

Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	Adult Options in Education
Time Period	25-26
Consortium Manager	Chelsea Ritland
PD Planning Team Members	Chelsea Ritland (Assistant Director), Dan Bruski (Lead Teacher Hopkins), Elizabeth Miller (Lead Teacher St. Louis Park), Cheryl Lubinski (Lead Teacher Wayzata), Kirsten Firehammer (Lead Teacher Minnetonka)

Preparation: Looking at the Data

Data Review Questions	Response and Possible PD Implications from Data																																																																																				
What are our trends with contact hours (Table A)?	Very similar contact hours this year to last year Large growth in High Beginning – Intermediate, especially in evenings Lower enrollment in Advanced and Adult Academics/GED <i>Snapshot April 15, 2025</i> Student Contact and Proxy Hours <table><tr><th>Year</th><th>May</th><th>June</th><th>July</th><th>Aug</th><th>Sept</th><th>Oct</th><th>Nov</th><th>Dec</th><th>Jan</th><th>Feb</th><th>March</th><th>April</th><th>Total</th></tr><tr><td>Year 2020/2021</td><td>4,512</td><td>3,913</td><td>599</td><td>227</td><td>4,170</td><td>6,336</td><td>7,266</td><td>6,345</td><td>7,356</td><td>7,434</td><td>8,849</td><td>8,495</td><td>65,502</td></tr><tr><td>Year 2021/2022</td><td>7,403</td><td>4,670</td><td>1,813</td><td>136</td><td>4,356</td><td>7,396</td><td>7,812</td><td>5,184</td><td>7,201</td><td>8,348</td><td>8,885</td><td>7,421</td><td>70,624</td></tr><tr><td>Year 2022/2023</td><td>11,009</td><td>6,344</td><td>3,038</td><td>238</td><td>7,893</td><td>13,372</td><td>14,380</td><td>10,458</td><td>11,394</td><td>14,493</td><td>17,278</td><td>10,968</td><td>120,862</td></tr><tr><td>Year 2023/2024</td><td>15,160</td><td>5,709</td><td>1,942</td><td>549</td><td>10,002</td><td>16,325</td><td>16,230</td><td>11,690</td><td>13,970</td><td>16,921</td><td>16,560</td><td>13,148</td><td>138,203</td></tr><tr><td>Year 2024/2025</td><td>16,810</td><td>4,640</td><td>563</td><td>674</td><td>11,804</td><td>16,463</td><td>14,529</td><td>11,120</td><td>14,754</td><td>17,239</td><td>16,739</td><td>6,030</td><td>131,363</td></tr></table>	Year	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	Total	Year 2020/2021	4,512	3,913	599	227	4,170	6,336	7,266	6,345	7,356	7,434	8,849	8,495	65,502	Year 2021/2022	7,403	4,670	1,813	136	4,356	7,396	7,812	5,184	7,201	8,348	8,885	7,421	70,624	Year 2022/2023	11,009	6,344	3,038	238	7,893	13,372	14,380	10,458	11,394	14,493	17,278	10,968	120,862	Year 2023/2024	15,160	5,709	1,942	549	10,002	16,325	16,230	11,690	13,970	16,921	16,560	13,148	138,203	Year 2024/2025	16,810	4,640	563	674	11,804	16,463	14,529	11,120	14,754	17,239	16,739	6,030	131,363
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What are our measurable skill gain trends (SiD “Level Gains with Post-Test Rates” Report)?	Superseded NRS Targets Adult Options 38.2% ESL MSG / Statewide Average 32.8% Adult Options 48.8% ABE MSG / Statewide Average 30.7%																																																																																				
How well are we post-testing students (SiD “Level Gains with Post-Test Rates” Report)?	67.4% post-test rate Statewide ABE 68.9% AOIE is close to statewide average. Program improvement is at 60%.																																																																																				
What additional program performance data trends do we see (all NRS tables and SiD reports)?	Large growth in High Beginning – Intermediate levels, especially in evenings Lower enrollment in Advanced Changing cut scores next year for Advanced (lowering to 223+)																																																																																				

How do we compare to similar programs on the state ABE report card?	#9 for ESL MSG #4 for ABE MSG #6 in Retention & Persistence for both ESL and ABE 23-24 Program Report
What expertise do we have with our local staff? (background characteristics, education, experience, etc.)	
What strengths and needs are notable from staff observations or evaluations?	Recurring Strengths Across Teachers ● Warm and respectful classroom environments: All observed teachers demonstrate strong rapport with students and foster inclusive, supportive atmospheres. ● Use of questioning to promote critical thinking: -ended questions and student-centered discussions effectively. ● Differentiation and accommodations: Scaffolded strategies. ● Integration of relevant, real-world content: e.g. immigrant rights and use of daily routines and past tense illustrate this well. ● Classroom routines and organization: Many teachers use consistent lesson structures and agendas that support student predictability and engagement.
Are there specific needs identified from our student feedback (instructional time, programming, staffing, etc.)?	Writing course Computer skills Shared Areas for PD 1. Effective use of digital tools and Canvas (LMS): ○ Multiple teachers rely on email, WhatsApp, or screen-shared documents but are not consistently utilizing Canvas for distributing materials, posting assignments, or reinforcing digital literacy. 2. Enhancing materials for HyFlex learners: ○ Need for stronger visual accessibility (e.g., using Google Slides instead of holding papers to camera). ○ Improved audio (e.g., adding microphones) and support for online learners during group work.

What are we proposing to implement that aligns with our local/regional WIOA plan (target sectors, labor market information, etc.)?	IELCE grant proposal pending with many WIOA aligned course offerings
Any additional needs identified from other data?	

PD Survey Data From End-Of-Year Teacher Survey 2025:

Primary PD Needs

1. Digital Tools and Online Instruction

Multiple staff expressed interest in exploring:

- More digital routines for both in-person and online classes
- Tools such as Wordwall, Quizlet, Ellii, and AI-powered resources like ChatGPT
- Strategies for building effective online instruction and engagement

This suggests a strong PD need around integrating technology to enhance instruction and streamline planning.

2. Resource Sharing and Alignment

Teachers requested:

- A central bank of supplemental resources
- More structured opportunities to share level-specific materials

- Continued collaborative work in leveled CTT groups

PD efforts should focus on developing systems for collaboration and resource curation, particularly aligned with CCRS, ACES/TIF, and Northstar standards.

3. Instructional Strategies for Differentiation and Engagement

There were frequent references to:

- Meeting the needs of multi-level learners
- Developing engaging routines and applying phonics, pronunciation, and conversation strategies
- Assessment proficiency (e.g., understanding Teacher TopsPro which is new to AOIE, using test scores to guide instruction)

This points to a need for PD on differentiated instruction, literacy development, and data-informed teaching practices.

Name of Consortium:

ABE Consortium Professional Development Plan

Date Developed	April, 2025	SMART goals 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 goal? • Realistic – Is my goal challenging but still possible to achieve? • Time-bound – What is my timeframe for this goal?
Time Period for Plan	2025-2026	
Consortium PD Lead(s)	Lead Teachers Assistant Director	

Directions: Refer to your data analysis on the previous pages to articulate your consortium goals with PD implications.

Priority Consortium Goals (List 3-5 priority goals for your consortium that have PD implications.)	PD Activities (How will you accomplish the goal? What specific training/PD activities will prepare staff to meet the goal?)	Target Participants (Who will participate?)	Target Date (When will the activities take place?)	Resources (What resources are necessary to carry out the activities and meet the goals, including presenters & materials?)	Outcomes/Evaluation (What specific measurable outcomes do we want to see?)
Digital Tools and Online Instruction	Host hands-on workshops exploring digital tools such as Wordwall, Quizlet, Ellii, and AI-powered resources like ChatGPT, demonstrating practical classroom applications. Provide guided tutorials and collaborative sessions on building engaging online instruction models using synchronous and asynchronous methods. Teachers share best practices and case studies on incorporating technology to enhance learner interaction, including breakout rooms, polls, and interactive	Teachers Support staff- TopsPro Teacher Portal Learning and teacher support	PD/CTT Schedule 25-26	Access to subscriptions or licenses for digital tools like Wordwall, Quizlet, Ellii, and AI tools such as ChatGPT (if applicable). Technology infrastructure (computers, reliable internet, webcams, headsets) for staff during training sessions. Experienced presenters or trainers skilled in educational technology	Increased teacher confidence and self-reported proficiency in using at least 3 new digital tools for instruction. (Pre/post surveys or self-assessments) Evidence of at least 75% of teachers integrating one or more digital tools in their lessons within the next semester (lesson plan

	whiteboards. Offer ongoing coaching and peer mentoring for tech integration, with follow-up sessions for troubleshooting and sharing successes.			integration, possibly from vendors, local EdTech experts, or internal tech-savvy teachers. Tutorial videos, user guides, and example lesson plans incorporating these tools. Platforms for synchronous and asynchronous PD delivery (Zoom, Microsoft Teams, LMS).	reviews, classroom observations). Improvement in student engagement metrics during online or hybrid instruction (measured via surveys, attendance, or engagement data). Collection of teacher feedback on the effectiveness and usability of introduced tools and routines.
Resource Sharing and Alignment	Create and maintain a centralized digital resource bank accessible to all staff, organized by skill level and standard alignment. Facilitate regular Collaborative Teacher Team (CTT) meetings by proficiency level to share resources, lesson plans, and strategies. Provide training on how to curate and tag resources to ensure ease of access and relevance. Lead workshops focused on aligning resources and instruction with CCRS, ACES/TIF, and Northstar frameworks, ensuring staff understand and apply these standards consistently.	Teachers	PD/CTT Schedule 25-26	Google Drive or a dedicated Canvas page for resource bank development. Time allocated during CTT meetings for collaboration and resource curation. Training materials or external consultants on standards alignment (CCRS, ACES/TIF, Northstar). A designated teacher to serve as facilitator to organize and maintain the resource bank. 1 for each level?	Establishment of a centralized, organized, and accessible resource bank with at least 100 curated materials within the first 6 months. Increased frequency of resource sharing reported by teachers during CTT meetings (tracked via meeting minutes or surveys). Demonstrated alignment of at least 80% of shared resources to CCRS, ACES/TIF, or Northstar standards (review sample materials quarterly).

				Templates and tagging protocols to ensure consistency in resource descriptions.	Positive teacher feedback on the utility and accessibility of shared resources (surveys or focus groups).
Instructional Strategies for Differentiation and Engagement	Conduct training sessions on differentiated instruction techniques tailored to multi-level ESL classrooms, emphasizing phonics, pronunciation, and conversational practice. Provide hands-on workshops on developing engaging classroom routines that foster participation and language development. Offer data literacy training focused on interpreting TopsPro and other assessment results to inform instructional planning and individualize learner support. Encourage collaborative lesson planning incorporating differentiated strategies and data-informed adjustments during CTT meetings.	Teachers	PD/CTT Schedule 25-26	PD trainers with expertise in differentiated ESL instruction, phonics, pronunciation, conversational strategies, and data literacy. Access to assessment data (TopsPro or equivalent) and data reporting tools. Sample lesson plans and classroom videos demonstrating differentiation techniques. Time for collaborative lesson planning and data review within CTT meetings. Instructional strategy guides or toolkits tailored to multi-level ESL classrooms.	At least 80% of teachers demonstrate improved understanding of differentiation strategies as measured by pre/post PD assessments. Teachers report regular use of at least two new instructional strategies to support multi-level learners (via surveys or self-reflection logs). Increased use of assessment data to inform instruction, with 75% of teachers referencing data in their lesson plans or conferences. Observable increases in student participation and language proficiency gains, tracked through formative assessments and classroom observations.

Anti-racism learning	Organize a structured book study on a foundational anti-racism or culturally responsive teaching text (e.g., <i>How to Be an Antiracist</i> by Ibram X. Kendi, <i>Culturally Responsive Teaching</i> and <i>The Brain</i> by Zaretta Hammond). Facilitate regular discussion groups (in-person or virtual) to reflect on book chapters, podcasts, or relevant articles, encouraging open dialogue and sharing personal insights. Curate and assign a series of podcasts, TED Talks, and articles related to anti-racism, equity in education, and culturally responsive pedagogy for individual and group reflection. Invite guest speakers or facilitators with expertise in equity, diversity, and inclusion (EDI) to lead workshops or Q&A sessions. Incorporate practical application activities where staff develop actionable strategies to integrate anti-racist practices in curriculum, classroom management, and student engagement. Provide ongoing reflective journaling prompts or digital discussion boards for staff to record and share their growth and challenges.	All staff	PD/CTT Schedule 25-26	Copies or digital access to the selected book(s) for all participants. Access to curated podcast episodes, articles, and multimedia resources via shared folders or an LMS. Facilitators experienced in equity and anti-racism professional development (internal staff or external consultants). Meeting spaces (physical or virtual platforms like Zoom) for discussion groups and workshops. Reflection tools such as journaling templates, discussion guides, and equity self-assessment surveys. Consider: Using Asynchronous Discussion Tools • Create an online discussion board or forum (Google Classroom, Slack,	At least 80% of participating staff complete the book study and engage in at least 3 discussion sessions. Increased staff self-reported awareness and understanding of anti-racism concepts and culturally responsive teaching practices, measured through pre/post surveys. Demonstrated implementation of at least one new anti-racist strategy or practice in classrooms or program policies, reported via reflection logs or lesson plan reviews. Positive shifts in school climate indicators related to equity and inclusion, assessed through staff and student feedback surveys. Qualitative evidence of increased dialogue around equity issues in staff meetings and collaborative teams.
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				Microsoft Teams, or a private Facebook group) where teachers can post their thoughts, questions, and responses anytime. • Encourage teachers to reply to each other's posts to foster dialogue. • You can seed initial posts with prompts to get conversations started but avoid moderating too much to keep it organic. Encouraging Small Group or Buddy Discussions • Let teachers form pairs or small groups who meet informally (virtually or in person) to discuss the readings on their own schedule.	
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				• Suggest questions and topics they can cover, but leave the flow natural. • These groups can be rotating or stable for continuity. Using Reflective Journals or Prompts • Ask teachers to keep personal journals or digital notes responding to reflection prompts you provide.	
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Notes:

One consistent 25/26 teaching and learning goal for the year.
Use every CTT time to focus on this.

Collective efficacy amongst staff & building trust

Elii - new DL platform
Supplemental resource bank
A few meetings for equity reflection

Checklist

How will we know? Look at the behavior, bring back data

Then assess outcome at end of year

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