

Course Name: Align & Redesign 2022 (REVISION: March 11, 2022)

Course Description

Professional development training conducted for a group of Wyoming Adult Education educators to include: certified & non-certified teachers and local Adult Education coordinators/directors.

Course Objectives

Participants will:

- 1) learn new strategies to identify student learning challenges
- 2) develop a set of tools for helping students with problem solving and critical thinking abilities
- 3) Rethink and adjust the StartSmart (Career Services) course
- 4) Add participatory learning methodologies to the instructor toolbox

Course Outcomes

- ☐ Increased learner persistence
- ☐ Increased learning gains
- ☐ Increased student completions
- ☐ Increased number of students who transition to post-secondary and/or employment
- ☐ Alignment of services provided by Wyoming's Adult Education centers to research & evidence based best practices
- ☐ Lesson plan alignments to learners career goals using a curriculum composed of core standards and is offered based upon how students learn best (brain based learning)

Course Delivery

All training sessions will be delivered virtually through Zoom. The link to all Zoom meetings is:

<https://zoom.us/j/7832514487>

passcode: dCNxf7

Course Requirements

Participants will:

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| <input type="checkbox"/> Complete course pre-requisite reading | <input type="checkbox"/> Work with a coach to learn specifics about hands-on aspects of the PowerPath process |
| <input type="checkbox"/> Complete all assignments, readings & reflections on time | <input type="checkbox"/> Implement each of PowerPath's components into the local program delivery system for a minimum of six months and submit data for 12 months to indicate sustainable implementation |
| <input type="checkbox"/> Participate in at least 10 of the 12 hour and half training webinars | <input type="checkbox"/> Review, redesign, rethink, restructure the existing StartSmart (Career Services) course, if applicable |
| <input type="checkbox"/> Identify a partner in another program to facilitate ongoing communication | <input type="checkbox"/> Meet with assigned coaches on a regular basis |
| <input type="checkbox"/> Participate in Community of Practice sessions | |

Course Context Training Sessions

Week One: January 25-28, 2022

Overview of the Training

Week Two: February 1-4, 2022

Brain Based Learning

1) List of Readings

Summaries due to Dr. Weisel the week of Feb. 14, 2022

Metacognition	Building a Metacognitive Classroom The Effects of Metacognitive Training on Performance Metacognition Metalearning in Classrooms Study: Poverty Affects Children's Brains Teachers as Metacognitive Models We're Wired to Connect What Learning How to Think Really Matters
Executive Functions	Executive: Describing Six Aspects of a Complex Syndrome Executive Function 101 Executive Function Around the Clock Executive Function Fact Sheet Executive Function Deficits Determine Student Achievement Executive Functions What is Executive Functions

Week Three: February 15-18, 2022

Theory U & Powerpath to Education and Employment

1) Readings Grouped by Topic

Summaries due to coaches the week of March 1, 2022

Learning Disabilities	Adults with Low Skills & LD Are LD the Only Problem KET Adult Learning Journal	The 8 Intelligences Practice Makes Perfect
In the Classroom	4 Things Transformational Teachers Do Class Discussions are Crucial to Learning Questioning that Deepens Communication	How Tests Make Us Smarter Never Work Harder Than Students
Adult Learners & College Readiness	Adult Learners vs. Youth Learners Teaching Strategy for Adult Learners Student Success in College	Why Teenagers Act Crazy Knocking at the College Door Raising Ambitions
Education & Poverty	Helping the Poor in Education Study Poverty Dramatically Affects Children	Nine Powerful Practices Innovation is About More than Ideas

Week Four: March 1-4, 2022

Case Studies, Engagement & Screenings

- 1) Weekly journaling on Thursday/Friday begins this week. Entries are to include reflections on what you planned to do over the past week, how it worked; what could make it better, and what you will newly implement or continue to do in the following week. Coaches are to review these entries on a weekly basis. Participants are encouraged to create a shared document between coaches and trainees.

- 2) *Personal Profile Interview: Ask Coach to do a Personal Profile Interview*

Due March 18, 2022

- 3) *Readings Grouped by Topic*

Summaries due to coaches the week of Mar. 18, 2022

Learning	What Makes a Learning Experience Unbelievably Satisfying Guide for Teaching All Adults What Good Students Need to Succeed in College
Theory & Motivation	A Growth Mindset About our Talents & Abilities (video) From Enhancing Adult Motivation to Learning Constructivism Learning Theory Bowling Alone
Rigor & Innovations	Adjusting to Rigor

	Innovation—More than Technology What is Academic Rigor to Students A Six Point Checklist for Education Innovators
Intellectual Disabilities & Learning	Beyond Basic Skills Enhancing College Student Success in Developmental Education Struggling Learners

Week Five: March 15-18, 2022

Screening & Data Entry

- 1) Screen coach, enter data &
Generate report

Due week of March 25, 2022

- 2) *Readings:*

PowerPath User's Guide: Pages 1-55

Summaries due to coaches March 25, 2022

Additional readings on ADD, VSS, Vision, & Hearing: TBD

Week Six: **March 21-25, 2022**

Reports & SMARTER Strategies

- 1) Review report, Annotate Report, Create SMARTER Strategies Sheet

Reading Summaries due to coaches April 1, 2022

- 2) *Readings*

PowerPath User's Guide: Pages 55-59

Case Study #1 Due to Coaches by April 1, 2022

Case Study #1 is to be conducted on a student & should include:

Additional Readings on SMARTER:TBD

- 1) Personal profile interview
- 2) Basic diagnostic screening
- 3) Completed Basic Response Booklet
- 4) Data Entry of Screening Results
- 5) Annotated Individual Report
- 6) Completed SMARTER Strategies form
- 7) Pre-screening hypothesis letter to Dr. Weisel predicting what you suspect you will find out the student being screened

Week Seven: March 28-April 1, 2022

SMARTER Planning! Front End Course

Readings: TBD

Summaries due to coaches April 8, 2022

Case Study #2 Due to Coaches by April 8, 2022

Case Study #2 is to be conducted on a student and should include:

- 1) Personal profile interview
- 2) Basic diagnostic screening
- 3) Completed Basic Response Booklet
- 4) Data Entry of Screening Results
- 5) Annotated Individual Report
- 6) Completed SMARTER Strategies form
- 7) SMARTER Planning (include one video or pictures of working with a student to create their first SMARTER plan)

Week Eight: April 4-8, 2022

Case Studies & Participatory Learning (Omit Share the Power)

Readings: TBD

Summaries due to coaches April 15, 2022

Week Nine: April 11-15, 2022

Community of Practice

Week Ten: April 19-22, 2022

Readings: TBD

Week Eleven: April 25-29, 2022

Week Twelve: May 1-6, 2022

Emotions & Learning

Summaries due to coaches April 29, 2022

Assessment of Phonological Skill (APS) & Culturally Linguistically Different Interviews (CLD)

Certification & Closing

Case Study #3 Due May 31, 2022 to Laura

Case Study #3 is to be conducted on a student and should include:

- 1) Personal Profile Interview**
- 2) Basic Diagnostic Screening**
- 3) Completed Basic Response Booklet**
- 4) Data Entry of Screening Results**
- 5) Annotated Individual Report**
- 6) Completed SMARTER Strategies form**
- 7) 3 weeks of SMARTER plans (including one video or pictures of working with a student to create their first SMARTER plan)**
- 8) Pre-screening hypothesis letter to Dr. Weisel predicting what you suspect you will find out about each student.**
- 9) Post-screening letter to Dr. Weisel about what you did find**
- 10) Post 3 weeks of SMARTER plans-a letter to Dr. Weisel from the student about what they learned about themselves, what worked about the new ways they are learning, and how they felt about themselves when they entered the AE program vs how they feel now.**

Participatory Learning Methodologies visual documentation of using these strategies in a classroom are due

Completed learning journals are due May 31, 2022

Learning journals should also be submitted to coaches at the end of each week/month.

Coach/trainee should work out a schedule on when the coach would like to review these journals.

Completed Reading summaries and personal reflections are due May 31, 2022

Community of Practice Sessions

Community of Practice (COP) sessions are designed to provide participants with the opportunity to share a concern or passion for something they have learned throughout the training sessions.