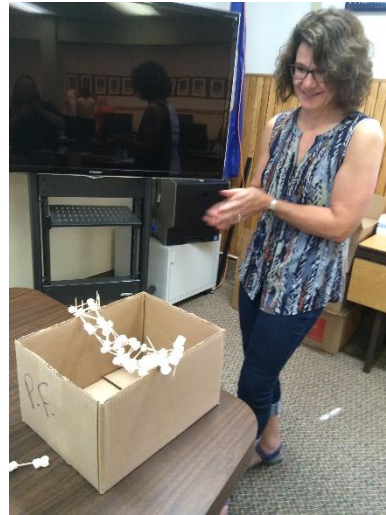
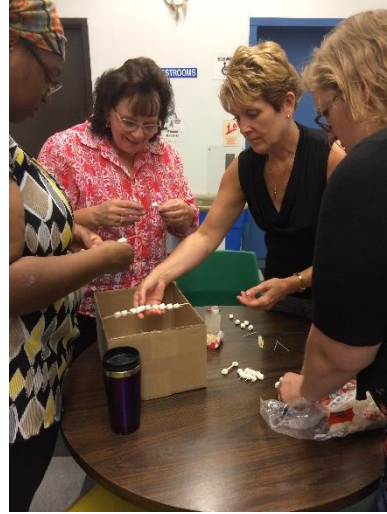


## Section Three Professional Development and Training



*ABE Instructors attempt to build bridges with toothpicks and marshmallows at an in-house professional development event.*

### **3.1 Process and Criteria used in Hiring Decisions**

As a private non-profit agency, AEOA is not required to hire instructors with a teaching license. However, the Adult Education Program Manager strives to hire, at every opportunity, someone with teaching credentials to ensure the integrity of the program. At times, it is difficult to find licensed teachers in rural areas and occasionally, it is necessary to hire someone with a related professional degree. The ABE program includes staff who have Master's Degrees in related fields and one staff person who is working on their Doctorate in Education. Although they may not have a current teaching license, they are assets to our Adult Education program. Also, due to hiring difficulties, the ABE Program Manager does not require an ABE license. All new hires provide a paper copy of their teaching license for the personnel file and veteran teachers must provide proof of license renewal every five years. ABE provides and supports staff development activities with CEUs to help maintain licensure.

The ABE Program Manager must follow agency hiring practices and posts all positions through AEOA's Human Resources online system. All positions must have sufficient justification for creating or refilling a position and be approved by the agency's Executive Director before posting. The ABE Instructor job description states a teaching license is preferred and every effort is made to recruit individuals with teaching credentials.

The position is posted in local and surrounding area newspapers, AEOA's website, collaborative agencies, online tools such as MinnesotaWorks, culturally-specific hiring sites, etc. Once the posting has been closed, the Program Manager and Lead Instructor discuss who should be interviewed utilizing a standardized rubric. Each interview is performed by a

team consisting of the Program Manager, Lead Instructor, and collaborative agency staff. At the interview, in addition to the interview questions, an interviewee is required to “instruct” the interview team in a lesson that would be relevant for our student population. After interviews are held, the interview team comes to a consensus on whom to hire. At that point, the Program Manager sends a Recommendation to Hire to AEOA’s Executive Director, the Employment and Training Director, and the Human Resources Director. All hiring decisions rest ultimately with the Executive Director under advisement from the ABE Program Manager. If the candidate is approved, HR will check references, perform a background check and contact the ABE Program Manager so they can offer the position to the selected individual. The entire hiring process can take from three to six weeks.

Upon acceptance, the new hire is placed on the Agency’s salary schedule as a Licensed Professional with a six-month probationary period. At the six-month probationary review, the instructor will either be placed permanently on staff at Step 1 with a pay increase or be released if not performing the job duties as assigned. Instructors move through various steps and levels with agency-determined salary increases provided as they pass yearly performance reviews conducted by program management staff. The average instructor wage per hour is at \$22.83 with a fringe average of \$8.03 per hour.

When support staff are hired, strong computer and communication skills are desired. Support staff are the front-line workers and need to be efficient, organized, and able to respond to requests in a friendly and timely fashion. Although a professional degree is not required, the ABE program does seek out highly-skilled staff. The hiring process for support staff follows the same guidelines as the Adult Education Instructors with the exception that

instructing a lesson is not necessary. Instead they are required to perform a data processing and memo writing task. Further information on how volunteers for the program are selected is available in Section Four of this document.

### **3.2 New Staff Orientation Process**

All staff are assigned a Lead Instructor when hired. During the orientation process, they meet with their Lead to go over multiple training tools. In the past, The Teacher Orientation Manual (TOM), a three-ring binder containing nearly everything a new staff person needed to know about AEOA and ABE, was the “go to”. The sections in TOM are as follows: Adult Basic Education Overview; Student and Classroom Paperwork; Assessments, Books, and Materials; Marketing the ABE Classroom; AEOA Agency Policies; MDE Policies; and Appendix with additional AEOA and MDE resources.

However, with the change in times, in addition to the TOM, other resources are examined. New staff are required to do the Minnesota Literacy Council’s (MLC) on-line new teacher orientation training. The in-person ABE Foundations Training at Summer Institute (SI) is also often recommended. Reviewing ACES and TIF’ing a lesson is instrumental in the orientation process, as well as understanding and using Northstar Digital Literacy. All ABE teachers are trained and certified in delivery of the Test of Adult Basic Education (TABE) and Minnesota’s Department Health and Human Services’ data privacy regulations. The program has been provided in-region training by the contracted supplemental service provider for TABE, Southwest ABE, and we send staff to SI sessions to hone their practices. The State of Minnesota requires all staff take this annual online data security training from DHS with modules on Data Security and Privacy, How to Protect Information, Managing Security

Information Problems, Protected Health Information (PHI), and Data Security for County Staff and Assistants as part of the program's SNAP Outreach work. The use of on-line platforms is reviewed, and the new staff is given information on how to utilize these tools.

With the College and Career Readiness Standards (CCRS) being front and center, the Lead Instructor and more seasoned teachers help the inexperienced staff person become familiar with and acclimated to being aligned in the curriculum. We also are part of a CCRS Cohort and the Program Manager has created a multi-year implementation plan to guide staff and the program into becoming fully aligned in instruction.

We strongly encourage new instructors to observe other ABE classrooms. Watching a veteran teacher, assisting students, and asking questions, helps a new teacher feel more confident when s/he is alone with a class. With that relationship established, s/he will likely contact the mentoring teacher about other issues as they arise. With the remote locations and one-teacher classrooms, having other teachers to share ideas and concerns with across the miles creates a sense of belonging and unifies the program.

New hires also attend an AEOA agency orientation, which covers information about the history of community action, other departments in the agency, customer service skills, and a review of agency policies and procedures. This orientation is also available online in YouTube modules if staff would like a review. AEOA ABE is very involved with recruiting and referring clients to other AEOA services and it is important for employees to have the big picture of the Agency's mission.

Also, part of the orientation process includes affirming the importance of ongoing professional development and an explanation of formal and informal opportunities. The

Lead Instructor outlines expectations for development: involvement with staff in-service events, accountability for a personal professional development plan, staying current with resources such as the ATLAS newsletter and the MLC website, engagement with colleagues, program marketing and outreach, representing the program in the community, and curriculum design.

### **3.3 Priorities for Professional Development**

Initiatives and staffing are the two biggest forces that drive professional development plans. Total funding spent varies regarding State and Agency initiatives and trainings that arise. The program spends anywhere from five to eight percent of our budget on professional development opportunities each year. This past year, we spent approximately \$30,000 or 5% of the state and federal budget. However, we do receive some reimbursement from ATLAS, MLC, etc. for these costs. Without the offset, we would not be able to attend or participate in as many PD opportunities.

With new staff, a lot of time and money are spent due to the training requirements that exist when getting acquainted with the ABE system. Over the last three years, given the amount of staff retirements, we have used a larger portion of our budget for staff training. And, training needs are on-going due to the nature of the Adult Ed program. Because of the large geographical area of our program, time and mileage add up quickly.

There are several State initiatives that the Adult Education Program is taking part in. Participating in the College and Career Readiness Standards (CCRS) Cohort was a wonderful opportunity for the program. As the State is moving towards a more aligned system, being able to participate in an intense, professional cohort that helps our program understand

and implement the standards will make the program stronger. Although ATLAS was able to reimburse the program for travel and hotel costs, the dollars needed for staff wage and fringe at the trainings, cost of meeting as a local cohort, and the necessary time spent on completing the assignments, were not reimbursed. However, the money spent for this work was extremely beneficial and the information the cohort team learned can be imparted to other staff via “GoTo” meeting, keeping costs down. This will also drive future “in person” training.

Several Professional Development opportunities staff have attended in the past few years include, but are not limited to:

- Fall and Spring Regionals
- Summer Institute
- Language & Literacy Institute
- Evidence Based Reading Instruction (EBRI) Training
- Local ABE In-services
- Intercultural Development Inventory (IDI) Training
- MN Numeracy Initiative (MNI)
- Student Achievement in Reading (STAR)
- Ruby Payne’s Culture of Poverty
- Minnesota Council of Teachers of Mathematics (MCTM)
- Academic, Career & Employability Skills (ACES)

Because of the wide array of training that our program accesses, some of the trainings are mandatory, while others are discretionary. See the table below for further information.

<b>Mandatory Training</b>	<b>Highly Encouraged Training</b>
<b>CCRS Foundations</b>	<b>Regionals- Spring &amp; Fall</b>
<b>CCRS “GoTo” Webinars</b>	<b>Summer Institute</b>
<b>Language &amp; Literacy Institute</b>	<b>Agency All-Staff</b>
<b>ABE Local In-services</b>	<b>Adverse Childhood Experience/ Trauma Informed Care</b>
<b>Student Information Database (SID)</b>	<b>Safe Harbor and Human Trafficking</b>
<b>TABE Assessment</b>	<b>Culture of Poverty</b>
<b>Academic, Career &amp; Employability Skills (ACES)</b>	<b>Equity and Diversity</b>
<b>NorthStar Digital Literacy</b>	<b>Minnesota Math Institute</b>
<b>Minnesota Literacy Councils Online Training - New Staff</b>	<b>STudent Achievement in Reading (STAR)</b>
<b>Evidence Based Reading Instruction (EBRI)</b>	<b>Intercultural Development Inventory (IDI)</b>
<b>Department of Health and Human Services Data Privacy and Civil Rights</b>	<b>Workplace skills (e.g. sexual harassment, workplace violence, stress management)</b>

With a program as large as ours, it can be difficult pulling everyone together for professional development events. Because of this, we have to be creative with our ways of accessing training. Therefore, we have implemented the use of monthly “GoTo” webinars. These webinars help to reduce the cost of travel and time as instructors are able to access the training from their own desks.

Staff have several ways of tapping into training opportunities. ATLAS has been a wonderful resource for us with the trove of material on their website, by email with their part in the MN ABE Connect newsletter, and through the in-person training sessions they and the Minnesota Literacy Council provide. Their contribution to our staff’s professional development is significant. The quality of these activities and materials along with the professionalism of the presenters inspire the staff to keep growing in their careers.

In addition to the Professional Development that MDE, ATLAS, and the MLC provide, other opportunities exist through the agency, local school districts, etc. The manager



encourages staff to participate in training to help improve their skills both professionally and personally. Staff have taken advantage of many trainings in the past year. These opportunities range from all staff participating to one staff person attending- e.g. Power of Yet-Growth Mindset, Ruby Payne's Culture of Poverty. CEU's are collected to help staff with license renewal. Also, all trainings that staff attend are documented in the Agency's online AWC system.

## Section Three

# Professional Development and Training Documents

*"I once watched a student yell in her face because she was "teaching her wrong", [Teacher] just sat and smiled... That day I learned a valuable lesson, to not get so frustrated with the little things. Point being [Teacher] helped me immensely and taught me valuable lessons not only in school, but life as well. "*

*~College Prep Student*



## Adult Basic Education Consortium Professional Development (PD) Plan

<b>Consortium</b>	<b>Arrowhead Economic Opportunity Agency (AEOA)</b>
<b>Time Period</b>	June 2018-and ongoing
<b>Consortium Manager</b>	Tracy Chase
<b>PD Planning Team Members</b>	Tracy Chase- Adult Education Program Manager, Terri Ferris- Lead Instructor, Kristy Dobson- Program Specialist II

### Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data
What are our trends with contact hours (Table A)?	Although, as a whole (Supersite), we stayed the same as last year regarding contact hours, AEOA’s portion has seen an increase by approximately 3,000 hours. The Supersite includes Northeast Regional Corrections Center (NERCC) and AEOA. NERCC has seen a shift in their programming due to the loss of beds at their facility and opportunities of instruction. This change is being looked into to see if there are possibilities of increased programming options. With the implementation of more focused aligned curriculum, hours should increase for students.
What are our measurable skill gain trends (SiD “Level Gains with Post-Test Rates” Report)?	We have seen considerable improvement with level gains in Level 2- increase 11.4 % and Level 3- increase 13.3 %. Level 1, 4, and 5 have seen a bit of a decrease in gains 3.3 %, 1.0 %, and 6.3 % respectively. We continue to struggle with Level Gains due to not being able to post test until a student reaches the 40 + hour time frame. However, the program is working towards increasing the rate of testing, therefore, our program should see an uptick in gains.
How well are we post-testing students (SiD “Level Gains with Post-Test Rates” Report)?	In the past two years, we have seen approximately the same number of students post testing (a decrease of 4 students post-testing from last year to this year), not including Level 6. However, we have had nine more students increase in a level from last year to this year. As previously mentioned, our program has been struggling with students reaching 40+ hours; and therefore, we cannot post-test. We have implemented a 40-Hour Club (when a student reaches 40 hours, they are put into a drawing for a \$50.00 gift card); discussion has taken place with the college staff in needing to increase the amount of time spent with each student (additional lab time, distance learning options, etc.),and being more mindful of additional work that can be done with a student (CCRS aligned curriculum,

	NorthStar Digital Literacy modules, ACES work, etc.) to increase our the hours every student reaches.
What additional program performance data trends do we see (all NRS tables and SiD reports)?	Distance Learning hours have decreased, but there has been a change to platforms that are available and a change in student base.
How do we compare to similar programs on the state ABE report card?	As a non-profit agency, we are one of only a few programs in the state that have that distinction. However, among this group, there isn't a program that is similar in nature to our broad area and scope of programming.
What expertise do we have with our local staff? (background characteristics, education, experience, etc.)	We have a varied staff. Several staff have a K-12 license, TESOL Certification, or some other relevant professional degree. Although we have a few instructors hired within the last few years, we also have staff with 10 or more years with the program.
What strengths and needs are notable from staff observations or evaluations?	AEOA's Adult Ed Program has staff that are highly skilled, responsive, willing to take on new tasks, and very student focused. Helping students be successful is a priority. Areas that need to be addressed are continued work with CCRS alignment in all classrooms; Adult Diploma training; Universal Design for Learning; continued support and implementation of ACES and NorthStar Digital Literacy; TABE training- 11 & 12; improvement in Level Gains and Post-Testing rates; improvement in documenting goals, attendance, etc. in SID; SNAP 50/50 implementation.
Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	Locations for classrooms have been reduced due to being more mindful of the budget. However, because of this, students have to travel a greater distance to attend a classroom. We have instituted distance learning as an option and we are now working on telepresence/GoTo as a way to reach more of the isolated students.
What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	We have been providing monthly Financial Literacy workshops at the local WFC's in our area. Work is continuing in helping formulate opportunities for the construction trade due to a shortage of trained employees. We also have the possibility of working with several dislocated worker projects.
Any additional needs identified from other data?	NextGen Accuplacer Testing. We have several classrooms on the Minnesota State College campuses and a few are implementing the new Accuplacer test. Staff need training in this area.

## Looking Toward the Future

Initiatives, Trends, and Outside Factors	
<b>What are your district/ organization priorities?</b>	Increase in Post-Testing rates and Level Gains Improvement of setting goals, meeting said goals, etc. in SID SNAP 50/50 implementation NextGen Accuplacer
<b>What partnerships are potential opportunities?</b>	Improved referral system with WFC counselors Improved collaboration with Minnesota State College campuses Local industry employers
<b>What are the state and/or national ABE initiatives and priorities?</b>	CCRS Alignment- Working through the CCRS Implementation Plan to move towards full alignment TABE 11 & 12 implementation Adult Diploma

## Program Staff PD Activity Participation To Date

Initiative	Target staff	% of target staff that have participated	What are the program's needs, plans and/or timeline for this professional development?	Program Priority Rating
<b>Core Professional Development</b>				
ABE Foundations	All Staff	100%	For every new staff person that is employed in our program, they will need to either take this training on-line or at Summer Institute.	High Priority
ACES TIF 101 - Academic, Career & Employability Skills; Transitions Integration Framework	All Staff	100%	For every new staff person that is employed in our program, they will need to either take this training on-line, Summer Institute, or with Terri Ferris/Kelly Bahen (trained in train-the-trainer)	High Priority

CASAS Assessment Certification (5-years)	Regional ESL Instruction	100% of those required	If we have an influx of ESL students in sites that are more rural, we will need to have staff trained.	Low Priority
CCRS Foundations-ELA	All Staff	93%	For every new staff person that is employed in our program, they will need to either take this training on-line, Regionals, or at Summer Institute.	High Priority
CCRS Foundations-Math	All Staff	93%	For every new staff person that is employed in our program, they will need to either take this training on-line, Regionals or at Summer Institute.	High Priority
DL Basics - Distance Learning Basics	Staff that use an on-line platform	53% of all staff; however, those who have been trained use DL often.	Any staff that would like a DL classroom will complete the DL 101 online. Also, we have one staff person who is the DL coordinator for the program.	Medium Priority
Northstar Digital Literacy - take assessments	All Staff	100%	All new staff will complete the assessments.	High Priority
SiD (State ABE Database) Training	All Staff	100% & Ongoing for updates.	All new staff will be trained on the database.	High Priority
TABE Assessment Certification (5-years)	All Staff- New & those needing recertification	93%	All staff will be trained or recertified on TABE every 5 years. This training will take place either by bringing a trainer to our agency or by taking the training at Regionals or Summer Institute.	High Priority
<b>Further Professional Development (Building/Strengthening ABE Professionals)</b>				
ACES TIF PLCs - Professional Learning Communities	All Staff	66.6%	All staff have been trained in ACES 101. At this time, because efforts are being put towards CCRS and Adult Diploma, this is not a top priority.	Medium to Low Priority
ACP Course Design Cohort - Adult Career Pathways curriculum writing	1 ESL, 1 Post-Secondary, 1-GED instructor	0%	When time allows, and we are not focused on high priority training- CCRS and Adult Diploma, this will be re-evaluated.	Low Priority

ACP Program Development Cohort - Adult Career Pathways programming for managers	Manager	0%	When time allows, and we are not focused on high priority training- CCRS and Adult Diploma, this will be re-evaluated.	Low Priority
CCI - Career-focused Contextualized Basic Skills Instruction Cohort	Staff who are involved in WFC's	0%	Completed in-house training, but not the formal cohort.	Medium Priority
CCRS Implementation Cohort-ELA	Regional Locations- FT Staff	50%- possibly additional staff	Due to staff limitations and time, we would like for additional staff to be trained, but presently not able to.	Medium Priority
CCRS Implementation Cohort-Math	Regional Locations- FT Staff	60%- possibly additional staff	Due to staff limitations and time, we would like for additional staff to be trained, but presently not able to.	Medium Priority
DL 101 - Distance Learning 101	DL Staff	25%	When time permits, and high priority PD has been completed, DL training will take its place.	Medium Priority
DL 102 - Distance Learning 102	DL Staff	13%	When time permits, and high priority PD has been completed, DL training will take its place.	Medium Priority
EBRI Study Circles - Evidence-Based Reading Instruction Study Circles	All Staff	80%	The staff that have not been through the EBRI training are very PT staff.	Low Priority
ESL Study Circles (Low-literacy, Pronunciation, Integrating Language & Numeracy)	ESL Instructors	0%	Because we do not have staff that only instruct in ESL, it is difficult to have them participate when other training takes priority.	Low Priority
MNI-MN Numeracy Initiative year-long cohort	Staff with math emphasis/ or those interested	27%	Where there are math emphasis classes, there is only one site that does not have someone who has been through MNI.	Low Priority
SPARC - Support Professional's Certificate	NA	NA	We do not have FT support staff. Support staff are on a PT basis.	Low Priority
Standard Adult Diploma 101 Training	Regional Locations	50%	AEOA's Adult Ed program is, at this time, participating in the training.	High Priority
STAR- Student Achievement in Reading	ESL/Intermediate Skill Instructors	50%	When time allows, and we are not focused on high priority training- CCRS and Adult Diploma, this will be re-evaluated.	Low Priority

UDL - Universal Design for Learning	All Staff	7%	When time allows, and we are not focused on high priority training- CCRS and Adult Diploma, this will be re-evaluated.	Medium Priority
<b>Additional Local Professional Development</b>				



## ABE Consortium Professional Development Plan

Name of Consortium:

<b>Date Developed</b>	Spring 2018	<b>SMART</b> goals are: <ul style="list-style-type: none"> <li>● <b>S</b>pecific – What? Why? How?</li> <li>● <b>M</b>easurable – How will I measure progress &amp; know when I’ve achieved my goal?</li> <li>● <b>A</b>ction-Oriented – Can I take actions to accomplish this goal?</li> <li>● <b>R</b>ealistic – Is my goal challenging but still possible to achieve?</li> <li>● <b>T</b>ime-bound – What is my timeframe for this goal?</li> </ul>
<b>Time Period for Plan</b>	June 2018- Ongoing	
<b>Consortium PD Lead(s)</b>	Program Manager, Lead Instructor, Program Specialist II	

**Directions:** Refer to your data analysis and PD inventory on the previous pages to articulate your consortium goals with PD implications.

<b>Priority Consortium Goals</b> <i>(List 3-5 priority goals for your consortium that have PD implications.)</i>	<b>PD Activities</b> <i>(How will you accomplish the goal? What specific training/PD activities will prepare staff to meet the goal?)</i>	<b>Target Participants</b> <i>(Who will participate?)</i>	<b>Target Date</b> <i>(When will the activities take place?)</i>	<b>Resources</b> <i>(What resources are necessary to carry out the activities and meet the goals, including presenters &amp; materials?)</i>	<b>Outcomes/Evaluation</b> <i>(What specific measurable outcomes do we want to see?)</i>
CCRS Alignment	The CCRS Cohort will train other staff with the knowledge and tools they received- in-services, GoTo webinars, small group, etc.	All Staff	Ongoing	Follow the CCRS Implementation Plan – CCRS tools- High Action Value Tool, CCRS Manual, etc. GoTo Webinars CCRS Cohort Staff Training Presenters- ATLAS, MDE, etc. Prep Time	Alignment of the standards in all classrooms.
	Continue to attend trainings- Regional, Local, Summer Institute, Language and Literacy Conference, etc. that have CCRS sessions.	All Staff	Ongoing		
	Have additional staff participate in the CCRS Cohort- ELA & Math	Targeted Staff	Ongoing		
	Prep time for staff to be improving their skills.	All Staff	Ongoing		
Adult Diploma Training- Better understand what is necessary to offer an Adult Diploma Program.	Adult Diploma Training- MDE	Tracy Chase Terri Ferris Sean Scarbrough	May 2018	Attend Adult Diploma Trainings MDE Staff Learner Web	Understand what is necessary to have an Adult Diploma Program in the NE

Be better equipped to offer this service to students in the Arrowhead Region of the state.	Attend Working Group meetings	Tracy Chase Terri Ferris Sean Scarbrough	Ongoing	Complete assignments	region. What are the components and is the program capable of offering such a service.
Level Gains/Post-Test Rate Increase	Offer training in SID-specifically to goal setting and assessments. Discuss case studies for better understanding.	All Staff	Immediately & ongoing	All Staff trainings, Regionals, and Summer Institute. Jenny S and Mary Z with Urban Planet. Case Studies	We would like to see an increase in level gain rates moving towards the target rates and an increase in post-testing.
TABE 11 & 12	All Staff will view webinars on TABE 11 & 12	All Staff	When available	Webinars ATLAS, MDE, Regional presenters, Summer Institute presenters, copies of TABE 11 & 12	When all staff are using TABE 11 & 12 as part of their assessment process.
	Attend trainings as available- MDE, ATLAS, Regionals, Summer Institute, etc.	All Staff	When available		

## Adult Basic Education Administrator Professional Development (PD) Plan

<b>Name</b>	
<b>Job title</b>	AEOA Adult Education Manager Regional Transitions Coordinator
<b>Primary duties</b>	General program management for Adult Education and financial oversight. Instruction of itinerant programming.
<b>Work site(s)</b>	Virginia, MN

### Preparation: Looking at the Data

*Please consider these questions before completing the grid on the next page.*

#### My Consortium's PD Goals

What are my consortium's PD goals?

1. CCRS Alignment
  
2. Adult Diploma Training
  
3. Increase Contact Hours/Level Gains/Post-Testing Rates
  
4. TABE 11 & 12- Training and Implementation

#### My Work

What are my work priorities in the upcoming year?	Understanding the SERVS and MIP Financial Systems. Implementation and alignment of CCRS. Adult Diploma Training TABE 11 & 12 Training and Implementation
What am I already doing well with my current work?	I have participated in the CCRS Cohort and have worked on an Implementation Plan that will help move the program forward.

#### Student Data

What does the data about students tell me (SiD "Level Gains with Post-Test Rates" Report, etc.)?	As a program, we need to be improving our level gains as well as our post-test rates. Since the implementation of the 40 + hour rule, we have struggled with meeting the targets. However, with mindful programming and attention to the database, I believe we will be able to make improvements in these areas.
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#### Additional Factors

What PD priorities do I have?	Understanding the SERVS and MIP Financial Systems. Implementation and alignment of CCRS. Adult Diploma Training TABE 11 & 12 Training and Implementation
Any additional factors to consider in planning my own professional learning?	

## My Individual Professional Development Plan

Plan Time Period: 2018 and ongoing

Please refer to the PD needs and information collected on the previous page.

PD Goals	PD Activities and Resources		Application	Evaluation
What do I need to learn? (Please be detailed.)	How will I learn it?	When?	How do I hope to use or apply what I have learned?	How will I know I've learned it?
SERVS- Learn how to use the State's fiscal accounting system to accurately and confidently report AEOA's Adult Education spending. Also, to better understand how to send the needed reports.	Todd Wagner- MN State Director and Adult Basic Education Supervisor Assessment, Evaluation, and Reporting Specialist Tim Larson- MDE Grant Specialist Meet with Todd Wagner and Tim Larson to review the SERVS system for non-profit organizations. Also, tap into the online tutorials	Dependent on Todd Wagner and Tim Larson's schedule. Hopefully this summer- 2018.	When reporting the financial expenditures, I will accurately be able to enter the correct fund number in the SERVS system and I will be able to efficiently and accurately upload the necessary reports in a timely fashion.	When all reports are accurate and turned in in a timely fashion.
MIP- Learn how to use AEOA's fiscal accounting system (MIP) efficiently and effectively for more accurate budget reports. Included will be revisions.	Meet with Julie Greenly- Employment and Training Department Director, Kristy Dobson- Program Specialist II, and Fiscal Staff for training.	Beginning Summer 2018 and ongoing.	I hope to be able to enter a budget into the accounting system and make changes when necessary. If I learn how to do this, I can tap into the system whenever needed. I will also not have to rely on other staff to pull the reports I need.	When I can enter and make changes to my budget and pull reports when needed.
CCRS-	Continue to participate in All CCRS trainings- webinars- offered by ATLAS and staff, Regionals- presenters, Local In-services- presenters, etc.	Ongoing	To feel confident as a program manager that the program is meeting the standards in the timeframe necessary.	When our program is aligned.
TABE 11 & 12 Training	Webinars, MDE updates, online tools, Regionals, SI, etc.	Summer 2018 and ongoing	TABE 11 & 12 will be implemented in all classrooms in our program before next year.	When I am able to purchase the materials, have staff trained in the new test, and all

				classrooms are aligned for TABE 11 & 12.
Adult Diploma Training	Attend working groups, all trainings- MDE, complete assignments, learn Learner Web, etc.	May 2018 and ongoing	Implement the Adult Diploma program in the NE region of the state. Be able to help staff understand what is needed for the ADP, complete the necessary paperwork, etc.	Once we have several students go through the program and receive their diploma.

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ABE Staff Member Signature

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ABE Manager/Supervisor Signature

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Date

## Adult Basic Education Support Staff Professional Development (PD) Plan

<b>Name</b>	
<b>Job title</b>	Program Specialist II
<b>Primary duties</b>	Reporting, updates, student intake in database. Other duties assigned
<b>Work site(s)</b>	AEOA Main Office Virginia

### Preparation: Looking at the Data

Please consider these questions before completing the grid on the next page.

#### My ABE PD Survey Results

<b>List the 3 challenges you mentioned in your PD survey</b>	<b>MAXIS for SNAP students</b>
	<b>ABE Webinars – SiD</b>
	<b>Strengthen SiD for procedures</b>

#### My Work

<b>What are my work priorities in the upcoming year?</b>	Maintain database, reporting requirements, ABE Narrative
<b>What am I already doing well with my current work?</b>	Maintaining class schedules, reporting, database

#### Student Data

<b>What does the data about students tell me (SiD “Level Gains with Post-Test Rates” Report, etc.)?</b>	Scores compare to the length of time spent in classes as a measurement between the first & last assessment completed within the date range
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#### Additional Factors

<b>What PD priorities do I have?</b>	Strengthen MAXIS system reports
<b>Any additional factors to consider in planning my own professional learning?</b>	To continue strengthening my knowledge in Adult Basic Education.

## My Individual Professional Development Plan

Plan Time Period: 2017/2018 and ongoing

Please refer to the PD needs and information collected on the previous page.

PD Goals	PD Activities and Resources		Application	Evaluation
What do I need to learn? (Please be detailed.)	How will I learn it?	When?	How do I hope to use or apply what I have learned?	How will I know I've learned it?
ABE Narrative	Training	11/09/2017	Compile and enter data. Reviewing resources given at the training.	Per Program Manager
MAXIS Access	Training	11/30/2017	To verify students eligible or referral to SNAP for student class hours	By obtaining data in the MAXIS system.
SiD Updates & New reports	Webinar	02/21/2018	By using the new reports for percentages, hours, and reporting requirements	Per Program Manager

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ABE Manager/Supervisor Signature

03/09/2018

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Date

## Adult Basic Education Individual FT Professional Development (PD) Plan

<b>Name</b>	
<b>Job title</b>	Adult Education Instructor
<b>Primary duties</b>	Classroom instruction, database entry, curriculum development, marketing
<b>Work site(s)</b>	Minnesota Workforce Center in Hibbing

### Preparation: Looking at the Data

Please consider these questions before completing the grid on the next page.

#### My ABE PD Survey Results

<b>List the 3 challenges you mentioned in your PD survey</b>	<b>Making use of all of the ELA Standards in my instruction.</b>
	<b>Understanding and making use of the Math Standards.</b>
	<b>Maintaining motivation in my students so that they complete their goals despite setbacks.</b>

#### My Work

<b>What are my work priorities in the upcoming year?</b>	Ensuring that the majority of my ELA-related lessons align with the CCRS shifts. Creating more ELA lesson plans that are fully aligned with the CCRS standards. Becoming more familiar with the Math shifts so that I can integrate them into most math lessons. Creating a classroom environment that promotes a growth mindset in my students. Creating further classroom routines that promote learning and motivation.
<b>What am I already doing well with my current work?</b>	I am very familiar with the ELA shifts and am able to integrate them into many lessons automatically. I have created strongly CCRS aligned ELA lesson plans and continue to use them in my classes. I have found resources that help me teach math in a way that is more CCRS aligned. I have a good rapport with my students and many positive classroom routines that foster peer support in a one-room schoolhouse.

#### Student Data

<b>What does the data about students tell me (SiD “Level Gains with Post-Test Rates” Report, etc.)?</b>	Students at the lowest ABE levels (1 and 2) are having difficulty maintaining motivation or continuing with classes. Most of those students have been unable to reach 40 hours to retest. Developing a growth mindset and ensuring sufficient support services for those students is needed. The other levels appear to be on target, but almost every student who did not show a level gain did not achieve the hours needed to retest (only one exception). Continued classroom routine improvements, growth mindset lessons, and the offering of support services may improve student success. Some students at these levels are also achieving their goals (e.g. obtaining a GED) prior to retesting. This should be considered a success.
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#### Additional Factors

<b>What PD priorities do I have?</b>	I need to continue to align lessons with both the ELA and Math Standards. I would like to attend workshops related to understanding the Math Standards and making use of the Language Standards. I also would like to continue to learn about growth mindset lesson plans and integrating that kind of instruction into my classroom.
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Any additional factors to consider in planning my own professional learning?

It is important to balance the need for professional development with the needs of students. More time has been spent in the last year on professional development at the cost of time spent communicating with students and ensuring high retention rates.

## My Individual Professional Development Plan

Plan Time Period: \_\_\_\_\_

Please refer to the PD needs and information collected on the previous page.

PD Goals	PD Activities and Resources		Application	Evaluation
What do I need to learn? (Please be detailed.)	How will I learn it?	When?	How do I hope to use or apply what I have learned?	How will I know I've learned it?
<p>How to apply specific Math Standards in a one-room schoolhouse setting. I need to be able to easily choose learning targets based on the standards each day even though students are not necessarily consistent. I need to be able to shift these standards up or down depending on the particular students that attend that day.</p>	<p>Attending the Math Foundations training at the North Spring Regional. Attending any related workshops at Summer Institute or other trainings in the fall.</p>	<p>Spring Regional – April 19 -20<sup>th</sup></p> <p>Summer Institute – August 2018</p>	<p>I hope to use a deeper understanding of the Math Standards and shifts from these trainings to integrate them into my lessons more fluidly. I hope that I can easily identify the specific CCRS learning targets for the majority of the math lessons that I regularly teach.</p>	<p>I will be able to create learning targets tied to specific standards in my everyday math lessons. My post-lesson reflections and student feedback will indicate that the students appear to be making progress with those standards as the lesson was presented.</p>
<p>How to make use of the ELA Language Standards in everyday instruction. Much of the ELA instruction at trainings seems to have been focused on the reading standards recently. However, many of my students would benefit from more regular, intentional practice with the Language Standards as well. I need to become more familiar with these standards and how they might fit in my everyday classes.</p>	<p>Attending any related workshops at Spring Regional, Summer Institute or other trainings in the fall.</p> <p>Researching routines and methods that other teachers are using to integrate these standards into their classrooms.</p>	<p>Spring Regional – April 19-20<sup>th</sup></p> <p>Summer Institute – August 2018</p> <p>Research completed by December 2018.</p>	<p>I hope to develop routines in my classroom that will regularly assess and promote student understanding of the Language Standards. I also hope to integrate the ideas from workshops and speakers into the instruction I'm already doing with reading and writing but more fluidly.</p>	<p>I will have developed regular daily routines in my classroom that align with CCRS Language Standards.</p> <p>Students will be able to identify examples of practiced Language Standards in regular reading and writing instruction.</p>
<p>Methods of developing a growth mindset in my students that are effective. Many students struggle with motivation for attending</p>	<p>Review the materials provided at our recent workshop.</p>	<p>Spring Regional – April 19-20<sup>th</sup></p>	<p>I hope to use the knowledge and resources gained to more regularly and consistently teach about having a growth mindset. I hope that this will benefit my students</p>	<p>I will have one or more growth mindset lesson plans that are integrated into my regular instruction.</p>

<p>classes and believing that it's possible for them to make progress. I need to learn how to integrate motivation and growth mindset instruction into my everyday classes. I need to develop leveled lesson plans that specifically focus on motivation and growth mindset that are effective.</p>	<p>Research this topic further, looking for aligned lessons that fit my students.</p> <p>Attempt growth mindset lesson plans with students and assess and reflect on student outcomes.</p> <p>Attend any related workshops at upcoming PD events.</p>	<p>Summer Institute – August 2018</p> <p>Lesson plans and reflection completed by May 2019.</p>	<p>by improving their overall success in classes and also help them to more regularly attend classes.</p>	<p>I will be able to include growth-mindset-oriented activities into other kinds of instruction (e.g. a fractions lesson).</p>
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ABE Manager/Supervisor Signature

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Date

## Document H - Part II

<b>Job title</b>	ABE Instructor – part-time
<b>Primary duties</b>	Individualized one-to-one instruction for ABE & GED students (math, reading, writing, social studies and science) beginning at GLE 4-12; CWR students (resume and online job search skills, keyboarding and computer skills, financial literacy); some ABE & GED students also receive help with these same skills. All are native speakers of English.
<b>Work site(s)</b>	Two Harbors AEOA ABE one-room classroom; once-a-month “mobile office” at Finland Rec Hall

### Preparation: Looking at the Data

Please consider these questions before completing the grid on the next page.

#### My ABE PD Survey Results

<b>List the 3 challenges you mentioned in your PD survey</b>	Helping students develop SMART goals - helping them deal with their own shifting time lines
	SID tracking of student goals and progress – I appreciate having SID for tracking and reports– need to get more proficient with history tab and set/met features – don’t quite understand the logic behind some of the categories and how the dates are used across program years and with the two different program years – state and federal - we work within.
	Content – Identifying key social studies lessons (and maybe science lessons) in Plato that will be worthwhile for DL or hybrid students and for me - I was a bit rusty on the Articles of Confederation. Reading and writing and math standards touch on these subjects but don’t provide guidance on what the key topics are to cover in these two content areas.

#### My Work

What are my work priorities in the upcoming year?	Recruitment and retention of students so we can re-test them on TABE. If we can’t count it, it doesn’t count. SMART goals are part of this push to get more hours.
What am I already doing well with my current work?	Helping students with resumes and job searches (there is no workforce center in this county so I provide this service). Using SID. Expanding math content/standards knowledge. Connecting with students – they keep coming back to check in and update me even years later, but they don’t necessarily achieve their goals within the administrative time lines. At least with SID, I can start logging some of this info even without contact hours to count.

#### Student Data

What does the data about students tell me (SiD “Level Gains with Post-Test Rates” Report, etc.)?	Students don’t get in enough hours to post-test though they are ready to make a level gain. I spent 27 hours over three months with a student who had come in with a 6.2 GLE TABE math score. She went in and took her GED math test last month and passed. I doubt she will come back in and put in 13 -15 more hours just so she can help us out with our stats by doing the TABE math post-test – why would she want to? The 40-hour rule and the PY deadlines are driving me nuts.
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#### Additional Factors

What PD priorities do I have?	Staying cheerful and maintaining my sense of humor in the face of administrative requirements
Any additional factors to consider in planning my own professional learning?	Part-time teacher – the amount of time I can spend on the social studies content piece (it seems like less of a priority) depends on how many students show up in a given week.

Please refer to the PD needs and information collected on the previous page.

PD Goals	PD Activities and Resources		Application	Evaluation
What do I need to learn? (Please be detailed.)	How will I learn it?	When?	How do I hope to use or apply what I have learned?	How will I know I've learned it?
<p><b>SMART GOALS</b> – I know how, just need to do them in a timely manner. It doesn't always seem appropriate to pin down students before they have tested and gotten to feel confident about setting a goal. I feel I need to know them a little better first. It is different when they come in and say "I need to get my GED by June 30, 2018," and I can just break it and their barriers down with them.</p> <p><b>SID</b> – I am using and liking SID – just uncertain about some History Tab items – need to be entering goals and dates correctly, along with Set/Met feature. I need to figure out what is essential vs. what is handy to have in SID. There seems to be a bunch of old stuff under History tab from the big data entry dump when we first started using SID. The old data doesn't match up well with some of the new entries.</p> <p><b>CONTENT</b> - I need to develop familiarity with the social</p>	<p><b>SMART GOALS</b> – Just do it. Decide that students who have in 10 hours or more must have specific SMART goals in their files, not just generalities.</p> <p><b>SID</b> – Keep trying. Keep checking Help Tab. Check with Kristy. Write down the questions and save the answers. Maybe the state/fed goals and dates will be clarified as our data is being reported and used at higher levels.</p> <p><b>CONTENT</b> - Work through Plato social studies (and maybe science) lessons to replicate what the DL student experiences. Presumably it is well-structured for self-directed study and covers what is needed for the GED test. The challenging part is when the learner is directed to link to outside websites with many other choices. It has been easy for me to get lost in the bounty and not get back to the actual Plato lessons. Navigating is difficult within sections, too.</p>	<p><b>SMART GOALS</b> – April 30, 2018 for remaining PY 17-18 students. On-going depending on the student's # of contact hours.</p> <p><b>SID</b> – End of April, end of May, end of June 2018. As time goes by and the old data and mistakes become less relevant, the new entries will be done better and not have a bunch of irrelevant items.</p> <p><b>CONTENT</b> - Social studies by June 2018 (and if this effort is productive, maybe science</p>	<p><b>SMART GOALS</b> – Check if students do not just <i>have</i> SMART goals but whether they are sticking with their timelines and whether they are able to modify them as needed.</p> <p><b>SID</b> – Entry of items under History Tab will be more automated for me – less agonizing over what goes where. Data will be a more accurate reflection of what students are achieving.</p> <p><b>CONTENT</b> - I will be able to direct students to a limited number of social studies (and science?) lessons in Plato that will maximize their efforts - based on the stated percentages of questions devoted to particular topics on the GED tests and the 145 out of 200 score requirement. If the students have a good experience with a few lessons, they may be willing to do more online and build up our proxy hours.</p>	<p><b>SMART GOALS</b> – Check student files for the paperwork. Talk with students at the end of the year about their goals and whether they feel it helped to have the goals. Ask if they think it made a difference in their attendance, especially when deadlines approach. The effect on attendance is hard to measure with all the other factors that influence it, but their feedback will help.</p> <p><b>SID</b> – Won't feel like I am just guessing about some of my entries. No complaints about format from on high. Better numbers on reports – not certain about current status of essential items so don't know what numeric goal to set here.</p> <p><b>CONTENT</b> - I will have passed all the social studies (and science?) mastery tests. I will have created a short list of key lessons for students who are preparing for GED social studies (and science?)</p> <p>Then, I will be ready to tackle the citizenship test just fun.</p>

<p>studies (and maybe science) content in Plato at the “GED” level. I am not a high school social studies or science teacher, so I am just trying to figure out a way to effectively provide useful content that I don’t feel qualified to teach - without embarrassing myself and while I am focused on teaching other classes (math, reading, writing, computer skills, online job search, financial literacy, etc.). We are talking triage here – can’t do it all.</p> <p>I have two students who are using new HSE and GED level text books in these topics, but when they are working outside of class we don’t capture any proxy hours. The text books are easy for them to skim to determine whether they need to review a topic or not – it can be hard to figure out what is nested within Plato that will be the most useful. I want to explore it and help them focus their online efforts.</p>	<p>It would be helpful if the State of MN would ID which Plato content is most relevant for the GED social studies and science tests, <u>especially for those not planning on an academic pathway</u>. I am not certain that these two subject areas are a good place to apply the inch-wide, mile deep metaphor used for the CCRS Reading/Writing/Math standards. Someone else out there has the expertise for this project. It might not be the best use of my time but I am curious about these subjects.</p>	<p>by December 2018)</p>		
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Date