

Professional Development (PD) Committee Meeting Minutes

Tuesday, March 06, 2018

12:00 p.m. – 2:00 p.m.

Purpose: Each committee met at 2:00 p.m. with the goal of establishing a working process for their committee, review their scope of work, identify what concrete tasks they want to take on in their next two meetings, and identify who else should be at the table.

The committee meeting opened with all members introducing themselves by stating following:

- Name
- Title
- Agency
- Adult education background
- One personal fact

Goal for this meeting

- Pick one item to begin working on prior to our next meeting

Scope of work

- The proposed professional development areas to address are from the CLASP report
 - Define skills and training-Collaboration (3)
 - Common Standards (3)
 - Define/recommend policy and guidance regarding collaboration (5)
 - Improve local data collection PD (3)
 - Increase consortia capacity for using member effectiveness in planning and evaluation (2)
 - Increased capacity – career pathway (8)
- Committee members voted on which areas they thought the committee should address in order of importance (the results of the votes are in parenthesis above)
- Increased capacity – career pathway (8) and Define/recommend policy and guidance regarding collaboration (5) received the most votes
- There is some overlap between the items our committee has been tasked with and the items other committees have been tasked with
- We have to determine what other committees are working on and if they are working on the same item(s), we may have to change direction
- The committee was informed by AEBG Leadership that these areas are just starting points and can be changed
- PD has to be related to student outcomes
- PD in all areas
 - Instructors – student outcomes

- Leadership – transformational
- PD Materials are already developed
 - Brainstorm effective ways to ensure the implementation of PD is consistent
 - Consistent implementation will speak to member effectiveness and regional collaboration
- Our role is to develop the template for how these processes can be rolled out
 - We are to develop the frame/systems/templates for the State to use
 - Allows people to only have to fill in the blanks

The need for PD

- On a scale from “1” to “10,” the committee scored the current state of professional development in California’s Adult Education system a “2” out of “10”
 - Why?
 - Trauma from adult education being slashed during the recession
 - Existing PD is stale and stagnant – CCAE and OTAN
 - Developed 10-15 years ago
 - Should be creating a modern adult education program
 - Who is the PD for?
 - Different audiences
 - How do we implement PD for everyone?
 - Consortium members
 - Collaboration and partnerships
 - Learning about each other’s work
 - Member effectiveness – best practices among consortia
 - Instructors
 - Materials equally distributed
 - Leadership

Discussion on the proposed professional development areas

Define Skills and Training – Collaboration

- Collaboration amongst other adult education consortia
- Reasons for not picking to work on this areas
 - Didn’t pick because it was too specific
 - Not familiar with the student population
 - Similar to policy and guidance

Common Standards

- Reasons for not picking to work on this area
 - Already exists
 - Not coming up with them because they already exists
 - Coming up with ways to communicate what we do
- Picked because they have to do with student outcomes

- Demonstrate students are learning
- Agencies are unsure that standards exist or how to implement them – need to implement for career practice
- Difficult to get the information from the high level down to the instructors
- Help to become common practice
- Blue book and red book
- People are not meaning the same thing when they say standards
- CDE document (CRP) vs. (CCRS) vs. blue book vs. red book

Defining and Recommending Policy and Guidance Re-collaboration

- Not developing ourselves – just defining and making recommendations to the AEBG office

Increase Consortia Capacity for Using Member Effectiveness characteristics and Evaluation

- PD has to be tailored towards member effectiveness because of new policy guidance
 - Incentivized funding
 - Other guidance

Increased Capacity – Career Pathway

- Start with leadership then move to people on the ground

Principles of PD the committee will focus on

- Student-centered
- Modernized materials that are future-designed/focused
 - Content and modality
- Multi-leveled materials for stakeholders, students and partners
 - Develop a systems framework
- Create a sense of urgency so that instructors know it's important and needed
- Participatory designed – engage administrator and instructor participation in the development of PD to create a sense of ownership
- Community mindset – collaborative
- Sharing of data and resources amongst adult education schools and community colleges
- Strong marketing/messaging to engage a broader audience – instructors and administrators
- PD Accessible to all teachers – adult teachers teach during the day when PD is currently being offered
 - Possibly offer PD in the evenings
- PD have to be of high quality
 - Vetting process for webinar presenters
 - Currently, some presenters aren't qualified to do a webinar
- Field trips
- PD Committee to utilize Human-Centered Design Process for this project
 - Structure of the Human-Centered Design Process

- Research
- Insights-HMW?
- Ideation
- Porotype/test
- Implementation
- The reason for this process is because we tend to bring our own biases with us
 - Not clouding what we are offering or not offering based on our own experience
- Designing PD around our audiences
- Really understanding what people need and then tailor our efforts around those needs

Given principles and audiences, products or services the committee could provide

- Student pathway maps
- Resources for student instructors
- Tap into existing modules
 - For example – standards for career ready practice and modeling current standards
- Webinar on how to facilitate a good webinar
- Frames/templates
- Visiting jobs – networking alike
- Three minute animated videos for partners and community
- New administrator boot camp
- Onboarding Orientation for all audience types
- Asynchronous Discussion Board
- Linking the field to other professional development organizations like CCAE
- Shadowing for administrators and instructors to fully understand each other's role
- Develop field trip tool kit – how to set up, questions to ask, and report afterwards
- Networking – visits and PLN-social media
- Resource sharing
- Role playing

Tasks to be completed prior to the next meeting

- Talk to three people (instructors, extreme users, etc.) in the next month and talk about what learned
- Record the conversation
- The facilitator will send out some parameters on what the conversations will be like/what to cover
- TAP to host a Zoom meeting in a month to share responses
- Someone to interview Kim Freeze regarding professional development for herself as a new administrator
- Everyone to look at their three year plan to see what professional development items they currently have
- We will help one another to grow professionally
- Moodle for collaboration with instructors

- Field trips
 - Visit another school or agency in action
 - Site visits
 - Networking opportunities