

Adult Basic Education Individual Professional Development (PD) Plan

Name	Anonymous/general support staff
Job title	Support Staff, titles and duties can vary from program to program and include: Administrative Assistants, Test Proctors, Intake/Enrollment staff and SiD Data Specialists
Primary duties	<ul style="list-style-type: none"> • Provide counseling and navigation services at enrollment • Proctor assessment tests (CASAS Goals and STEPS, TABE), high school credential tests (GED and HiSET), and career certifications (Comp TIA, Microsoft Office Specialist, ParaEducator) • Manages and maintains the Student Information Database (SiD) ensuring the data related to adult learners and programming is accurate and up to date including: staff, volunteer and student contact and demographic information, student and volunteer contact hours, credentials earned, course information, staff and volunteer trainings and certifications
Work site(s)	All Metro East ABE program sites

Preparation: Looking at the Data

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

My ABE PD Survey Results

List the 3 challenges you mentioned in your PD survey	Getting e-Testing (in person and remote) up and running
	Lack of professional development (paid) time for support staff
	Developing staff digital literacy and technology skills

My Consortium's PD Goals

What are my consortium's PD goals?

1. Require all new support staff to complete ABE Foundations training within 12 months of hire (6 months if they are full-time). Program managers ensure that all support staff participate in SPARC's yearly Support Services conference, and connect support staff to the Statewide Mentorship program when and where needed. Extend invitations to support staff to attend the Summer Institute yearly conference as the budget allows.
2. Program managers ensure that all support staff have yearly reviews and ensure that they are up to date on proctor recertifications.
3. Connect staff to digital literacy courses offered in ABE programs such as Northstar, Microsoft Office and Google workshops. Supporting each program in e-testing goals and integration.

My Work

What are my work priorities in the upcoming year?	Building out a training plan for the support staff with consistent manager support and oversight.
What am I already doing well with my current work?	Collaboration between support staff in partner programs is strong, but we can always improve. <ul style="list-style-type: none"> • Attending SPARC sessions • Attending SiD webinars • Assessment recertification • Supporting staff between sites with subs • Supporting staff between sites with training on new technology (e.g. CASAS e-testing and TABE DRC reporting).

Student Data

What does the data about students tell me (SiD “Level Gains with Post-Test Rates” Report, etc.)?	Utilizing e-testing to efficiently post test larger groups of students, and capture students who participate in online classes that have difficulty coming into program sites, can bring up post test rates. Targeted assessment training can provide more strategies for proctors to know what the best post test should be to capture more level gains. Specifically to increase the ABE post test percentage.
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Additional Factors

What PD priorities do I have?	Build in time and sub plans for support staff to attend required and supplemental training, including: SPARC Support Conference, Summer Institute, SiD webinars, assessment recertifications and update sessions (e.g. CASAS and TABE), Literacy Minnesota and ATLAS training opportunities.
Any additional factors to consider in planning my own professional learning?	Budgetary costs and time required to be able to offer extensive training and support that staff require and maximize productivity efficiently and effectively.

My Individual Professional Development Plan

Plan Time Period: _____

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

PD Goals	PD Activities and Resources		Application	Evaluation
What do I need to learn? (Please be detailed.)	How will I learn it?	When?	How do I hope to use or apply what I have learned?	How will I know I've learned it?
This year I'd like to focus on getting e-Testing (in person and remote) up and running. To do this I will need to: –Go through CASAS training to become a remote test proctor –Discover what tech equipment is necessary as a result of that training –Determine which how/if that equipment is available from different sites at which I work	Going through CASAS remote testing training will provide a lot of these answers. Meeting with district/site tech team will provide a great deal of insight into what's possible vs. what's necessary. It would be great to find a mentor at a program already doing this who could provide experience and insight into how this works in actual practice for their site, and could help develop processes for us.	Ideally I would like to tackle the CASAS remote proctor training in the first semester of the 25-26 school year, and begin implementing remote testing in semester 2.	As more of our programming is shifting online, more of our students are remote and come into the building less often. With the advent of online state-wide training, some of our students aren't within two hours of our building. This training would allow us to deliver pre- and post-testing to all students easily and accurately regardless of physical location and ability to drive.	We should see an increase in our ability to capture post-tests from students who have completed their time with us, resulting in a clearer picture of the improvements and level gains students have achieved as a result of instruction.

ABE Staff Member Signature

ABE Manager/Supervisor Signature

Date