Local Professional Development Plan

**Grantee Name**:

**AEL Contract Number**:

**Completed By**:

# Purpose

This template is to be used to complete AEL Deliverable 6.2, Local Professional Development Plan. This is a four (4) phase process to assist in the development and implementation of a locally designed Professional Development (PD) Plan that focuses on continuous quality improvement through an organized and systematic framework. This framework should the result of contribution for local AEL staff at all levels with the provider’s PD Coordinator. The framework includes two primary activities:

* Measuring and assessing the performance of your organization(s) through the collection and analysis of data and
* Conducting quality improvement PD initiatives and acting where indicated, including the design of PD specifically relative to improvement of existing services.

# Instructions

Director and PD Coordinator(s) should designate a team to analyze PD needs within your area. Some recommended members include the Director, Program Coordinators, PD Coordinator, Instructional Lead, Lead for Distance Learning, TCALL PD Specialist, and TWC Program Support Specialist. If a consortium, plan development might include representatives from all sub-providers. You should plan regular meeting with your designated team, at minimum a quarterly meeting to review and revise the needs of the plan as warranted based on data analysis, feedback or need.

Fill out each phase of the plan, if a section is not applicable, place “NA” in the space dedicated.

*Submit to* *aelcontracts@twc.state.tx.us* *and copy your TWC Program Specialist and your TCALL PD Specialist****. Please place contract number and deliverable name in subject line.***

## Step 1: Identify Improvement Goals

Identify the needs of your program by examining such sources of information such as TEAMS student data, including performance data, enrollment, average contact hours, gains across all domains, HSE attainment, enrollment and completion in postsecondary education or training programs, and employment. Other data including data from college or workforce partners can be included.

* + Look at the data from different perspectives i.e. Program, Provider, Site, Class, etc.
	+ Look at data in terms of class type i.e. ESL, ABE, Transitions, IET, EL Civics, Work-based Literacy, etc.

Look at data in terms of funding source i.e. Basic AEL (AEFLA), Work Based (AEFLA), IET (EL Civics), EL Civics (AEFLA), TANF etc.

Then identify specific goals associated with improving in areas of concern or need.

## Step 2: Determine Professional Learning Activities to Support Each Goal

As you think about the activities you will implement to support each goal, consider the initial training or activities you will put in place as well as any follow-up activities that will help deepen the learning and/or apply the learning to practice (e.g. mentorship from another program, committees specific to improving in each area, peer networking, etc..).

## Step 3: Determine Your Plan for Implementing Professional Development Activities Required in Rule

The state rules for professional development are found in §805.21, these are meant to be requirements for specific positions to support quality PD in areas related to job function. It is up to your leadership team to determine how to meet these mandated requirements in the context of achieving improvement goals. All goals should have a specific timeline and activities should address the availability of staff to meet individual goals as they pertain to overall program enhancement and improvement.

##  Step 4: Identify Resources Needed to Meet Goal

Identify resources needed to meet goals. If you are weak in a specific area and need improvement, how will you acquire the resources to meet the goal. What type of trainers will be needed? Will you need to plan a trip to meet with a potential mentor for a site visit? How will you budget for the activities using your PD allocation and other sources?

# Plan Development

## 1: Improvement Goals

**Instructions:** Below is an *example* of how to complete the fields. Erase the example and input our own language as it relates to your identified goals. Create as many rows as needed to properly address each goal with corresponding activities.

| **Goal No.** | **GOALS** | **STAFF** | **RATIONALE** | **SPECIFIC RESOURCES NEEDED** |
| --- | --- | --- | --- | --- |
| 1 | Increase student retention/persistence | Instructors, Instructional Leads, Coordinators, and Supervisors | We are losing hundreds of students before they get to 12 hours. Need to determine why this is happening and improve program quality  | Trainer with knowledge and proven strategies in this area. Committee with combination of instructors and coordinators and career navigators.  |
| 2 | Continue to build capacity to implement Academies using updated content standards for Standard Alignment to Industry Clusters | Instructional Leads, Instructors, Coordinators, and Supervisors | Need to align standards to WIOA’s connection to work and post-secondary education. Building Academies with interdisciplinary focus on specific industries directly linked to opportunities for high demand occupational growth in our area  | Committee members with access to local employers, WF board partners, and career and technical training providers. Try to either become a part of this committee or develop a similar one and invite local required partners. Need liaison staff to work with outside partners, then assist instructional leads to develop PD, curriculum and syllabus aligned to industry needs |
| 3 | Build capacity in content Areas for Instruction: Language and Math, Contextualized Instruction  | Instructors and Instructional Leads  | Data shows that 75% of students with enough hours to post-test are not making a gain in these areas when post tested. Need stronger, more effective contextualized curriculum to support academic success for our IET participants, particularly  | Need an interdisciplinary committee for contextualization in industry specific areas. Need trainers with deep knowledge in Language and Math instructional practices  |

## 2: Professional Learning Activities

**Instructions:** Below are some *examples* of activities that may relate to identified goals. Erase the examples and input your own language as it pertains to your planned activities. Create as many rows as needed to list all activities specifically associated with meeting your identified goals.

| **Goal****No** | **Initial Activities** | **Follow-up Activities (as appropriate)** |
| --- | --- | --- |
| 1 | Schedule retention focused PD event for October –contract with trainer  | Hold program wide meeting 2 weeks after activity for report out discussion and committee building  |
| 1 | Schedule retention focused PD event for January –contract with trainer | Hold Program wide meeting 2 weeks after activity for report out discussion and have committee staff attend and provide where we are on improvement in this area |
| 1 | Using Self-Assessment for Improvement  | Develop and send out student satisfaction surveys regularly. Go over results in committee meeting and develop next steps for using information to improve student retention |
| 2 | F2F Training: Content Standard 2.0 Alignment to Industry Cluster | Instructors and collaborative teams will view and reflect on how they can incorporate more workforce and industry language and practice into the classroom.Administrators will explore effective evaluation implementation strategies by engaging in face-to-face and virtual discussions with colleagues via the consortium leadership network.  |
| 2 | <Activity related to meeting Goal 2>  | Follow up activities |
| 3 | <Activity related to meeting goal 3 > | Follow up activities |
| 3 | <Activity related to meeting goal 3 > | Follow up activities |
| 3 | <Activity related to meeting goal 3 > | Follow up activities  |

## 3: PD Required by Rule

**Instructions:** Below are some *examples* of areas of PD that are required for some staff positions. Please list all the PD activities/events that you will schedule to ensure that all staff meet state requirements per §805.21. Attached you will find a Staff Qualifications and Training document to help you plan based on staffing levels across all positions.

|  |
| --- |
| **State-mandated PD Activities** |
| Principles of Adult Learning *-- Ex: Schedule 3 F2F trainings throughout year (October, January, and April)* Content Specific Learning—*Ex: Math, Reading, Writing and Language –Schedule 6 F2F trainings* TEAMS training—*Ex: Schedule a F2F TEAMS for Teachers, promote various online options for data entry staff* Proctor attunement—*Ex: Schedule 2 opportunities each for TABE 11/12 and Best Plus/Literacy*  |

## 4: Resources and Justification

Complete a brief narrative that identifies what resources that you will be leveraging to support PD that is both targeted to meet specific goals as well as meet state requirements for staff supporting grant outcomes, then justify why you feel those resources should be dedicated in this way.

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| **Resources** |
|  |
| **Justification** |
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Director Signature/Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_