

## **Section Three: Professional Development**

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### **3.1 Describe the process used to identify the PD objectives in the consortium PD plan.**

SPCLC formed a sub-committee to design the PD plan, consisting of two teachers, two site coordinators and the Instructional Support Consultant. All members of the committee are instrumental in their site's professional development, the consortium's PD, and/or local and statewide PD efforts, giving the committee the necessary depth of knowledge about current trends and needs.

The committee used the ABE PD plan provided by MDE to guide its efforts in forming objectives and a plan. We gathered information from consortium Governance Committee meetings, from surveys conducted in the last 6 months by the consortium facilitator, and NRS Table 4 and Student Completion and Post-Test Rates report. The planning was also informed by the committee members' knowledge from site observations, discussions with member site staff, and knowledge of trends in Minnesota ABE.

The committee met in person to design the plan, resulting in a first draft. That draft was submitted to the Governance Committee for approval and suggestions. Upon receiving approval of the draft, the committee included suggestions provided by the Governance Committee to prepare the final draft.

### **3.2 Detail the amount and percent of total funding that the consortium sets aside or uses for professional development. Include fiscal agent sites and all sub-grantees.**

SPCLC sets aside approximately \$31,000 for professional development activities, or 18% of the budget. This includes salary for professional development consultants, SPCLC's yearly "Opening Day" workshop and staff development (i.e., conference dues).

Included below are amounts and percentages that SPCLC member sites budget for PD.

#### **CLUES**

CLUES allocates \$400 per person for flexible staff development funds. When specific development opportunities are essential to programming or required, additional funds are set aside for these purposes. Together, these funds total an estimated 1% of the total program budget.

#### **GAP**

GAP does not have funding set aside for professional development for ABE. However, they have been able to fund the program coordinator's participation in state and local trainings (which are, typically, very cost-conscious.)

**HAP**

HAP sets aside approximately \$300 per staff member.

**HCC**

Hmong Cultural Center uses \$3,500, or 3% of budget to staff development such as: Literacy Action Network’s Summer Institute and many other training provided locally.

**International Institute**

There are eleven full-time and part-time staff members at the International Institute of Minnesota working in programs funded by Adult Basic Education. Some of these programs are funded exclusively by ABE, while others have multiple sources of funding. Altogether, \$1,000 has been budgeted for professional development expenses for these staff members - \$500 from the ABE budget and \$500 from other funding sources. The amount from the ABE budget set aside for professional development represents .3% of the entire ABE budget. Additional funding can be provided from Institute cash reserves, if needed.

**JCC**

1% of the budget is set aside for PD.

**MLC**

MLC has about \$7000 directly budgeted this fiscal year for staff development (ABE staff only). This represents less than 1% of our total budget (which is about 1.21M), but does not factor in free trainings, staff meetings and trainings, staff time spent working with SPCLC and MLC managers improving skills, etc. Factoring in staff time for these activities (once monthly 3-hour staff meetings, staff time to attend free MN-ABE trainings and conferences, and on-the-job training), we estimate that the literacy council spends approximately 2% of our annual ABE budget, or about \$25,000, on staff training and development. In addition, in 2012-13, staff are participating in diversity training, which we are paying for with private grant funds. This training will add about \$8,000 to the staffdevelopment funds going towards MLC’s ABE learning centers staff this year (total for this year is then estimated at \$33,000).

**MORE**

This year, MORE budgeted \$1,500 for out-of-pocket ABE staff PD expenses for nine teachers and two administrative staff. Additionally, MORE hires substitute teachers when teachers wish to attend PD conferences or classes that are held during the teacher’s regular teaching time. Teachers are salaried, so they are, in effect, paid for their PD time—continuing PD is an expectation of all ABE staff, and part-time teachers and full-time teachers have the same PD expectations (no less than 12 CEUs—most do much more).

**Summary:**

Out-of-pocket expenses	\$1,500
Estimated cost of substitute teachers to cover PD	\$500

Estimated salary for teacher PD minimum hrs.	\$1,750
Estimated salary for administrative staff PD	\$1,000
Total	<u>\$4,750</u>
Percent ( $\$4,750 / \$390,000 = 1.218\%$ )	<u>1.218%</u>

**Neighborhood House**

Approximately \$5000, or 1%.

**SPPS**

For this fiscal year SPPS is projecting spending about \$10,700 which represents less than 1% (.23%) of the total budget.

**VSS**

For FY 2008-09: \$1800; 2009-10: \$200; 2010-11: \$1200; 2011-12: \$600; 2012-13: \$400. In all cases, this is less than 1% of the budget.

The considerable differences in 09-10 from 08-09 and 10-11 was due to a significant budget cut (loss of student attendance hours). We also have a Civics grant for 2011-13, and some staff development funds were included for the teacher paid from that grant (\$140 for the 2 yr cycle).

**3.3 Describe the new staff orientation process and information included.**

SPCLC member sites' staff orientation processes and pertinent information are below:

**CLUES**

All new hires in the Educational Enrichment Services Department at CLUES are given a one-on-one orientation with their direct supervisor upon hire. During this orientation they are given a basic overview of the agency as a whole and an in-depth orientation to the EAS (Economic Advancement Services) Division which houses the EES Department. Employees are given a checklist of important information to cover and relevant staff with whom the new hire is asked to schedule informational and/or instructional meetings. In addition, all new hires are given a copy of the CLUES Employee Manual and access to all relevant training and program materials stored on the inter-office server.

**GAP**

New staff orientation has been delivered 1:1. It includes an orientation to the world of ABE, program requirements, goals, assessments, intake, intro to their particular class/curriculum/goals.

**HAP**

Staff are provided with an organizational and on-site/program orientation(s). These two orientations familiarize new staff with operations, policies and protocols of HAP.

## **HCC**

New ABE staff at Hmong Cultural Center are introduced to the class curricula, the student intake forms and policies, student testing procedures, volunteer policies and general organizational policies including the Hmong Cultural Center Employee Handbook.

## **International Institute**

The orientation process varies from program to program. The ELL teachers in the English for Work Program (EFW) which began in July 2012 were orientated to the Institute and to the program by the EFW coordinator. She met with them to explain the structure of the program and the resources available here at the Institute. Both of the ELL teachers are experienced in this field, and familiar with ABE in Minnesota.

There has been only one teacher in the Computer & Communication course since its inception more than half a dozen years ago. She designed the program as well, so there has been no need yet for new staff orientation.

Likewise, the College Readiness for Medical Careers instructor is the sole instructor in that program. She is in her second tenure with that program, having begun nearly ten years ago. A new staff orientation process will be designed when needed.

In the Nursing Assistant Training Program, new staff orientation happens in a variety of ways. All nurse instructors are required to attend a Train the Trainer workshop prior to working in the NAR Program. Once hired, current nurse instructors orient the new nurse instructors, ELL instructors orient the new ELL instructors, and the program director orients the new administrative assistant. In many instances, we have had the good fortune of having the outgoing staff person remain for several days or return for several days to orient the person replacing her. The entire sets of program policy documents, as well as the minutes from staff meetings, are available electronically for the new staff person to review. Because the staff of the NAR Program meets on a weekly basis when classes are in session, there are ample opportunities for team orientation to take place.

## **JCC**

Our teacher went through the same orientation as all of our part time staff: meeting with HR, receiving personnel manual, meeting with staff, and in my case, shadowing the previous staff person.

## **MLC**

New ABE staff go through a day-long agency orientation within three months of their hire date. They also attend MLC's ESL or ABE 12-hour pre-service tutor training in their first six months of work. Each new staff member attends the Literacy Action Network Summer Institute, including the New Teacher/Manager Orientation pre-conference, within a year of their hire date. Each new staff member gets orientation and ABE overview – including NRS, accountability, and testing -- training during their first weeks

of work. Generally, new staff spend at least their first full week on the job doing training with and shadowing experienced staff members.

MLC's Instructional Development and Evaluation Toolkit is included as Attachment 3.3A.

### **MORE**

MORE has an Employee Manual, which every staff member receives. Before hiring, we review the components of the salary, the 12-hour minimum PD requirements, the expectations for attending staff and teachers' meetings, and the consortium's teacher observation policy during the first year. We talk about CASAS goals, the testing schedule, and the importance of taking accurate daily learner attendance, and we discuss and review the curriculum for the level, the various teaching resources available, and the importance of integrating the teaching of digital literacy, critical thinking, and math skills with listening, speaking, reading and writing skills.

### **Neighborhood House**

Neighborhood House has a comprehensive system for the orientation of new employees. Five days before a new hire begins, the manager completes the Employee Setup Form, and obtains appropriate approval to ensure the employee will have the appropriate access to keys, phone and technology before their first day. The manager should also ensure that the new employee's assigned work station is ready for them by their start date.

The manager also completes the New Employee Calendar which will help supervisors create an orientation schedule for the new employee during the first week. The calendar is a tool to help the new employee understand what their schedule may be like and help the new employee organize their daily tasks.

In addition to the New Employee Calendar, the Orientation Checklist serves as a guide for supervisors to make sure all needed orientation tasks are completed in a timely manner. The Checklist includes items such as facility training, benefits orientation, and job description and employee handbook walk-through.

Neighborhood House has several documents associated with their ABE specific employee orientation process. See Attachment 3.3A.

### **SPPS**

In regard to teachers, New Teacher Orientations (NTOs) are held on an as-need basis. We often hold a group NTO after large rounds of teacher hiring (for example, prior to summer school or fall). We may hold one-on-one orientations when we hire individuals during the school year. We have a set PowerPoint that we revise every year and present during the NTO (*see attachment*). We also provide an informational packet with a checklist for things like email, MABE access, desk space/keys, and more. The NTO is

accompanied by a building tour. New hires also meet with their Team Lead before or after the NTO.

In regard to other staff such as support staff, staff is trained in by their supervisor and colleagues and covers the information specific to that position. On occasion, staff may have an opportunity to job shadow another colleague with the same or similar job duties.

See Attachment 3.3B to view a PowerPoint of the SPPS orientation.

### **VSS**

New teachers observe the class they will teach for a couple of days, and are also given the opportunity to observe the other classes to see the level of progression students can make.

### **3.4 What professional development opportunities does the consortium provide?**

SPCLC provides numerous and varied opportunities for professional development. These include the following:

MABE training and consultation is provided for new staff and in an ongoing basis from SPCLC's Quality Assurance Advisor.

SPCLC Retreats offer an opportunity for Governance Committee members to further discuss current issues and concerns in an intensive format. Retreats occur every one to two years.

SPCLC Governance Committee meetings often include training presentations dealing with such issues as changes in MDE ABE policy, service development and management issues.

SPCLC staff/consultants are available to all SPCLC member sites and give the ABE staff opportunities to receive immediate site-specific advice, feedback and coaching in areas of quality assurance, testing, database management, teaching, curriculum and professional development. Staff and consultants frequently make site visits, which allow not only for on-site feedback and coaching, but also gives SPCLC an opportunity to ascertain professional development needs. Two such consultants/staff and their role in PD are as follows:

Instructional Support Consultant: This position is held in response to teachers' need for individual, tailored professional development including observation and feedback, technique/best-practices training, and curriculum consultation. This has been an important opportunity to expand our model from one-time, group driven professional development events (such as conferences) to a more

embedded model that is tailored to the site and the individual teacher's circumstances. Every teacher in the consortium is required to have 3 observations by the Instructional Support Consultant in his/her first year with the consortium and every 2 years thereafter.

Quality Assurance Advisor: The Quality Assurance Advisor (QAA) completes at least one site visit per agency a year. During this site visit, the QAA investigates the site's MABE data, learner intake forms and site policies. At this visit the QAA determines what PD the manager or coordinator might need in terms of accountability.

Distance Learning Specialist: This position provides support to member agencies in choosing and implementing appropriate distance learning programs for their learners' needs.

In addition, the following consortium members provide on-site PD opportunities.

#### **CLUES**

CLUES has mandatory monthly all-staff meetings which often involve PD opportunities for staff on a variety of topics. Many of our staff participate in online PD opportunities as well.

#### **GAP**

GAP faculty participates in a Professional Learning Community with a chosen theme each year – the focus for 2012-13 is Teaching the English Language Learner. The GAP community is also receiving training in the Compassionate School Model – a trauma-informed school model.

#### **HCC**

As Hmong Cultural Center is a small organization, staff is given the opportunity to contribute to various aspects of the organization's operations and engage in various activities including marketing and outreach, as well as contributing ideas for program improvement, grant proposals and the organization's website.

#### **International Institute**

As part of an all-staff development opportunity, the Institute this year hosted two sessions presented by The Wakanheza Project – a community-wide effort that provides tools and strategies for creating welcoming environments. The Wakanheza Project helps individuals learn how to effectively respond to everyday, stressful situations between people and how to prevent the situations from happening in the first place.

#### **Lao Family**

Staff regularly participate in webinars and Smartboard training.

#### **MLC**

All staff are required to participate in MLC's 12-hour pre-service training and are offered and encouraged to participate in the variety of MLC online trainings (on Moodle CRM at: [online.themlc.org](http://online.themlc.org)). MLC frequently offers all-staff trainings such as StrengthsFinder, Diversity training, DISC.

For a complete description of MLC's instructional development process, please see Attachment3.4A

### **MORE**

At monthly teachers' meetings, there is generally some training and practice with teaching resources, such as useful websites, textbooks, ways to analyze CASAS test results, basic troubleshooting for student laptops, and working with new equipment, such as document cameras and LCD projectors.

### **Neighborhood House**

We have hosted CASAS and TABE trainings onsite. Classroom observations and feedback take place onsite. The agency hosts quarterly agency-wide retreats and training. MLC, Hamline and NH staff provide trainings at quarterly Volunteer Training Dinners.

### **SPPS**

We hold 4 district staff development days per year according to the Saint Paul Public Schools calendar. These are planned by the Hubbs Center Staff Development Committee that is comprised of teachers and an administrator. The Committee plans the days in accordance with district or Community Education priorities and the Hubbs Center '3-year vision.' Contract staff is required to attend these days, while many activities are available to hourly staff as determined by administration. There is also staff development for Support Staff on these days. Contract staff is also required to attend the annual SPCLC staff development day in August.

The Staff Development Committee also oversees a budget each year by which they may approve outside staff development for those teachers who apply. This would include participation in annual statewide conferences such as MinneTESOL or Summer Institute. (We typically have high participation in Summer Institute, including many teachers and administrators who are presenters.)

One primary form of staff development is annual Professional Learning Community (PLC) team participation. This is mandatory for contract teaching staff and highly recommended for hourly teaching staff (we will pay 2 hours/month). PLC teams form at the beginning of the school year around a PD topic guided by the '3-year vision.' They then conduct research, learning, and trial/application of ideas during the school year. Results are shared out among teaching staff at the end of school year.

All contracted support staff attend the annual Support Staff conference.



To see several documents SPPS uses for onsite PD, please see Attachment 3.4B.

### 3.4.1 Which activities are mandatory and which are optional for ABE staff?

The consortium mandates that instructional staff be observed by the Instructional Support Consultant, as described above in section 3.4. Outside of this requirement, each consortium member site decides which activities are mandatory, and which are optional. These policies are described below.

#### **CLUES**

During yearly performance reviews each staff person outlines a personal PD plan for the year based on their professional goals. Throughout the year their supervisor helps to hold them accountable to this plan.

#### **GAP**

The 12 hour Minnesota Literacy Council training on an Introduction to ESL is mandatory. Additional in-house trainings on Teaching the English Language Learner and the Compassionate School Model (2012-13) are also mandatory.

#### **HAP**

Before the new Education Manager's arrival, all professional development was optional. As we are developing our PD plan, we are considering asking educators to attend a minimum of two off site professional conferences a year and one PD opportunity of their choice a quarter.

#### **HCC**

All ABE staff at Hmong Cultural Center is required to participate in the Literacy Action Network's Summer Institute as well as required trainings from the SPCLC consortium. ABE staff may sign up for additional optional trainings offered through MDE, MLC or SPCLC throughout the calendar year.

#### **International Institute**

The all-staff activities sponsored by the Institute are mandatory. We are still in the process of designing the rules for professional development opportunities, especially for the ELL staff. In the past, outside opportunities for Institute staff have been optional.

#### **JCC**

No PD activities are mandatory, except that surrounding standardized testing. JCC has one teacher, and she is free to attend PD opportunities that align with her professional development goals.

#### **Lao Family**

All trainings have been optional up to date.

## **MLC**

All staff trainings such as Strengthfinder, diversity training, and all staff meetings (usually including some kind of PD) are mandatory. Every other year, ABE staff must attend Summer Institute. Managers and supervisors may mandate training as needed. Staff orientation and on the job training are mandatory.

Optional: Regional training events, consortium events/trainings, Hamline ESL Institute, MinneTESOL, TESOL national, COABE (out of state conferences only if funding available).

## **MORE**

For teachers, the minimum expectation is 12 CEUs per year. The annual fall kick-off event and the Metro Regional conference are mandatory unless there's a good reason for being absent. This year's Metro Regional was attended by the entire ABE staff in lieu of the month's teachers' meeting.

For the Intake and Accountability Coordinator (Pang), attendance at the annual MDE support staff conference is required as is CASAS and TABE certification.

For the manager (Sheryl), attendance at the annual MDE manager's meeting, the Summer Institute, the annual MinneTESOL conference, the consortium's fall kickoff and the Metro Regional conference are expected.

## **Neighborhood House**

Mandatory for Teachers: SPCLC Instructional Support Observations, Summer Institute (optional for part-time evening staff), SPCLC Fall Kick-Off

Mandatory for Coordinators: SPCLC Accountability Site Visit, MLC Volunteer Management Conference, Summer Institute

Mandatory for all: bi-weekly check in with supervisor & reflection on own PD needs

Optional: All other ABE training opportunities provided in the Twin Cities and in alignment with staff professional development goals.

## **SPPS**

PD days are mandatory for all contracted staff (teaching and support). PLC teams are mandatory for all contracted teachers. Hourly staff is invited to some PD day events as determined by administration – this is highly encouraged but not mandatory. Participation in outside events and conferences is optional.

## **VSS**

All teachers are expected to fulfill a minimum of 12 hours/year. Teachers are expected to attend SPCLC's annual opening week event, but anything else is optional. Teachers

with minimal experience teaching adults will likely be asked to participate in the ATLAS study circle for pre-literacy students and/or to attend the ATLAS Adult ESL Institute.

3.5 Outside of consortium-provided PD, in what ABE-focused PD activities does your staff participate, such as MDE, regional, and training opportunities organized by ABE supplemental services like Literacy Action Network's Summer Institute? Please give estimated numbers or percentages of staff that participate in each activity.

Opportunities provided by other entities are promoted and encouraged by the consortium. For example:

- Conferences including: Metro Regional Conference, ESL Institute, Summer Institute, the Volunteer Managers Conference, MinneTESOL Fall Conference, COABE, and TESOL conferences. Many consortium staff not only attends these conferences, but present at and/or assist in planning.
- ATLAS Initiatives, including: MNI, STAR, Practitioner Research, ACES, Peer Mentoring, and Literacy Study Circle. Many SPCLC teachers have participated in these initiatives and several have acted either as facilitators or development consultants.

SPCLC staff members are actively involved in local, regional, state and national organizations. For example:

- SPCLC member staff plays key roles in the Literacy Action Network. At the time this is written, positions filled by SPCLC member staff include LAN President, Legislative Chair, Summer Institute Co-Chair, and Volunteer Issues Co-Chair. SPCLC member staff also play key roles in the Adult Diploma Task Force, including Co-Chair and Legislative Liaison. SPCLC purchases a group membership for each member agency on an annual basis.
- Several SPCLC staff have leadership roles in MinneTESOL, including two Interest Section co-chairs and the 2nd Vice President. Several SPCLC members are on the planning committee for the MinneTESOL Fall Conference, and one serves as the Pre-Conference Workshop Co-Chair.
- Several SPCLC staff are members of Literacy Action Network, MinneTESOL, and TESOL.

More specifically, consortium member sites participate in the following ABE-focused PD activities:

### **CLUES**

Each year CLUES sends a representative from both its educational leadership and education direct service staff to the Literacy Action Network's Summer Institute. Throughout the year staff are given the option to spend their PD money on any ABE-focused PD that they believe would be helpful to them.

**GAP**

We typically have had 1-2 staff participate in the Summer Institute (and other local trainings) and we have had 2 staff participate in a study circle (on reading) about 5 years ago.

**HAP**

At least 90% of the education team participates in many of the professional development opportunities listed in 3.5 above. Three of our teachers have participated in the ATLAS Low-Literacy ESL Teaching study circle.

**HCC**

All ABE staff at Hmong Cultural Center attends the Literacy Action Network's Summer Institute each year.

**International Institute**

Because our involvement with ABE is in its infancy, we haven't had time to focus on ABE-focused professional development activities. We will work on this throughout the year.

**JCC**

JCC has one teacher, and she rarely attends MNABE events. However, the teacher and manager attend SPCLC's opening day event each fall.

**Lao Family**

MinneTESOL, 1 staff member; Summer Institute, 2 staff members; Metro Regional, 4 staff members; MLC online trainings, 4 staff members; MLC volunteer trainings, 6 staff members; LDA webinar, 9 staff members.

**MLC**

MLC participates and/or presents at all of the above. Currently one staff member serves on the GED statewide advisory group, 4 staff members participate in long-term PD stated above, 7 staff are active in professional organizations, 7 staff currently in graduate or grad certificate program.

**MORE**

*Project IDEAL:* Two persons attending this year.

*MDE:* Manager and Intake and Accountability Coordinator attend relevant sessions each year.

*ATLAS study circles:* Four teachers have participated in the low level study circle.

*Summer Institute:* Manager and perhaps one teacher go annually.

*MinneTESOL:* Manager and one teacher attends.

*TIES:* Two teachers are interested in attending classes to improve their technology skills.

*MLC teacher/tutor training: 100% of the teachers attend one or more of MLC's trainings per year, with some attending six or more in a year.*

### **Neighborhood House**

ESL Institute 80%

Summer Institute 100%

MNI: 1 staff member to date

ACES: 2 staff members to date

Project IDEAL 3 staff members to date

MinneTESOL 45-60%

Support Services Conference 30%

Volunteer Management Conference 25%

Regional PD 50%

SPCLC Opening Day 80%

SPCLC Instruction Support 80% (excluded: coordinators)

CASAS & TABE training 75%

NH Mandatory Reporting training 100%

### **SPPS**

- DL 101 & DL 102 – our ABE Assistant Supervisor manages this staff development initiative on behalf of MN ABE supplemental services; 1 teacher and 2 administrators from Hubbs Center serve on the project team; this year we have also had two DL teachers as participants
- ACES – we have a teacher on the planning committee for this
- MNI – we have 6 teachers participating this year and our ABE Assistant Supervisor is auditing in order to help ATLAS develop an MNI manager's strand
- MinneTESOL – 5 teachers attended this last year which is probably average
- Adult ESL Institute – 2 teachers attended this last year
- Summer Institute – on average about 10 instructors from attend each year plus a minimum of 2 administrators (Hubbs Center teacher/admin are also well represented among the presenters)
- Also...our citizenship instructor attended the USCIS training, and one instructor regularly attends CASAS Writing trainings as she is a Certified State Trainer for CASAS writing for Minnesota
- Our ABE Assistant Supervisor serves on the state Professional Development Committee organized by Astrid Liden/Kim Johnson

### **VSS**

All staff participate in MDE regional training. 2-3 staff members participate in MLC in-services, 3-4 participate in Adult ESL Institute. 2 attended the LESLLA conference in 2011 (includes program manager) 1 participated in the pre-lit study circle. Program manager attends the Summer Institute semi-regularly.

### 3.6 To what extent does your consortium and staff participate in your local school districts' professional development system, including resources and activities?

Note: This question is only pertinent to our public school member, SPPS (Hubbs Center). Per St. Paul Public Schools, PD days are mandatory for all contracted staff, and PLC teams are mandatory for all contracted teachers. Hubbs Center complies with this requirement.

Once yearly, contracted staff are required to attend a Community Education professional development activity, sponsored by SPPS.

Teachers and support staff are welcome to participate with SPPS' "PD Express" system. Staff may choose trainings from a course catalog. Example: software training. This is encouraged, but not required.

### 3.7 To what extent does your staff participate in online professional development activities?

SPCLC member sites participate in online PD regularly, not only through MN ABE online PD efforts, but other states' or national PD or by participating in college or university courses. SPCLC has also sponsored online learning. An example from spring 2013 is our "Online Tools for the ABE Classroom", which includes three webinars over three months. Examples of individual member site activity is reflected below.

#### **CLUES**

Staff often participate in online learning. These opportunities are much easier to fit into schedules because they do not require travel time and are often shorter than other opportunities.

#### **Lao Family**

About 20% of staff has used online professional development trainings. New teachers are also encouraged to use these services.

#### **MLC**

Our staff has access to and is trained in using the Moodle courses that MLC hosts. MLC's training and teaching staff have developed and written many of the courses on the site. Six staff are participating in SPCLC's "Online Tools for ABE Classrooms", which includes three webinars.

#### **MORE**

Two staff are participating in this year's Project IDEAL training. All ABE staff are participating in SPCLC's "Online Tools for ABE Classrooms", which includes three webinars.

### **Neighborhood House**

Several staff worked on MLC Online training activities; MNI, ACES and Project IDEAL participants participate in online activities; CTEP member writes weekly reflections online.

### **SPPS**

MNI and DL 101/DL 102 both have large online components to PD in which SPPS teachers and administrators participate (see description of SPPS involvement in these programs in section 7). Hubbs Center staff are regular participants in many webinars that occur throughout the year (ex. GED 2014). Also, two teachers are participating in SPCLC's "Online Tools for ABE Classrooms", which includes three webinars.

### **VSS**

One staff is pursuing her ABE license through online course work. Another is assigned to complete the MLC on-line course on using technology in the classroom.

## **3.8 What professional development challenges is the consortium experiencing, and 3.8.1, How are these challenges being addressed?**

Professional development priorities and goals are determined using various resources. These resources include statewide assessments such as the ABE Professional Development Survey implemented by the Minnesota Department of Education and Literacy Minnesota and the upcoming results from the Regional Focus Groups on ABE Professional Issues from Literacy Minnesota. SPCLC also determines consortium specific priorities, goals and needs using member evaluations and feedback, informal feedback from programs, issues brought to the SPCLC Governance Committee and/or the SPPS Professional Development Committee, and through program site visits and classroom observations by staff.

The professional development challenges our consortium is experiencing and the measures being taken are reflected in the professional development plan (see Attachment J). The issues indicative of challenges as consortium include items 1, 4, and 5 of PD plan.

Challenges specific to member sites are listed below.

### **CLUES**

*Challenges:* Lack of staff time to focus on professional development.

*How challenges are being addressed:* Strategically choosing who participates in relevant PD opportunities and having those who attended provide an on-site recap for staff unable to attend.

**GAP**

*Challenges:* Limited funding and time.

*How challenges are being addressed:* This year, we are fortunate to have MLC (Burgen Young) providing training to our ABE program at no cost. We have scheduled a few half-days throughout the school year to accommodate staff development needs.

**HAP**

*Challenges:* HAP is currently in the process of developing our plan. Our staff is largely comprised of educators with minimal certification or training in ABE. Additionally, there has been significant leadership transition over the last year which has resulted in staff's lack of clarity around program goals and challenges. Staff are struggling with morale issues and a lack of individual and overall direction, but this has begun to change.

*How challenges are being addressed:* Heather Kamia has been hired as the new Senior Program Manager in Education. We are beginning to address these challenges with a collaborative approach, enlisting the resources of the HAP ABE team, SPCLC and HAP senior leadership. We have done internal audits of our paperwork and other compliance areas, begun to write our PD plan, initiated participation at local conferences and in-services, progressed our curriculums and increased staff meetings to twice a month (4 hours total). We are also revising our program schedule and initiating a managed enrollment system. Staff have been tasked with identifying three goals for the next year of their practice (two personal teaching goals and one for their class) that are built in to their work plans. We will begin testing in different modalities than CASAS Reading and are also working with PANDA to identify learners who struggle to make level gains and how best to accommodate them. After every test score is determined, volunteers score a CASAS assessment form that helps to identify individual and collectively week areas of content so that instructors can build these into their overall curriculum and lesson planning.

**HCC**

*Challenges:* The most common professional development challenges that Hmong Cultural Center's ABE programs are experiencing relate to the ongoing transitions associated with staff turnover that is typical to nonprofits. When an ABE staffer resigns, a new one must be hired and trained to do the tasks associated with the ABE programs at Hmong Cultural Center. It typically takes several months for a new staff member to become comfortable with the ABE programs, policies and procedures.

*How challenges are being addressed:* These challenges are being addressed at Hmong Cultural Center through the new staff orientation process described above.



**International Institute**

*Challenges:* Again, this is a work in progress, so the only challenge is finding the time to meet to discuss our professional development policies vis-à-vis Adult Basic Education.

*How challenges are being addressed:* We are working on developing our schedules so that this time is found.

**JCC**

*Challenges:* We have one teacher, and she does not have the opportunity to collaborate with other teachers.

*How challenges are being addressed:* Our teacher is encouraged to participate in PD opportunities that would include collaboration with colleagues.

**Lao Family**

*Challenges:* We currently have subbing shortages and so it is difficult to get class coverage when teachers want to attend a PD event.

*How challenges are being addressed:* Currently this is not being addressed, because of management turnover.

**MLC**

*Challenges:* Challenges, as always, are money for subs and money for travel/conferences. We have gone from sending all ABE direct services staff to the Summer Institute every year, to sending staff on a rotating basis every other year (half the staff goes each year) because of the time away from centers (and thus lost contact hours) and expense of traveling to and attending this conference.

*How challenges are being addressed:* As stated above, we are sending each staff member to SI every two years, and we do as much on-the-job training and coaching as possible.

**MORE**

*Challenges:* As a program, I think things are in place that support and encourage continuing professional development for all ABE staff. Tuition is paid, substitute teachers are hired, PD hours are included in teacher salary, and PD is supported by the ABE manager. Professional development activities are a regular topic of discussion at teachers' meetings and something that's discussed during individual supervision meetings. PD opportunities are communicated to ABE staff. The main issue is that some individuals are less motivated than others to stretch themselves professionally, but, overall, we are fairly satisfied with the ABE staff's PD participation.

*How challenges are being addressed:* To motivate teachers to participate in more challenging, in-depth PD opportunities, perhaps highlighting how students have benefited from other teachers' participation in excellent PD activities will give them incentive to push themselves a bit harder with respect to their own professional development.

### **Neighborhood House**

*Challenges:* I don't see many challenges right now other than there are so many PD opportunities. Many staff are participating regularly in various initiatives. At times it is difficult for staff to find substitutes to cover classes while they attend PD opportunities.

*How challenges are being addressed:* For 2013, and in order to avoid the "a la carte PD experience", we are excited to use the PD planning resources from the State to design intentional PD plans for all Adult Ed staff. Additionally, we are in the process of bringing additional substitutes on board.

### **SPPS**

*Challenges:* Like many ABE programs, our PD used to lack a focus. PD days and PLC teams were planned around any of the various program priorities, district initiatives, ABE trends, and so forth, but with no overarching cohesion.

Our current challenge is staff time away from Hubbs Center for teachers to attend PD events or sit on PD planning committees. Occasionally sub time is covered but not always. For example, it's hard for us to participate in Metro Regionals since we can't have a large number of staff absent on a Friday when school is in session. Administrators are absent from the building frequently due to state commitments (ex. state PD committee, MNI).

*How challenges are being addressed:* We solved the challenge around lack of PD focus by developing a '3-year vision' that lays out PD work (both PD days and PLC teams) in a way that makes sense and puts energy to the highest priorities. Staff can also use this vision to prioritize which outside PD sessions they attend.

We have not solved the challenge around staff time away during programming. However, we have met with ATLAS and MDE staff to express this concern.

### **VSS**

*Challenges:* As we are so small, and some staff are part-time (less than 15 hrs/wk) it's difficult to find a convenient time to have professional development. We also don't have the extra funds to pay for staff to attend in-house development as well as attending outside opportunities.

As a staff, none have the "teach the teacher" skills (including the program manager) but do share various activities during informal meetings. We also have a wide variety of

backgrounds among the teachers and only one has worked in adult education over 5 yrs. Getting everyone to be at least in the same chapter, much less the same page, takes more time as colleagues.

*How challenges are being addressed:* We have a weekly teacher meeting where information is shared and ideas exchanged as topics come up. If there was more available funding to pay the teachers to all attend PD activities (or to have someone come to VSS), we would all hear the same message at the same time and have the opportunity to discuss, plan, implement, and revise.