

**IDAHO ADULT BASIC EDUCATION
LEADERSHIP AND STAFF DEVELOPMENT
Guidelines**

Rationale for State Leadership Activity:

The Reauthorization of the federal adult education program underscores the need for the ongoing development of an effective professional development system, to equip programs and instructors in fulfilling the new statutory provisions for program accountability and reporting. With programs and instructors facing additional requirements and responsibilities that can only be met through ongoing and effective professional development activities, Idaho is striving to develop a capable and sustainable staff development system that embraces the model of a learning organization. The AIDDE process and the ABE Framework continue to drive staff development activity.

The learning organization is one that fosters “systemic organizational learning”. This model provides learning at all levels-individual, team, and organizational; that the culture is one of feed-back and disclosure, allowing the freedom to make mistakes; that learning is highly social and interdependent, and that the organizational infrastructure is designed to foster not only formal, but also informal and incidental learning. (“Confronting New Understandings about Professional Learning and Change” by Baskett and Marsic, *New Directions for Adult and Continuing Education*, 1992).

There is no exact blueprint for transforming a traditional organization into a “learning organization”. However, while there is no exact blueprint, there are 6 “action imperatives” listed by Watkins and Marsick (1993) in their published article, *Sculpting the Learning Organization*, which lead to transformation. These are:

- Create continuous learning opportunities
- Promote inquiry and dialogue
- Encourage collaboration and team learning
- Establish systems to capture and share learning
- Empower people toward a collective vision
- Connect the organization to its environment.

Purpose of Professional Development:

With these action imperatives in mind, and using the AIDDE Continuous Program Improvement Model for design, adult basic education training is designed to improve and enhance the performance of administrators, teachers and staff for the purpose of improving the quality of instruction and services to students and to assist programs in becoming stronger learners and

partners in their communities. Idaho ABE programs desire to provide the very best services possible to improve individual and class performance and to improve the overall performance of the program.

Training Information:

1) Teacher and Trainer Compensation for Attending Training:

In most cases, teachers and trainers will be reimbursed at their hourly rate of pay for time spent in training activities and follow-up projects if that time is spent outside their regular working hours or if “vacation/leave” time is used to attend a training or present a training. A limit has been set as to the number of hours that can be claimed for each activity. Please see your ABE Director for this information.

2) Training does not require a fee:

Trainings are available free of charge to adult education professionals, volunteers, and

3) Required Training:

* The NRS training is required for all full-time personnel and intake personnel, and is strongly encouraged for all part-time staff and teachers, as well. This includes both on-line and face-to-face training in goal setting.

- IMAS training is required for all data personnel and appropriate intake personnel
- New teachers are required to participate in the ABE/GED/ESL New Teacher On-Line training module and have six months from their time of hire to complete this training module.
- ESL teachers are strongly encouraged to attend the Tool Kit On-Line training module and all full-time ESL teachers are required to participate in this training within the 2006-07 program year.

4) For Further Training Information:

For questions regarding any of the training listed, please email Cheryl Engel at csengel@sde.idaho.gov or Pam Ingram at pigram@eitc.edu

ESSENTIAL TRAINING:

Programs are required to use awarded leadership funding for the purpose of fulfilling their AIDDE continuous program plans and each grantee must tie their goals and objectives to their AIDDE plan in their request for professional development funding.

**Essential Professional Development Workshops for
Idaho Adult Educators**

TABE : Assessment to Instruction

CASAS : Assessment to Instruction

BEST/BEST Plus: Assessment to Instruction

ACCOMMODATING ADULTS WITH DISABILITES in Adult Education Programs

NRS Training: Using Data for Program Improvement

IMAS Training: Data Personnel and appropriate instructional staff

AIDDE: Continuous Program Improvement Model

CONTENT TRAINING: As needed and documented in Professional Development Plan (PDS- Professional Development Series, **OVAE Research-based Training**, and other

State approved training offered within educational institutions, on-line, etc. which include reading, math, ESL, and EL Civics.

Individuals serving in administrative leadership positions and instructional staff positions that are funded (even partially) through federal, state, or local matching AEFLA funds must have current, active professional development plans. These plans must reflect participation in activities directly linked to the program's improvement plan.

In compliance with the *Idaho's State Extension Plan*, each adult education program will submit an end-of-the-year report showing the effect of professional development to the provider's level of performance in accomplishing the AIDDE goals for program improvement as well as in overall program performance. The report will provide information on improvements relating to the staff, program, and learner outcomes.

Due: September 1, _____

Adult Education Professional Development Report – FY200_

Program Name _____

- A. Program Improvement Plan Objective(s): (from your FY 200_ Adult Education Grant Application/ AIDDE Process)
- B. Did your program successfully meet the objective(s)? Yes _____ No _____
- C. If yes, provide a quantitative summary of major individual and program-wide professional development activities and explain how they contributed to accomplishing your objective. (Attach one additional page if needed)
- D. If no, provide a quantitative summary of major individual and program-wide professional development activities accomplished and explain the reasons why these activities were not effective in accomplishing your objective and what you would do differently in the future. (Attach one additional page if needed)

Program Director/Coordinator _____

Date _____

