Section 2

Professional Development System
The West Virginia Adult Education (WVAEd) Program is funded by the Adult Education and Family Literacy Act, enacted August 7, 1998 as Title II of the Workforce Investment Act of 1998.

WVAEd is administered through the West Virginia Department of Education Office of Adult Education and Workforce Development, Building 6, Room 230, 1900 Kanawha Boulevard, East, Charleston, West Virginia 25305-0330.

The WVAEd Instructor Handbook is produced by the WVAEd Professional Development Program, whose fiscal agent is the Regional Education Service Agency (RESA) 3, 501 22nd Street, Dunbar, West Virginia 25064-1711.

For questions or concerns related to the content of the WVAEd Instructor Handbook, contact Cathy Shank at the WV Adult Education Hotline, 1-800-642-2670, or via email at cshank@k12.wv.us.

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Professional Development System

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PROFESSIONAL DEVELOPMENT FOR ADULT EDUCATION PRACTITIONERS

The purpose of professional development (PD) in the West Virginia Adult Education (WVAdultEd) program is to provide an array of opportunities that enhance and stimulate the creativity, effectiveness, and leadership of WVAdultEd practitioners. WVAdultEd-PD prepares practitioners to deliver services to a diverse student population in a multitude of settings.

Before working with students, WVAdultEd practitioners must obtain the appropriate certification credential for their position. In addition, after being hired, every practitioner must complete specialized WVAdultEd pre-service training through a customized pre-service program.

After practitioners complete pre-service training and begin working with students, there are additional, ongoing annual in-service training requirements that support program-determined goals.

Certification Credentials

The chart below shows the required credential that each type of WVAdultEd practitioner must obtain before working alone in the classroom with students. Please note that grade average requirements for the Adult License are more stringent than for a Substitute Permit. Therefore, all substitutes may not necessarily qualify to become instructors.

<table>
<thead>
<tr>
<th>Practitioner Role/Status</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructors working regular hours (F/T or P/T)</td>
<td>• Valid WV Teaching Certificate (certification to teach school in West Virginia) Or</td>
</tr>
<tr>
<td>• Career Development Consultants (CDCs) and Navigators working regular hours (F/T or P/T) and involved in instructional activities</td>
<td>• Adult License for Adult (Basic) Education (bachelor’s degree or higher required with a minimum of a 2.5 grade average for all college or university course work; or master’s degree with 3.0 grade average)</td>
</tr>
<tr>
<td>• Temporary/Short Term Instructors and Long-term Substitutes (hired for a limited period of time—working more than seven days/month but less than two months total)</td>
<td>• NOTE: Sub license is not acceptable</td>
</tr>
<tr>
<td>• Occasional Substitutes not working regular hours (working no more than seven days in a month—not responsible for planning or reporting) Note: Any substitute (working more than seven days in a month) must obtain the same credential as an instructor.</td>
<td>• Valid WV Substitute Permit (bachelor’s degree or higher required with minimum 2.0 grade average for all college or university course work) Or</td>
</tr>
<tr>
<td></td>
<td>• Valid WV Teaching Certificate or Adult License for Adult (Basic) Education</td>
</tr>
</tbody>
</table>
Instructional Aides that work alongside the instructor and are never alone in the classroom are considered paraprofessionals and are not required to have a certification credential. However, paraprofessional personnel without certification credentials may never be used as substitutes and should never work alone with students in the classroom for any reason.

Certification is a process that is handled by the West Virginia Department of Education (WVDE) Office of Educator Effectiveness and Licensure (NOT by the WVAdultEd-PD Office).

The following WVDE sites provide more information regarding certification:

- For teacher certification information, see [http://wvde.state.wv.us/certification/](http://wvde.state.wv.us/certification/).
- For Policy 5202, establishing the minimum requirements for the licensure of education personnel, see [http://wvde.state.wv.us/policies/policy.php?p=5301&alt=1](http://wvde.state.wv.us/policies/policy.php?p=5301&alt=1).
- To check certification status online, see [http://wvde.state.wv.us/certification/status](http://wvde.state.wv.us/certification/status).
- For certification application forms, see [http://wvde.state.wv.us/certification/forms](http://wvde.state.wv.us/certification/forms).
- For other questions, call the Certification Toll-Free Line, 1-800-982-2378, or use the [Information Request](http://wvde.state.wv.us/certification/request.php) form found at [http://wvde.state.wv.us/certification/request.php](http://wvde.state.wv.us/certification/request.php).

**Obtaining an Adult License for Adult (Basic) Education**

Instructors do NOT need BOTH a WV Teaching Certificate AND an Adult License. A Teaching Certificate is preferred. If the newly hired instructor does not have a valid WV Teaching Certificate, the local program coordinator or regional coordinator may need to help to initiate the process to obtain the Adult License for Adult (Basic) Education. To qualify, the individual must hold a bachelor’s degree or higher with a minimum of a 2.5 grade average for all college or university course work; or a master’s degree with 3.0 grade average.

First time applicants for the Adult License for Adult (Basic) Education must complete a background check (and pay the associated fees) as well as submit a variety of forms:

- First time applicants, see [http://wvde.state.wv.us/certification/forms/firstime.html](http://wvde.state.wv.us/certification/forms/firstime.html) for instructions on fingerprinting and background checks.
- Complete Form 7, Form 4B and Form V15.
- Submit a non-refundable $35.00 Processing Fee.

For assistance, contact the WVDE specialist, Robert Mellace, 304-558-7010.

**Renewal of Certification**

WVAdultEd practitioners must maintain their certification credential through the WVDE Office of Educator Effectiveness and Licensure (as well as meet all WVAdultEd in-service requirements. Both college credit and WVAdultEd-PD in-service credit are required in order to maintain an Adult License for Adult (Basic) Education. College credit is required for most WV teaching certificates.

Since the process for getting signatures to renew licenses is different in different counties or regions, the local program coordinator may need to help to initiate the process.
All certificates expire on June 30 of the final year of their validity (regardless of the date of issuance). Practitioners can ask about renewal of certification and approval of specific college courses at the local county board of education accreditation office.

See the information below and the graphic information chart on Certification Renewal (Section 2 Appendix).

<table>
<thead>
<tr>
<th>Credential</th>
<th>Renewal Timeframe</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult License</td>
<td>Every five years</td>
<td>• Six semester hours of college credit with GPA of 3.0 or higher (until age 60 or above) AND</td>
</tr>
<tr>
<td>Form V15</td>
<td>Contact WVDE Office of Educator Effectiveness and Licensure (for renewal forms)</td>
<td>• 30 hours of WVAdultEd professional development credit</td>
</tr>
<tr>
<td>WV Teaching Certificate</td>
<td>Every three to five years (depending on whether it is an Initial Professional Teaching Certificate or a Professional Five-Year Teaching Certificate)</td>
<td>• Six semester hours of college credit with GPA of 3.0 or higher (until age 60 or above; Master plus 30 or Permanent Certificate)</td>
</tr>
<tr>
<td>Form 4</td>
<td>Contact WVDE Office of Educator Effectiveness and Licensure (for renewal forms)</td>
<td>• Note: Proof of WVAdultEd professional development credit is NOT required for certification renewal but IS required for compliance for the WVAdultEd program.</td>
</tr>
<tr>
<td>Review the Form 4 Applicant User Guide</td>
<td>No renewal necessary for the Permanent Professional Teaching Certificate</td>
<td></td>
</tr>
</tbody>
</table>

The practitioner is responsible to:

- Be aware of the expiration date of the certification credential.
- Understand the renewal process.
- Initiate contact and get guidance on the renewal forms and procedures, and get forms signed by the local County superintendent or the RESA director.
- Complete appropriate college credit and WVAdultEd-PD credit.
- File all documents required to maintain a valid credential in a timely fashion.
PRE-SERVICE TRAINING

WVAdultEd-PD pre-service is designed for new practitioners who have not previously worked in the WVAdultEd program as well as for seasoned practitioners returning after an absence or beginning to work with a different program specialty.

WVAdultEd-PD pre-service training must be completed prior to working alone with students. Once a new instructor or instructional aide has been hired, the local program coordinator requests training from the WVAdultEd-PD program by filling out the online Request for Training of WVAdultEd Personnel form found at: https://wvabepd.wufoo.com/forms/q1t5li100ftqsgx/.

An individual’s role, responsibilities, and previous experience in the WVAdultEd program determine the type and amount of pre-service training required. The graphic below depicts the components of the pre-service process that are customized for personnel working in various categories (from substitutes to full-time instructors) and who serve a variety of specialized classes (ADULTED/HSE, ESOL, SPOKES, etc.).

After pre-service training has been requested by the local coordinator, the WVAdultEd-PD office contacts the new practitioner by email to explain the WVAdultEd-PD pre-service training process. The initial steps are conducted electronically. All personnel who provide instruction more than seven times a month must participate in face-to-face training with a peer trainer before working alone with students in the classroom.
**Pre-service Requirements**

The charts below outline the steps and requirements for each category of personnel.

<table>
<thead>
<tr>
<th>Employment Role and Status</th>
<th>Training Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time and Part-time Classroom Instructors</strong></td>
<td><strong>Part I Pre-Service Schoology Assignments</strong> (including Job Shadowing/Class Visit) completed after meeting with a peer trainer</td>
</tr>
<tr>
<td>• Regular schedule</td>
<td><strong>Part I Face-to-Face Specialized Component</strong>: pre-service training specific to specialty area with peer trainer experienced in the specialty:</td>
</tr>
<tr>
<td>• Responsible for planning, instruction, reporting, and accountability</td>
<td>• WVAdultEd/HSE/College Transition</td>
</tr>
<tr>
<td></td>
<td>• ESOL or IEL/CE</td>
</tr>
<tr>
<td></td>
<td>• Institutional Education</td>
</tr>
<tr>
<td></td>
<td>• SPOKES</td>
</tr>
<tr>
<td></td>
<td>• CDC or Navigator (in an instructor role)</td>
</tr>
<tr>
<td><strong>Full-time and Part-time Career Development Consultants (CDCs) and Navigators who also provide instruction</strong></td>
<td><strong>Part II Pre-Service Schoology Assignments</strong></td>
</tr>
<tr>
<td>• Regular schedule</td>
<td><strong>Part II Reporting and Accountability Face-to-Face Component</strong>: pre-service training with peer trainer</td>
</tr>
<tr>
<td>• Responsible for planning, instruction, reporting, and accountability</td>
<td><strong>Visit by Peer Trainer</strong> or coordinator</td>
</tr>
<tr>
<td><strong>Current WVAdultEd Classroom Instructors or Instructional Aides who are adding a specialty or changing specialties</strong> (e.g., previously trained for SPOKES and adding ESOL)</td>
<td><strong>Face-to-Face Specialized Component</strong>: pre-service topics specific to specialty area with peer trainer experienced in the new specialty</td>
</tr>
<tr>
<td></td>
<td><strong>Job Shadowing/Class Visit at class site</strong> specific to new specialty area</td>
</tr>
<tr>
<td><strong>Returning Classroom Instructors</strong></td>
<td><strong>Refresher WVAdultEd</strong> (selected topics for individual needs) with peer trainer experienced in the same specialized area</td>
</tr>
<tr>
<td>• Have not worked in the WVAdultEd program for three years or more</td>
<td><strong>Part II Pre-Service Schoology Assignments</strong></td>
</tr>
</tbody>
</table>
## Employment Role and Status

### Full-time and Part-time Instructional Paraprofessional
- Regular schedule
- Not used as a Substitute for the Instructor
- Not responsible for AEMIS reporting/accountability
- Cannot be added to a class in AEMIS

### Roles:
- **Instructional Aides**
  - Work alongside instructor to tutor, assess, grade assignments, enter data, etc.

### Temporary/Short-term Instructors
- Instructors hired for a class that runs for a limited period of time (no more than two months)

### Long-term Substitutes
- Work more than seven days/month but not as permanent replacement (i.e., replace instructor who has resigned or is on leave)

## Pre-Service Requirements

### Part I Pre-Service Schoology Assignments
(including Job Shadowing/Class Visit) completed after meeting with a peer trainer

### Part I Face-to-Face Specialized Component:
pre-service training specific to specialty area with peer trainer experienced in the specialty:
- AdultEd/HSE
- College Transition
- ESOL or IEL/CE
- Institutional Education
- Blended AE/SPOKES
- SPOKES Only

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## Employment Role and Status

### Full-time and Part-time Non-Instructional Paraprofessional
- Not delivering Instruction
- Not used as a Substitute for the Instructor
- Not responsible for AEMIS reporting/accountability
- Cannot be added to a class in AEMIS

### Roles:
- Data Steward
- Testing Proctor

## Pre-Service Requirements

### Specialized Component:
- AEMIS Data Management
- Navigator Training
- Assessment Training (e.g., TABE, CASAS, BEST, TRA, etc.)

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## Employment Role and Status

### Occasional Substitutes
- No regular schedule
- Work **no more than seven days/month**
- Not responsible for planning or reporting
- Entered in AEMIS as “Adult License Only”

## Pre-Service Requirements

**Determined by the local program coordinator**

**Note:** Occasional Subs that are used more than seven days/month MUST complete pre-service training and attain an Adult License or Teaching Certificate
IN-SERVICE TRAINING

After pre-service training is complete and practitioners have begun working with students, they must also complete a set number of hours of in-service training every program year to enrich their understanding and sharpen their skills.

Annual In-Service Requirements

Each year WVAdultEd practitioners are required to attend a specific number of hours of WVAdultEd-PD sessions. See the chart below. The annual requirements vary depending on the number of hours of employment and the role of the practitioner in the program.

<table>
<thead>
<tr>
<th>Employment Role and Status</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time (Salaried) Instructors, CDCs and Navigators (in instructional roles)</td>
<td>12 hours/ year</td>
</tr>
<tr>
<td>Part-time (Hourly) Instructors CDCs and Navigators (in instructional roles); employed continuously</td>
<td>9 hours/ year</td>
</tr>
<tr>
<td>Full-time and Part-time Instructional Paraprofessionals (Instructional Aides, Temporary/Short-term Instructors, and Long-Term Subs)</td>
<td>6 hours/year</td>
</tr>
<tr>
<td>Full-time and Part-time Non-Instructional Paraprofessionals (including Data Stewards and Assessment Proctors; not in an instructional role)</td>
<td>3 hours/ year</td>
</tr>
<tr>
<td>Occasional Substitutes (not employed on a regular schedule; work fewer than seven days/month)</td>
<td>Determined by local program</td>
</tr>
</tbody>
</table>

*May need to complete in-service to maintain temporary teaching certificate or adult license*

Practitioners who do not comply with the annual WVAdultEd-PD in-service requirements are considered “non-compliant” and are not recommended for rehiring the following year. Practitioners who do not maintain their certification/license will not be rehired.

In order to maintain certification, most practitioners must complete college credit in addition to their annual WVAdultEd-PD in-service credit. See the Certification Renewal chart and the Professional Development Requirements chart in Section 2 Appendix.

Important Notes on Annual Professional Development Requirements:

- Annual requirements must be met within the fiscal/program year (July to June), not the calendar year (January to December).
- New practitioners do not have a full year from when they are hired to complete requirements; annual requirements must be met by June of the fiscal/program year.
- New practitioners hired after March 1 are not subject to the annual in-service requirement for the first fiscal/program year.
• Practitioners may accrue more than the required credit within a program year. However, they must still meet the annual requirement each subsequent year (they cannot ‘bank’ the credit for the following year).
• Practitioners must only complete the appropriate required sessions for their specialty area. For example, SPOKES instructors are not required to attend ESOL sessions.
• Once other requirements in the specialty area have been completed, a new approved technology course (TECH), AEMIS-4U and/or NRS-4U should be repeated every three years.
• If required follow-up activities for a session are not completed within three months, then the face-to-face session must be repeated. However, the repeated session will not accrue PD credit.
• Those who hold an adult license will have to accrue 30 hours of PD credit over the course of five years in order to renew the license. Even though substitutes may not have an annual requirement, those substitutes that have an adult license will need to accrue 30 hours of PD credit in order to renew the license.
• Instructors with recent college course work or training in other states that covers the same objectives as required sessions may request that specific required sessions be waived and alternative credit be awarded.
• Instructors may now use the Request for WVAdultEd PD Credit to gain required PD credit hours. For example, someone might take a college class in UDL and use that as an alternative to the UDL face-to-face requirement and the follow-up activities. Someone may have taken literacy training or Ruby Payne training previously and want to add that to their WVAdultEd PD transcript to fulfill a requirement.

Types of In-Service Credit
Prior to August 2016, Professional Development (PD) credit had been divided between “core” and “elective” offerings. In FY17, changes were made to AEMIS to eliminate the distinction between core and elective training in AEMIS. Many still refer to these distinctions.

Currently, we refer to the following three types of sessions:

Required (formerly Core) Sessions
These are the basic sessions that are listed in the chart of In-service Requirements. Required sessions are tracked/credited in AEMIS. They are offered regionally and statewide (and sometimes online); and practitioners must take sessions each year until they have completed all of the requirements for their specialty. Some sessions must be repeated every three years.

Recommended/Approved Sessions.
These are specific sessions set by the WVAdultEd-PD program that are important for a given year or for a given set of instructors. They are tracked/credited in AEMIS. At the beginning of each program/fiscal year, approved sessions that will count toward PD credit hours are listed on the annual Individual PD Plan that instructors complete in the early fall.
The list of approved sessions may include regional or statewide informational meetings, face-to-face workshops, and webinars or other online training mandated for a certain year. Practitioners in specific roles may have specific approved sessions (e.g., ODTP or SPOKES Updates, ESOL teacher exchange, etc.). In addition, a TIS, peer trainer, substitute or assessment specialist may have special meetings they must attend in order to continue in that role that others would not get credit for attending.

**Self-Selected (formerly Elective or Alternative Elective) Sessions**

These sessions are chosen by practitioners (or their supervisors); and may include regional or local staff meetings, statewide or national conference sessions, webinars, or special projects. Self-selected sessions are listed in AEMIS without any credit hours. While they do not count for PD requirements, they may be highlighted in annual teacher evaluations.

**Required In-service Sessions for WVAdultEd Personnel**

The *In-Service Sessions* chart on the following pages shows which face-to-face or online sessions must be taken by practitioners serving in each type of specialized program. There are different requirements for different specialties.

Many of the face-to-face sessions have accompanying follow-up activities that should be completed within three months. WVAdultEd personnel can find links to resources and assignments for the follow-up activities on Schoology. For in-service courses found at Schoology for this program year (2017-2018), use the Schoology Course Access Code: SQ36X-T6NMR.

The chart notes that some sessions are recommended for newer instructors; some have prerequisites, and others have no prerequisites and may be taken at any time. Some sessions are not offered every year or are currently being revised.

### IN-SERVICE SESSIONS

<table>
<thead>
<tr>
<th>Notes</th>
<th>Title</th>
<th>Credits</th>
<th>In-Service Required For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required for AE/HSE, ESOL, and Blended SPOKES. Recommended during 1st or 2nd year. Repeat every 3 years.</td>
<td><strong>AEMIS-4U</strong>: Data Collection for the Adult Education Management Information System</td>
<td>3 hours</td>
<td>Instructors, Instructional Aides, and Data Stewards</td>
</tr>
<tr>
<td>Required for AE/HSE, ESOL, and SPOKES. Recommended during 1st or 2nd year. Recommended during 2nd or 3rd year for SPOKES Only instructors who do use an assessment specialist to administer tests.</td>
<td><strong>One of the following:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TABE</strong>: Introduction to the Tests of Adult Education: <strong>TABE &amp; ACT</strong>: Recommended Follow-up Activity for TABE <strong>OR</strong></td>
<td>3 hours</td>
<td>Proctors, Instructors, and Instructional Aides that use TABE for assessment</td>
</tr>
<tr>
<td></td>
<td><strong>CASAS-IT</strong>: Online Self-Paced CASAS Implementation Training <strong>OR</strong></td>
<td>3 hours</td>
<td>Proctors, Instructors, and Instructional Aides that use CASAS for assessment</td>
</tr>
<tr>
<td></td>
<td><strong>BEST-LIT</strong>: Introduction to the Basic English Skills Test-Literacy <strong>OR</strong></td>
<td>3 hours</td>
<td>ESOL Proctors, Instructors, and Instructional Aides that use BEST Literacy</td>
</tr>
</tbody>
</table>

*WVAdultEd Instructor Handbook, Section 2, 2017-2018*
<table>
<thead>
<tr>
<th>Notes</th>
<th>Title</th>
<th>Credits</th>
<th>In-Service Required For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required for <strong>AE/HSE, ESOL, and SPOKES</strong>. Recommended during 1st or 2nd year. Recommended during 2nd or 3rd year for SPOKES Only.</td>
<td><strong>SEAL</strong>: Strategies for Engaging Adult Learners</td>
<td>3 hours</td>
<td>Instructors, Instructional Aides, and CDCs</td>
</tr>
<tr>
<td>Required for <strong>AE/HSE and ESOL</strong>. May be selected during any year. Recommended during 1st or 2nd year. Not available every year.</td>
<td><strong>SEAL &amp; ACT</strong>: Recommended Follow-up Activity for SEAL</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>Required for <strong>AE/HSE and ESOL</strong>. May be selected during any year. Recommended during 1st or 2nd year. Not available every year.</td>
<td><strong>CCRS-AE</strong>: Unwrapping College and Career Readiness Standards for Adult Education (formerly NXT GEN)</td>
<td>3 hours</td>
<td>Instructors</td>
</tr>
<tr>
<td>Required for <strong>AE/HSE and ESOL</strong>. May be selected during any year. Recommended during 1st or 2nd year. Not available every year.</td>
<td><strong>CCRS &amp; ACT</strong>: Recommended Follow-up Activity for CCRS</td>
<td>3 hours</td>
<td>Not required for SPOKES Only</td>
</tr>
<tr>
<td>Required for <strong>SPOKES Only and Blended AE/SPOKES</strong>. Recommended during 1st or 2nd program year.</td>
<td><strong>DOK</strong>: Using Webb’s Depth of Knowledge to Inform Instruction</td>
<td>3 hours</td>
<td>Instructors</td>
</tr>
<tr>
<td>Required for <strong>SPOKES Only and Blended AE/SPOKES</strong>. Recommended during 1st or 2nd program year</td>
<td><strong>DOK &amp; ACT</strong>: Recommended Follow-up Activity for DOK</td>
<td>3 hours</td>
<td>Recommended for Instructional Aides</td>
</tr>
<tr>
<td>Required for <strong>SPOKES Only and Blended AE/SPOKES</strong>. Recommended during 1st or 2nd program year</td>
<td><strong>CAREER-PATH</strong>: Introduction to Career Pathways</td>
<td>3 hours</td>
<td>Not required for SPOKES Only</td>
</tr>
<tr>
<td>Required for <strong>SPOKES Only and Blended AE/SPOKES</strong>. Recommended during 1st or 2nd program year</td>
<td><strong>CERT-SPOKES</strong>: Certification Preparation and Proctoring Assessments for SPOKES Students</td>
<td>3 hours</td>
<td>Instructors and CDCs</td>
</tr>
<tr>
<td>Required for <strong>SPOKES Only and Blended AE/SPOKES</strong>. Recommended during 1st or 2nd program year</td>
<td><strong>CERT &amp; ACT</strong>: Required Follow-up Activity for SPOKES-CERT</td>
<td>3 hours</td>
<td>Recommended for Instructional Aides</td>
</tr>
<tr>
<td>Required for <strong>SPOKES Only and Blended AE/SPOKES</strong>. Recommended during 1st or 2nd program year</td>
<td><strong>CURR-SPOKES</strong>: Introduction to the SPOKES Curriculum Modules</td>
<td>3 hours</td>
<td>Not required for AE/ESOL</td>
</tr>
<tr>
<td>Required for <strong>SPOKES Only and Blended AE/SPOKES</strong>. Recommended during 1st or 2nd program year</td>
<td><strong>WKEYS-NCRC</strong>: Overview of the ACT WorkKeys® National Career Readiness Certificate assessments and credential</td>
<td>3 hours</td>
<td>Instructors and CDCs</td>
</tr>
<tr>
<td>Required for <strong>SPOKES Only and Blended AE/SPOKES</strong>. Recommended during 1st or 2nd program year</td>
<td><strong>WORK-CERT</strong>: Ready to Work Certification Training</td>
<td>3 hours</td>
<td>Recommended for Instructional Aides</td>
</tr>
<tr>
<td>Required for <strong>SPOKES Only and Blended AE/SPOKES</strong>. Recommended during 1st or 2nd program year</td>
<td><strong>LESSON-SHOW</strong>: Comprehensive Lesson Demonstration</td>
<td>3 hours</td>
<td>Not required for SPOKES Only</td>
</tr>
<tr>
<td>Required for <strong>AE/HSE and ESOL</strong>. Recommended during 2nd or 3rd year. Must Complete SEAL as prerequisite.</td>
<td><strong>UDL</strong>: Universal Design for Learning in the Adult Education Classroom</td>
<td>3 hours</td>
<td>Instructors</td>
</tr>
<tr>
<td>Required for <strong>AE/HSE and ESOL</strong>. Recommended during 2nd or 3rd year. Must Complete SEAL as prerequisite.</td>
<td><strong>UDL &amp; ACT</strong>: Required Follow-up Activity for UDL</td>
<td>3 hours</td>
<td>Recommended for Instructional Aides</td>
</tr>
<tr>
<td>Required for <strong>AE/HSE and ESOL</strong>. Recommended during 2nd or 3rd year. Must Complete SEAL as prerequisite.</td>
<td><strong>LESSON 1</strong>: Creating Standards-Based Lessons</td>
<td>3 hours</td>
<td>Instructors</td>
</tr>
<tr>
<td>Required for <strong>AE/HSE and ESOL</strong>. Recommended during 2nd or 3rd year. Must Complete SEAL as prerequisite.</td>
<td><strong>LESSON 1 &amp; ACT</strong>: Required Follow-up Activity for LESSON 1</td>
<td>3 hours</td>
<td>Recommended for Instructional Aides</td>
</tr>
<tr>
<td>Required for <strong>AE/HSE and ESOL</strong>. Recommended during 2nd or 3rd year. Must Complete SEAL as prerequisite.</td>
<td><strong>LESSON-SHOW</strong>: Comprehensive Lesson Demonstration</td>
<td>3 hours</td>
<td>Not required for SPOKES Only</td>
</tr>
<tr>
<td>Notes</td>
<td>Title</td>
<td>Credits</td>
<td>In-Service Required For:</td>
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</tr>
<tr>
<td>Required for AE/HSE and ESOL. Recommended during 3rd or 4th year. Must complete LESSON 1 as prerequisite.</td>
<td>LESSON 2: Contextualized Instruction</td>
<td>3 hours</td>
<td>Instructors</td>
</tr>
<tr>
<td></td>
<td>LESSON 2 &amp; ACT: Required Follow-up Activity for LESSON 2</td>
<td>3 hours</td>
<td>Not required for SPOKES Only</td>
</tr>
<tr>
<td></td>
<td><strong>POV-INTRO:</strong> Ruby Payne’s Framework for Understanding Poverty</td>
<td>3 hours</td>
<td>Instructors</td>
</tr>
<tr>
<td></td>
<td><strong>GET-HIRED:</strong> Preparing students for successful online job preparation and interviews</td>
<td>4 hours</td>
<td>Recommended for Instructional Aides</td>
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<td></td>
<td><strong>HIRED &amp; ACT:</strong> Recommended Follow-up Activity for GET-HIRED.</td>
<td>2 hours</td>
<td>Not required for AE/ESOL.</td>
</tr>
<tr>
<td>Required for AE/HSE. Recommended for ESOL. May be selected during any year.</td>
<td><strong>MATH 1:</strong> Exploring Key Shifts in the CCR Standards for Mathematical Practice and Mathematical Content</td>
<td>3 hours</td>
<td>Instructors</td>
</tr>
<tr>
<td></td>
<td><strong>MATH 1 &amp; ACT:</strong> Recommended Follow-up Activity for MATH 1</td>
<td>3 hours</td>
<td>Recommended for Instructional Aides.</td>
</tr>
<tr>
<td></td>
<td><strong>MATH 2:</strong> Designing an Effective Math Lesson</td>
<td>3 hours</td>
<td>Not required for ESOL or SPOKES Only</td>
</tr>
<tr>
<td></td>
<td><strong>MATH 2 &amp; ACT:</strong> Recommended Follow-up Activity for MATH 2</td>
<td>3 hours</td>
<td>Not required for ESOL or SPOKES Only</td>
</tr>
<tr>
<td>Required for AE/HSE and ESOL. Recommended during 3rd or 4th year. Must complete AEMIS4U as prerequisite.</td>
<td><strong>NRS4U:</strong> The National Reporting System (NRS) and Your Program</td>
<td>3 hours</td>
<td>Instructors</td>
</tr>
<tr>
<td></td>
<td><strong>WRITE 1:</strong> Research-based Writing Strategies for College and Career Readiness</td>
<td>3 hours</td>
<td>Not required for SPOKES Only</td>
</tr>
<tr>
<td></td>
<td><strong>WRITE 1 &amp; ACT:</strong> Required Follow-up Activity for WRITE 1</td>
<td>3 hours</td>
<td>Not required for SPOKES Only</td>
</tr>
<tr>
<td>Required for AE/HSE and ESOL. May be selected during any year.</td>
<td><strong>READ 1:</strong> Alphabets–Phonemic Awareness Training and Phonics Instruction</td>
<td>3 hours</td>
<td>Instructors</td>
</tr>
<tr>
<td></td>
<td><strong>READ-ALT:</strong> Literacy WV Basic Tutor Training alternative to READ 1 and 2</td>
<td>12 hours</td>
<td>Not required; may replace READ 1 and READ 2</td>
</tr>
<tr>
<td></td>
<td><strong>READ 2:</strong> Vocabulary Development and Fluency Skills Strategies</td>
<td>3 hours</td>
<td>Instructors</td>
</tr>
<tr>
<td></td>
<td><strong>READ 2 &amp; ACT:</strong> Recommended Follow-up Activity for READ 2</td>
<td>3 hours</td>
<td>Recommended for</td>
</tr>
<tr>
<td>Notes</td>
<td>Title</td>
<td>Credits</td>
<td>In-Service Required For:</td>
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<tr>
<td>May be selected during any year.</td>
<td><strong>READ 3</strong>: Reading Comprehension Strategy Instruction</td>
<td>3 hours</td>
<td>Instructional Aides Not required for SPOKES Only</td>
</tr>
<tr>
<td>Required for <strong>AE/HSE, ESOL, and SPOKES</strong>.</td>
<td><strong>SLN-ACCOM</strong>: Strategies and Accommodations for Adults with Special Learning Needs</td>
<td>4 hours</td>
<td>Instructors Recommended for Instructional Aides</td>
</tr>
<tr>
<td>Recommended during 3rd or 4th year.</td>
<td>Not available every year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required for <strong>AE/HSE, ESOL, and SPOKES</strong>.</td>
<td><strong>SCREEN&amp;REFER</strong>: Screening and Referring Students with Special Needs</td>
<td>3 hours</td>
<td>All Instructors and CDCs</td>
</tr>
<tr>
<td>SLN-ACCOM is a prerequisite. May be selected during any year</td>
<td>Not available every year.</td>
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<td></td>
</tr>
<tr>
<td>Required for <strong>AE/HSE, ESOL, and SPOKES</strong>.</td>
<td><strong>TECH</strong>: Approved Technology Course *See Approved Options for TECH credit.</td>
<td>Varies</td>
<td>Instructors and CDCs. Recommended for Instructional Aides.</td>
</tr>
<tr>
<td>Repeat every 3 years.</td>
<td></td>
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</tr>
<tr>
<td>Recommended for those with new tech equipment in classroom. May be selected during any year.</td>
<td><strong>TECH-TOOLS</strong>: Becoming Proficient in Using Technology in the Classroom</td>
<td>3 hours</td>
<td>All Instructors with technology equipment in their classrooms</td>
</tr>
<tr>
<td>Not available every year.</td>
<td></td>
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</tr>
<tr>
<td>Recommended for seasoned instructors. May be selected during any year.</td>
<td><strong>N2-TECH</strong>: Reflecting on How to Integrate Technology into the Classroom</td>
<td>Varies</td>
<td>Recommended for all.</td>
</tr>
<tr>
<td>Not available every year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only Required for <strong>ESOL</strong>. Recommended for <strong>AE/HSE</strong>. May be selected during any year.</td>
<td><strong>SLA</strong>: Second Language Acquisition and the Role of Culture in English Language Instruction</td>
<td>3 hours</td>
<td>Instructors and Instructional Aides Not required for AE not serving ELLs</td>
</tr>
<tr>
<td>Not available every year.</td>
<td><strong>ORAL-COMM</strong>: Instructional Strategies to Improve Oral Communication Skills</td>
<td>3 hours</td>
<td>Not required for SPOKES Only</td>
</tr>
<tr>
<td>Only Required for <strong>ESOL</strong>. Not available every year.</td>
<td><strong>CITZ</strong>: Preparing Students for the Citizenship and Naturalization Process</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>Only Required for <strong>IEL/CE</strong>. Not available every year.</td>
<td><strong>IEL-CE</strong>: Integrated English Language and Civics Education</td>
<td>3 hours</td>
<td></td>
</tr>
</tbody>
</table>
In-service Session Descriptions (in alphabetical order)

**Note**: Instructors with recent college course work or training in other states that covers the same objectives as the required in-service sessions below may request that specific required sessions be waived and alternative credit be awarded.

**AEMIS-4U: Data Collection for the Adult Education Management Information System**

This session will explain the collection procedures for the Student Profile Form (i.e., student demographics, assessment, achievements, and attendance data) and the importance of collecting accurate data for West Virginia’s Adult Education Management Information System (AEMIS). Enrollment will be offered periodically throughout the program year, with first priority given to first-year teachers. When a face-to-face or online opportunity is available, a message will be posted on the login screen of AEMIS, and/or announced via email. **Prerequisites**: None.

**BEST-LIT: Introduction to the Basic English Skills Test-Literacy**

This three-hour session will introduce the BEST Literacy assessment instrument and address test administration and scoring; preparation of students for the assessment process; NRS procedures for pre- and post-assessment; and placing students into appropriate instructional materials based on results. **Prerequisites**: None.

**CAREER-PATH: Career Pathways System Introduction**

This three-hour session will explain the connection between career pathways and WIOA (Workforce Innovation and Opportunity Act) legislation. Participants will examine WVAdultEd’s role in the West Virginia Career Pathways System, including an explanation of how Bridge and FastTRACK program models fit into the system. Participants will be asked to compare and contrast the characteristics of the program models and select appropriate models to fit given scenarios. **Prerequisites**: None.

**CASAS-IT: Online Self-Paced CASAS Implementation Training Alternative**

This three-hour online training developed by the publisher provides a basic understanding of the Comprehensive Adult Student Assessment System (CASAS), and how to administer CASAS appraisals and pre-and post-tests, interpret test results, and use curriculum support materials to enhance instruction and workforce readiness. Each unit offers a Self-Test to confirm understanding. A certificate of completion is generated at the conclusion of this training. Each person involved in CASAS testing must complete this training prior to ordering and administering most CASAS multiple-choice tests. **Prerequisites**: None.

In order to register for the online course, go to [www.casas.org](http://www.casas.org) and click on **Create Account** at the top right corner to create a Username and Password. After creating your account, under Training & Support, find and click on the link to **Register for Trainings and Meetings** at [http://www2.casas.org/online_registration/](http://www2.casas.org/online_registration/). Click on **Log in**, **learn more, and enroll now**. Click on the dropdown box beside **Category** and select **Implementation**. Click the **Filter button**. Look for the training titled **CASAS Implementation Training Online**, and then click on the **Learn more** link at the far right. At the bottom of the page, click on the link for **Enroll in this workshop**. Click
on Complete Registration. Once you register, you will have only 30 days to complete this session. You will receive an automated email message from CASAS confirming your enrollment and giving you specific instructions for how to access the training online.

To obtain credit, submit the online Request for WVAdultEd Professional Development Credit form found at https://wvabepd.wufoo.com/forms/znrd1ln12yl6mj/.

**CCRS-AE: Unwrapping College and Career Readiness Standards for Adult Education (formerly NXT GEN)**

In this three-hour session, participants will learn to interpret and apply College and Career Readiness Standards (CCRS) for Adult Education in order to plan for instruction. The session is hands-on, interactive, and uses the principles of Universal Design to help participants concentrate on what adult learners need to know and how to apply and transfer that knowledge. **Prerequisites:** None.

**CCRS & ACT: Recommended Follow-up Activity for NXT GEN**

As a follow-up to CCRS-AE, participants will act on what they learned in the face-to-face session to earn additional credit. All activity instructions are posted on Schoology.

**CERT-INTRO: Introduction to SPOKES Certifications**

In this one-hour session required for SPOKES instructors, participants will learn about the various certifications the SPOKES program offers. These certifications will help students build strong portfolios and give them valuable skills for college and careers.

**CERT-SPOKES: Certification Preparation for SPOKES Students**

This is a three-hour session required for SPOKES instructors. It is not appropriate for other AdultEd instructors or DHHR Case Workers. Certifications strengthen job portfolios and give students valuable skills for college and careers. Presenters will demonstrate how to access and navigate through software programs that help students prepare for various certification assessments. **Prerequisites:** CERT-INTRO.

**CERT & ACT: Recommended Follow-up Activity for SPOKES-CERT**

As a follow-up to SPOKES-CERT, participants will act on what they learned in the face-to-face session to earn additional credit. SPOKES instructors will complete steps to become a proctor for Certiport which will allow them to administer exams in Console 8. In addition, they will assist students in obtaining specific certificates in order to demonstrate how they are using their knowledge in the classroom. All activity instructions are posted on Schoology.

**CITZ: Preparing Students for the Citizenship and Naturalization Process**

This three-hour session will familiarize instructors with the process for attaining US Citizenship and offer practical activities to help adults prepare to pass the citizenship test. In addition, instructors will learn how to integrate civics information into multi-level English Language Acquisition (formerly) ESOL classes so that essential objectives are addressed. **Prerequisites:** None.
**CURR-SPOKES: Introduction to the SPOKES Curriculum Modules**

This three-hour hands-on session will introduce participants to the *Employability Skills Framework* and explains why it is important for all students; connect the framework with SPOKES modules and the *Life and Employability Skills Curriculum*; connect the framework with the achievement of the *WV Ready to Work Certificate*; and provide key tools and strategies to integrate and evaluate the framework in the classroom. **Prerequisites:** None.

**DOK: Using Webb’s Depth of Knowledge to Inform Instruction**

This three-hour session will review Webb’s Depth of Knowledge (DOK) model, identifying how it relates to educational content standards and standardized assessments. Participants will use the DOK model to determine the complexity of cognitive processes in sample classroom activities. **Prerequisites:** None.

**DOK & ACT: Recommended Follow-up Activity for DOK**

As a recommended follow-up to DOK, participants will act on what they learned in the face-to-face session to earn additional core credit. Participants will examine activities and assessments and decide the DOK level involved and will identify the DOK levels of activities and assessments in their own lesson plan. All activity instructions are posted on Schoology.

**GET-HIRED: Preparing students for successful online job preparation and interviews**

This four-hour required session will share *what is trending now* with the application process and latest get hired movements. Participants will explore the latest Labor Market Information; leading-edge information for completing the online application process; how to provide tips to students on completing the ever-popular application surveys/questionnaires; development of e-Portfolios; explore effective mock interview simulations; along with hands-on time for initiating your online Schoology based resource tool. **Prerequisites:** None.

**HIRED & ACT: Recommended Follow-up Activity for GET-HIRED**

As a follow-up to GET-HIRED, participants will act on what they learned in the face-to-face session to earn additional PD credit. Participants will have the option to select a student’s e-Portfolio to share, along with the resource information that was used to instruct in the creation of that e-Portfolio. As an alternative, participants may share the Schoology resource they develop along with details on how they used the information to assist with instruction, how students utilized the resource, and at least one additional source they added to help students get hired.

**IEL-CE: Integrated English Language and Civics Education**

This three-hour session focuses on delivering instruction that meets the requirements of federal IEL-CE funding. Participants in the training will distinguish between IEL-CE and general instruction for English Language Learners (ELLs). They will also examine curricula and materials used to deliver IEL-CE instruction. **Prerequisites:** None.
LESSON 1: Creating Standards-Based Lessons
In this three-hour session, participants will learn how to effectively implement strategies gained from Prerequisite sessions to create engaging lessons for 21st Century learners. Participants will explore how explicit instruction combines with other elements of the lesson plan. They will use a comprehensive lesson plan template and a lesson plan rubric to analyze others’ lessons and create quality plans of their own. Prerequisites: SEAL

LESSON 1 & ACT: Required Follow-up Activity for LESSON
As a required follow-up to LESSON 1, participants will act on what they learned in the face-to-face session to earn additional core credit. Participants will use the Comprehensive Lesson Plan rubric and template to plan and review their own lessons. In addition, they will examine lesson plans created by colleagues and use the rubric to assess their value and completeness. All activity instructions are posted on Schoology.

LESSON 2: Contextualized Instruction
In this interactive three-hour session, participants will become familiar with the characteristics of contextualized instruction and with the knowledge and tools needed for creating and delivering effective contextualized lessons. The value of using contextualized instruction for programs, students, and instructors will also be explored, particularly as it relates to increasing successful student access to postsecondary education/job training and/or employment while also ensuring that students acquire the skills needed to pass the high school equivalency test. Prerequisites: UDL and LESSON 1.

LESSON 2 & ACT: Required Follow-up Core Activity for LESSON 2
As a required follow-up to LESSON 2, participants will act on what they learned in the face-to-face session to earn additional core credit. Participants will join a learning community for instructors to share information and resources about contextualized classroom. They will create, share, post and give/receive feedback on Contextualized lesson plans that follow the comprehensive template and are analyzed using a rubric.

LESSON-SHARE: Exchange of Lesson Plans (alternative to LESSON-SHOW)
Participants will bring comprehensive lesson plans along with any accompanying handouts/resources and will share copies with the other participating instructors. Instructors will take turns explaining their lessons (20 minutes minimum) while their colleagues listen to the presentation, ask questions, and fill out the Comprehensive Lesson Plan Rubric giving feedback to each participant. At the end of the event, each instructor will provide a completed rubric with feedback for each of the others who have shared. Prerequisites: UDL, LESSON 1, LESSON 1 & ACT.

LESSON-SHOW: Comprehensive Lesson Demonstration (LESSON & ACT is a prerequisite)
To obtain three hours of credit, the instructor will create a lesson plan using the Comprehensive Lesson Plan Template and submit it for approval. The instructor will then have several options for demonstrating the lesson (being observed in the classroom, being observed via video, or
sharing the lesson with colleagues at a special event). The appointed observers will use the Comprehensive Lesson Plan Rubric to analyze the lesson demonstration. The instructor will then submit the polished lesson plan to be shared at the WVAdultEd LiveBinder. In addition, at least one rubric from an observer will be submitted along with the request to obtain credit. All activity instructions are posted on Schoology. **Prerequisites:** UDL, LESSON 1, LESSON 1 & ACT.

**MATH 1: Exploring Key Shifts in the College and Career Readiness (CCR) Standards for Mathematical Practice and Content**

In this three-hour session, participants will learn about the major shifts in how Math Content is presented in the CCR Standards for Adult Education. Participants will also explore the eight Math Practices and how they can be used across all skill levels. The session is hands-on, interactive and introduces many math activities that focus on the Math Practices and conceptual understanding that participants will be able to use in their classrooms. **Prerequisites:** None.

**MATH 1 & ACT: Recommended Follow-up Activity for MATH 1**

As a follow-up to MATH 1, participants will act on what they learned in the face-to-face session to earn additional core credit. Participants will choose and use math manipulatives and identify the math standards and practices used. They will share activities and give feedback to each other. All activity instructions are posted on Schoology.

**MATH 2: Designing an Effective Math Lesson**

During this three-hour session, participants will have a brief mini-review of the eight Math Practices, how to ask effective questions, and components of the WVAdultEd Lesson Plan Template. Participants will then work in groups to collaborate on writing an effective math lesson from a predetermined topic list. Resource materials will be provided in the form of Common Core Basic and Achieve books, algebra tiles, Cuisenaire Rods, pattern blocks, fraction bars, and other manipulatives. A gallery walk will conclude the session. **Prerequisites:** MATH 1 and LESSON 1.

**MATH 2 & ACT: Recommended Follow-up Activity for MATH 2**

As a required follow-up to MATH 2, participants will act on what they learned in the face-to-face session to earn additional core credit. Participants will explore the Math Help Desk, use the Comprehensive Lesson Plan template and rubric to create and assess their own and others’ engaging math lessons. All activity instructions are posted on Schoology.

**N2-TECH: Reflecting on How to Integrate Technology into the Classroom**

This six-hour online course will encourage instructors to explore and experiment with new technologies and reflect on how they can be integrated into classroom instruction. Using the Substitution Augmentation Modification and Redefinition (SAMR) and Technology, Pedagogy and Content Knowledge (TPACK) models, instructors will explore various types of technology that are based on ISTE’s standards for teachers. Participants will blog about their experiences.
An additional option will be available for those who want to obtain non-degree college credit by completing a total of 45 hours of work.

**NRS4U: The National Reporting System (NRS) and Your Program**

The National Reporting System (NRS) has been in existence since the 1990s with an emphasis on accountability. Since its inception, the NRS has required states to report specific CORE outcome measures. This workshop is designed to assist local programs in understanding the data that is being submitted and how it impacts their funding. Prior to being awarded PD credit, participants will be required to analyze their local data and provide feedback to their Regional Coordinator. **Prerequisites:** AEMIS4U.

**ORAL-COMM: Instructional Strategies to Improve Oral Communication Skills**

This three-hour session will demonstrate methods for making spoken language more comprehensible to English Language Learners (ELLs), including the use of photos, drawings, and real-life items. Techniques for introducing and practicing new words and phrases will be demonstrated. The techniques will include: line dialogs, move and mix, information gap, songs and chants, Total Physical Response (TPR), and sequence stories. **Prerequisites:** None.

**POV-INTRO: Ruby Payne’s Framework for Understanding Poverty**

This six-hour session offers practical support and guidance to improve effectiveness in working with people from all socioeconomic backgrounds. Participants will learn the hidden rules for each economic class and how these rules may influence behavior and mindset. In addition, they will learn interventions that improve behavior and build emotional resources of students and clients. Participants receive Dr. Ruby Payne’s book, “A Framework for Understanding Poverty.”

**READ 1: Alphabets—Phonemic Awareness Training and Phonics Instruction**

This three-hour session will offer recent research related to reading acquisition and practical strategies for phonemic awareness training and phonics instruction for low and intermediate level adults. **Prerequisites:** None.

**READ 2: Vocabulary Development and Fluency Skills Strategies**

This three-hour session will offer recent research related to reading acquisition, practical strategies for developing vocabulary, and fluency for low, intermediate, and advanced readers. It will also offer tips on planning for instruction. **Prerequisites:** None.

**READ 3: Reading Comprehension Strategy Instruction**

This three-hour session will offer recent research related to reading acquisition and practical strategies for developing reading comprehension for intermediate-level adult readers. **Prerequisites:** None.
**READ-ALT: Literacy West Virginia Basic Tutor Training**

In this 12-hour Literacy West Virginia workshop designed for tutors, participants are trained to assist students at various levels (including beginning literacy level). Sensitivity to adult learners, learning styles, phonemic awareness activities, fluency, reading comprehension, the *Laubach Way to Reading* technique, and language experience approach activities are included. WVAdultEd participants receive credit for attending this session in place of READ 1 and READ 2. To obtain credit, submit the online Request for WVAdultEd Professional Development Credit form found at [https://wvabepd.wufoo.com/forms/znrd1ln12yl6mj/](https://wvabepd.wufoo.com/forms/znrd1ln12yl6mj/).

**SCREEN & REFER: Screening and Referring Students with Special Needs**

This three-hour session will review the administration and use of the WV Learning Needs Screening, identify information which requires strict confidentiality, and introduce the process for referral of students to appropriate professionals for specific assessment, diagnosis, evaluation, and other services. **Prerequisites:** SLN-ACCOM.

**SEAL: Strategies for Engaging Adult Learners**

This three-hour session based on *Training from the Back of the Room* by Sharon Bowman, will give participants hands-on application of the 4 Cs of a lesson plan: Connections, Concepts, Concrete Practice, and Conclusions. The presenter will use the strategies to teach participants the strategies, so be ready to get up and out of your seats! **Prerequisites:** None.

**SEAL & ACT: Recommended Follow-up Activity for SEAL**

As a follow-up to SEAL, participants will act on what they learned in the face-to-face session to earn additional credit. All activity instructions are posted on Schoology.

**SLA: Second Language Acquisition and the Role of Culture in English Language Instructions**

This three-hour session focuses on how adults learn a new language, similarities between first and second language learning (both spoken and written), and transfer and interference between first and second languages. Instructors will become aware of cultural differences that impact teaching strategies as well as learner attitudes, interactions, and success in the learning environment.

**SLN-ACCOM: Strategies and Accommodations for Adults with LD and Other Special Learning Needs**

This four-hour session will help participants identify the characteristics and needs of adults with learning disabilities, attention disorders, and other special learning needs. This session will also identify accommodations legally required for students with documented disabilities. Participants will receive resource materials for their classrooms and use them to identify instructional strategies for case study students with specific problems. **Prerequisites:** None.
**TABE: Introduction to the Tests of Adult Education**

This three-hour session will introduce the TABE (Tests of Adult Education) instrument and address test administration and scoring, preparation of students for the assessment process, NRS procedures for pre- and post-assessment, and accommodating students with disabilities. **Prerequisites:** None.

**TABE-IT: Online Self-Paced TABE Implementation Training Alternative**

This is a self-paced Implementation training alternative that may replace the TABE face-to-face required in-service session. This one and a half hour TABE-IT session will introduce the TABE assessment paper/pencil instrument and address test administration and scoring, preparation of students for the assessment process, NRS procedures for pre- and post-assessment, and accommodating students with disabilities.

Some new instructors will want to simply use this session as an introduction to TABE. Others may want to use it as an alternative to the face-to-face session and then complete the TABE & ACT follow-up session.

**TABE & ACT: Recommended Follow-up Activity for TABE**

As a follow-up to TABE (or TABE-IT), participants will act on what they learned in the face-to-face session (or the online TABE-IT activities) to earn additional credit. All activity instructions are posted on Schoology.

**TECH: Approved Technology Course**

By completing one of the approved courses (or an approved alternative), participants will improve their knowledge of technology and its integration into their instructional delivery methods. For more information, see [TECH Credit](#) (**Section 2**). **Prerequisites:** None.

**TECH-TOOLS: Becoming Proficient in Using Technology in the Classroom**

Self-selected technology workshops will be offered that focus on assisting WVAdultEd personnel on how to operate specific technological equipment. The types of equipment may vary depending, but could include: Smartboards, Document Cameras, Robotics, 3D Printers, iPads/Tablets, and/or Responders. After completing this type of face to face session, then to obtain credit, a participant will submit a lesson plan incorporating the technology. In addition, the applicant will submit documentation that the specific equipment was utilized within the classroom (e.g., photos, video) or will be visited by a WVAdultEd TIS to ensure that s/he is able to operate the equipment, prior to being awarded PD credit. Steps to complete the request for credit are posted on Schoology and at [www.wvadulted.org](http://www.wvadulted.org). **Prerequisites:** Training in use of a specific piece of technology equipment.
UDL: Universal Design for Learning in the Adult Education Classroom
In this three-hour session, participants will learn how Universal Design for Learning (UDL) principles can be applied to an adult education classroom. Participants will receive hands-on practice in designing and implementing lesson plans that enable all adult learners to gain knowledge, skills, and enthusiasm for learning. Prerequisites: SEAL

UDL & ACT: Required Follow-up Activity for UDL
As a required follow-up to UDL, participants will act on what they learned in the face-to-face session to earn additional credit. All activity instructions are posted on Schoology.

WKEYS-NCRC: Overview of the ACT WorkKeys® National Career Readiness Certificate Assessments and Credential
This Schoology-based session for three-hour credit focuses on what students need to know to succeed on the ACT WorkKeys® National Career Readiness Certificate (NCRC) assessments, including important updates to the assessments (including the titles of each assessment). Participants will explore the modernized delivery platform to interpret WorkKeys assessment scores; learn how to assist students in improving their work-based skills; and make connections between assessment scores and career pathways for the three improved WorkKeys skill areas: Applied Math, Graphic Literacy, and Workplace Documents.

WORK-CERT: Ready to Work Certification
This three-hour session is designed to assist SPOKES instructors in integrating work-related skills into the curriculum. Participants will review the rationale for a work-based certificate and the components of the SPOKES training; understand criteria for issuing the different levels of certificates; assess documentation packets to determine what certificates participants should be awarded; and become certified to issue the Ready to Work Certificates for eligible students. Prerequisites: None

WRITE 1: Research-based Writing Strategies for College and Career Readiness
In this 3-hour session, participants will review Common State Standards (CCSS) and College and Career Readiness (CCR) Anchor Standards for Writing, examine writing requirements for new high school equivalency tests, identify research-based strategies for writing instruction, and practice using instructional strategies that will be effective in preparing students for tests correlated to the Common Core. Prerequisites: None.

WRITE 1 & ACT: Recommended Follow-up Activity for WRITE 1
As a follow-up to WRITE 1, participants will act on what they learned in the face-to-face session to earn additional credit. All activity instructions are posted on Schoology.
Approved Technology Course Credit

The TECH: Approved Technology Course is different from other required sessions because practitioners select between a variety of options to meet the requirement and they must update skills every three years (after completing the other requirement in their specialty). By completing one of the approved courses or an alternative, participants improve their knowledge of technology and practical tools to use in the WVAadultEd classroom.

Important Information about TECH:

- Instructors should update their technology skills at least every third year (e.g., if you take TECH 2018, then you must take TECH 2021, then TECH 2024).
- As one option, instructors may choose to take an e-Learning for Educators Course. With the e-Learning courses, it is possible to receive graduate credit for renewal of certification in addition to receiving WVAadultEd-PD in-service credit. Please note: If graduate credit is received, the maximum PD credit that may be requested is 12 hours.
- Instructors may choose from among several options or suggest an alternative.
- To obtain credit, submit the online Request for WVAadultEd Professional Development Credit form found at https://wvabepd.wufoo.com/forms/znr1ln12yl6mj/.
- In AEMIS, each year the TECH session will be named for the fiscal/program year (e.g., TECH 2019, TECH 2020, etc.).

Options for TECH Credit

By selecting an approved TECH course from the options below and completing a new course every three years, participants will stay abreast of rapid changes to technology in education. The following are approved alternatives:

- E-Learning for Educators Approved Courses
- Goodwill Community Foundation (GCF) Learn Free Online Courses
- Completion of IC3 or MOS certification

For more information on these and other options, or to suggest/request an alternative, contact Louise Miller, lbmiller@k12.wv.us.

E-Learning for Educators Online Courses Approved for TECH Credit

The WV Department of Education e-Learning for Educators program offers more than 30 e-learning workshops, each of which is standards-based and comprised of seven sessions requiring approximately 45 hours of work time by the participating educators.

These high-quality online courses are primarily designed for PK-12 grade levels and subject areas, but a great deal of content is also applicable for adult educators. There is no charge for WV e-Learning for Educators professional development courses. However, there is a cost for those who choose to get three hours of non-degree professional development graduate credit for professional license renewal. The fees range from $99 to $167.
You can register for e-Learning for Educators courses online. Different courses are offered in the fall, spring, and early summer. For information regarding upcoming courses, please see the e-Learning for Educators Course Schedule at http://wvde.state.wv.us/elearning/schedule.php.

The following e-Learning for Educators courses are approved to meet the teaching license recertification requirement. They are also applicable to adult educators and are approved for WVAdultEd credit for TECH:

- Blended Delivery of Instruction
- Cell Phones as Learning Tools
- Creating Your Personal Learning Network (PLN)
- Cyber Safety for Educators
- Developing and Implementing Web Quests
- Digital Citizenship
- Digital Storytelling
- Finding the Best Educational Resources on the Web
- Google Applications for Classroom Instruction
- Intel Teach: Blended Learning in the 21st Century Classroom
- Intel Teach: Collaboration in the Classroom
- Intel Teach: Thinking Critically with Data
- Inquiry in Science Using Internet Based Data
- Office 365 Application for Classroom Instruction
- Office 365 for Administrators and Support Staff
- Supporting Instruction with Web 2.0 Tools
- Teaching and Learning with Mobile Devices
- Using Rubrics to Assess Student Learning
- Using Web 2.0 Tools to Support Middle School Writing
- Web Top for Educators

Additional e-Learning for Educators courses may be approved upon request. Contact Louise Miller, lbmiller@k12.wv.us

**Goodwill Community Foundation (GCF) Learn Free Online Courses**

GCFLearnFree.org provides quality, innovative online learning opportunities. Many of their courses are appropriate for adult education students, but the online courses in using Microsoft Office products are also appropriate for adult educators. All classes are absolutely FREE! You have a direct line to an instructor through your own private message board. Your instructor reviews your assignments, provides help and feedback, and answers all of your questions. Each course requires approximately **10 hours of time to complete.** With the online classes, you can earn a Certificate of Completion. The self-paced classes do not offer the certificate and thus are NOT currently approved for TECH credit. Information regarding the online courses is found at: https://www.gcflearnfree.org/info/aboutus/classes
**Completion of IC3 or MOS certification**

Instructors who complete the Internet and Computing Core Certification (IC3) or Microsoft Office Specialist (MOS) may submit these for TECH credit.

**Self-Selected In-Service Training**

The WVAdultEd-PD program recognizes that practitioners need to be active participants in determining their own learning needs and designing and implementing appropriate learning activities. After meeting the annual in-service requirements, there is an opportunity for instructors to choose among a variety of options that best meet their needs. Participation in these in-service opportunities is recorded in AEMIS but with no hours of credit recorded. These sessions may be documented by the participant and collected into a portfolio for teacher evaluation purposes.

Instructors may choose to participate in activities that include:

- **Regional or Local Staff Meetings**
- **Trainings**: workshops, teleconferences, online courses, webinars, state and national conferences, and/or college-credit coursework related to adult education.
- **Self-Directed Learning**: class visits; independent study; book, software, and/or curriculum review; or Internet research and review.
- **Collegial Sharing**: study circles, peer mentoring, presenting at conferences, or participating in teacher exchanges.
- **Inquiry**: instructor research projects, student participation projects, team-based research, and/or problem-solving focus groups.
- **Program Improvement**: technical assistance meetings.

**Awards for Completing In-Service Credit**

Each year, WVAdultEd instructors that complete the greatest number of hours of in-service credit above and beyond the required number of PD hours are given recognition awards.

**In-Service Opportunities**

The West Virginia Adult Education Association (WVAEA, Inc.) annual fall conference offers required sessions as well as sessions to meet individual or local needs. Face-to-face workshops are scheduled in each region during the fiscal/program year.

An online [Calendar of WVAdultEd-PD training opportunities](http://wvde.state.wv.us/abe/) can be accessed from the WVAdultEd homepage at [http://wvde.state.wv.us/abe/](http://wvde.state.wv.us/abe/). Session descriptions, dates, times, locations, and directions are posted there. Pre-registration is required and is done electronically. Use this link to submit an event for the calendar: [http://bit.ly/2bbDQaP](http://bit.ly/2bbDQaP)

Announcements of upcoming training opportunities are posted in the fall and spring to the [WVABE-L Information Exchange listserv](http://wvabed.org). These email announcements alert you of upcoming activities. In addition, regional adult education coordinators usually send email announcements...
of sessions to personnel in their regions. Contact your regional coordinator about getting on the regional email list.

Practitioners may also choose to participate in online training opportunities or to attend other statewide or national conferences to receive professional development credit.

Most local programs reimburse travel and registration for attending professional development activities. Check with your local coordinator about procedures. In addition, grants are available from WVAEA, Inc. to help with the costs when the local budget is not sufficient. If you are interested in applying for a grant, complete the online application at https://wvabepd.wufoo.com/forms/z7w1x3/.

Planning for Professional Development

Determining the options most appropriate for professional development needs will require instructor planning. It is much like the process often asked of students when planning their goals for learning. It requires reflection, talking through ideas, setting reasonable goals, and planning a strategy to meet the goal(s).

Below are some questions to help prompt you through the process of selecting professional development sessions. Use the Individual Professional Development Plan (Section 2 Appendix) to document your plan.

- How many hours of PD credit are required for someone in my status (F/T, P/T, etc.)?
- What are the specific sessions that are required for someone with my specialty (e.g., AdultEd/HSE, ESOL, SPOKES, etc.)?
- Which follow-up activities do I need to complete in Schoology within three months of the related face-to-face sessions I plan to take?
- Which sessions are recommended for beginning instructors and which might be for more seasoned instructors?
- Have I completed the necessary prerequisites for a particular session I want to attend?
- What kind of college credit will I need in order to maintain my certification credential?
- Is there anything I want to do better as an instructor (e.g., give clearer directions to students, effectively meet the needs of multi-level classes, teach beginning reading strategies, better assess student progress, etc.)?
- Is there anything I want to know more about (higher level math, theory and research in adult education, a specific software program, etc.)?
- Are there any technical skills I want to develop further (using Interactive White boards, tablets, robotics, coding, etc.)?
- What resources are available to help me learn more about my areas of interest (events planned by WVAdultEd; workshops offered to K-12 instructors, counselors, etc.; state, regional, or national conferences, college classes, online courses)?
FREQUENTLY ASKED QUESTIONS REGARDING PROFESSIONAL DEVELOPMENT

What are the WVAdultEd-PD requirements for instructors?
Every instructor is required to complete pre-service training prior to the first day of working with students and must also complete in-service requirements each year. See the Pre-Service Requirements charts (Section 2) that outline the pre-service steps and requirements for each category of personnel. In-service requirements depend on the instructor’s employment status (full-time, part-time, substitute, etc.). As with pre-service training, practitioners have different in-service requirements depending on their specialty and employment status. See the chart of WVAdultEd In-Service Requirements (Section 2). Most instructors are also required to complete college credit every 3-5 years to maintain their certification. See the graphic charts on Certification Renewal and Professional Development Requirements (Section 2 Appendix).

What is the difference between pre-service and in-service?
Pre-service training prepares you to begin working with students; it introduces you to the WVAdultEd program and particular specialties within the program. In-service is on-going and more in depth; there are requirements every year depending on your employment status and your specialty. During your first program year, you have to do both pre-service and in-service (unless you are hired after March 1).

As a new instructor, which in-service sessions should I take during my first year?
See the chart of In-service Sessions (Section 2) for recommendations.

If I am hired in the middle of the fiscal/program year, do I have a full calendar year to complete my required PD credit?
Requirements are NOT based on a calendar year (January 1 to December 31), but rather on a fiscal/program year (July 1 to June 30). New instructors that are hired before March 1 must complete all of their annual requirements before June 30 of that fiscal/program year. Those hired after March 1 are responsible for the fiscal/program year that begins July 1.

If I take more than the required number of hours of in-service sessions in one year, may I ‘bank’ the hours for the following program year?
Each program year you are required to take a certain number of hours of training. You are not allowed to take fewer hours one year because you took more hours the previous year. You cannot ‘bank’ hours.

What are follow-up activities and why do I have to do them?
Some of the face-to-face sessions have required follow-up activities for additional credit. These are found at the In-service Course in Schoology. These are important in helping instructors practice what is learned in the workshop.
How do I find the assignments for the required follow-up activities?
Before you can complete a follow-up activity, you must attend the face-to-face workshop where you will receive information about the required follow-up activity for that session. WVAdultEd personnel can find links to resources and assignments for all the follow-up activities at https://www.schoology.com/.

For in-service courses found at Schoology for this program year (2017-2018), use the following: Schoology Course Access Code: SQ36X-T6NMR

How do I know when and where face-to-face sessions are offered?
A WVAdultEd Professional Development Calendar of Events is available online at via a link from the WVAdultEd homepage (http://wvde.state.wv.us/abe) by clicking the Calendars tab on the left side of the homepage and choosing Professional Development Calendar. The calendar lists WVAdultEd-PD sessions as well as some alternative elective options.

Your regional adult education coordinator may also email announcements of the scheduled in-service sessions offered in your region throughout the year.

In addition, announcements of in-services offered during conferences as well as notification of most training sessions are sent by email via the WVAdultEd-Updates-L listserv. If you do not receive messages from the listserv, please contact Cathy Shank, 1-800-257-3723 ext. 112 or cshank@k12.wv.us. It is important to notify the WVAdultEd-PD office of any changes to your mailing address or email address so that you do not miss important announcements.

Can PD credit be acquired by attending sessions not listed on the Professional Development Calendar?
Instructors may now request credit for college courses or training in other states that they have attended in the last five years and that cover the same objectives as required sessions listed in the In-service Session Descriptions (Section 2). For example, someone might take a college class in UDL and use that as an alternative to the UDL face-to-face requirement. To use an alternative to meet a requirement, use the Request for WVAdultEd PD Credit.

You may want to enhance your skills by taking advantage of opportunities offered by other organizations. You may want to list these in your teacher evaluation portfolio.

How do I pre-register for face-to-face WVAdultEd-PD sessions?
From the WVAdultEd Professional Development Calendar, pre-register via an online registration form. You will find a link to this online registration form by clicking on the name of the session on the WVAdultEd Professional Development Calendar. A separate window will open that will provide information about the session including the date, times, description, contact information, and pre-registration link. Clicking on the pre-registration link will take you to the online registration form. A confirmation email will be sent upon successful completion of the online registration.
Is pre-registration required for face-to-face WVAdultEd-PD sessions?

Pre-registration is **required** in order to plan for presentation materials in an effort to make the session appropriate for the expected audience. **Sessions that do not have a sufficient number of pre-registrants will be cancelled.**

Pre-registration should be completed at least one week in advance. To get more information, cancel your registration, or register late, call or email the contact person identified within the online calendar or the announcement. Please **do not arrive without advance notice.**

How do I know if a WVAdultEd session has been cancelled or rescheduled?

It is the responsibility of the participant to check with the contact person identified in the online calendar or announcement for each PD session to see if it will be held as planned. This is particularly important during the winter months. Calling ahead is always the best plan. Those who pre-register are notified by email. Cancellations are also announced via the WVAdultEd-L listserv and posted to the [online Professional Development Calendar](https://www.wvaed.org/).

What if I need disability accommodations?

Accommodations for people with disabilities (such as large print copies, wheelchair access, special dietary restrictions, etc.) are available upon request. Notify the contact person listed for the specific session at least two weeks in advance to make any special arrangements.

What is the purpose of the sign-in sheets?

At each session, participants **MUST** sign in. This records and verifies attendance at each session. If you do not sign in at each session, you will not receive WVAdultEd-PD credit for your attendance. The sign-in sheet ensures the accuracy of PD records.

What is the purpose of the transcript form used at conferences?

The transcript form allows you to indicate multiple sessions that you have attended at large conferences where it may not be possible to sign-in to all events. It also gives you the opportunity to indicate any changes in your contact information or employment status. Finally, it gives you a record of sessions you have attended.

How are travel and meals reimbursed?

Each local WVAdultEd budget contains reimbursement funds for travel to WVAdultEd-PD activities. Check with your local program administrator regarding the availability of funds and an explanation of reimbursement procedures **PRIOR** to attending sessions. Reimbursement procedures vary among local programs.

Do I need to get permission to travel to events?

For out-of-state travel, all personnel employed by programs funded by the WVDE Office of Adult Education and Workforce Development are required to have written permission from the WVAdultEd Executive Director. Use the [WVAdultEd Travel Application](https://www.wvaed.org/).
out-of-state travel and/or for financial assistance for travel to a professional development event. This application form serves as a formal request for permission.

Some local programs require permission from additional entities. Check with your immediate supervisor for guidance on others who must give permission. Local programs, counties, and RESAs have different procedures for travel out of county, region, or state. Before scheduling any travel, be sure to follow the procedures of your grantee organization.

**What is Schoology?**

Schoology is an online learning, classroom management, and social networking platform that WVAdultEd uses to provide pre-service and in-service activities. Each year, the WVAdultEd Professional Development (PD) Office creates statewide and regional Courses for PD activities. Course codes are sent to all practitioners.

For in-service courses found at Schoology for this program year (2017-2018), use the following: Schoology Course Access Code: SQ36X-T6NMR

Practitioners also interact on Schoology via Groups. For the WVAdultEd Teacher Group, the Access Code is: GBBPW-422T9. This group allows practitioners to interact and share materials and ideas.

Schoology is offered to educators free of charge. Schoology allows users to create, manage, and share content and resources. Many instructors use Schoology to develop and deliver instruction to adult learners in their classrooms.

**How is WVAdultEd-PD credit different from college credit?**

You must accrue WVAdultEd-PD credit each year in order to maintain employment in the WVAdultEd program and/or to maintain a valid certification credential. WVAdultEd-PD credit is given for in-service sessions that are planned, sponsored, and/or approved by the WVAdultEd-PD office.

Each instructor needs to be aware of the specific requirements for the type of credential with which he or she is teaching (Adult License or Teaching Certificate). Both WVAdultEd-PD credit and college credit are required in order to maintain an Adult License and most teaching certificates. Refer to the section on Certification Credentials at the beginning of this section of the Handbook. Also, see the graphic information chart on Certification Renewal (Section 2 Appendix).

Approval of specific graduate courses is obtained through your county board of education accreditation office. For other certification questions, call the Certification Toll-Free Line, 1-800-982-2378, or use the Information Request form found at http://wvde.state.wv.us/certification/request.php.

Questions about WVAdultEd-PD in-service requirements may be directed to Cathy Shank, 1-800-257-3723 ext. 112 or cshank@k12.wv.us.
Can I receive graduate credit for WVAdultEd-PD sessions?
Non-degree graduate credit is usually available for participating in the ODTP Conference or the West Virginia Adult Education Association (WVAEA), Inc. Fall Conference (and completing follow-up activities).

WVAdultEd personnel may also obtain non-degree graduate credit for completing WV Department of Education’s e-Learning for Educators online courses. For complete course information, go to http://wvlearns.k12.wv.us.

When AdultEd Teacher Academies are offered, participants may obtain non-degree college credit for completion of the Academy. Other opportunities offered may include online certifications with options for college credit.

Can I receive PD credit in addition to college credit for completing college courses?
In addition to receiving college credit for renewal of certification, practitioners may apply for up to 12 hours of WVAdultEd-PD credit for completing a college course that substitutes for a required course. You must submit documentation documenting course completion and explain how the course content relates to the required course listed in this Handbook. You must also submit the online Request for WVAdultEd Professional Development Credit form found at: https://wvabepd.wufoo.com/forms/znrd1ln12yl6mj/.

Some WVLearns e-Learning for Educators online courses are approved for TECH credit. See the E-Learning for Educators Online Courses Approved for TECH Credit.

What is the best way to choose which in-service sessions to attend?
It is easy to think, “I have to get my in-service requirements for the year. Which ones are closest and most conveniently scheduled?” However, when selecting WVAdultEd-PD activities, it is more important to think, “Which required sessions do I still need to complete? Have I met my college course requirements to maintain my certification? Which activities will best meet the needs for my professional growth, my program, and/or my students?” Use the WVAdultEd Individual Professional Development Plan (Section 2 Appendix) to help you decide what options to pursue.

Do I have to attend all the required sessions listed?
Each specialty (AE/HSE, ESOL, SPOKES, etc.) has specific requirements (see the In-Service Sessions chart). You do not need to complete a session that is specific to some other specialty. For example, if you are a SPOKES instructor, you do NOT need to complete ESOL sessions.

Can I get credit for attending a session not required by my specialty?
You can receive PD credit for attending any of the listed required sessions. Sometimes an AE/HSE instructor may want to learn more about working with English Language Learners (ELLs) and decide to attend an ESOL session. However, you are strongly discouraged from attending a session that has no relevance to your job for the sake of getting PD credit.
When I have completed all the available sessions required for my specialty, what do I do about my requirements?

Once you have completed all the required sessions and accompanying follow-up activities available for your specialties, a new approved technology course (TECH) must be completed every three years. AEMIS-4U and NRS-4U should also be repeated every third year.

May I repeat required sessions for in-service credit?

Some instructors choose to repeat sessions because they want to stay up-to-date with any changes to the program. Others must repeat sessions because they waited beyond the three-month window to complete the follow-up activities. In AEMIS, you will not receive credit for a required session that is repeated (except for TECH, AEMIS-4U or NRS-4U). Instructors are strongly discouraged from repeating the same session simply for convenience sake.

What if I don’t remember which sessions I have already completed?

Your Professional Development Information transcript is available for your viewing via AEMIS, the Adult Education Management Information System. See the following question for details about accessing your professional development record.

How do I access my PD transcript record online in AEMIS?

To access your individual Professional Development Information transcript:

- Go to the AEMIS homepage: https://www.wvabe.org/aemis; type your email address and log in using your password.
- If you do not know your password, click on Forgot your password? and an automated message will be sent to your email address with a link to allow you to enter AEMIS. You will need to follow instructions to create a new password.
- Once you have logged in, on the left side, go to the Professional Development button and find My PD (In-Service) Record. You will see your transcript under the heading Professional Development Information. Check to be sure the information is accurate.
- At the top left is your Personal Information: your Name, Employee Type (P/T or F/T), your grantee, and your email address used by AEMIS.
- At the top right under Address, you will see your street address and telephone.
- Next, you see your Professional Development Summary. This chart shows each fiscal/program year (Note: this is NOT the calendar year). It indicates the WVAdultEd-PD hours completed as compared to what was required for that fiscal/program year.
- Below that chart is your Current Program Year Status. This shows how many hours you are required and how many you have completed for the current fiscal/program year.
- Next, you see your In-service History. This provides a list of WVAdultEd-PD in-service sessions you have completed, starting with the most recent. It shows the date completed, and the PD hours awarded.
- Finally, at the very bottom you see a chance for you to confirm if the information is correct or not and a box for you to describe any problems you see.
If you are having trouble with this process, your local administrator or regional adult education coordinator can also pull up your record for you.

**Can I get WVAdultEd-PD credit for visiting another WVAdultEd program?**

You may visit another WVAdultEd class in order to receive three hours of WVAdultEd-PD credit. Talk with your local, regional, or institutional education coordinator to decide on an appropriate visitation site. To obtain credit, you must submit the [WVAdultEd Class Visit Report](#) to the WVAdultEd-PD coordinator.

**What happens if I do not complete my requirements by the end of the fiscal year in June?**

Practitioners who do not comply with the annual WVAdultEd-PD ins-service requirements are not recommended for rehiring the following year. Practitioners who do not maintain valid certification/license in West Virginia may also lose their jobs.
APPENDIX

Section 2
Professional Development System
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CERTIFICATION RENEWAL

Permanent Professional Teaching Certificate

- Does not need to be renewed

WV Teaching Certificate

- Form 4
- Must be renewed every 3-5 years (depending on whether it is an Initial Professional Teaching Certificate or a Professional Teaching Certificate)
- Must have 6 hours of college credit (degree or non-degree) in adult education related courses
- OR
- Must have a Master + 30 salary classification
- OR
- Must be age 60 and present a birth certificate
- Must have recommendation from County superintendent or RESA director

Adult License

- Form V15
- Must be renewed every 5 years
- Must have 30 hours of WVAdultEd professional development in-service credit
- AND
- Must have 6 hours of college credit (degree or non-degree) in adult education related courses
- OR
- Must have a Master + 30 salary classification
- OR
- Must be age 60 and present a birth certificate
- Must have recommendation from County superintendent or RESA director

Substitute Permit

- Form 2
- Must be renewed every 3 years
- Must have 12 hours of County or RESA-approved in-service OR 6 hours of college credit
- AND
- Must have a recommendation from County superintendent or RESA director

Note: All licenses and certifications expire on June 30 of the last year of validity (regardless of the date of issuance).
ANNUAL PROFESSIONAL DEVELOPMENT REQUIREMENTS

Full-time (Salaried)
✓ Instructors
✓ CDCs and Navigators who are in instructional roles

Requirements
12 hours

Part-time (Hourly)
✓ Instructors
✓ CDCs and Navigators who are in instructional roles

Requirements
9 hours

Instructional Paraprofessionals (F/T or P/T)
✓ Temp./Short-term Instructors
✓ Long-term Substitutes

Requirements
6 hours

Non-Instructional Paraprofessionals (F/T or P/T)
✓ Data Stewards
✓ Assessment Proctors

Requirement
3 hours

Occasional Substitutes (not employed on regular basis)

Requirements
• No WVAdultEd requirements.
• Local program may have requirements.
• May need hours to maintain adult license by accruing 30 hours of WVAdultEd-PD.
# 2017-2018 WVADULTED INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date Submitted:</th>
<th>Daytime Phone:</th>
<th>Other Phone:</th>
<th>Email (*required):</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Employee Status:</th>
<th>F/T Salary</th>
<th>P/T Hourly</th>
<th>Temporary/Short Term</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>CDC/Instructor</td>
<td>Instructional Aide</td>
<td></td>
</tr>
<tr>
<td>Data Steward</td>
<td>Assessment Proctor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employee Role:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>CDC/Instructor</td>
</tr>
<tr>
<td>Data Steward</td>
<td>Assessment Proctor</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialty:</th>
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<tbody>
<tr>
<td>AE/HSE</td>
<td>Blended AE/SPOKES</td>
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<tr>
<td>ESOL or IEL/CE</td>
<td>College Transition</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual PD Requirement Hours:</th>
<th>Previous Year Unmet Requirement Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Required and Recommended Sessions

*(PD Credit in AEMIS)*

<table>
<thead>
<tr>
<th>Required for:</th>
<th>Required (CORE) Sessions You Plan to Take this Fiscal/Program Year (before June 30)</th>
<th>Where? Conference: Local; RESA</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE/HSE/ESOL</td>
<td>AEMIS-4U <em>(required this year for all with classes entered in AEMIS)</em></td>
<td>Regionally</td>
<td>3</td>
</tr>
<tr>
<td>1st or 2nd Year</td>
<td>AE/HSE: SPOKES 1st or 2nd Year</td>
<td>TABE: Introduction to the Tests of Adult Education (face-to-face) <em>(May be offered)</em></td>
<td>Regionally, on Request</td>
</tr>
<tr>
<td>All 1st or 2nd Year</td>
<td>ESOL 1st or 2nd Year</td>
<td>CASAS-IT (online, see handbook, Section 2)</td>
<td>Online</td>
</tr>
<tr>
<td>AE/HSE/ESOL</td>
<td>CAREER-PATH: Introduction to Career Pathways</td>
<td>WVAEA Fall Conf; Regionally, on Request</td>
<td>3</td>
</tr>
<tr>
<td>1st or 2nd Year</td>
<td>ESOL 1st or 2nd Year</td>
<td>SLA: Second Language Acquisition and the Role of Culture in English Language Instruction</td>
<td>WVAEA Fall Conference</td>
</tr>
<tr>
<td>ESOL 1st or 2nd Year</td>
<td>ORAL-COMM: Instructional Strategies to Improve Oral Communication Skills for English Language Learners</td>
<td>WVAEA Fall Conference</td>
<td>3</td>
</tr>
<tr>
<td>ESOL 1st or 2nd Year</td>
<td>SPOKES 1st or 2nd Year</td>
<td>CERT-SPOKES: Certification Preparation and Proctoring Assessments for SPOKES Students</td>
<td>WVAEA Fall Conference</td>
</tr>
<tr>
<td>SPOKES 1st or 2nd Year</td>
<td>CURR-SPOKES: Introduction to the SPOKES Curriculum Modules</td>
<td>WVAEA Fall Conference</td>
<td>3</td>
</tr>
<tr>
<td>SPOKES 1st or 2nd Year</td>
<td>WKEYS-NCRC: Overview of the ACT WorkKeys® National Career Readiness Certificate assessments and credential</td>
<td>Online, Spring Schoology</td>
<td>3</td>
</tr>
</tbody>
</table>

*WVAdultEd Instructor Handbook, Section 2, 2017-2018*
## Required (CORE) Sessions You Plan to Take this Fiscal/Program Year (before June 30)

<table>
<thead>
<tr>
<th>Required for:</th>
<th>Required (CORE) Sessions You Plan to Take this Fiscal/Program Year (before June 30)</th>
<th>Where?</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPOKES 1st or 2nd Year</td>
<td>WORK-CERT: Ready to Work Certification <em>(May be offered regionally)</em></td>
<td>Regionally, on Request</td>
<td>3</td>
</tr>
<tr>
<td>AE/HSE Any Year</td>
<td>MATH 1: Exploring Key Shifts found in the CCR Standards for Mathematical Practice and Content</td>
<td>Aug. Southern Region</td>
<td>3</td>
</tr>
<tr>
<td>All 2nd or 3rd Year</td>
<td>UDL: Universal Design for Learning in the Adult Education Classroom</td>
<td>Aug. Southern Region</td>
<td>3</td>
</tr>
<tr>
<td>AE/HSE/ESOL 2nd or 3rd Year</td>
<td>LESSON 1: Creating Standards-Based Lessons</td>
<td>Aug. Southern Region</td>
<td>3</td>
</tr>
<tr>
<td>All 3rd or 4th Year</td>
<td>SLN-ACCOM: Identifying Strategies and Accommodations for Adults with Special Learning Needs</td>
<td>WVAAEA Fall Conference</td>
<td>4</td>
</tr>
<tr>
<td>AE/HSE/ESOL 3rd or 4th Year</td>
<td>LESSON 2: Contextualized Instruction <em>(May be offered regionally.)</em></td>
<td>Regionally, on Request</td>
<td>3</td>
</tr>
<tr>
<td>SPOKES 3rd or 4th Year</td>
<td>POV-INTRO: Ruby Payne’s Framework for Understanding Poverty</td>
<td>WVAAEA Fall Conference</td>
<td>3</td>
</tr>
<tr>
<td>AE/HSE 3rd or 4th Year</td>
<td>MATH 2: Designing an Effective Math Lesson <em>(May be offered regionally.)</em></td>
<td>Regionally, on Request</td>
<td>3</td>
</tr>
<tr>
<td>SPOKES 3rd or 4th Year</td>
<td>GET-HIRED: Preparing students for successful online job preparation and interviews</td>
<td>July Northern Region; WVAAEA Fall Conference</td>
<td>4</td>
</tr>
<tr>
<td>All Every 3 yrs.</td>
<td>TECH 2018: Approved Technology Course <em>(See Handbook Section 2 for options)</em></td>
<td>varies</td>
<td>3</td>
</tr>
</tbody>
</table>

## Follow-up Activities You Plan to Complete within Three Months of the Face-to-Face Sessions You Attend

<table>
<thead>
<tr>
<th>Required?</th>
<th>Follow-up Activities You Plan to Complete within Three Months of the Face-to-Face Sessions You Attend</th>
<th>Where? When?</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>SEAL &amp; ACT: Recommended Follow-up</td>
<td>Schoology, Summer/Fall</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>MATH 1 &amp; ACT: Recommended Follow-up</td>
<td>Schoology, Summer/Fall</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>MATH 2 &amp; ACT: Recommended Follow-up</td>
<td>As needed</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>UDL &amp; ACT: Required Follow-up</td>
<td>Schoology, Summer/Fall</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>LESSON 1 &amp; ACT: Required Follow-up</td>
<td>Schoology, Summer/Fall</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>LESSON 2 &amp; ACT Required Follow-up</td>
<td>As needed</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>GET-HIRED &amp; ACT: Recommended Follow-up</td>
<td>Schoology, Summer/Fall</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td>TECH-TOOLS: Becoming Proficient in Using Technology in the Classroom: Recommended follow-up to new technology experiences <em>(see Handbook Sec.2 for description; contact Louise Miller)</em></td>
<td>Regionally, on Request</td>
<td>varies</td>
</tr>
<tr>
<td>Required</td>
<td>TABE &amp; ACT: Recommended Follow-up to TABE (face-to-face) or TABE-IT (online)</td>
<td>Schoology, Summer/Fall</td>
<td>3</td>
</tr>
</tbody>
</table>
### Recommended/Approved Sessions

**Recommended/Approved Sessions (PD Credit in AEMIS)**

<table>
<thead>
<tr>
<th>Recommend for:</th>
<th>Recommended/Approved Sessions</th>
<th>Where? When?</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Instructors</td>
<td>Observation/Job Shadowing Class Visit (New instructors)</td>
<td>At pre-service</td>
<td>3</td>
</tr>
<tr>
<td>New Instructors</td>
<td>Updates for New Instructors (hired 2016 to present)</td>
<td>WVAEA Fall Conference</td>
<td>1.5</td>
</tr>
<tr>
<td>All</td>
<td>Regional Fall Kick-off (separate meeting for SPOKES)</td>
<td>Regional</td>
<td>varies</td>
</tr>
<tr>
<td>All</td>
<td>Teacher Exchanges by Specialty (AE, ESOL, SPOKES, ODTP)</td>
<td>WVAEA or ODTP Fall Conference</td>
<td>varies</td>
</tr>
<tr>
<td>All</td>
<td>Motivating the Adult Learner (on Essential Ed’s PD Platform) (See Handbook, Sec. 2; contact PD Office)</td>
<td>Online, on request</td>
<td>varies</td>
</tr>
<tr>
<td>AE/HSE/ESOL</td>
<td>Piloting McGraw-Hill Career Pathways Materials (Contact Regional Coordinator)</td>
<td>Regionally</td>
<td>varies</td>
</tr>
<tr>
<td>Specialized</td>
<td>Approved Specialized Training (e.g., ODTP Updates; meeting of Assessment Specialists, Annual Peer Trainers, or Substitutes; Official Updates, TIS requirements, WVUIT Teacher Prep Program, etc.) <strong>Specify:</strong></td>
<td></td>
<td></td>
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</table>

### Training on Distance Education Software and/or Online Assessment Instruments

<table>
<thead>
<tr>
<th>Recommend for:</th>
<th>Training on Distance Education Software and/or Online Assessment Instruments</th>
<th>Where? When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Distance Education Certification</td>
<td>Online</td>
</tr>
<tr>
<td>HSE</td>
<td>TASC Academy</td>
<td>Webinar</td>
</tr>
<tr>
<td>All</td>
<td>Computer Essentials</td>
<td>Webinar</td>
</tr>
<tr>
<td>SPOKES</td>
<td>WIN</td>
<td>Webinar</td>
</tr>
<tr>
<td>ESOL &amp; Low Lit AE</td>
<td>Burlington English</td>
<td>Webinar; WVAEA Fall Conference; Regional</td>
</tr>
<tr>
<td>All</td>
<td>Edgenuity</td>
<td>Webinar</td>
</tr>
<tr>
<td>HSE</td>
<td>TASC Readiness Assessment (TRA)</td>
<td>Webinar</td>
</tr>
<tr>
<td>AE &amp; SPOKES</td>
<td>New TABE Updates</td>
<td>Webinar</td>
</tr>
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</table>

### Training on Certificates/Certifications for Students

<table>
<thead>
<tr>
<th>Recommend for:</th>
<th>Training on Certificates/Certifications for Students</th>
<th>Where? When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE &amp; IEL/CE</td>
<td>Bring Your A-Game to Work Certificate of Work Ethic Proficiency</td>
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<tr>
<td>All</td>
<td>Through the Customer’s Eyes (Customer Service) Certification</td>
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</tr>
<tr>
<td>All</td>
<td>Internet and Computing Core Certification (IC3) Digital Literacy Certification</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>Microsoft Office Specialist (MOS) Certification</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>Intuit QuickBooks Certification</td>
<td></td>
</tr>
</tbody>
</table>
Self-Selected Sessions
(Most sessions will **NOT** accrue PD Credit in AEMIS; Only specific “required” sessions)

<table>
<thead>
<tr>
<th>✔</th>
<th>Self-Selected Conferences You Plan to Attend</th>
<th>Where/When?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WV Statewide Technology Conference</td>
<td>Morgantown, July</td>
</tr>
<tr>
<td></td>
<td>Student Success Summit</td>
<td>Morgantown, July</td>
</tr>
<tr>
<td></td>
<td>WVAEA Fall Conference</td>
<td>Camp Dawson, Oct.</td>
</tr>
<tr>
<td></td>
<td>FETC</td>
<td>Winter</td>
</tr>
<tr>
<td></td>
<td>WVTESOL</td>
<td>Spring</td>
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<tr>
<td></td>
<td>COABE</td>
<td>Spring</td>
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College Credit for Certification Renewal and/or Salary Scale Increase

<table>
<thead>
<tr>
<th>Certification permanent?</th>
<th>Year Certification Expires:</th>
<th>Hours College Credit Still Needed to Renew:</th>
</tr>
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<tbody>
<tr>
<td>✔</td>
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</table>

<table>
<thead>
<tr>
<th>✔</th>
<th>College Credit Options You Plan to Pursue</th>
<th>Available Where/When?</th>
<th>College Credit</th>
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<tbody>
<tr>
<td></td>
<td>WVAEA Fall Conference</td>
<td>Camp Dawson, Fall, Marshall Credit</td>
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<td></td>
<td>Edgenuity Microsoft Office Specialist (MOS) Course</td>
<td>Online, Marshall Credit</td>
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<tr>
<td></td>
<td>Edgenuity TASC Math Skills Course</td>
<td>Online, Spring, Marshall Credit</td>
<td>1</td>
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<tr>
<td></td>
<td>N2-TECH-Online: Reflecting on How to Integrate Technology into the Classroom</td>
<td>Online, Spring, Marshall Credit</td>
<td>1</td>
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<tr>
<td></td>
<td>CTE Teacher Preparation Program</td>
<td>Summer and throughout year, WVUIT</td>
<td></td>
</tr>
</tbody>
</table>
|  | WV Learns Online Courses  
(See Handbook, Sec. 2 for list of sessions also approved for TECH credit) | Credit via various state colleges | 3 |

Specify: