

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

<b>Name</b>	Minneapolis Adult Education
<b>Job title</b>	Instructor/Teacher
<b>Primary duties</b>	Prepare lessons and deliver standards aligned curriculum in their designated content area(s) through Big Blue Button Conferences in Schoology. Participate in PLC (curriculum focused group this year) to share challenges and successes, collaborate on lessons, and improve instruction and student experience. Use Remind as primary method of communication. Assign Moby Max lessons as aligned with curriculum or use lessons to differentiate instruction. Provide feedback to students about progress and next steps. Attend all-staff and site team meetings as required. Participate in professional development training and initiatives.
<b>Work site(s)</b>	Minneapolis Adult Education Learning Center/ 800 West Broadway

### My ABE PD Survey Results

<b>List the 3 challenges you mentioned in your PD survey</b>	<b>Teachers need additional training in tech tools and platforms used to teach online as well as instructional strategies to successfully teach online.</b>
	<b>Assumptions of student needs and/or deficiencies in student abilities (deficit and biases)</b>
	<b>Teachers need training in best-practices for online teaching, specifically converting in-person instructional strategies and routines to successfully online ones.</b>

### My Consortium's PD Goals

What are my consortium's PD goals?

1. **District** - This year's focus was on Equity. Our program offered a series of trainings focused on equity, specifically equitable instructional practices in the classroom and the role of privilege. In addition, instructional leadership were invited to participate in a series of 4 trainings focusing on Bettina Love's work and the book *Culturally Responsive Teaching and the Brain*.
2. Increase MPS AE capacity to offer quality distance learning
3. Increase the implementation of EBRI/STAR, evidence-based reading instructional techniques, in classes.
4. Ensure all of our teachers in leadership positions have a shared training in their area of expertise - i.e. coaches all are SOEI trained.

### My Work

<b>What are my work priorities in the upcoming year?</b>	<p>To complete trainings in the following areas:</p> <ul style="list-style-type: none"> <li>● CCRS cohort reading language arts/mathematics (all instructional staff)</li> <li>● TVM (cohort of teachers)</li> </ul> <p>Attend at least one ABE conference (Summer Institute, metro Regional, Language &amp; Literacy, or Math Institute)</p> <p>As an individual teacher, I want to improve my student's ability to navigate online learning platforms to locate classwork, benchmark test, etc; I want to improve the organizational structure of my classroom so it is student centered, not teacher centered; I want to improve systems in my classrooms that are needed to help make classroom routines function (i.e. I want students to know how to monitor their own learning and know how to identify next steps with minimal teacher guidance - this means that I have to have some classroom systems in place for students to be able to practice this skill on a routine basis).</p>
<b>What am I already doing well with my current work?</b>	<p>*We have a cohort of 6 teachers that are EBRI/STAR trained.</p> <p>*We also already have a strong understanding of best practices for online lessons and have started putting those staff members through TVM certification to capture that student learning.</p> <p>*Each instructional coach has completed a rigorous initial SOEI training and annual recertification.</p> <p>*We have also very intentionally started to concretely connect the idea of equity to various parts of the program, for example what that looks like in the classroom, at the school level,</p>

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	and ultimately at the program level. We have also started to identify what the absence of equity also looks like. *At an individual level, I have concrete ideas, systems, and classroom structure in place to continue my online classroom work with students.
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### Student Data

What does the data about students tell me (SiD "Level Gains with Post-Test Rates" Report, etc.)?	Not much because we were not able to complete a lot of post testing this year.
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### Additional Factors

What PD priorities do I have?	I want to be TVM certified. I would like to participate in a numeracy cohort, something not currently available or being offered.
Any additional factors to consider in planning my own professional learning?	What PD can I get through my district/consortium? What PD or other opportunities do I want to pursue?

**My Individual Professional Development Plan**

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

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

<b>PD Goals</b>		<b>PD Activities and Resources</b>		<b>Application</b>	<b>Evaluation</b>
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?	
Equitable Blended Learning	Complete asynchronous PD modules in Schoology	modules completed at back to school, ideas and strategies continued to be discussed in curriculum/P Lc groups	The training helped me think through my in-person successes and how to transfer them to online/hybrid learning environment.	Can I successfully implement these strategies in the online environment? (routines, developing relationships, feedback, etc)	

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ABE Staff Member Signature\_\_\_\_\_  
ABE Manager/Supervisor Signature\_\_\_\_\_  
Date

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

<b>Name</b>	Minneapolis: Cedar Riverside Adult Collaborative (CRAEC)
<b>Job title</b>	ESL Teacher
<b>Primary duties</b>	<p>Instruction:</p> <ul style="list-style-type: none"> <li>• Design and develop curriculum</li> <li>• Use best practices in instruction for adult learners through a variety of instructional techniques to address the diverse needs of learners</li> <li>• Manage and use volunteers in creative ways</li> <li>• Reflect on one's work, including curriculum and delivery of instruction</li> </ul> <p>Curriculum planning and assessment:</p> <ul style="list-style-type: none"> <li>• Create student-centered curriculum</li> <li>• Enter learner attendance into SID in a timely manner</li> <li>• Provide detailed lesson plans to substitute teachers</li> <li>• Administer CASAS tests every six weeks (pre-Covid) and strategically choose assessments in class to support learner progress and level gains</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Contribute to a culture of ongoing professional development</li> <li>• Provide culturally responsive instruction that is supportive of learners' unique experiences and backgrounds</li> </ul>
<b>Work site(s)</b>	Cedar Riverside Adult Education Collaborative 1515 S. 4th St., Bldg. E Minneapolis, MN 55454

### My ABE PD Survey Results

<b>List the 3 challenges you mentioned in your PD survey</b>	Low enrollment
	Pre and Post testing
	viable career pathways

### My Work

What are my work priorities in the upcoming year?	<ul style="list-style-type: none"> <li>• Onboarding students onto a DL app for proxy hours and integrating some of its curricula into my own instruction.</li> <li>• Designing materials conducive to DL via cell phone and implementing strategies to increase learner persistence in class and at home</li> <li>• Developing new assessments to track learner progress</li> </ul>
What am I already doing well with my current work?	I've developed materials with universal design in mind that learners seem to enjoy and respond to in class. A Cedar Riverside colleague and I were able to present our work in this area at Language and Literacy Institute.

### Student Data

What does the data about students tell me (SID "Level Gains with Post-Test Rates" Report, etc.)?	The data tell me the level my students are in, who has achieved a level gain, how many hours they have, and percent that are post-tested.
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### Additional Factors

What PD priorities do I have?	According to the MN ABE Connect newsletter, I have opportunities to attend training webinars on facilitating positive experience during remote learning, teaching phonics virtually to Adult ESL learners, Teaching Reading Vocabulary Remotely or In Person, and Teacher Verification Model webinar. Prior to the latter, I can take the online course: Distance and Blended Learning Basics for Adult Education. There is also a trauma-informed practices study circle offered through ATLAS
Any additional factors to consider in planning my own professional learning?	Time is a definite factor. Where can professional development fit in to an active teaching schedule? What other opportunities are available outside of MN?

**My Individual Professional Development Plan**Plan Time Period: Spring 2021 to Fall 2021

<b>PD Goals</b>	<b>PD Activities and Resources</b>		<b>Application</b>	<b>Evaluation</b>
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?
Distance and Blended Learning Basics for Minnesota Adult Education: Online Course	Complete the online course provided by Literacy Minnesota	March 2021	I hope to implement some strategies and techniques that I may not have been aware of thus far	When students become used to the routine of these practices. Additionally, being able to discuss these practices with staff during professional development sessions.
Teacher Verification Model (TVM) Certification Webinar	Attend the webinar offered by Literacy Minnesota	March 2021	I hope to modify what I've already created and establish a routine of students completing activities for proxy hours	When I can successfully enter proxy hours using this model
Trauma-Informed Teaching Practices for Adult Learners	Attend the webinar offered by Literacy Minnesota	May 2021	I hope to integrate practices into everyday synchronous learning	If there is a scenario that occurs during my class and I apply a strategy I learned during the webinar. Additionally, being able to discuss these strategies with staff during professional development sessions.

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ABE Manager/Supervisor Signature\_\_\_\_\_  
Date

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

<b>Name</b>	Minneapolis: English Learning Center
<b>Job title</b>	Distance Learning and Digital Literacy Specialist
<b>Primary duties</b>	Curriculum development, Google Classroom management and instruction, operations support and planning, technology loan program maintenance
<b>Work site(s)</b>	English Learning Center

### My ABE PD Survey Results

<b>List the 3 challenges you mentioned in your PD survey</b>	Challenges to onboarding new and low-literacy students to technology platforms and resources.
	Need to prioritize limited resources.
	Need to increase contact hours through the use of Moby Max and other distance learning technologies.

### My Work

What are my work priorities in the upcoming year?	-Create effective strategies for increase in student contact hours via distance learning. -Develop and carry out strategies to infuse all current ELL programming with more digital learning components and ensure Northstar standards alignment.
What am I already doing well with my current work?	-Managing synchronous distance learning classes.

### Student Data

What does the data about students tell me (SiD "Level Gains with Post-Test Rates" Report, etc.)?	Need to increase student contact hours in a distance learning setting while in person classes remain closed.
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### Additional Factors

What PD priorities do I have?	-curriculum development and standards -anti-racism, equity and advocacy.
Any additional factors to consider in planning my own professional learning?	none at this time.

**My Individual Professional Development Plan**

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

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

<b>PD Goals</b>	<b>PD Activities and Resources</b>		<b>Application</b>	<b>Evaluation</b>
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?
Northstar curriculum content standards and how they fit into other curriculum content standards	ABE foundations, CCRS foundations, DL 101 and 102	Fall- Winter 2021/2022	In order to expand our curriculum offerings and decide a best fit for integrating digital literacy components into current English class programming	Assessment of digital literacy content and goals for program and curriculum development created.
Moby Max resources	Resources from the consortium DL navigator, past program experience, time spent on the platform	May-August 2021	In order to help boost effective student use of Moby Max	Increase in student time spent on Moby Max and/or additional resources to support student use of Moby Max.
DL planning	Technology integration Institute, DL 101 and 102	Feb. - May 2021	In order to create a program for a return to in person instruction while maintaining and growing distance learning components and student technology use.	Creation of a digital equity plan and utilization of this plan in my work.

ABE Staff Member Signature



ABE Manager/Supervisor Signature

*Jennifer Compton*

Date 2/21/2021

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

<b>Name</b>	Minneapolis: HH-Pathways Program
<b>Job title</b>	Academic tutor
<b>Primary duties</b>	Registration; record verification; testing, data management (including entering and correcting) of SID; respond to students' request
<b>Work site(s)</b>	Minneapolis College Pathways program

### My ABE PD Survey Results

<b>List the 3 challenges you mentioned in your PD survey</b>	Collecting data, motivating students through online,
	alignment between GED assessments and curriculum assignment
	Provide students with a broader menu of course offerings in CCRS, ACES/TIF

### My Consortium's PD Goals

What are my consortium's PD goals?

1. increase students' level gains
2. expand knowledge of curriculum and content standards for all staff
3. Collect, enter and report more accurate program data

### My Work

<b>What are my work priorities in the upcoming year?</b>	master online testing; increase post-testing rate; provide support to student both in-person and online
<b>What am I already doing well with my current work?</b>	providing tech support to online learners; developing supportive relationships with students and collaborating with referring case managers

### Student Data

<b>What does the data about students tell me (SiD "Level Gains with Post-Test Rates" Report, etc.)?</b>	The data confirms that COVID has profoundly affected students' learning. Although we have been able to pivot to online instruction effectively, the lack of student engagement and progress is disturbing.
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### Additional Factors

<b>What PD priorities do I have?</b>	Identify and implement strategies for helping students resume in-person instruction as a means of making academic gains. Identify better methods for helping students utilize online platforms.
<b>Any additional factors to consider in planning my own professional learning?</b>	Underlying trauma that students may have faced this past year due to Covid 19 and community trauma.



**My Individual Professional Development Plan**

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

<b>PD Goals</b>	<b>PD Activities and Resources</b>		<b>Application</b>	<b>Evaluation</b>
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?
How the Score Report in GED Ready and other assessments informs curriculum choices for the student in NRP and other curriculum	Work with New Readers Press representative to better understand how the scoring translates to curriculum choices	Over the course of 2021	Provide more targeted information	When I'm able to confidently assign curriculum to students based on their GED ready scores.
How to more efficiently enter data into SID and Apricot	Work with Minneapolis Consortium and attend trainings on SID Work with PPL data specialist to receive Apricot trainings/in service	Over the course of 2021	Collect and enter more accurate data for reporting	When I am able to efficiently enter data and pull reports that more accurately reflect our efforts and outcomes
Increase familiarity and use of Statewide Transition courses in SID and the Mpls Consortium's MN Regional Transitions Coordinator to expand course offering for CCRS, ACES and TIF	In services offered through the Minneapolis Consortium and trainings by the MN Regional Transitions Coordinator	Over the course of 2021	Provide a wider menu of options for CCRS, ACES and TIF	When I'm able to direct students to a variety of training outside of those offered at Pathways.

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