

Adult Basic Education Consortium Professional Development (PD) Plan

Consortium	MN Department of Corrections
Time Period	FY 17-19 (March 2016 to July 2019)
Consortium Manager	George Kimball
PD Planning Team Members	George Kimball Theresa Luther-Dolan Heather Schepman

Preparation: Looking at the Data

Data Reviewed	Notes from Data
NRS Table A	Number of instructional hours leveling out; significant loss of class time and instructional hours at certain sites due to non-education reasons such as lockdowns, security training, etc.
NRS Table 4	About 42% overall level gains; vast majority of students are non-ESL
NRS Table 4b	About 62% overall level gains for those with pre and post tests!
Other NRS tables (1-3, 5-13)	No significant findings that are not typical of our annual reports.
State ABE report card	The DOC has typically finished relatively low in terms of level gain %, but we feel we have not been on an even playing field with other consortia due to our rigid method of showing level gains. We adjusted that process mid-year and feel it is now in line with the automated feature of how the new state database will figure gains.
Work plans	NA
Previous consortium PD plan	The focus on getting computer-based instruction implemented, along with transition/FastTrac activities was a big part of the previous plan. ACES came in mid-stream and became a major focus.
Staff background characteristics (education, experience, etc.)	Majority of teachers have master's or higher and a high number of years of experience, mostly with the DOC.
Staff PD needs	PD survey showed all staff want more training in general; support staff feel they want to have increased PD side by side with teachers, so both groups can understand each other's role and perspectives; teachers feel too much has been thrown at them in recent years (ACES, Transitions, CCRS, digital literacy, and for the DOC the offender network) and want to hold off on additional "mandates" and focus on mastering the available resources.
Individual staff PD plans	An increased focus in matching individual needs and wants with targeted PD, e.g. not everyone will go to every training opportunity just because "that's the way we always did it!"
Teacher observation reports	The DOC does not have an adopted formal teacher observation tool and is working on that initiative. ACES peer observations have begun and are being viewed favorably.

Supervisor/peer feedback	Some complaints regarding amount of time out of the classroom and building, and also regarding the lack of support from Information Technology with our offender network computer based applications.
Student feedback	Students want more digital learning opportunities, and are responding, in general, pretty well to imbedding ACES into curriculum.
Labor market information	Varies from site to site as facilities are located throughout the state; more important, offenders released from prison generally do not transition into that community or region.
Other data:	

Looking Toward the Future

Initiatives, Trends, and Outside Factors	
Local	Evaluation and observation of teaching staff Adult Diploma – Competency Based Digital Literacy Student Advising/Monitoring and Tracking student goals Viewing offenders as potential valuable resources for Minnesota’s workforce needs
Regional	MN ABE Content Standards – CCRS, Digital Literacy ACES
State/National	WIOA, CCRS

Outlining Program Priorities

Consortium Goals
What are the consortium’s primary goals?
Implement consortium-wide classroom instruction observation and evaluation using both peer and supervisory models.
Align College and Career Readiness Standards (for Adults) with instructional objectives in all ABE classes.
Imbed instructional hardware and software, online learning, and digital literacy at all levels of instruction.

Professional Development Needs	Priority
What do staff need to learn or what skills do they need to develop, based on consortium goals, common staff PD needs, and other data reviewed?	Rank the needs listed.
Supervisory staff needs tools for evaluating and observing education staff. Research and review tools that are appropriate for DOC educational environment. Pilot and evaluate the tools. Implement approved evaluation and observation tools for DOC.	1
For implementation of the ABE standards and partial or full implementation of ADP at other facilities it will require a minimum of one ELA and one math instructor at each facility to participate in cohort training for CCRS.	4

Instructional staff need to learn best practices and the effective use of the computer-based and online resources that have been made available for classroom and student independent instruction in DOC education.	2
All instructional staff need strategies for implementation of Aztec, KeyTrain, Northstar/MIRC, Career Scope and other career readiness online or computer-based tools, including electronic portfolios.	3

ABE Consortium Professional Development Plan

Name of Consortium:

Date Developed	March – May 2016
Review Dates	September and March Bi-annually
Date of Completion	TBD - ongoing

SMART professional development objectives are:

- **S**pecific – What? Why? How?
- **M**easurable – How will I measure progress & know when I’ve achieved my goal?
- **A**ction-Oriented – Can I take actions to accomplish this objective?
- **R**ealistic – Is my goal challenging but still possible to achieve?
- **T**ime-bound – What is my timeframe for this goal?

Directions: Refer to PD needs developed on the previous page. Use the SMART model to develop PD objectives that will address the top-priority needs.

Professional Development Objectives <i>(What will staff be able to do as a result of participating in PD?)</i>	PD Activities <i>(How will you accomplish the objective? What specific activities will prepare staff to meet the objective?)</i>	Target Participants <i>(Who will participate?)</i>	Target Date <i>(When will the activities take place?)</i>	Resources <i>(What resources will help carry out the activities and meet the objectives, including presenters & materials?)</i>	Evaluation <i>(How will we know that the objectives have been met?)</i>
1. Supervisors will implement approved teacher observation tools and both teachers and supervisors will be proficient in completing peer observations.	A DOC teacher evaluation committee will review, evaluate and select a formal observation tool for instructors; Site visits to schools using the tools is advised.	Observation tool committee made up of Instructors and education managers/directors	Fall 2016 to Summer 2017 and ongoing	- ACES observation tools - ACES lesson audit forms - ACES reflection feedback forms Other observation/evaluation tools as determined by our DOC teacher observation committee.	All Ed directors know how to use and implement the adopted observation/evaluation tool. A minimum of 2 ACES observations (peer or supervisory) will be conducted each year.
	Instructors and supervisors will be trained on how to use the observation tools.	Instructors and education directors	Spring 2017 to Summer 2017 and ongoing		
	Instructors and supervisors will receive training on ACES observations	Literacy instructors and education directors	Spring to fall 2016-17		
2. Instructional staff at each facility will understand and integrate CCRS level instruction in their classroom.	Train key teachers on how to use CCR Standards in instruction. Apply for team cohort CCRS training each time MDE has it available until all facilities have key teachers trained.	At least one ELA and one Math teacher from each site/facility	Spring to fall 2016-17	Trained experts on CCRS from MDE/ABE and our consortia (regional representative and TPSC coordinator Theresa Luther). CCR for adults standards in hard copy and digital format	Experts from each facility will receive training. Facility experts will hold PLC’s at respective sites.

	Trained CCRS teachers will be the experts at their facility and provide guidance and leadership in PLCs with their peer instructors.	CCRS expert teachers, facility teachers and education directors	Summer to fall 2016 and ongoing	- Designated PD time	CCRS level instruction will be imbedded into instruction at all levels.
3. Instructional staff at each facility will know and understand best practices for using available computer based/online curriculum applications and students will increase their digital literacy skills.	Provide training for NAS System (storage device allowing transferability between the separate offender and administrative computer networks).	NAS System hardware at each facility; training for staff who will be using this technology.	2017	Storage devices need to be purchased and approved at all facilities for use. Webinar and on-site training for all computer based applications for staff not yet fully trained;	Allowable transfer of instructional material from staff to offender network will be seamless and understood by instructors.
	Train instructional staff on procedures for using Aztec, KeyTrain, NSDL, MIRC, Career Scope and other computer based and secure online websites available on the offender network.	Ensure available applications and websites are accessible by staff, offenders and classroom computers as appropriate; training scheduled for staff who require it.	Summer 2016 to Winter 2017 and ongoing	Collaboration between MNIT and Education to develop systems to ensure efficient and timely approval and implementation of computer based apps and website access; Time set aside for selected staff to research and recommend additional digital literacy instructional materials and tools.	Transparent systems in place for requesting apps and website access. Offenders at each facility will have access to available computer-based instructional applications and online learning, and will increase scores and level gains due to this enriched learning environment.
	Provide instructional staff with best practices for integrating available digital literacy resources into instruction.	Training on MIRCS for staff not yet familiar; Task force created to develop additional digital literacy instructional resources.	Spring 2017 and ongoing		All students will have individualized digital literacy goals in their PEP.