The mission of the Illinois Service Center Network is to provide high quality, innovative, collaborative professional development for Illinois Adult Education and Family Literacy.
The purpose of this Planner is to increase the benefits of professional development through use of a comprehensive, systematic process for addressing needs of programs, staff, and administrators. The Planner will allow staff to see areas in need of improvement that will benefit their students and at the same time increase their professional knowledge and skills. Programs will benefit by improving instruction, advancing retention and better meeting the needs of students.

Administrators will find this Planner helpful in a variety of ways:

- first, as a staff development tool that leads to identification of appropriate and available professional development activities;
- second, as a useful reporting mechanism for professional development outcomes; and
- third, as a component of staff evaluation.

When using this Professional Development Planner, an instructor would follow these steps:

**Part I. Foundations: Self-Evaluation:** Complete the *Foundations: Self-Evaluation* in the appropriate instructional area (ESL or ABE/GED).

**Part II. Summary of Foundations Self Evaluation:** Summarize the Self-Evaluation by listing the Foundations circled as #1 for need and priority. Then identify Service Center workshops that can address those needs from the supplemental handout, *Foundations Correlated to Workshops*.

**Part III. Personal Professional Development Worksheet:** From the identified needs and priorities, complete the *Personal Professional Development Worksheet* by setting a primary professional goal for the year and planning appropriate professional development activities for that year to meet that goal.

*Note: Potential professional development activities to address Foundations identified and to meet goals can be found by referring to: 1) the Service Center workshops identified in Part II; current workshop offerings can be found on the websites of the individual Service Centers and the CALL Statewide Calendar online on its website; 2) Additional Sources of Professional Development (Attachment 1); and 3) other sources of professional development identified through other means.*

**Part IV. Professional Development Activity Log:** Record and assess the value (for instructor, students, and program) of the activities on the *Professional Development Activity Log*. These Activity Logs can be kept on file to use for continuous program evaluation.

It is the hope of the Illinois Service Center Network that you will find this Professional Development Planner both effective and valuable. We look forward to assisting you and your staff in their professional development growth. *For more information or assistance, contact your regional service center.*
A calendar listing the training opportunities provided by the Service Center Network is available on the ICCB website.
# PART I. FOUNDATIONS FOR ESL INSTRUCTORS: SELF-EVALUATION FORM

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

## Background Knowledge: The Adult Second Language Learner

<table>
<thead>
<tr>
<th>Needs Assessment and Lesson Planning</th>
<th>SELF-ASSESSMENT PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Possess knowledge of adult second language acquisition.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2. Possess knowledge of language learning styles and strategies.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3. Possess general knowledge about exceptionality in learning, including learning disabilities.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>4. Are familiar with the NRS (National Reporting System) educational functioning levels for ESL.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>5. Demonstrate sensitivity for cultural, gender, and age differences in adult language learners.</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

## Needs Assessment and Lesson Planning

<table>
<thead>
<tr>
<th>Needs Assessment and Lesson Planning</th>
<th>SELF-ASSESSMENT PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use a variety of techniques to assess learners’ needs, including informal and self assessments.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2. Select materials appropriate to learners’ needs.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3. Select materials appropriate to learners’ NRS levels.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>4. Develop lesson plans which integrate presentation, practice, application, and review.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>5. Incorporate learners’ prior experiences, cultural heritage, and community resources into instruction.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>6. Plan lessons to accommodate a wide range of ESL learning styles and strategies.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>7. Provide learners with the opportunity to apply new information and skills in a wide range of contexts.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>8. Individualize instruction as appropriate.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>9. Integrate technology into the needs assessment process and lesson planning as appropriate.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>SELF-ASSESSMENT PRIORITY</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1. Manage a multilevel classroom effectively.</td>
<td>Needs Improvement: 12</td>
</tr>
<tr>
<td></td>
<td>Excellent: 3</td>
</tr>
<tr>
<td></td>
<td>High: 1</td>
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<tr>
<td></td>
<td>Low: 2</td>
</tr>
<tr>
<td></td>
<td>Need: 3</td>
</tr>
<tr>
<td>2. Deal with errors (both oral and written) in a meaningful and productive manner.</td>
<td>Needs Improvement: 12</td>
</tr>
<tr>
<td></td>
<td>Excellent: 3</td>
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<tr>
<td></td>
<td>High: 1</td>
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<tr>
<td></td>
<td>Low: 2</td>
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<tr>
<td></td>
<td>Need: 3</td>
</tr>
<tr>
<td>3. Use cooperative learning structures as appropriate.</td>
<td>Needs Improvement: 12</td>
</tr>
<tr>
<td></td>
<td>Excellent: 3</td>
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<tr>
<td></td>
<td>High: 1</td>
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<td></td>
<td>Low: 2</td>
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<tr>
<td></td>
<td>Need: 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ESL Skill Areas</th>
<th>SELF-ASSESSMENT PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teach effective ESL literacy lessons.</td>
<td>Needs Improvement: 12</td>
</tr>
<tr>
<td></td>
<td>Excellent: 3</td>
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<tr>
<td></td>
<td>High: 1</td>
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<td></td>
<td>Low: 2</td>
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<tr>
<td></td>
<td>Need: 3</td>
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<tr>
<td>2. Teach effective ESL listening lessons.</td>
<td>Needs Improvement: 12</td>
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<tr>
<td></td>
<td>Excellent: 3</td>
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<td></td>
<td>High: 1</td>
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<td></td>
<td>Low: 2</td>
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<td></td>
<td>Need: 3</td>
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<tr>
<td>3. Teach ESL conversation effectively.</td>
<td>Needs Improvement: 12</td>
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<tr>
<td></td>
<td>Excellent: 3</td>
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<td></td>
<td>High: 1</td>
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<td></td>
<td>Low: 2</td>
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<td></td>
<td>Need: 3</td>
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<tr>
<td>4. Teach narrative reading effectively.</td>
<td>Needs Improvement: 12</td>
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<td></td>
<td>Excellent: 3</td>
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<td></td>
<td>High: 1</td>
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<td></td>
<td>Low: 2</td>
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<td></td>
<td>Need: 3</td>
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<tr>
<td>5. Teach ESL writing skills effectively.</td>
<td>Needs Improvement: 12</td>
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<td></td>
<td>Excellent: 3</td>
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<td></td>
<td>High: 1</td>
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<td></td>
<td>Low: 2</td>
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<td></td>
<td>Need: 3</td>
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<td>6. Teach ESL grammar communicatively.</td>
<td>Needs Improvement: 12</td>
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<tr>
<td></td>
<td>Excellent: 3</td>
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<td></td>
<td>High: 1</td>
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<td></td>
<td>Low: 2</td>
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<td></td>
<td>Need: 3</td>
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<tr>
<td>7. Teach effective pronunciation lessons.</td>
<td>Needs Improvement: 12</td>
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<td></td>
<td>Excellent: 3</td>
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<td></td>
<td>High: 1</td>
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<td>Low: 2</td>
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<tr>
<td></td>
<td>Need: 3</td>
</tr>
<tr>
<td>8. Use effective teaching strategies in above skill areas for learners who have</td>
<td>Needs Improvement: 12</td>
</tr>
<tr>
<td>special learning needs (e.g., non-literate learners or learners with learning</td>
<td>Excellent: 3</td>
</tr>
<tr>
<td>disabilities).</td>
<td>High: 1</td>
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<td></td>
<td>Low: 2</td>
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<td></td>
<td>Need: 3</td>
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<tr>
<td>9. Integrate technology into above content areas to promote learning.</td>
<td>Needs Improvement: 12</td>
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<tr>
<td></td>
<td>Excellent: 3</td>
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<td>High: 1</td>
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<td>Low: 2</td>
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<td></td>
<td>Need: 3</td>
</tr>
<tr>
<td>Professional Development</td>
<td>SELF-ASSESSMENT PRO</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>1. Attend ESL related professional development workshops and conferences.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2. Are active in ESL professional organizations.</td>
<td>1 2 3</td>
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<tr>
<td>3. Keep abreast of the field by reading ESL books and journals.</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>SELF-ASSESSMENT PRO</th>
<th>Needs Improvement</th>
<th>Excellent</th>
<th>High Lo</th>
<th>RITY w</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are able to assess student level to ensure proper placement within a program.</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>2. Monitor student comprehension during each lesson or class meeting.</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>3. Provide evidence of student progress so that gains can be demonstrated.</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology</th>
<th>SELF-ASSESSMENT PRO</th>
<th>Needs Improvement</th>
<th>Excellent</th>
<th>High Lo</th>
<th>RITY w</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use and maintain a computer with the installed operating system.</td>
<td>1 2 3</td>
<td>1 2 3</td>
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</tr>
<tr>
<td>2. Use utility and content software and access the Internet to promote student knowledge in areas of ESL.</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>3. Evaluate software and Internet sites to assist in developing instruction for diverse learners.</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>4. Integrate software and the Internet into instruction to encourage learning for diverse learners.</td>
<td>1 2 3</td>
<td>1 2 3</td>
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</tr>
<tr>
<td>5. Discover and utilize professional development through technology and distance learning such as online study, listservs, online lesson plans, and resources.</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>6. Create your own technology resources by creating web pages, utilizing authoring systems and participating in online collections of materials.</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<tr>
<td>7. Utilize other technologies in addition to computers to augment classroom lessons.</td>
<td>1 2 3</td>
<td>1 2 3</td>
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</tbody>
</table>
PART II. SUMMARY OF FOUNDATIONS SELF EVALUATION

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

<table>
<thead>
<tr>
<th>Foundations (Need and High Priority)</th>
<th>Service Center Workshops to Address Needs/Priority Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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</tbody>
</table>
PART III. PERSONAL PROFESSIONAL DEVELOPMENT WORKSHEET

1. From the Foundations you listed in Part II, what is the primary goal you want to achieve in your instruction this year?

2. How does this goal align with your program’s goal(s)? Why is aligning this goal with your program’s goal(s) important?

3. Achieving this goal will help your students in (check and explain all that apply):
   - achieving educational level gains
   - entering employment
   - retaining employment
   - receiving their secondary school diploma or GED
   - placement in post-secondary education or training
   - other ________________
4. What professional development activities will help you achieve this goal (check and give detail on each selected)? Explain how you will locate/access an activity if you don’t have specifics now.

☐ reading materials

☐ video viewing

☐ workshops (Refer to Part II Service Center workshops aligned with your needs)

☐ conference attendance

☐ work with peers

☐ mentoring participation

☐ internet searches

☐ classroom observations

☐ other

☐ other
5. What might prevent you from achieving this goal or in accessing the activities above? How will you work to overcome this/these?

6. How will you know that you have achieved your goal?

7. When do you expect to achieve your goal?
PART IV. PROFESSIONAL DEVELOPMENT ACTIVITY LOG

Name: 

Goal: 

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>No. of Hours</th>
<th>Type/Name of Activity:</th>
</tr>
</thead>
</table>

A.) *(Complete immediately after activity)* What did you learn and how will you apply it?

B.) *(Complete after applying what you have learned)* How did what you applied benefit your classroom?

C.) Rate how useful this was in meeting your goal: 1 2 3 4 5 6 7

Not Useful  Very Useful

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
<th>No. of Hours</th>
<th>Type/Name of Activity:</th>
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Not Useful  Very Useful