for our students. On September 24, 2015, Acting Assistant Secretary of Education for the Office of Career, Technical, and Adult Education (OCTAE), Johan Uvin, and Gail Spangenberg, President, National Council for Adult Learning (NCAL) co-wrote a blog they titled *Throwing Down the Gauntlet for Professional Development* in which they ask us to

...rethink and restructure recruitment, training, and program staffing and benefits so that more of the current workforce is motivated to remain in the field and so that young professionals are inspired to enter Adult Education as a respected and fully professional career goal (Uvin & Spangenberg, 2015).

While professional groups around the nation respond to the call, in Texas, Adult Education and Literacy (AEL) programs, under the leadership of the AEL Office of the Texas Workforce Commission supported by the TRAIN Professional Development Center @ TCALL, are in an excellent position to lead the nation in its response to this challenge.

The Challenge

The authors pointed out that research on teacher effectiveness has shown that while the preK-12 system spends over \$18,000 annually on professional development, the results are inconsistent, little improvement can be tied to PD and no one particular approach is guaranteed to shield positive outcomes (The New Teacher Project, 2015). At the same time, the adult education field, where 23% of the workforce is volunteer and 72% of the paid staff nationwide works part-time, the total amount spent on professional development activities is under \$1,000 per student (Uvin & Spangenberg, p. 5). The field lacks sufficient data on teacher performance to judge what are the attributes and skills of successful adult education teachers and the available studies show tremendous disparity among states and even among programs within states.

One of OCTAE's strategies to improve the outcomes for our students is to ensure that all students have access to highly effective teachers and Uvin has argued for the need to identify just what is an effective teacher saying that an effective teacher is not the same as a highly-qualified teacher (National Council for Adult Learning, 2015). Having strong investments in model programs and community partnerships is important but it is not enough to impact student outcomes. The improvement of outcomes will come about as a result of the interaction in the classroom between students and effective teachers. Only if teachers have access to quality professional development programs supported and promoted by effective leaders and stable, well-paid careers can we, in adult education and literacy, expect to affect the outcomes of our students.

We must come to the table to answer a number of questions about our professional development efforts. Among them, Uvin and Spangenberg argue, we need to identify means to take successful models to scale; we must decide if personalized and job-embedded approaches to PD are more

effective than systemic models while retaining efficiency. So if we are to engage in this national conversation about teacher effectiveness and professional development, where are we to start? The article sets six priorities (pp. 8-12):

1. **Consulting with those who provide the services:** we need to hear from AEL teachers and program leaders to understand what motivates to pursue a career in our field;
2. **Defining an effective adult education teacher:** we need to understand how the most successful AEL teachers developed their attributes and skills and we must investigate the relationship between these characteristics and student outcomes;
3. **Identifying best practices and approaches in professional development:** we must endeavor to identify successful professional development models and adapt them to our particular contexts. Uvin and Spangenberg argue that we need career pathways for teachers just as much as we need them for our adult learners;
4. **Building professional development explicitly into adult education planning:** if professional development is to be a central component of a national effort to professionalize the field and affect student outcomes through an emphasis on teacher effectiveness, it has to be explicitly present in all planning efforts, in all operating budgets, and in all economic development plans;
5. **Improving data collection for professional development:** the ongoing lack of data on the effectiveness and return-on-investment of professional development efforts impedes progress. It is important to develop longitudinal data systems for adult education and literacy to give the field higher visibility and guide state economic development plans; and
6. **Developing clearer communications:** If the field will renew efforts around professional development models, we must start by agreeing on what we are talking about. What is it we mean by professional development? Only if we agree on a definition can we then entertain questions regarding the types of PD we want to engage in.

The National Response

OCTAE and national experts have “thrown down the gauntlet for PD” challenging all of us to engage in this national conversation; who is going to pick it up? Who is going to come to the table to help the field define effective adult education teachers and identify best practices in PD? The Association of Adult Literacy Professional Developers (AALPD)¹ was one of the first organizations to “pick up the gauntlet” formally at the annual professional development pre-conference in Dallas just before the 2016 COABE Conference. The meeting involved professional developers and other AEL practitioners from around the nation interested in PD in a discussion of our response to the present challenge. Four TRAIN PD experts, Beth Ponder, Dr. Debra Hargrove, Dr. Glenda Rose, and Federico Salas-Isnardi, were among the AALPD leaders guiding the conversation which centered on identifying challenges and opportunities.

After the meeting, the discussion continued on the LINC'S Professional Development Community of Practice² where members discussed recommendations for appropriate responses to the “gauntlet” challenge. The face-to-face and COP discussions were summarized in another document published by the National Council for Adult Learning in August 2016 (Corley, 2016).

1 For information on AALPD's free membership, visit www.aalpd.org.

2 Join the LINC'S Professional COP using this link: <https://lincs.ed.gov/professional-development->

Among the many recommendations resulting from the national conversation a few stand out:

1. Getting all the stakeholders to the planning table to start a collaborative process to make the case that all parties benefit from improving learner performance. In order to accomplish this, the paper recommends professional development for staff of all stakeholder groups.
2. Collecting data to see the types and extent of PD that teachers receive so that the effect of PD on learners can be measured over time.
3. Marketing to reach potential students.
4. Providing sustained, ongoing, collaborative, just-in-time PD opportunities.
5. Integrating technology into PD.
6. Basing action and budgets on careful PD planning.
7. Developing an AEL teacher certification and implementing measures to retain teachers in the field.

The case in Texas

If these are recommendations for engagement from colleagues around the nation, the question is, for us, what is the situation in Texas? Would AEL professionals in our state come up with different recommendations? Texas has a long tradition of strong AEL professional development and has been a leader in many national PD initiatives; today, we are in an outstanding position to respond to the challenge and, once again, to lead the nation. The staff at TRAIN PD has already “picked up the gauntlet for PD” in the state and, along with the state leadership at the TWC, is positioned to engage in the necessary conversation. Let’s see what we are already doing in regards to the recommendations above:

1. The TRAIN Tex model incorporates partnerships with community stakeholders and the development of local capacity at different agencies serving our common client. The Stakeholder Integration Institute currently being designed at TRAIN PD will organize training and resources to support cross-agency learning and opportunities for networking.
2. Since its inception, years ahead of the nation’s focus on PD data, TEAMS has collected data on professional development participation at length.
3. An exciting new state initiative, Quality Models for Student Success (QMSS), is helping our programs do targeted recruitment and marketing to students and matching appropriate services to meet student needs.
4. The new model of PD institutes recently launched, organizes PD (see article on page 1) in a manner that seems best suited to respond to the recommendations from the field. We are already working to provide PD using a distributive learning model. We are moving to focus long-term efforts on sustained and collaborative learning opportunities for teachers, while also delivering just-in-time trainings through short, focused webinars and discussion groups.
5. By far the most exciting development in Texas AEL PD is the PD Portal that we started to implement last year and that is now been expanded and enhanced. This online PD delivery system has allowed hundreds of AEL instructional staff and leadership to access online PD opportunities while offering a powerful means to track PD participation and document completion. The successful series of technology webinars, *Tech and Tell*, is just one extraordinary example of TRAIN PD’s efforts to help programs integrate learning technologies. This initiative, by its very design, addresses the need for just-in-time training, short, focused webinars, and learning how to integrate technology in our class-

rooms.

6. Under state leadership, AEL programs in Texas have, for the first time, to write mandatory annual PD plans which represent an important step toward implementation of quality PD efforts.
7. While we are not working on a certification process for our AEL instructors at this time, the PD Portal offers the field an opportunity to track PD efforts and earn digital badges and certificates of completion. These are small steps but the technology offers us an opportunity to consider how we might use the PD portal to document progress toward some manner of professional credential or certification.

The field of adult education has been challenged to make the professionalization of our field front and center of all our efforts in AEL. Texas has long ago picked up the gauntlet for professional development and is already among the leaders in the nation in terms of ability and preparedness to respond to the national challenge. There is, however, much work to be done.

We still need to hear from the field to determine just what motivates us to stay in the field; what makes us “want” to pursue professionalization. We must come together and take every possible opportunity to define teacher effectiveness in our state and identify local and national PD models we want to adopt, adapt, or take to scale. We need to talk about institutionalizing programmatic PD plans and determine how to make them part of the larger conversation about economic development in the state. We need to come together to work on our own individual PD plans which are a critical component of strong local and statewide PD plans.

Texas already has a strong data management system (TEAMS) with longitudinal information on PD, but TEAMS only collects data on participation for accountability purposes and not for professional development planning; it tells us nothing about the types of professional development that are more effective in our state. The PD portal may offer an opportunity to use both the data systems and strengthen our collection efforts to see if we can uncover connections between certain PD models and outcomes in the classroom. Accessing and analyzing this information on a regular basis will help the field make important decisions about the future direction of PD efforts in our state.

The AEL leadership at the Texas Workforce Commission and the staff of the TRAIN PD @ TCALL are working to make professional development a state priority and our efforts will, once again, shine a national spotlight on our state. However, we need your participation. Teachers, administrators, community leaders, staff of other agencies and stakeholder organizations, professional groups, representatives from labor, and students need to come together to provide much needed input in shaping the professionalization of the field. Please, join the conversation.

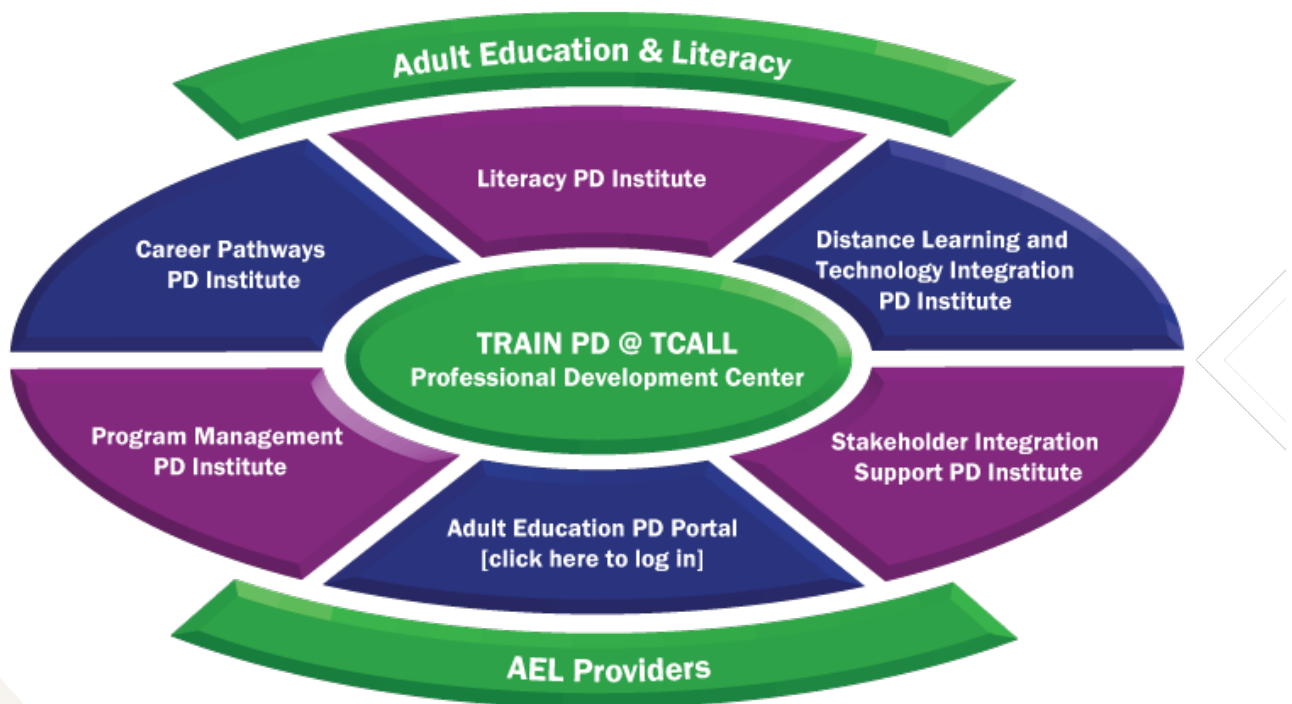
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http://tnpn.org/assets/documents/TNTP-Mirage_2015.pdf
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Redesign of the TCALL Website

TRAIN PD has launched a complete redesign of the TCALL website to focus on the TRAIN PD Center and the new PD institute delivery model. It has a sleek modern design and addresses many of the functionality issues identified in the old site. From the new homepage, you can readily access information on TRAIN PD's resources (center button), the five new PD institutes, the AEL PD Portal (the six buttons surrounding TRAIN PD), the office of AEL at TWC, and the AEL providers. Clicking the TRAIN PD @ TCALL button will take you to the TCALL page where you can access our resources, library, Contract Trainer Database, and Email Discussion Lists, among others.

Clicking on the PD Institute Buttons will take you directly to each PD Institute's page where you can see relevant and recent resources pertaining to that institute, join a Community of Practice, and learn about featured training and events.



At this time, the major components of the new website are in place and functional but we continue making changes and charting new objectives. We are currently vetting old resources for relevance, adding new up-to-date links to important local, state, and national resources and documents, and making improvements to overall functionality. The redesign of the website will be implemented in phases and it is projected to be completed in 2017 when an update of the search functionality of our library is undertaken. We are excited to have our Webmaster, Jorge Goyco who not only understands the needs of our field but also has tremendous talent as a designer and has produced a great looking website. Please, visit our new site at tcall.tamu.edu.

Get Ready for 2017 with Literacy Texas!



Starting in January, Literacy Texas will be hosting six symposiums in partnership with regional literacy coalitions. These symposiums are a part of our statewide Volunteer Training Initiative grant from the Texas Workforce Commission.

What are symposiums?

Our symposiums are **FREE**, one-day training event for tutors, teachers, administrators, and anyone else involved in Adult Education and Literacy. If you work or volunteer for a literacy council or coalition, a nonprofit providing literacy services, a library, or a workforce board, you should plan to attend the symposium nearest you! Training topics include literacy instruction, volunteer management, collaboration with workforce boards, and much more. Check out [this video](#) to see what it's really like!



January 21st
South Texas Literacy Symposium - Edinburg

February 11th
Dallas / Fort Worth Literacy Symposium - Arlington

March 11th
Gulf Coast Literacy Symposium – Pearland

March 25th
East Texas Literacy Symposium – Longview

April 8th
South Plains Literacy Symposium - Lubbock

May 6th
Central Texas Faith-Based Literacy Symposium - Waco

Do you receive our newsletter?

To make sure you get the latest information on our symposiums, sign up for the Literacy Texas newsletter: <http://literacytexas.org/connect/newsletter>

More information can be found on our website literacytexas.org. We are excited to come to your region of Texas in 2017!

Katrina Anaya, M.A.
Volunteer Training Initiative Manager
Literacy Texas
katrina.anaya@literacytexas.org



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We are in the process of adding a descriptor to each resource currently in the TCALL library which associates a Professional Development (PD) Indicator with the library resource. There may be more than one PD Indicator connected to a library resource. If this is the case, then all PD Institutes linked to a library resource will have the ability to pull up that particular library source.

Written beside each loan item is the Professional Development (PD) Institute associated with the resource.

TWC PROGRAM MANAGEMENT	(PM)
LITERACY	(LIT)
CAREER PATHWAYS	(CP)
DISTANCE LEARNING	(DL)
STAKEHOLDER INTEGRATION SUPPORT	(SIS)

Building Vocabulary Skills, Fourth Edition (LIT). Nist, Sherrie L. West Berlin, NJ: Townsend Press. Introduces 300 essential words and word parts that are needed for general reading comprehension in high school and college. Call Number: 428.24 Nis Voc

Coaching BASICS. Haneberg, Lisa (PM, SIS) Alexandria, Virginia: ATD - Association of Talent Development. Great coaching makes a world of difference. Coaching is one of the quickest and most effective ways to advance the success of an organization. Yet it remains underused and misunderstood, and the term is often used synonymously with corrective counseling, encouragement, or the many helpful tactics in between. In *Coaching Basics* you'll discover a precise coaching framework along with insights from 40 experienced coaches. This edition also homes in on what it takes to build influencing skills and introduces new content on micro coaching to highlight practical ways to leverage technology. Call Number: 378 Han

Enhancing Learning through Technology in Lifelong Learning: Fresh Ideas; Innovative Strategies (SIS, LITERACY, DL). Ingle, Steve and Duckworth, Vicky. New York, NY: McGraw Hill. This book provides an essential resource for both new and experienced teachers, trainers and lecturers looking to harness the benefits of technology in their approaches to teaching, learning and assessment. The book presents a rationale for the use of technology in today's 21st century classrooms as teaching practitioners prepare themselves for the arrival of technologically mature and digitally literate 21st century learners with high expectations of their learning journey. It offers 25 activities that are presented in a user-friendly and accessible format, illustrated with case studies from across the sector to bring the ideas to life. Example technologies include social networking and micro-blogging, PowerPoint alternatives, the use of avatars and virtual characters, mobile devices and applications (apps), and creative technologies. Call Number: 371.39445 Ing Copy 2

Evaluation BASICS. McCain, Donald V. (PM, SIS). Alexandria, Virginia: ATD - Association of Talent Development. To find out whether your participants are applying what they've learned on the job, you need a good evaluation strategy—one that connects evaluation to performance, program design, and bottom-line value. Each chapter of *Evaluation Basics* focuses on a critical aspect of developing and implementing an evaluation plan for a face-to-face or virtual training program. You'll not only delve into Kirkpatrick's four levels of evaluation and the methods and instruments you can use, but you'll also get help effectively communicating results. Call Number: 378 McC Eval

Facilitation BASICS. McCain, Donald V. (PM, SIS). Alexandria, Virginia: ATD - Association of Talent Development. Whether you are a subject matter expert who occasionally takes on a

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trainer role, a trainer who wants to build on solid presentation skills, or anywhere in between, Facilitation Basics will help you create supportive and effective learning. This complete how-to guide is designed to improve your facilitation proficiency so you can give face-to-face as well as online and virtual classroom learners your best. This publication offers practical examples, worksheets, and tools that make workplace learning easy and rewarding. You'll walk away with proven facilitation techniques and a deeper understanding of how to manage difficult participants and use media to support learning. Call Number: 378 McC

Healthcare Science Technology - A Complete Online Learning System, Booth, Kathy (DL). Columbus, OH: McGraw Hill Education. Healthcare Science Technology is a completely integrated print and online learning system that leverages the best of both worlds. Healthcare Science Technology gives students a solid introduction to the medical, science, and math skills that are used in the allied health professions, and allows them to explore the many career opportunities in healthcare. The textbook provides all of the basic course content. This content is brought to life through interactive activities, videos, study aids and communication tools in McGraw-Hill Connect™. Call Number: 374.0078 Boo

Interact and Engage! Laborie, Kassy and Stone, Tom (DL). Alexandria, VA: ATD Press. Engaging online audiences can be challenging. Learn how to break the mold of static lecture-style online training that drives participants to multitask or, worse, tune out. Instructional designs steps are covered to inform participants what is necessary to remedy poor online training experiences and ensure that what you teach sticks. Proven strategies are offered for captivating your live online audience. With more than 50 activities ranging from openers and icebreakers to closers and recaps, the authors present a

framework for igniting online training programs, meetings, and webinars. Within the pages of this book, you will discover how to start events off right and bring them to a fitting end, while achieving the event's goals in the middle and delve into what facilitators and producers need to do before, during, and after an activity. Call Number: 428.007 Lab

More Jolts! Thiagarajan, Sivasailam (PM) San Francisco, California: Pfeiffer. Thiago zaps us again with More Jolts!, a collection of 50 brand-new, ready-to-use jolts that share new ways to capture participants' attention; smooth transitions; keep participants alert even after a break; tap the wisdom of the group; and spice up lectures with relevant activities. The book even identifies the jolts that can be seamlessly incorporated into your next e-learning project or interactive webinar. Call Number: 428.007 Thi

Performance BASICS. Willmore, Joe (PM, SIS) Alexandria, Virginia: ATD - Association of Talent Development. In the revised second edition of Performance Basics learning strategist Joe Willmore guides you through human performance improvement— or HPI—and delves into major changes in performance analysis. See the Performance DNA process at work and discover why focusing on performance improvement is so important to organizational success. Call Number: 378 Will

Quantitative Data Analysis Using Microsoft Excel. Babo, Gerard and Elovitz, Leonard H. (LIT). Ypsilanti, Michigan: NCPEA Publications. Using Microsoft Excel for those who work in our nation's schools - superintendents, principals, curriculum coordinators, teachers, etc., are inundated with a multitude of data from a number of different sources each and every day of the school year. Having taught computer applications and educational research to aspiring school leaders for a number of years, we have

found that the old adage “learning by doing” is the best way to learn this material. Many action research projects require the collection, tabulation, and analysis of data. Assisting the school administrators with these tasks is primarily what this book is about. We have based this book on the utilization of the much more familiar application, Microsoft Excel. Call Number: 374.02 Bab Exl

Quantitative Data Analysis Using Microsoft Excel - The Mac Edition. Babo, Gerard and Elovitz, Leonard H. (LIT). Ypsilanti, Michigan: NCPA Publications. Using Microsoft Excel -Mac for those who work in our nation’s schools - superintendents, principals, curriculum coordinators, teachers, etc., are inundated with a multitude of data from a number of different sources each and every day of the school year. Having taught computer applications and educational research to aspiring school leaders for a number of years, we have found that the old adage “learning by doing” is the best way to learn this material. Many action research projects require the collection, tabulation, and analysis of data. Assisting the school administrators with these tasks is primarily what this book is about. We have based this book on the utilization of the much more familiar application, Microsoft Excel. Call Number: 374.02 Bab Exl Mac

Teach with Style. Teeters, Jim & Hodges, Lynn (PM, SIS). Alexandria, Virginia: American Society for Training & Development (ASTD). Teeter & Hodges draw on more than 70 combined years of experience to share their approach to teaching adults. The Teach with Style methodology is a dynamic model built around four “instructor styles,” each supported by strategies and tactics that you can use in the classroom. This book will help you improve certain facilitation techniques and skills while enhancing your natural strengths, for a balanced, fresh approach to adult instruction that will accelerate your students’ learning. Call Number: 378 Tee

Teaching Adults: A 2014 GED® Test Resource Book (LIT). Farrell, Meagen. Syracuse, NY: New Readers Press. This resource guide for GED test preparation instructors provides an overview of new 2014 GED Test, a description of new test item types, addresses the needs

of adult learners, provides activities for each subject area as well as interdisciplinary activities for use in all classes. Call Number: 373.1262 Far

Training Design BASICS. Carliner, Saul (PM, SIS). Alexandria, Virginia: ATD - Association of Talent Development. If you are designing a training program for the first time, this practical book is for you. Part of ATD’s Training Basics series, it zeroes in on how to design successful training for the face-to-face or virtual classroom. It also serves as a guide for developing self-study training programs, such as online tutorials and workbooks. Saul Carliner, international educator, not only delves into the analysis and evaluation phases of training design—where most books stop—but also gives prominence to core competencies like materials development, marketing, and administration. Call Number: 378 Car

Why Won’t You Just Tell Us the Answer? Lesh, Bruce A. (LIT). Portland, Maine: Stenhouse Publishers. Every major measure of students’ historical understanding since 1917 has demonstrated that students do not retain, understand, or enjoy their school experiences with history. Bruce Lesh believes that this is due to the way we teach history -- lecture and memorization. Over the last fifteen years, Bruce has refined a method of teaching history that mirrors the process used by historians, where students are taught to ask questions of evidence and develop historical explanations. And now in his new book “Why Won’t You Just Tell Us the Answer?” he shows teachers how to implement his methods in the classroom. Students may think they want to be given the answer. Yet, when they are actively engaged in investigating the past -- the way professional historians do -- they find that history class is not about the boring memorization of names, dates, and facts. Instead, it’s challenging fun. Historical study that centers on a question, where students gather a variety of historical sources and then develop and defend their answers to that question, allows students to become actual historians immersed in an interpretive study of the past. Call Number: 374.02 Les



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ADVANCE CTE Career Clusters, 2016 ADVANCE State Leaders Connecting Learning to Work (CP, SIS). Silver Spring, Maryland: ADVANCE State Leaders Connecting Learning to Work. ADVANCE's website has several resources in Career and Technical Education (CTE). One such resource is a National Career Clusters Framework, including 16 Career Clusters, and representing more than 70 Career Pathways. This will be very helpful for those designing Integrated Education & Technology curricula.

Call Number: 371.425 Adv

IDEAS TO ACTION Creating a Comprehensive Adult Education Professional Development & Learning System. Mary Ann Corley (PM, CP, LIT, SIS). New York, N.Y. National Council for Adult Learning. In IDEAS TO ACTION, Dr. Corley's mines this material and brings her own knowledge to bear as well. The paper aims to generate greater understanding of what professional development is and why it needs to be a high priority on state and national agendas. It provides concrete action recommendations to strengthen Adult Education PD in America. This paper reflects the voices of and prose of many people who have cared enough to contribute some of their suggestions.

The paper is a synthesis and wrap-up of several professional development discussions over the past year. Starting with a NCAL blog & moving on to a COABE Pre-conference workshop & wrapping up with a listserv discussion on LINCS. Call Number: 378 Cor

Making Work-Based Learning Work. Cahill, Charlotte (PM, CP, SIS). Washington, D.C. Jobs for the Future. Work-based learning - activities that occur in the work places through which

youth and adults gain the knowledge, skills and experience needed for entry or advancement in a particular career field, completely eliminates the barrier faced by many Americans when seeking jobs requiring prerequisite experience. Yet, which Americans are benefiting? Seems the benefits have accrued primarily to the most highly educated and socially connected segments of the USA population. Unfortunately, the marginalized populations still face the problem of unemployment due to inexperience. However, in recent years educators and leaders in the workforce development field have turned their focus on helping the marginalized populations for whom this experience can mean the most. This paper guides the design & implementation of effective models of work-based learning that expand access for the many people who don't currently benefit from these opportunities. It introduced 7 principles for effective work-based learning. Call Number: 374.08 Cah

MDRC Research on Career Pathways. Kazis, Richard (CP, SIS) support@workforcegps.org. Workforce GPS Newsletter. A brief on Career Pathways by Manpower Demonstration Research Corporation (MDRC) that describes the career pathways approach, highlighting core design elements, and profiles MDRC projects that shed light on the effectiveness of this approach and its potential to improve education and career outcomes. Call Number: 371.425 Kaz

MyMnCareers. Minnesota State. Minnesota State (2016). MANKATO MN: CAREERWISE EDUCATION. This website helps low-literacy job seekers and English language learners find career planning and work preparation information. Features of the Site: Has three distinct levels of content: beginner ("I am an English

Language Learner”), intermediate (“I am Finishing High School or My GED”), and advanced (“I am Done with High School/GED and Want to Advance My Career”). The intermediate and advanced sections have expanded content and more results in the find careers search tool. Students or customers can re-visit MyMnCareers and use another level as they progress in their careers or education. The audience for this site are individuals in Minnesota, since this is a product of Minnesota State University. However, all factors are the same when Eng. Lang. Learners are seeking jobs and must find information to help them with career planning & work preparation. The only modification an administrator or teacher would need to make is salary paid for each profession show cased through this software. You would want to know the Texas salaries associated to each career selected by your students. This site is easier to read than other career information websites. All content is written at or below the 6th grade level. The “English Language Learner” section is written at a 3rd grade level. The navigation of the website is purposely simplistic. Goal setting and making a career plan are emphasized along with career information and education options. Occupation information is displayed by education level in the Find Careers Tool. Information about career clusters and pathways (or “paths”) helps students and customers to see the correlations among related occupations and the need for advanced training. Success stories with audio clips help students and customers understand how the concepts introduced in this website’s content can affect their decision-making. Throughout the site students and customers are encouraged to create and add to their career plan.
Call Number: 371.425 Min

Resume Writing. The Saylor Academy Team Washington, D.C. The Saylor Company. In the current global economy, it is essential for job seekers to optimize their chances of being considered and hired for positions that are well-suited to their qualifications and interests. This course will help you effectively develop employment application materials for today’s job market by honing your resume writing skills, providing

you with tools to create an impressive resume (or to improve the one you already have), and giving suggestions on developing an effective cover letter. You will study different types of resume and cover letter formats that can be applied to various prospective employment situations and your own personal career goals. You will undertake a critical assessment of the professional skills you already possess, brainstorm and apply the best ways to market these skills in your resume and cover letter, and enhance your application materials by using specific tips and techniques to make you more competitive for the job you seek. By the end of this course, you will combine effective language and design elements to produce a polished resume and cover letter that can be tailored to each specific job application. Call Number: 370.113 Say

The Basics of Writing Lesson Plans for ABE/ESOL Classes (LIT). Worcester, MA: System for Adult Basic Education Support Published on the SABES website, this document describes the 5 components of a lesson plan.
Call Number: 428.007 LP

Work-Based Courses Bringing College to the Production Line. Giradi, Amy Kobes, Deborah (SIS, PM, CP). Oakland, CA: Jobs For the Future. This resource recaps jobs to manufacturing careers. It shows the collaboration efforts of Jobs For the Future (JFF) and several partners. Partners include Owensboro Community and Technical College, WGBH Educational Foundation, EDC, Vermont HITEC, and Chippewa Valley Technical Institute. The result was to design and drive the adoption of education and career pathways leading from college readiness to career advancement for those struggling to succeed in today’s economy. The article discusses the benefits of work-based courses & how they differ from traditional courses. As well as shows the reader how to build a toolkit to provide guidance to community college administrators and faculty who are interested in bringing a work-based course model to their college. Tools and resources walk through the major stages of program design and implementation.
Call Number: 374.08 Gir

Texas Adult Education & Literacy Quarterly is a publication of the Texas Center for the Advancement of Literacy & Learning (TCALL) at Texas A&M University. **The Quarterly** is dedicated to advancing the knowledge in the field by addressing topics of concern to adult education and literacy practitioners, policymakers, and scholars. Topics include but are not limited to methods and innovations in teaching and learning reading, writing, and numeracy; second language learning; family literacy; workforce literacy; transitions to post-secondary education and job training; learning technologies; health, financial, and civic literacy; and the professional development of practitioners.

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