

**ABE Consortium Professional Development Plan
Cedar Riverside Adult Education Collaborative Professional Development (PD) Plan**

Consortium	Minneapolis: Cedar Riverside Adult Education Collaborative
Time Period	2015-2016
Consortium Manager	Seyou Nurie
PD Planning Team Members	Seyou Nurie, Amy Van Steenwyk

Preparation: Looking at the Data

Data Reviewed	Notes from Data
NRS Table A	Contact hours are similar to last year. As of 10/27 we have 36,703 hours, less than halfway through the year. At that rate, we are on target to reach at least 70,000 hours by the end of the program year.
NRS Table 4	Beginning ESL Literacy is our largest level with one of the lowest percentages completing the level. (19/82 enrollees have completed the level as of 10/27, which is 23%)
NRS Table 4b	Our rate of post-testing is 65% as of 10/27. This number may be artificially low due to recent test scores that may not have been entered yet. Our post-testing rate in the past has been approximately 80%.
Staff background characteristics (education, experience, etc.)	<p><u>staff education:</u> BS in Secondary English Education (1), BS in K-12 ESL (1), BS/BA (2) BA in American Indian Studies (1), MA in TESL (1), BA in Music (1), BA in English (1), BA in French (1), BA in ESL Ed, MEd in Adult Ed (1), Adult ESL Certificate (1), TEFL Certificate (1), BA in International Relations (1), MLC tutor training (1), MA in Leadership (1)</p> <p><u>currently pursuing:</u> MA in Work and Human Resource Education (1), Somali/Oromo language ability (1), PhD in ABE (1), MA in Ed (1)</p> <p><u>licenses:</u> 7-12 Language Arts, ABE (4), Short Call Sub (1)</p> <p><u>staff experience:</u></p> <p style="padding-left: 20px;"><u>teaching:</u> 1-5 years (0), 6-10 (2), 11-15 (2), 16-20 (2), 20+ (1)</p> <p style="padding-left: 20px;"><u>ESL:</u> 1-5 years (0), 6-10 (2), 11-15 (2), 16+ (2), 20+ (0)</p> <p style="padding-left: 20px;"><u>adults:</u> 1-5 years (0), 6-10 (2), 11-15 (3), 16+ (1), 20+ (0)</p> <p><u>recent PD:</u> ACES (6), Atlas Fall Regional (2), MNI (1), COABE 2014 (1), Summer Institute</p>

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	<p>2014 (1), 5-year Narrative Writers' Workshop (1) <u>future education plans:</u> online teaching certification, ESL Certificate (1), PhD</p>
<p>Staff PD needs</p>	<p>Results from this year's survey: <u>PD Obstacles:</u> Time (indicated by 3 staff), Money (2), taking time off without pay for PD (4), finding a sub (2), travel costs, registration fees (2), scheduling conflicts (2) <u>Challenges:</u> space, staff support, students struggling with mental illness(2), technology (i.e. projectors), security for storing items (such as CD player), volunteers (2), students speaking their 1st language (hinders English acquisition), level 0 integration into level 1 and 2 class, classroom size, mental illness, familiarity with available services/programs in the community (health, jobs, advocacy, legal, etc.) <u>Focus of future PD:</u> technology/computer, test admin, informal testing alternatives, new ideas for grammar, involving students in learning/projects, cultural sensitivity trainings, Somali/Oromo language classes for staff, paid PD, ACES, accommodations for ELL students with learning disabilities, STAR certification, lesson planning, communication, PLC activities to build more cohesive staff, BEST practices/research-based strategies for improving reading and speaking fluency, peer observations and feedback <u>Technology needs:</u> updated computers, with functioning programs and internet access (3), volunteer in each computer class, additional training, separate staff-only computers, websites with good ESL lesson plans and worksheets, new programs to help low-level ELLs develop language skills and computer literacy, projectors/ELMO, access to video/CD players <u>Other:</u> During ACES training in the spring of 2014, teachers expressed appreciation for the opportunity to meet in a focused way as teachers, apart from a staff meeting. They have a strong desire for more time set aside to collaborate and share knowledge.</p>
<p>Labor market information</p>	<p><u>less than high school:</u> salespersons, PCAs, food service worker, freight and stock laborers <u>high school diploma or equivalent:</u> customer service, office clerks, childcare workers, manufacturing sales representatives</p>

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Looking Toward the Future

Initiatives, Trends, and Outside Factors	
Local	ACES/TIF PLCs
Regional	Northstar Digital Literacy Project
State/National	Workforce Innovation and Opportunities Act

Outlining Program Priorities

Consortium Goals What are the consortium's primary goals?
1. Be able to attain meet a goal of Educational Functioning Level gains set by the state
2. Assist learners to gain employment or retain jobs
3. Offer citizenship class or study group with a tutor
4. Provide extra opportunities for learners to improve listening and speaking skills
5. Offer civics class

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Professional Development Needs What do staff need to learn or what skills do they need to develop, based on consortium goals, common staff PD needs, and other data reviewed?	Priority Rank the needs listed.
Updated knowlege of computer programs and online resources to use with lower level ELLS.	2
Formation of Professional Learning Communities (PLCs) to share skills and knowledge as well as identify and address obstacles. PLCs would meet primarily within designated class times, which would have a minimal impact on PD funds.	1
Training on administering new CASAS Listening Series 980 for all staff. This test will help us meet our program's goal of Educational Functioning Level gains set by the state.	5
Knowledge of community organizations that assist with job search, job skills as well as how to use intermediate goal-setting in class to meet learners' needs and increase persistence.	3
Culturally sensitive training, specific to the populations we serve.	4
Numeracy training, preferably participation in MNI (to date, 1 staff has completed)	6

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Date Developed	November 2014 for April 2015 deadline	SMART professional development objectives are: <ul style="list-style-type: none"> • Specific – What? Why? How? • Measurable – How will I measure progress & know when I’ve achieved my goal? • Action-Oriented – Can I take actions to accomplish this objective? • Realistic – Is my goal challenging but still possible to achieve? • Time-bound – What is my timeframe for this goal?
Review Dates	Review quarterly in Jun, Sep, Dec, Mar	
Date of Completion	May 2016	

Professional Development Objectives <i>(What will staff be able to do as a result of participating in PD?)</i>	PD Activities <i>(How will you accomplish the objective? What specific activities will prepare staff to meet the objective?)</i>	Target Participants <i>(Who will participate?)</i>	Target Date <i>(When will the activities take place?)</i>	Resources <i>(What resources will help carry out the activities and meet the objectives, including presenters & materials?)</i>	Evaluation <i>(How will we know that the objectives have been met?)</i>
Staff will be able to collaboratively identify one common obstacle multiple staff are faced with and address it over the course of the 2015-2016 program year.	At the fall PLC meeting, staff will brainstorm obstacles they currently face, select a minimum of one that is realistic to address and create an action plan to overcome that obstacle by the spring PLC meeting. A designated teacher will report back to the program coordinator a minimum of three times throughout the year. Staff meetings may also be used to communicate any updates between PLC meetings.	teachers	Fall 2015	Time for quarterly PLC meetings. Time for the program coordinator to meet with the designated teacher to meet three times (in the fall, winter, and spring)	This objective will be met when the program coordinator meets with the designated teacher in April to verify that the action plan was used to address the selected obstacle.
Staff will be able to use at least one new website or computer program with their class.	In-house skill/info share as part of winter PLC: teachers share what they are doing with technology in their classes and any	teachers and program coordinator	Winter 2015	Time for PLC meeting and additional PD workshop with guest tech presenter	At PLC meeting or tech workshop, staff will choose one website or

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	<p>strategies employed.</p> <p>Guest tech presenter from MLC or other recommended program.</p>			<p>Computer lab</p> <p>Possibly funds to reimburse guest tech presenter</p>	<p>program to begin using and explain their rationale. At the next staff meeting, they will report back any successes or challenges.</p>
<p>Staff will be able to direct students to at least two local programs or agencies that focus on job training and employment.</p>	<p>Invite staff from workforce center and/or Emerge or another employment agency to give an overview of job market and available trainings and job-related resources.</p>	<p>teachers, support staff and program coordinator</p>	<p>Spring 2016</p>	<p>Possibly funds to pay guest speaker</p> <p>Time for staff to meet</p>	<p>This objective will be met when staff know the names, locations and a contact person from at least two local programs or agencies that focus on job training and employment at a level relevant to their students.</p>

Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	MPS – The English Learning Center
Time Period	2014-2015
Consortium Manager	Sarah Murali
PD Planning Team Members	Sarah Murali, Christine Erickson, Kathleen Roche

Outlining Program Priorities

Consortium Goals
What are the consortium's primary goals?
Successfully adapt to new 40 hour testing policy
Maintain and improve quality instruction and curriculum
Expand capacity to better meet student demand and needs of current population
Better identify and respond to non-progressing students

Professional Development Needs	Priority
What do staff need to learn or what skills do they need to develop, based on consortium goals, common staff PD needs, and other data reviewed?	Rank the needs listed.
Strategies to effectively implement 40 hour testing policy and still meet NRS targets	2
Access to research on strategies for teaching the lowest level pre-lit students	3
On-going development of best teaching practice and classroom management techniques.	1

ABE Consortium Professional Development Plan

Name of Consortium:

Date Developed	November 2014
Review Dates	June 2015
Date of Completion	November 2015

SMART professional development objectives are:

- **Specific** – What? Why? How?
- **Measurable** – How will I measure progress & know when I've achieved my goal?
- **Action-Oriented** – Can I take actions to accomplish this objective?
- **Realistic** – Is my goal challenging but still possible to achieve?
- **Time-bound** – What is my timeframe for this goal?

Directions: Refer to PD needs developed on the previous page. Use the SMART model to develop PD objectives that will address the top-priority needs.

Professional Development Objectives <i>(What will staff be able to do as a result of participating in PD?)</i>	PD Activities <i>(How will you accomplish the objective? What specific activities will prepare staff to meet the objective?)</i>	Target Participants <i>(Who will participate?)</i>	Target Date <i>(When will the activities take place?)</i>	Resources <i>(What resources will help carry out the activities and meet the objectives, including presenters & materials?)</i>	Evaluation <i>(How will we know that the objectives have been met?)</i>
On-going development of best teaching practice and classroom management techniques.	12-Hour Pre-Service Tutor Training, (Minnesota Literacy Council)/ 12-Hour Pre-Service Math Tutor Training (ELC)	All new volunteers and most new staff	On-going	MLC trainings	Continuing strong student survey results
	English Learning Center 2-Hour Orientation	All new volunteers and most new staff	On-going	MLC staff willing to present at teacher meetings	Anecdotal information from teachers, students and Volunteer Coordinators
	Minnesota Literacy Council Online Trainings	Staff as needed Volunteers who need additional support or miss the teacher meeting	On-going	Volunteer Coordinators performing observations and continually supporting teachers	Improvement in teaching skills demonstrated during Teacher Observations
	Minnesota Literacy Council In-Service Tutor Workshops	Staff as needed Volunteers who need additional support or miss the teacher meeting	On-going	Surveys of students and teachers	Self-reports of comfort level and effectiveness in class on Volunteer Survey
					Steady or improving student retention rates
					Steady or improving student test results

	ELC 2-Hour Teacher Meetings	All volunteers and key staff	On-going			
	Teacher Observations	All new volunteers and select returning volunteers	On-going			
Develop and implement strategies to effectively implement 40 hour testing policy and still meet NRS targets	Review of existing information regarding student retention – particularly from the New England Learner Retention Project	Program Director and Key Staff	Summer 2014	Information from the consortium and state to understand what the requirements are and what recommendations exist to meet these requirements effectively. Space to carry out group testing Staff time to study the issue, discuss solutions, and implement changes	We will succeed in meeting our NRS targets without testing students prior to 40 hours in class Student surveys and anecdotal feedback will indicate that their experience of school has not been diminished by implementation of this policy, and hopefully will show improvement.	
	Collective brainstorming and information sharing	Key Program Staff	Fall 2014			
	Participate in webinars, trainings and meetings with the consortium, state and other sites to gather more information about this change.	Program Director	On-Going			
	Review process collectively and brainstorm revisions	Key Program Staff	On-Going			
Understanding of best practices for teaching the lowest level pre-lit students	Review of available research	Curriculum Specialist and Program Director	June 2015	Access to research on this subject Training geared toward this topic	Program Director and Curriculum Specialist will self-report an improved understanding of this topic and ability to put this learning into practice	
	Attend related trainings	Curriculum Specialist and Program Director	On-Going			

LISABE/ESL Professional Development Plan

Name of Program: Learning in Style ABE/ESL

Document J

Date Developed	November 2014
Review Dates	March-April 2015
Date of Completion	June 2015

- SMART** professional development objectives are:
- **Specific** – What? Why? How?
 - **Measurable** – How will I measure progress & know when I've achieved my goal?
 - **Action-Oriented** – Can I take actions to accomplish this objective?
 - **Realistic** – Is my goal challenging but still possible to achieve?
 - **Time-bound** – What is my timeframe for this goal?

Directions: Refer to PD needs developed on the previous page. Use the SMART model to develop PD objectives that will address the top-priority needs.

Professional Development Objectives <i>(What will staff be able to do as a result of participating in PD?)</i>	PD Activities <i>(How will you accomplish the objective? What specific activities will prepare staff to meet the objective?)</i>	Target Participants <i>(Who will participate?)</i>	Target Date <i>(When will the activities take place?)</i>	Resources <i>(What resources will help carry out the activities and meet the objectives, including presenters & materials?)</i>	Evaluation <i>(How will we know that the objectives have been met?)</i>
To use SMART format to establish individual goals	Introduce and distribute SMART forms at first staff meeting of the new year	All staff	Complete by end of September	ABE PD form	PD plan has been checked off as completed and filed.
To be familiar with LIS program essentials	Mentor program	New staff and mentor	First two months of teaching	Checklist	Mentee responds with competencies
To apply TIF program objectives	Dedicate a 20-minute period during staff meetings to TIF concerns	All staff	3 sessions yearly	Staff facilitator and small group collaboration and sharing	Informal reporting of class implementation
To Improve understanding of CASAS	Checklist for MABE	All staff	September-October	Guest speakers from MDE or Minneapolis Consortium	Improved outcomes of NRS goals
				On-site training for CASAS certification	

Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	Minneapolis Adult Education
Time Period	6/1/15- 6/1/16
Consortium Manager	Carlye Peterson
PD Planning Team Members	Paul Enestvedt Mara Martinson Erin Head

Preparation: Looking at the Data

Data Reviewed	Notes from Data
NRS Table A	
NRS Table 4	
NRS Table 4b	
Other NRS tables (1-3, 5-13)	
State ABE report card	X, Statewide ABE PD Survey
Work plans	
Previous consortium PD plan	X
Staff background characteristics (education, experience, etc.)	X
Staff PD needs	X, as defined through Standards of Effective Instruction (SOEI) observations and evaluations.
Individual staff PD plans	
Teacher observation reports	X, As defined in the SOEI process
Supervisor/peer feedback	X, Defined in follow-up and provisions in SOEI process
Student feedback	X, Student Survey Results
Labor market information	
Other data:	

Looking Toward the Future

Initiatives, Trends, and Outside Factors

Local	MPS focus on integration of Standards of Effective Instruction and Professional Learning Communities at the school/program level.
Regional	Identified need for Academic, Career and Employability Skills through Transitions Integration Framework, designed by ATLAS ABE
State/National	Movement toward aligning NRS tests with College and Career Readiness Standards.

Outlining Program Priorities

Consortium Goals

What are the consortium's primary goals?

Engage staff in collaboration with colleagues to promote a productive learning environment and school culture.

Support teachers in developing a comprehensive instructional sequence that is culturally relevant, includes differentiated strategies to address the needs of the students and is aligned with College and Career Readiness Standards.

Support teachers in creating a physical and interpersonal classroom environment that supports student learning, based on the implementation of ENVoY strategies, as developed by Michael Grinder.

Professional Development Needs

What do staff need to learn or what skills do they need to develop, based on consortium goals, common staff PD needs, and other data reviewed?

Priority

Rank the needs listed.

Training and support in the implementation and development of Professional Learning Communities.	1
Training and support in curriculum development, including a focus on CCRS and ACES.	2
Training and support in ENVoY strategies, as developed by Michael Grinder.	3
Training and support in equity and diversity.	4

ABE Consortium Professional Development Plan

Name of Consortium:

Date Developed	6/1/15
Review Dates	1/15/16
Date of Completion	6/1/16

SMART professional development objectives are:

- **Specific** – What? Why? How?
- **Measurable** – How will I measure progress & know when I've achieved my goal?
- **Action-Oriented** – Can I take actions to accomplish this objective?
- **Realistic** – Is my goal challenging but still possible to achieve?
- **Time-bound** – What is my timeframe for this goal?

Directions: Refer to PD needs developed on the previous page. Use the SMART model to develop PD objectives that will address the top-priority needs.

Professional Development Objectives <i>(What will staff be able to do as a result of participating in PD?)</i>	PD Activities <i>(How will you accomplish the objective? What specific activities will prepare staff to meet the objective?)</i>	Target Participants <i>(Who will participate?)</i>	Target Date <i>(When will the activities take place?)</i>	Resources <i>(What resources will help carry out the activities and meet the objectives, including presenters & materials?)</i>	Evaluation <i>(How will we know that the objectives have been met?)</i>
Engage staff in collaboration with colleagues to promote a productive learning environment and school culture.	Back to School PLC Trainings	All MPS AE Contract Teachers	August, 2015	MPS AE PD Coordinators	Completion of three Final Results and Analysis Reflection Forms per PLC within the 15/16 school year.
	Small group and joint staff PLC meetings.	All MPS AE Contract Teachers	Ongoing throughout the 15/16 school year	Research and Resources from Dufour and Dufour: Solution Tree Inc.	
	End of year PD PLC Analysis	All MPS AE Contract Teachers	June, 2016	MPS PDPLC materials. MPS PDPLC Coordinator	SOEI observation
Support teachers in developing a comprehensive instructional sequence that is culturally relevant, includes differentiated strategies to address the needs of the students and is aligned with College and Career Readiness Standards.	Development of Focused Instruction (Curriculum 2.0) for select ELL and ABE courses. Training on Differentiated Strategies	Curriculum 2.0 Development Team	June- August 2015	MPS Focus Instruction Format	Completion and implementation of developed focused instruction for Curriculum 2.0 for # of courses within the 15/15 school year.
		All MPS Teachers	Ongoing throughout the 15/16 school year	College and Career Readiness Standards (CCRS) Academic, Career Employability Skills (ACES)	
		All MPS Teachers	Ongoing throughout the 15/16 school year	AE Curriculum Coordinators AE PD Coordinators/ SOEI Coaches	
Support teachers in creating a physical and interpersonal classroom environment that supports student learning,	ENVoy Trained AE SOEI Coaches/Mentors will continue training and individualized support of implementation for all staff	All MPS AE Teachers	Ongoing throughout the 15/16 school year	ENVoy Trained AE SOEI Coaches Certified Equity and Diversity	Identified increase of ENVoy strategies implemented during SOEI observation

based on the implementation of ENVOY strategies, as developed by Michael Grinder.	Continued Equity and Diversity Training from MPS District Staff	All MPS AE Teachers and Staff	August 2015 January 2015	Trainers through MPS	process from the beginning to end of the 15/16 school year.
	Standards of Effective Instruction Coaching Sessions	Identified MPS AE Teachers	Ongoing throughout the 15/16 school year		

Somali Success School ABE Professional Development Plan

Date		<p>SMART professional development objectives are:</p> <ul style="list-style-type: none"> Specific – What? Why? How? Measurable – How will I measure progress & know when I've achieved my goal? Action-Oriented – Can I take actions to accomplish this objective? Realistic – Is my goal challenging but still possible to achieve? Time-bound – What is my timeframe for this goal?
Developed		
Review Dates		
Date of Completion		

Professional Development Objectives <i>(What will staff be able to do as a result of participating in PD?)</i>	PD Activities <i>(How will you accomplish the objective? What specific activities will prepare staff to meet the objective?)</i>	Target Participants <i>(Who will participate?)</i>	Target Date <i>(When will the activities take place?)</i>	Resources <i>(What resources will help carry out the activities and meet the objectives, including presenters & materials?)</i>	Evaluation <i>(How will we know that the objectives have been met?)</i>
Understand and follow Requirements for all programs at SSS	Annual presentation of Results Plan based on contractual programs such as ABE	All Staff/Board	FY 2014-2015	Consultant and United Way Grant (3 years capacity building)	Certificate of participation and completion
	6 workshops with special funding for Staff Development secured Through United Way	All Staff/Board	FY 2014-2015	ABE Consortium	
	4 annual United Way trainings on effective teaching/resources	ABE Staff	FY2014-2015		
	Annual mandatory training through ABE				
	Monthly meeting/updates on results				
Leadership Development	Monthly leadership training	Admin Staff	FY 2014-2015	United Way	Certificate of completion

Professional Development and Training

The purpose of this policy is to:-

1. Confirm TCR!'s commitment to professional development and training;
2. Establish the TCR!'s professional development and training objectives;
3. Identify priorities and resources available to meet professional development and training needs.

1. Commitment to Professional Development and Training

TCR!:-

- fully accepts its responsibility to make resources available to provide professional development and training opportunities to maximize the potential of staff. The enterprise, initiative and creativity of staff is crucial to the future development and success of delivery of service(s);
- requires Managers to ensure that professional development and training needs are identified, to enable the appropriate investment of the TCR!'s resources;
- recognizes its responsibility to provide equal access to professional development and training opportunities.

2. Professional Development and Training Objectives

TCR! recognizes that employee professional development and training requirements are based on:

- those which are necessary for the employee to carry out their job efficiently, effectively and gain job satisfaction;
- those which are necessary for the employee to achieve their annual IDP goals;
- those which are required for the employee to keep up-to-date on new legislation, technology, changing standards, practices and policies;
- those which will enable the employee to continue to improve their job performance;
- activities which will prepare the employee for future roles and responsibilities;
- all development and training activities provided for employees being consistent with, and supporting TCR!'s objectives;
- new employees being informed of TCR!'s professional development and training policy and of the commitment to developing all its employees;
- the COO and Director of Training being responsible for the development, coordination, analysis and provision of appropriate professional development and training activities;
- recruiting and retaining quality employees;
- improving morale within TCR!.

3. Identifying Priorities and Resources

Orientation training ensures new employees are provided with the necessary information and awareness of the TCR!'s operations to enable them to settle quickly into their new role.

Emphasis will be given to professional development and training that relates to continual improvement in the quality or performance of services and the achievement of business objectives.

Professional and skill development will focus on areas that:-

- are essential to the performance of job related duties and responsibilities;
- are essential to the maintenance and improvement of service standards;
- prevent inefficiency or waste;

- enable employees to meet their responsibilities in completing continuous professional development required by the professional association or licensure standard;
- allow TCR! To meet any State or Federal statutory obligations;
- provide management development opportunities for managerial and supervisory staff.
- focus on current and future use of new technology.
- will provide opportunities to continually enhance their own development based on annual individual development plans.

4. Request Process

The employee will complete the Request for Professional Development and Training form and follow these steps:

- Forward all documents, including any supporting documents, to current supervisor for approval and signature;
- Supervisor will forward approved form to Director of Training for review of request, approval of training and budget resources for any costs;
- Director of Training will return to forms to Supervisor for follow-up with staff requesting training. At this time, final registration should take place and final costs forwarded to Director of Training. The employee and supervisor will be responsible for all required registration, unless other arrangements are requested.

5. Budget

An overall training budget will be made available to meet professional development and training activities.

TCR! will meet the direct costs of professional development and training based on the approved annual budget for training and development and, on occasions, employees may be required to undertake these activities partly in their own time and their own expense. In the case that requests for financial support of professional development exceeds TCR! resources, staff development funds will be used on a first-come, first-serve basis.

VOA Adult High School Professional Development (PD) Plan

Program	VOA Adult High School
Time Period	January – June 2015
Program Director	Kate Ronald
PD Planning Team Members	Staff

Preparation: Looking at the Data

Data Reviewed	Notes from Data
NRS Table A	Loss of over 8,500 hours from previous year. Due to no new ADP students and numerous cold days and no school days due to cold. Need more hours.
NRS Table 4	Need higher pass rate for Advanced ESL and ABE levels based on reading rather than math scores.
NRS Table 4b	
Other NRS tables (1-3, 5-13)	
State ABE report card	
Work plans	
Previous consortium PD plan	
Staff background characteristics (education, experience, etc.)	
Staff PD needs	
Individual staff PD plans	
Teacher observation reports	
Supervisor/peer feedback	
Student feedback	
Labor market information	

Other data:	
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Looking Toward the Future

Initiatives, Trends, and Outside Factors

Local	
Regional	
State/National	

Outlining Program Priorities

Program Goals

What are VOA Adult High School's primary goals?

Improve level completions for Advanced ESL and Low Intermediate Basic by re-starting STAR classes for students in those levels.

Start daytime multi-level ESL class for students who can't attend in the evening.

Transition from EFF adult diploma program to state standard adult diploma program.

Professional Development Needs

What do staff need to learn or what skills do they need to develop, based on consortium goals, common staff PD needs, and other data reviewed?

Priority

Rank the needs listed.

STAR training for applicable staff.	1
Adult diploma training for applicable staff.	2
Guidance running a class of Beginning ESL through Advanced ESL students for daytime teacher.	3

VOA Adult H.S. Professional Development Plan

Name of Program: VOA Adult High School

Date	December 2014	SMART professional development objectives are:
Developed		<ul style="list-style-type: none"> • Specific – What? Why? How? • Measurable – How will I measure progress & know when I've achieved my goal? • Action-Oriented – Can I take actions to accomplish this objective? • Realistic – Is my goal challenging but still possible to achieve? • Time-bound – What is my timeframe for this goal?
Review Dates	February and April 2015	
Date of Completion	June 2015	

Directions: Refer to PD needs developed on the previous page. Use the SMART model to develop PD objectives that will address the top-priority needs.

Professional Development Objectives (What will staff be able to do as a result of participating in PD?)	PD Activities (How will you accomplish the objective? What specific activities will prepare staff to meet the objective?)	Target Participants (Who will participate?)	Target Date (When will the activities take place?)	Resources (What resources will help carry out the activities and meet the objectives, including presenters & materials?)	Evaluation (How will we know that the objectives have been met?)
Give STAR assessments, and create and teach STAR lesson plans.	Attend all STAR trainings	Shirley Kristin	Throughout 2014-2015	Provided by STAR	CASAS and TABE scores go up. Percent of students advancing to the next level meets or exceeds NRS goal.
	Complete STAR assessments	Shirley Kristin	Throughout 2014-2015		
	Plan and teach STAR classes	Shirley Kristin	Throughout 2014-2015		
Create and teach classes that cover material that aligns with new state adult high school diploma standards.	Attend state standard adult diploma training events and workgroups.	Shirley, Ben, Jeff, Teresa	January – June 2015	New state standard adult diploma materials, training events and workgroups.	ADP students who attend class will show competency in ADP standards.
	Review and adjust class syllabi and lesson plans with director.	Shirley, Ben, Jeff, Teresa	January – June 2015		
	Ongoing classroom observations and discussions with ADP students for timely feedback.	Shirley, Ben, Jeff, Teresa	January – June 2015		
Plan and teach classes that meet the needs of all levels of ESL students in English, math and computers.	Review and adjust class syllabi and lesson plans with director.	New hire TBD	January – June 2015	Shared materials with evening program plus Chromebooks for classroom use.	NRS level gains and stop out rate for day class are equivalent to those of evening classes.
	Ongoing classroom observations and discussions with students for timely feedback.	New hire TBD	January – June 2015		