



**EXCERPT from 2017-18 Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act
Professional Development Plan**

Optional Worksheet

Use this internal planning worksheet to determine staff professional development (PD) needs at Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA)-funded programs (or departments). This worksheet will not be submitted to CDE as a part of the required PD plan. Note, however, that each of the bolded headings with Roman numerals, below, corresponds to sections of the PD plan you will be required to submit.

**I. Professional Development Goals Within WIOA, Title II: AEFLA-funded Programs
(Identify at least one and no more than three goals for the year.)**

Developing a PD plan that meets your staff and agency's needs should be informed by data and done collaboratively. Below are three types of data sources for you and your staff to consider when forming your plan. It is suggested that you consider at least one element of each of the following:

- A. Data on AEFLA-funded program or department goals, such as course outcomes or program enrollment
 - B. Student data (performance or feedback), such as level completions or student survey data
 - C. Teacher PD needs data, from teacher self-assessments, observations, or other measures
- A. Outlining AEFLA Program Priorities
Be sure to identify program priorities that are aligned with WIOA, Title II: AEFLA- funded program requirements (see [List of AEFLA Program Areas](#)).

What Are the Primary Educational Goals of Your AEFLA-funded Program?	Are These Goals Being Met? If Yes, What Is Your Evidence? If No, Why Not?

B. Student Learning Goals and Needs

Data Reviewed	What to Look For	Response and Evidence
Student Learning Goals	What are common or consistent learning goals of students in the WIOA, Title II: AEFLA-funded program that you want to meet? <i>(Sample data: student records and portfolios, student feedback)</i>	
Student Learning Needs	Are students meeting their learning goals? If not, what are common areas of need among learners? <i>(Sample data: formative and summative assessment data, and NRS tables 4, 4b, and 5)</i>	

C. Teacher Professional Learning Needs

Data Reviewed	What to Look For	Response and Evidence
Staff Professional Development Needs	What are the common professional learning needs of the teachers in your program or department? <i>(Sample data: results from Instructor and the Management Competencies Self-Assessments [see http://www.calpro-online.org/competencies/selfassessments.asp] and/or from your SWOT [strengths, weaknesses, opportunities, threats] Analysis)</i>	

D. Establishing Professional Development Needs

Based on the multiple sources of data you have identified above and their implications for the professional learning needs of staff, identify your WIOA, Title II: AEFLA-funded program or department’s top three PD needs. What do staff need to learn, or what skills do they need to develop, based on WIOA, Title II: AEFLA- funded program or department goals, student learning needs, common staff PD needs, and other data reviewed? Identify up to three needs that will be used as the basis for identifying top PD goal(s) for the year. In the “Priority” column, rank them from (1, 2, or 3).

Professional Development Needs	Priority

D. Professional Development Goals

Once you have identified the PD needs based on data, develop at least one and no more than three PD agency goals. List these below, starting with the top-ranking priority. A recommended model is to make the goal SMART (specific, measurable, attainable, realistic, timebound). (For more information on SMART goals for educators, refer to Learning Forward’s [Professional Learning Plans](#), pp. 19–20.) **Copy your goals from I E below into the PD Plan Template.**

II. Rationale for Selecting This PD Goal

For each PD goal listed in I E, use the information you filled in above for section I B to complete the II Rationale section.

III. Activities to Meet Your PD Goal(s)

For each of the PD goals you listed above in I E, what are the specific activities you will conduct to meet your PD goals? Are they sufficient in number? Do they adequately address the PD goal?

IV. Target Participants

For each of the PD goals you listed above in I E, who will participate in these PD activities? Are they sufficient in number to reach the program’s PD goal? Are these the most appropriate personnel to engage?

V. Target Completion Date

When will each of the PD activities take place (i.e., which month[s])? Will the activities be able to be completed within one year? Be sure to budget time for PD participants’ implementation of new knowledge and skills.

VI. Funding Sources Allocated

Have you allocated sufficient funding for the personnel to take part in the PD activities to reach the agency PD goal(s)? Have you budgeted for PD participants’ implementation of new knowledge and skills? Briefly list the funding sources allocated for the PD activities.

Using SMART Goals for Effective Professional Development Planning

The acronym **SMART** stands for

Specific

Measurable

Attainable

Realistic and

Timebound

I. PD Planning for an Agency

Below are samples of PD goals taken from three agencies' 2017-18 annual professional development plan, a new deliverable for California WIOA, Title II: AEFLA agencies. Beneath each goal is a rationale statement, citing evidence and data used to determine the PD need, upon which the PD goal was based.

EXAMPLE 1

XYZ Adult School's professional development will concentrate on proper CASAS implementation and Accountability, student placement and level transitions. Professional development will focus on ensuring 100% compliance of WIOA guidelines and increase transition within ESL levels by 10% for the 2017-18 school year. Agency's goal is to have 80% of teachers become CASAS Certified testing proctors by January 2018. Teachers will demonstrate that they are able to apply WIOA guidelines and standards measured by teacher observations and post survey of CASAS testing guidelines, CASAS implementation and accountability knowledge.

Related rationale:

-First year WIOA grant recipient. Instructional staff have minimal knowledge and understanding of CASAS implementation and Accountability.

-2016-17 Teacher needs data survey and teacher self-assessment survey shows that 90% of instructional staff need PD to increase knowledge of CASAS standards.

- 2016-17 student program enrollment was into mixed level ESL classes, agency's goal is to fine tune agency classes to align with NRS educational functioning levels.

EXAMPLE 2

Over the course of the 2017-18 school year, increase knowledge among ESL instructors in CASAS reports, test requirements, and CASAS data analysis. Instructors will be able to interpret reports and understand CASAS testing data in the 2018-19 school year.

Related rationale:

2016-17 CASAS completion data indicates the need to increase CASAS paired scores, improve targeted skill levels gains, to assist in measuring student progress towards ESL level completions and student goals.

EXAMPLE 3

For the 2017-18 school year, the leading goal of Agency 123's professional development plan is to provide our ABE and ASE teaching teams with the skills to effectively design curriculum that will target the high-order thinking skills of our learners in tandem with improving their reading skills and other academic skills. We aspire to see an increase in the percentage of learners who achieve learning gains within a period of participation by at least 20%.

Related rationale:

ABE and HSE students need to learn problem solving, questioning, and metacognitive modeling. Supporting research includes CASAS test statistics, data from review tests and periodic practice, and reports from teachers. According to our NRS Table 4 statistics, only 25% of our ABE students are making measurable gains in their skill scores. Teachers report that the primary challenge for ABE students is reading comprehension, specifically the ability to critically analyze and question texts. Table 4b shows that Level 4-6 ABE

students are particularly hampered by limited comprehension skills. Similarly, our HSE students require more practice in tackling text and meaning.

II. PD Planning for an Individual Teacher

CALPRO's **Instructor Competencies Self-Assessment (ICSA)**, described at <https://www.calpro-online.org/competencies/instructorselfassessment.asp>, allows teachers to determine the degree to which they need to improve their knowledge and skills in four distinct domains, based on the nationally validated Adult Education Teacher Competencies.

<p>In the ICSA, there are a total of 17 competencies, which span four different domains:</p> <ol style="list-style-type: none"> 1. Monitors and manages student learning and performance through data 2. Plans and delivers high-quality, evidence-based instruction 3. Effectively communicates to motivate and engage learners 4. Pursues professionalism and continually builds knowledge and skills 	
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After taking the ICSA, the participant instantly receives a link to view the results of their self-assessment. The results show the competencies that have the highest PD priority ranking. (In the above Venn diagram, that would be the 'sweet' spot: competencies that the instructor believes s/he is most in need of improving, most relevant to one's teaching, and highest priority). For each competency you ranked, you receive recommended PD resources that support advancement in this competency.

Below, view the sample ICSA results around one domain, "Monitors and manages student learning and performance through data". The results revealed that the participant scored highest (PD priority ranking of Level 1) for competency 4.

Imagine that this is ICSA result you received on your individual PD plan. Below write a SMART PD goal that would allow this educator to improve her knowledge and skills in this competency.

- Specific
- Measurable
- Attainable
- Realistic and
- Timebound

Possible SMART PD goal for this educator:

RECOMMENDED PROFESSIONAL DEVELOPMENT RESOURCES				
COMPETENCY NUMBER	COMPETENCY	PD Priority Ranking	CALPRO	OTHER
4.	Adapts instruction based on formative and summative student assessment data	Level 1	<p>✓</p> <p>For ABE/ASE teachers: Watch a short video on the importance of assessments in evidence based reading instruction http://calpro-online.org/readinginstruction/video3.asp</p> <p>Watch the archived webinar, "Interview with ABE Instructor Guillermo Verdin," which highlights the essential role assessment plays in instruction http://calpro-online.org/ecopwebinars.asp</p>	<p>✓</p> <p>Read the following: Data Quality Campaign. (2015). Data Works for Students. (http://dataqualitycampaign.org/wp-content/uploads/2015/10/DQC-Data-Works-for-Students-final.pdf)</p> <p>Read the following: Data Quality Campaign. (2015). Student Data Principles. (http://dataqualitycampaign.org/wp-content/uploads/files/Student-Data-Principles.pdf)</p> <p>Use CASAS QuickSearch Online to locate instructional materials titles coded to skill levels, CASAS Competencies, and skill areas (https://www.casas.org/product-overviews/curriculum-management-instruction/quicksearch-online). (Membership and login are required but free.)</p> <p>Sign up for the online self-paced course on the LINC'S Learning Portal on Differentiated Instruction, available at https://courses.lincs.ed.gov/1/. (Membership and login are required but free.)</p>