

St. Paul Community Literacy Consortium (SPCLC) Professional Development Plan

Developed: January 2013

PD Objectives	PD Activities	Target Participants	Target Date	Resources	Evaluation
1. Coordinators and teachers will be able to identify opportunities to increase level gains in Intermediate ESL and Advanced ESL.	Each applicable site will create and refine a plan with consortium staff to support level gains.	Coordinators/Managers and Instructors at pertinent sites.	Ongoing, starting summer 2013	Instructional Support Consultant Quality Assurance Coordinator	Level gain percentages in Intermediate ESL and Advanced ESL will increase. Teachers will state being more comfortable in their abilities to analyze test questions, teach content standards and teach learners skills needed for standardized tests.
	Targeted trainings that inform teachers and coordinators as to: <ul style="list-style-type: none"> • How to analyze test questions to formulate targeted objectives • How to teach skills that underlie competencies (content standards) • Differences between “teaching to the test” and giving learners the skills needed for the test 	Coordinators/Managers and Instructors at pertinent sites.	Ongoing, starting summer 2013		
2. Coordinators will better understand the materials (including curriculum and technology supplies) and training that need to be in place to prepare instructors for the changes to the GED test. Instructors will have the skills and knowledge to prepare learners for the changes to the new 2014 GED test.	Staff will participate in related sessions to be offered at fall and spring regional trainings as well as the summer statewide ABE conference. Materials and resources shared with coordinators by the GED Testing Service will be made available to instructors in printed and/or digital form. All staff will have the opportunity to participate in webinars or other incidental trainings on the topic as they arise.	Coordinators/Managers and GED instructors at SPCLC sites that provide GED	January 2014- January 2015	Chapters 1-3 of the Assessment Guide for Educators published by the GED Service. ATLAS staff	Teachers and coordinators/managers at GED sites will report feeling well prepared to teach and use 2014 GED materials. Learners will report being well prepared to take 2014 GED. Number of learners passing GED will match or surpass rates prior to 2014 GED rollout.

<p>3. Coordinators will be aware of the scope of the Transitions Integration Framework (being rolled out in 2013) in order to support the development of transition skills through all levels of the curriculum.</p> <p>Teachers will have the skills and resources needed to integrate transition skills at all levels.</p>	Staff will participate in Summer Institute session on this topic.	Coordinators/Managers and Instructors	Summer 2013- Summer 2014	ACES Framework and supplementary materials. ACES Framework Committee members and ATLAS staff.	Revised curricula from each site that specifically identify transition skills. Classroom observations by Instructional Support Consultant focusing on identifying transition skills embedded in lessons.
	Staff will participate in activities provided by ATLAS.	Coordinators/Managers or Instructors			
	Concept will be introduced at a Governance Committee meeting by a member of the framework committee.	Coordinators/Managers or Instructors			
<p>4. Site coordinators and distance learning leads will develop, manage and evaluate best distance learning options for their program.</p>	Training for member sites to meet and get an overview and use the different programs.	Coordinators/Managers or Instructors	Initial training – fall 2013	DL specialist to facilitate training and for member site support. Funds to hire DL specialist. Project Ideal training and materials.	Sites will choose and implement 1 – 2 appropriate DL programs. Sites will show level gains with DL learners.
	Each member site will participate in and complete Project Ideal, if they have not already.	Coordinators/Managers or Instructors	All sites will complete Project Ideal by 2016		
<p>5. Site coordinators will be able to design and implement Personal Education Plans (PEP) for learners that reflect short-term, learner-identified goals.</p> <p>Processes to manage meaningful student goals will be designed that are appropriate to program needs.</p>	<p>Sub-committee will be formed to research processes used by other ABE programs.</p> <p>Sub-committee will report at Governance Committee meeting the different ways that various types of ABE programs have designed and implemented PEPs with short-term, learner-identified goals.</p>	Coordinators/Managers	January 2015		Each program will be able to describe a PEP process that enables their site to write PEPs that reflect short-term, learner-identified goals.