MINNESOTA ABE PROFESSIONAL DEVELOPMENT MISSION

Mission: To foster practitioner development and enhance the professionalism of Minnesota ABE.

Values:
♦ Promote inclusive, accessible and sustainable learning
♦ Model best practices relevant to current needs
♦ Encourage collaboration, reflective dialogue, and shared learning within and across communities
♦ Respond to changing needs through ongoing assessment and evaluation

MINNESOTA ABE PROFESSIONAL DEVELOPMENT STANDARDS

STANDARD #1 Deepens and broadens practitioners' knowledge of content areas, instructional strategies, new trends and initiatives in ABE, and assessment strategies based on research and professional wisdom to help learners meet their goals.	**Sample Indicators:** ♦ Provides opportunities for reflective practice ♦ Offers training on formal and informal assessment ♦ Prepares instructors to address new content through varied teaching strategies ♦ Uses content and materials that reflect research and professional wisdom ♦ Facilitates sharing of effective teaching strategies and practices
STANDARD #2 Prepares ABE staff to create supportive learning environments and hold high expectations for all students.	**Sample Indicators:** ♦ PD planning takes into account the principles of universal design to ensure inclusiveness and accessibility for all participants. ♦ PD planning and content is responsive to the diversity of the learners and staff, including gender, ethnicity, race, socio-economic status, first language, country of origin, age, learning styles, prior educational experiences, sexual orientation and disabilities. ♦ PD providers use differentiated instruction to meet the needs of all participants and model best practices. ♦ PD activities incorporate challenging learning opportunities and promote critical thinking. ♦ PD content encourages practitioners to provide their students with the opportunities and tools to achieve goals beyond ABE

STANDARD #3 Multiple sources of data are collected and used to determine state priorities, monitor progress, and promote continuous improvement.	**Sample Indicators:** ♦ Data used to determine priorities ♦ Offerings align with priorities ♦ Identification of PD needs takes into account multiple perspectives, including those of teachers, staff, administrators, and state staff. ♦ Needs are identified through a variety of needs assessment methods (needs surveys, PD evaluations, focus groups, etc.) ♦ PD priorities are determined using a variety of data sources, including: ♦ Teacher data (e.g. demographics, length of service, educational background, teaching experience, other relevant skills & community connections) ♦ State and program student demographic and performance data ♦ Individuals have PD plans that are related to program improvement plans (which are linked to state priorities and requirements). ♦ PD offerings align with the identified PD priorities
STANDARD #4 Uses multiple evaluation strategies to measure impact and guide improvement of future professional development.	**Sample Indicators:** ♦ Evaluation processes are in place to identify access and participation in relevant PD ♦ Data is collected at different levels (e.g., participant satisfaction, participant learning, participant change in thinking or practices, and organizational impact) ♦ As resources and conditions permit, evaluate the impact of the professional development on student learning ♦ Evaluation data is systematically used in PD planning.
STANDARD #5 Enhances practitioners' abilities to evaluate and apply relevant data, research, theory, evidence-based practices, and professional wisdom to their work.	**Sample Indicators:** ♦ PD is explicitly linked to current research ♦ There are specific learning activities designed to help practitioners understand how to find and use research ♦ Practitioners are encouraged to examine research critically ♦ Practitioners are given opportunities, tools and resources to apply research to practice ♦ Practitioners are given opportunities to research their own practice
STANDARD #6 Is well designed in that it takes place over time; encourages reflection and application; uses teaching and learning strategies appropriate to the intended goals; and employs a variety of delivery approaches and methods.	**Sample Indicators:** ♦ PD activities have clear goals and objectives ♦ PD is available in varied formats such as face-to-face & online workshops, courses, study groups, sharing groups, university-based classes, self-study, technical assistance, program-based work, etc. ♦ The system offers a variety of activities designed to build the technological comfort and competence of practitioners ♦ PD opportunities are organized to allow participants to deepen their knowledge and skills in a particular area over time ♦ The PD fosters the application of new learning

STANDARD #7 Models theories of adult learning and development.	**Sample Indicators:** ♦ PD activities have theory and application components ♦ PD activities build on participants' prior knowledge ♦ PD activities foster motivation and build confidence of participants ♦ PD activities promote active learning, a spirit of inquiry, and reflection
STANDARD #8 Fosters program, community, regional, state and national level collaboration.	**Sample Indicators:** ♦ Regional and statewide PD activities encourage networking and sharing of best practices ♦ PD activities address how to build and sustain community collaborations with service providers and other stakeholders ♦ When relevant, stakeholders outside of ABE are invited to participate in PD activities ♦ PD providers participate in national PD activities and initiatives
STANDARD #9 Builds learning communities that foster collaboration, peer learning, and support among practitioners.	**Sample Indicators:** ♦ The PD system includes opportunities for collaborative learning and support through the use of online tools, study circles, collective intelligence groups, etc. ♦ Programs provide opportunities for individuals among and within programs to share their expertise with their peers (e.g. presenting, leading in-services, serving on a PD committee, writing for newsletters and journals). ♦ The PD system provides opportunities, support and training for the development of mentoring relationships ♦ PD offerings provide opportunities to build the capacity of program teams to work collaboratively on program improvement (e.g., curriculum development projects, program evaluation projects, content standards development, building resource collections)
STANDARD #10 Leadership at the state and local levels promotes effective professional development.	**Sample Indicators:** ♦ Leaders at state and local levels are provided with the training they need ♦ Leaders solicit input from practitioners regarding PD needs ♦ Leaders coordinate efforts and facilitate communication across national, state, and local levels ♦ Leaders guide the alignment of practitioner, program and state PD goals ♦ Leaders ensure that necessary resources are available to address identified PD needs and priorities