Professional Learning Implementation Plan (PLIP) Development Workbook

The purpose of this workbook is to assist program personnel in the development of their Professional Learning Implementation Plan, or PLIP.

To complete the PLIP, the following items will need to be complete.

* Gather student data in all subject areas
* Administer the *AZ Adult Education Teacher Standards Self-Assessments* to all instructional staff. In addition, these assessments should be completed by new teachers as part of the program on-boarding process.
  + This data will be sent to leadership staff from the ADE-AES Teaching and Learning staff.
* Identify your 10% PL allocation amount in your “*FY 2025-2028 WIOA Title II Arizona Adult Education Grant Award*” under section 4 “*Required Grants Management Enterprise (GME) system grant budgets’ revisions*” noted by the “*Federal Sec 231 – Professional Learning Set-aside*” line item.

**You will need a separate goal/plan for ABE, ESOL, IET (if applicable), and Digital Literacy (optional).**

**! Important Note**

This document is intended to be completed using the Microsoft Word Desktop Application. The Microsoft Word Online version may be used but some of the advanced functionality will be lost.

# PLIP Team Members:

Program Administrator: Click or tap here to enter text.

Instructional Leader: Click or tap here to enter text.

Professional Learning Coordinator: Click or tap here to enter text.

Curriculum Coordinator: Click or tap here to enter text.

Other Members: Click or tap here to enter text.

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# Adult Basic Education (ABE) Professional Learning Implementation Plan

## Step 1: Gather student learning data

Utilizing the listed data sources below, look at student learning trends across your program and/or learning center(s). Identify the question(s) staff wants to know more about. For more information, see [Appendix B: Multiple Measures of Data](#_Appendix_B:_Multiple).

Data Sources:

* Online curriculum reports
* TABE 13/14 & CLAS E score reports
* GED Ready®
* Lesson Plans with learning objectives aligned to content standards
* Classroom assignments and student work
* Teacher anecdotal data such as... (students frequently report difficulty with \_\_\_\_\_\_)

**TASK:** Identify the *student* data measures that will be used to in creating an ABE PL Goal (*select all that apply)*.

Online curriculum reports

TABE & TABE CLAS-E score reports

GED Ready®

Lesson Plans with learning objectives aligned to content standards

Classroom assignments and student work

Teacher anecdotal data such as… (students frequently report difficulty with \_\_\_\_\_\_)

If Other, please identify: Click or tap here to enter text.

This information goes into Step 1 of the PLIP table at the end of the document.

## Step 2: Select the Arizona Adult Education Teacher Standards

The Arizona Adult Education Teacher Standards were developed for teachers of ABE (Adult Basic Education): [English Language Arts](http://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/www.azed.gov/sites/default/files/2019/04/ELA%20Teacher%20Standards.pdf?id=5cb8c28f1dcb250f90136b0b), [Mathematics](http://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/www.azed.gov/sites/default/files/2019/04/Mathematics%20Teacher%20Standards.pdf?id=5cb8c2441dcb250f90136b00), and [English Language Learning](http://chrome-extension/efaidnbmnnnibpcajpcglclefindmkaj/https:/www.azed.gov/sites/default/files/2019/04/ELAA%20Teacher%20Standards.pdf?id=5cb8c21f1dcb250f90136aef).

The standards are intended to “guide the preparation, hiring, and professional learning for adult educators” (Introduction to Arizona Adult Education Teacher Standards). These teacher standards guide the knowledge and skills adult educators should know and be able to do; they provide the framework to create a well-developed and thorough professional learning plan.

Each adult education teacher standard is comprised of indicators that detail the teacher skills and knowledge sets for adult educators. There will likely be several sub-indicators identified by the teacher needs assessments and student learning data. It is important to determine which of the indicators should be the focus of sustained professional learning over the program year. Remember more is not better when it comes to teacher learning.

The aggregated teacher self-assessment data sets should be analyzed with student learning data to ensure teacher professional learning needs align to student learning needs. This analysis will guide setting the professional learning goal/s, as well as the selection of the interventions and strategies to meet the goals.

**Standards Selection Process Example**

After reviewing our TABE scores, student survey results, and faculty feedback, we identified a problem with students feeling disengaged and lost during class. This can fall under Standard III: Instructional Design & Planning, Standard IV: Instructional Delivery, and Standard V: Teacher Quality and Leadership. After meeting with instructors and discussing the topic in more depth, we decided to focus on Standard III, specifically Indicator A: Effective Lesson Design as most instructors voiced that they feel lacking in the training needed to develop engaging lessons.

Analyze the data sets provided by the *AZ Adult Education Teacher Standards Self-Assessments* and identify areas of need – especially those that correlate most closely with student learning needs in Step 1.

### ABE Standards Selection for English Language Arts and Mathematics

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STANDARD I Foundational Knowledge** | **STANDARD II Ongoing Assessment** | **STANDARD III Instructional Design & Planning** | **STANDARD IV Instructional Delivery** | **STANDARD V Teacher Quality and Leadership** |
| A. Adult Learners and Development | A. Summative and Formative Assessments | A. Effective Lesson Design | A. Learning Environment | A. Reflective Practice |
| B. English Language Arts Proficiency | B. Monitoring and Adjusting Instruction | B. Design Priorities for English Language Arts | B. Effective Elements of Instruction | B. Continuous Learning |
| B. Mathematical Proficiency |  | B. Design Priorities for Mathematics | C. Instructional Strategies for English Language Arts | C. Program Improvement |
| C. Understanding Mathematical Practices |  |  | C. Instructional Strategies for Mathematics |  |

**TASK:** Select the AZ Adult Education Teacher Standard(s) and Indicator(s) below that will be the focus of the professional learning plan.

Choose an item.

This information goes into Step 2 of the PLIP Table on the summary page.

## Step 3: Develop a Professional Learning Goal(s)

Having a clear and specific SMART goal/s for improving educator effectiveness to increase student achievement is essential to developing an effective professional learning plan. SMART goals should be developed for adult educators based on their professional learning needs.

Your goal should be driven by the data you identified in Step 1.

**S**pecific

* Should answer “Who?” “What?” and “When?”

**M**easurable

* What measures will be used to determine if the goal has been achieved?
* Where are you starting (pre) and where do you need to go (post)?

**A**chievable

* Will the goal(s) need more than one year to produce intended outcomes?
* Are the parameters for success within your control?

**R**elevant

* Is the goal aligned to teacher needs and to student needs?

**T**ime-bound

* Will the goal be achieved this year?
* Determine the indicators of success (benchmarks) on the way to meeting the goal(s).

**Example SMART Goal**

By May 30th, after 50 hours of direct reading instruction, 55% of ABE level 1-3 students will increase their initial TABE reading score by one EFL, an increase of 15% from 2023.

* **Specific:** ABE level 1-3 students
* **Measurable:** 55% will increase their TABE reading score by one EFL
* **Achievable:** This goal can be achieved within the year with our current resources and PL plans
* **Relevant:** Supports needed student growth and an area that needs improvement based on my program’s identified data
* **Time bound:** After 50 hours of direct reading instruction by May 30th

**TASK: Write in your ABE SMART Goal:**

Click or tap here to enter text.

This information goes into Step 3 of the PLIP Table on the summary page.

## Step 4: Select the Learning Forward Professional Standards

Review the [Professional Learning Standards](https://standards.learningforward.org/standards-for-professional-learning/) by Learning Forward and select below the standard that applies to your goal. Your selection should guide how you execute professional learning to support your identified goal (step 3).

|  |  |  |
| --- | --- | --- |
| **Rigorous Content for Each Learner** | **Transformational Processes** | **Conditions for Success** |
| Equity Practices | Equity Drivers | Equity Foundations |
| Curriculum, Assessment, and Instruction | Evidence | Culture of Collaborative Inquiry |
| Professional Expertise | Learning Designs | Leadership |
|  | Implementation | Resources |

**TASK:** Select a Professional Learning Standard below.

Choose an item.

This information goes into Step 4 of the PLIP Table on the summary page.

## Step 5: Determine Strategic Actions and Interventions

Strategic actions and interventions are the specific tasks, including professional learning activities, that will be implemented to help meet the selected professional PL goal/s.

**Example Strategic Actions and Interventions**

* Implement a foundational reading curriculum aligned to the Arizona Adult Education English Language Arts Standards.
* Revise and standardize unit and lesson plans to incorporate the effective elements of instruction to align to the Arizona Adult Education Teacher Standards.
* Identify curricular resources to support language acquisition strategies as identified in the Arizona Adult Education ELAA Teacher Standards and integrate those strategies into instruction.
* Implement EdTech routines in the classroom using program-wide, vetted resources geared towards classroom engagement.

### State Leadership Initiatives

Determine if any state leadership initiatives will be used as strategies. Please note that this is not a comprehensive list. For the most up-to-date list of state leadership initiatives, please check the Arizona Adult Education website under the Teaching and Learning section.

|  |  |
| --- | --- |
| **State Leadership Initiatives** | **Description** |
| Student Achievement through Reading (STAR) | Implementation of evidence-based reading instruction for ABE students. Some programs may be required, see [AES Teaching and Learning website](https://www.azed.gov/adultedservices/aes-teaching-and-learning) for additional details. |
| Teaching the Skills That Matter (TSTM) | The Teaching the Skills That Matter in Adult Education project (TSTM) trains teachers to integrate the skills that matter to adult students using approaches that work across critical topics. |
| Universal Design for Learning (UDL) | Introduces the three core UDL principles and examine how each of the principles can be implemented to:   * improve access to information and the classroom environment; * help learners build knowledge and understanding; * develop the habits and behaviors to make students good learners in any context. |
| Curriculum for Adults Learning Math (CALM) | CALM equips instructors to implement a standards-aligned curriculum that is designed to build strong conceptual understanding of core math concepts. |
| Leadership Excellence and Development (LEAD) | An evidence-based leadership training to develop dynamic, proactive leaders for the 21st century adult education system. |
| Digital Resilience in the American Workforce (DRAW) | DRAW focuses on the development of tools and resources to help teachers build the digital literacy and digital resilience of adult learners. |
| Teaching & Learning Webinar Series | Ongoing webinar series by the Teaching and Learning Team covering a wide variety of topics. |

Identify at least two strategies that will support your goal related to your selected standard. At least one strategy needs to address digital literacy in the classroom.

You may have as many strategies as is necessary to support your goal. For additional strategy slots, please see [Appendix A: Additional Strategies](#_Appendix_A:_Additional).

If you have more than one action or intervention for a strategy, number each one for clarity. The field will expand for additional text.

*Take some time to assess your digital needs when identifying these strategies using World Education’s* [*Digital Needs Assessment*](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/elearning.worlded.org/pluginfile.php/59315/mod_resource/content/1/Fillable%20Digital%20Needs%20Assessment%20Boston%20DigLit.pdf)*.*

**TASK:** Enter the strategic actions or interventions that will be implemented for each selected standard and indicator.

**1.** Click or tap here to enter Strategy 1. (REQUIRED)

**2.** Click or tap here to enter Strategy 2. (Optional)

**3.** Click or tap here to enter Strategy 3. (Optional)

**4.** Click or tap here to enter Strategy 4. (Optional)

**Digital Literacy Strategy**

**1.** Click or tap here to enter Technology/Digital Literacy Strategy 1. (REQUIRED)

**2.** Click or tap here to enter Technology/Digital Literacy Strategy 2. (Optional)

This information goes into Step 5 of the PLIP Table on the summary page.

## Step 6: Identify the Professional Learning Models

Selecting the appropriate professional learning model connected to each strategy is critical to the PL’s plan success. Models should be selected strategically to support the implementation of a Context Standard, a Process Standard, or a Content Standard. For more information, see [Appendix C: Models of Professional Learning](#_Appendix_C:_Models). As shown in the example, the strategies identified are numbered to link the strategies listed in Step 5 to the professional learning models.

**Professional Learning Models Example**

Suppose that the following strategy was selected as Strategy 1: *Implement a foundational reading curriculum aligned to the Arizona Adult Education English Language Arts Standards*. In the dropdown box for Strategy 1, a Professional Learning Model is selected that supports the implementation of this strategy. After reviewing the models with the team, the Standards in Practice fits best with how we are going to approach this strategy.

|  |  |  |  |
| --- | --- | --- | --- |
| Strategy 1 (Required) | Strategy 2 (Optional) | Strategy 3 (Optional) | Strategy 4 (Optional) |
| Standards in Practice | Choose an item. | Choose an item. | Choose an item. |

**TASK:** Identify the professional learning model from the list below to match each of your strategies identified in step 5.

|  |  |  |  |
| --- | --- | --- | --- |
| Strategy 1 (Required) | Strategy 2 (Optional) | Strategy 3 (Optional) | Strategy 4 (Optional) |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. |

**Digital Literacy Strategy**

|  |  |
| --- | --- |
| Tech Strategy 1 | Tech Strategy 2 |
| Choose an item. | Choose an item. |

This information goes into Step 6 of the PLIP Table on the summary page.

## Step 7: Establish Timelines

Establishing a timeline for *each* strategic action or intervention to be implemented is important to ensure each step of the plan is completed in a timely manner. Strategies and interventions may need to be implemented in stages, depending on the intervention's complexity.

For example, implementing a new reading curriculum is a large-scale intervention that may be selected to improve reading instruction. However, this intervention would need to be broken down into specific strategies such as aligning reading curriculum to the Arizona Adult Education English Language Arts Standards; identifying formative assessments to determine student needs and progress; and teachers engaging and collaborating to learn and implement effective reading strategies.

Note: The timeline will vary depending on the intervention or strategy and the selected professional learning model/s. For example, case studies may be used to review the reading lessons and student work, and peer observation and coaching may be used to assist teachers to implement new reading curriculum and reading strategies. These strategies and PL models would take place throughout the program year.

**Example Milestone/Benchmarks with Strategies**

|  |  |
| --- | --- |
| **Strategy** | **Milestone/Benchmarks** |
| Strategy 1 (Required) | July PY 25   * Conduct diagnostic assessments to identify potential STAR candidates, use data to form instructional priority groups. * Students will continue to be identified and assessed throughout the PY 25 bi-monthly and integrated into STAR classes.   July through June PY25   * All STAR-trained instructors and Administrators will engage in monthly collaborative meetings to support STAR instruction. * All STAR-trained instructors will engage in regular check-ins with their STAR trainers monthly. * STAR instructors will be observed bi-annually by their STAR Trainer, once in the Fall and once in the Spring.   August through June PY 25   * STAR classes with STAR EBRI strategies and instructional groupings will be conducted. * Classes will be held in the AM and PM two times a week for two hours. * Students will engage in targeted instruction across all necessary components, tailored to their specific needs and qualifications. * Students will be assessed weekly to closely monitor their progress in the identified components. * Students undergo progress testing upon reaching 40-50 hours of focused Reading Instruction. * Administrators will conduct bi-monthly walk-throughs/observations, providing invaluable feedback to instructors.   October through April PY25   * STAR Instructors and Administrators will participate in STAR Refreshers. |

**TASK: Write out your timeline for the actions and models.**

|  |  |
| --- | --- |
| **Strategy** | **Milestone/Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Technology/Digital Literacy Strategies** | **Milestone/Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |

This information goes into Step 7 of the PLIP Table on the summary page.

## Step 8: Identify the Internal and External Facilitators and Trainers

**TASK:** Identify any facilitators and/or trainers that will be necessary for the strategies listed in Step 5 to be successful.

Identify an internal point person/s, preferably the instructional leader/s and the PL coordinator, who will coordinate the implementation of the selected strategies, intervention/s, and model/s, and track the progress. It is essential to deliver professional learning using multiple delivery methods such as face-to-face, virtual, blended, and online. The selected intervention or strategy is an important consideration in determining the individual or team of trainers who will take the lead in planning and leading the professional learning. Refer to the national and [state leadership initiatives](https://www.azed.gov/adultedservices/aes-teaching-and-learning) and [professional learning available](https://lincs.ed.gov/) to support the selected goal/s and strategies.

Note: If a facilitator or trainer is used for multiple strategies, then put their name in all strategies that apply.

**Example Facilitators and Trainers**

|  |  |
| --- | --- |
| **Strategy** | **Facilitators and Trainers** |
| Strategy 1 (Required) | Astra Leader (Instructional Lead); STAR Trainer – Suzy Exemplar |

**TASK:** For each strategy listed in Step 5, list facilitators and trainers that will coordinator the implantation of each strategy. Be sure to include any state leadership initiatives your program plans on participating in.

|  |  |
| --- | --- |
| **Strategy** | **Facilitators and Trainers** |
| Strategy 1 (Required) | Click or tap here to enter other facilitators and/or trainers. |
| Strategy 2 (Optional) | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Technology/Digital Literacy Strategies** | **Facilitators and Trainers** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |

This information goes into Step 8 of the PLIP Table on the summary page.

## Step 9: Identify Indicators of Success

Indicate measures of success and benchmarks for each strategy listed in how they move the professional learning SMART goal forward towards completion.

The following questions to ask are:

* How do we know when the strategy is completed?
* How do we know if the strategy was effective?
* What data will be provided by this strategy?
* How will does the data show this strategy is effective?
* How will the efficacy of the strategy be evaluated?
* What other evidence can be used to measure progress toward the Professional Learning SMART Goal developed in Step 3?

**Example Indicators of Success**

* **Example Strategy 1**: Implement a foundational reading curriculum aligned to the Arizona Adult Education English Language Arts Standards.
* **Example Strategy 2**: Implement EdTech routines in the classroom using program-wide, vetted resources geared towards classroom engagement.

|  |  |
| --- | --- |
| **Example Strategies** | **Indicators of Success and Benchmarks** |
| Strategy 1 (Required) | * Completion rate of Diagnostic Assessments for newly identified STAR candidates. * Number of students added to STAR classes bi-monthly. * Timely start of STAR classes. * Adherence to instructional schedule. * Administrative engagement through walk-throughs/observations. * Engagement in monthly collaborative meetings. * Completion of instructor check-ins with STAR trainers. * Frequency and timeliness of Student Assessment * Improvement in Reading Levels post 40-50 hours of instruction. * Completion of bi-annual observations by STAR Trainers. * Overall, student progress in reading skills. |
| Digital Literacy Strategy 1 (Required) | * Instructors all trained on EdTech routines * EdTech Tool selected by team * Training for EdTech Tool * 1 class per week implements EdTech Tool consistently * Routine is put into effect with Edtech Tool * Increase in student engagement evidenced through surveys |

**TASK:** For each strategy selected in Step 5, write indicators of success and benchmarks to help move the professional learning goal forward.

|  |  |
| --- | --- |
| **Strategy** | **Indicators of Success and Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Technology/Digital Literacy Strategies** | **Indicators of Success and Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |

This information goes into Step 9 of the PLIP Table on the summary page.

## Step 10: Allocate Resources and Expenditures

Effective professional learning requires resources such as human, fiscal, material, technology, and time, to achieve student learning goals. How resources are allocated for professional learning can overcome inequities and achieve results for educators and students. The availability and allocation of resources for professional learning affect its quality and results. Understanding the resources associated with professional learning and actively and accurately tracking them facilitates better decisions about and increased quality and results of professional learning. *(*[*Learning Forward*](https://www.google.com/search?q=Understanding+the+resources+associated+with+professional+learning+and+actively+and+accurately+tracking+them+facilitates+better+decisions+about+and+increased+quality+and+results+of+professional+learning.&oq=Understanding+the+resources+associated+with+professional+learning+and+actively+and+accurately+tracking+them+facilitates+better+decisions+about+and+increased+quality+and+results+of+professional+learning.&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBBzYzOWowajeoAgCwAgA&sourceid=chrome&ie=UTF-8)*)*

Permissible grant and program expenditures can include additional pay for part-time teachers to participate in job-embedded professional learning such as learning communities, release time for peer observations and feedback, collaborative teams selecting, and evaluating curricular resources to ensure alignment to standards, etc. Resources may also be allocated to pay for substitutes to teach classes for teachers participating in professional learning during their workday. ([Allowable/Unallowable Costs List](https://www.azed.gov/sites/default/files/2024/04/Adult%20Ed%20Allowable%20and%20Unallowable%20Cost%20List.pdf) for AZ WIOA Title II State-funded Adult Education Programs)

All educators have a shared responsibility to understand and contribute to decisions about and monitor the effectiveness of resources allocated for professional learning. A reminder that 10% of the adult education grant funds, plus earned income, must be dedicated to standards-based professional learning for adult educators, per the ADE-AES grant contract requirements.

Identify resources needed to support the imp implementation of each strategy and/or intervention. Resources may include staff time, materials, training expenses, etc.

Per requirement 4 under the “Financial and Grants Management Requirements”:

“The grantee must budget and expend the state-allocated Professional Learning Set-Aside grant funds and earned income for approved professional learning activities aligned to the Learning Forward Professional Learning Standards, the AZ Adult Education Teacher Standards, and the AZ Adult Education Content Standards (State requirement). The state allocated Professional Learning Set-Aside grant funds may be used for the following:

• Activities aligned to Learning Forward Professional Learning Standards.

• AES trainings for teaching and learning that require registration fees.

• Relevant conferences”

**Example Resources and Expenditures Allocation**

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Resources Needed** | **Total Costs** |
| Strategy 1 (Required) | * STAR Registration for 2 instructors - $350 x 2 = $700 * Travel & Lodging for STAR Training - $800 * Additional prep time for STAR - $500 | $2000 |

**TASK:** For each of the strategies listed in Step 5, list the resources needed and their approximate costs, then calculate the total cost for the strategy.

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Resources Needed** | **Total Costs** |
| Strategy 1 (Required) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| **Technology/Digital Literacy Strategies** | **Resources Needed** | **Total Costs** |
| Strategy 1 (Required) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |

This information goes into Step 10 of the PLIP Table on the summary page.

***Note: Resources may change over the program year. At the end of the year, the actual expenditures entered in the Grants Management System should match the expenditures in the Professional Learning Implementation Plan spreadsheet***.

# English for Speakers of Other Languages (ESOL) Professional Learning Implementation Plan

Note: For all remaining PLIP sections, refer to the ABE section for additional instructions and examples including placement of data in the table at the end of the PLIP on the summary page.

## Step 1: Gather student learning data

**TASK:** Identify the *student* data measures that will be used to in creating an ESOL PL Goal (select all that apply).

Online curriculum reports

TABE & TABE CLAS-E score reports

GED Ready®

Lesson Plans with learning objectives aligned to content standards

Classroom assignments and student work

Teacher anecdotal data such as… (students frequently report difficulty with \_\_\_\_\_\_)

If Other, please identify: Click or tap here to enter text.

## Step 2: Select the Arizona Adult Education Teacher Standards

### ESOL Standards Selection for English Language Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STANDARD I Foundational Knowledge** | **STANDARD II Ongoing Assessment** | **STANDARD III Instructional Design & Planning** | **STANDARD IV Instructional Delivery** | **STANDARD V Teacher Quality and Leadership** |
| A. Adult Learners and Development | A. Summative and Formative Assessments | A. Effective Lesson Design | A. Learning Environment | A. Reflective Practice |
| B. English Language Proficiency | B. Monitoring and Adjusting Instruction |  | B. Effective Elements of Instruction | B. Continuous Learning |
|  |  |  | C. Instructional Strategies for English Language Acquisition | C. Program Improvement |

**TASK:** Select the AZ Adult Education Teacher Standard(s) and Indicator(s) below that will be the focus of the professional learning plan.

Choose an item.

## Step 3: Develop a Professional Learning Goal(s)

**TASK: Write in your ABE SMART Goal:**

Click or tap here to enter text.

## Step 4: Select the Learning Forward Professional Standards

|  |  |  |
| --- | --- | --- |
| **Rigorous Content for Each Learner** | **Transformational Processes** | **Conditions for Success** |
| Equity Practices | Equity Drivers | Equity Foundations |
| Curriculum, Assessment, and Instruction | Evidence | Culture of Collaborative Inquiry |
| Professional Expertise | Learning Designs | Leadership |
|  | Implementation | Resources |

**TASK:** Select a Professional Learning Standard below.

Choose an item.

## Step 5: Determine Strategic Actions and Interventions

Reminder: At least two strategies must be present with one strategy supporting the use of technology and/or digital literacy in the classroom to support your goal. You may have as many strategies as is necessary to support your goal. For additional strategy slots, please see Appendix D.

**TASK:** Enter the strategic actions or interventions that will be implemented for each selected standard and indicator.

**1.** Click or tap here to enter Strategy 1. (REQUIRED)

**2.** Click or tap here to enter Strategy 2. (Optional)

**3.** Click or tap here to enter Strategy 3. (Optional)

**4.** Click or tap here to enter Strategy 4. (Optional)

**Digital Literacy Strategy**

**1.** Click or tap here to enter Technology/Digital Literacy Strategy 1. (REQUIRED)

**2.** Click or tap here to enter Technology/Digital Literacy Strategy 2. (Optional)

## Step 6: Identify the Professional Learning Models

**TASK:** Identify the professional learning model from the list below to match each of your strategies identified in step 5.

|  |  |  |  |
| --- | --- | --- | --- |
| Strategy 1 (Required) | Strategy 2 (Optional) | Strategy 3 (Optional) | Strategy 4 (Optional) |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. |

**Digital Literacy Strategy**

*Take some time to assess your digital needs when identifying these standards using World Education’s* [*Digital Needs Assessment*](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/elearning.worlded.org/pluginfile.php/59315/mod_resource/content/1/Fillable%20Digital%20Needs%20Assessment%20Boston%20DigLit.pdf)*.*

|  |  |
| --- | --- |
| Tech Strategy 1 | Tech Strategy 2 |
| Choose an item. | Choose an item. |

## Step 7: Establish Timelines

**TASK: Write out your timeline for the actions and models.**

|  |  |
| --- | --- |
| **Strategy** | **Milestone/Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Technology/Digital Literacy Strategies** | **Milestone/Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |

## Step 8: Identify the Internal and External Facilitators and Trainers

**TASK:** For each strategy listed in Step 5, list facilitators and trainers that will coordinator the implantation of each strategy. Be sure to include any state leadership initiatives your program plans on participating in.

|  |  |
| --- | --- |
| **Strategy** | **Facilitators and Trainers** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Technology/Digital Literacy Strategies** | **Facilitators and Trainers** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |

## Step 9: Identify Indicators of Success

**TASK:** For each strategy selected in Step 5, write indicators of success and benchmarks to help move the professional learning goal forward.

|  |  |
| --- | --- |
| **Strategy** | **Indicators of Success and Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Technology/Digital Literacy Strategies** | **Indicators of Success and Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |

## Step 10: Allocate Resources and Expenditures

**TASK:** For each of the strategies listed in Step 5, list the resources needed and their approximate costs, then calculate the total cost for the strategy.

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Resources Needed** | **Total Costs** |
| Strategy 1 (Required) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| **Technology/Digital Literacy Strategies** | **Resources Needed** | **Total Costs** |
| Strategy 1 (Required) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |

***Note: Resources may change over the program year. At the end of the year, the actual expenditures entered in the Grants Management System should match the expenditures in the Professional Learning Implementation Plan spreadsheet***.

# Integrated Education & Training (IET) Professional Learning Implementation Plan

Note: For all remaining PLIP sections, refer to the ABE section for additional instructions and examples including placement of data in the table at the end of the PLIP on the summary page.

## Step 1: Gather student learning data

**TASK:** Identify the *student* data measures that will be used to in creating an ESOL PL Goal (select all that apply).

Online curriculum reports

TABE & TABE CLAS-E score reports

GED Ready®

Lesson Plans with learning objectives aligned to content standards

Classroom assignments and student work

Teacher anecdotal data such as… (students frequently report difficulty with \_\_\_\_\_\_)

If Other, please identify: Click or tap here to enter text.

## Step 2: Select the Arizona Adult Education Teacher Standards

### ABE Standards Selection for English Language Arts and Mathematics

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STANDARD I Foundational Knowledge** | **STANDARD II Ongoing Assessment** | **STANDARD III Instructional Design & Planning** | **STANDARD IV Instructional Delivery** | **STANDARD V Teacher Quality and Leadership** |
| A. Adult Learners and Development | A. Summative and Formative Assessments | A. Effective Lesson Design | A. Learning Environment | A. Reflective Practice |
| B. English Language Arts Proficiency | B. Monitoring and Adjusting Instruction | B. Design Priorities for English Language Arts | B. Effective Elements of Instruction | B. Continuous Learning |
| B. Mathematical Proficiency |  | B. Design Priorities for Mathematics | C. Instructional Strategies for English Language Arts | C. Program Improvement |
| C. Understanding Mathematical Practices |  |  | C. Instructional Strategies for Mathematics |  |

**TASK:** Select the AZ Adult Education Teacher Standard(s) and Indicator(s) below that will be the focus of the professional learning plan.

Click or tap here to select your Teacher Standard based on your data.

## Step 3: Develop a Professional Learning Goal(s)

**TASK: Write in your ABE SMART Goal:**

Click or tap here to enter text.

## Step 4: Select the Learning Forward Professional Standards

|  |  |  |
| --- | --- | --- |
| **Rigorous Content for Each Learner** | **Transformational Processes** | **Conditions for Success** |
| Equity Practices | Equity Drivers | Equity Foundations |
| Curriculum, Assessment, and Instruction | Evidence | Culture of Collaborative Inquiry |
| Professional Expertise | Learning Designs | Leadership |
|  | Implementation | Resources |

**TASK:** Select a Professional Learning Standard below.

Click or tap here to select your Professional Learning Standard for your goal.

## Step 5: Determine Strategic Actions and Interventions

Reminder: At least two strategies must be present with one strategy supporting the use of technology and/or digital literacy in the classroom to support your goal. You may have as many strategies as is necessary to support your goal. For additional strategy slots, please see Appendix D.

**TASK:** Enter the strategic actions or interventions that will be implemented for each selected standard and indicator.

**1.** Click or tap here to enter Strategy 1. (REQUIRED)

**2.** Click or tap here to enter Strategy 2. (Optional)

**3.** Click or tap here to enter Strategy 3. (Optional)

**4.** Click or tap here to enter Strategy 4. (Optional)

**Digital Literacy Strategy**

**1.** Click or tap here to enter Technology/Digital Literacy Strategy 1. (REQUIRED)

**2.** Click or tap here to enter Technology/Digital Literacy Strategy 2. (Optional)

## Step 6: Identify the Professional Learning Models

**TASK:** Identify the professional learning model from the list below to match each of your strategies identified in step 5.

|  |  |  |  |
| --- | --- | --- | --- |
| Strategy 1 (Required) | Strategy 2 (Optional) | Strategy 3 (Optional) | Strategy 4 (Optional) |
| Choose a Professional Learning Model. | Choose a Professional Learning Model. | Choose a Professional Learning Model. | Choose a Professional Learning Model. |

**Digital Literacy Strategy**

*Take some time to assess your digital needs when identifying these standards using World Education’s* [*Digital Needs Assessment*](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/elearning.worlded.org/pluginfile.php/59315/mod_resource/content/1/Fillable%20Digital%20Needs%20Assessment%20Boston%20DigLit.pdf)*.*

|  |  |
| --- | --- |
| Tech Strategy 1 | Tech Strategy 2 |
| Choose a Professional Learning Model. | Choose a Professional Learning Model. |

## Step 7: Establish Timelines

**TASK: Write out your timeline for the actions and models.**

|  |  |
| --- | --- |
| **Strategy** | **Milestone/Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Technology/Digital Literacy Strategies** | **Milestone/Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |

## Step 8: Identify the Internal and External Facilitators and Trainers

**TASK:** For each strategy listed in Step 5, list facilitators and trainers that will coordinator the implantation of each strategy. Be sure to include any state leadership initiatives your program plans on participating in.

|  |  |
| --- | --- |
| **Strategy** | **Facilitators and Trainers** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Technology/Digital Literacy Strategies** | **Facilitators and Trainers** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |

## Step 9: Identify Indicators of Success

**TASK:** For each strategy selected in Step 5, write indicators of success and benchmarks to help move the professional learning goal forward.

|  |  |
| --- | --- |
| **Strategy** | **Indicators of Success and Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Technology/Digital Literacy Strategies** | **Indicators of Success and Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |

## Step 10: Allocate Resources and Expenditures

**TASK:** For each of the strategies listed in Step 5, list the resources needed and their approximate costs, then calculate the total cost for the strategy.

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Resources Needed** | **Total Costs** |
| Strategy 1 (Required) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| **Technology/Digital Literacy Strategies** | **Resources Needed** | **Total Costs** |
| Strategy 1 (Required) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |

***Note: Resources may change over the program year. At the end of the year, the actual expenditures entered in the Grants Management System should match the expenditures in the Professional Learning Implementation Plan spreadsheet***.

# Technology and Digital Literacy Professional Learning Implementation Plan

Note: For all remaining PLIP sections, refer to the ABE section for additional instructions and examples including placement of data in the table at the end of the PLIP on the summary page.

## Step 1: Gather student learning data

**TASK:** Identify the *student* data measures that will be used to in creating an ESOL PL Goal (select all that apply).

Online curriculum reports

TABE & TABE CLAS-E score reports

GED Ready®

Lesson Plans with learning objectives aligned to content standards

Classroom assignments and student work

Teacher anecdotal data such as… (students frequently report difficulty with \_\_\_\_\_\_)

If Other, please identify: Click or tap here to enter text.

## Step 2: Select the Arizona Adult Education Teacher Standards

### ABE Standards Selection for English Language Arts and Mathematics

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STANDARD I Foundational Knowledge** | **STANDARD II Ongoing Assessment** | **STANDARD III Instructional Design & Planning** | **STANDARD IV Instructional Delivery** | **STANDARD V Teacher Quality and Leadership** |
| A. Adult Learners and Development | A. Summative and Formative Assessments | A. Effective Lesson Design | A. Learning Environment | A. Reflective Practice |
| B. English Language Arts Proficiency | B. Monitoring and Adjusting Instruction | B. Design Priorities for English Language Arts | B. Effective Elements of Instruction | B. Continuous Learning |
| B. Mathematical Proficiency |  | B. Design Priorities for Mathematics | C. Instructional Strategies for English Language Arts | C. Program Improvement |
| C. Understanding Mathematical Practices |  |  | C. Instructional Strategies for Mathematics |  |

**TASK:** Select the AZ Adult Education Teacher Standard(s) and Indicator(s) below that will be the focus of the professional learning plan.

Click or tap here to select your Teacher Standard based on your data.

## Step 3: Develop a Professional Learning Goal(s)

**TASK: Write in your ABE SMART Goal:**

**Click or tap here to enter your Professional Learning Goal.**

## Step 4: Select the Learning Forward Professional Standards

|  |  |  |
| --- | --- | --- |
| **Rigorous Content for Each Learner** | **Transformational Processes** | **Conditions for Success** |
| Equity Practices | Equity Drivers | Equity Foundations |
| Curriculum, Assessment, and Instruction | Evidence | Culture of Collaborative Inquiry |
| Professional Expertise | Learning Designs | Leadership |
|  | Implementation | Resources |

**TASK:** Select a Professional Learning Standard below.

Click or tap here to select your Professional Learning Standard for your goal.

## Step 5: Determine Strategic Actions and Interventions

Reminder: At least two strategies must be present with one strategy supporting the use of technology and/or digital literacy in the classroom to support your goal. You may have as many strategies as is necessary to support your goal. For additional strategy slots, please see Appendix D.

**TASK:** Enter the strategic actions or interventions that will be implemented for each selected standard and indicator.

**1.** Click or tap here to enter Strategy 1. (REQUIRED)

**2.** Click or tap here to enter Strategy 2. (Optional)

**3.** Click or tap here to enter Strategy 3. (Optional)

**4.** Click or tap here to enter Strategy 4. (Optional)

**Digital Literacy Strategy**

**1.** Click or tap here to enter Technology/Digital Literacy Strategy 1. (REQUIRED)

**2.** Click or tap here to enter Technology/Digital Literacy Strategy 2. (Optional)

## Step 6: Identify the Professional Learning Models

**TASK:** Identify the professional learning model from the list below to match each of your strategies identified in step 5.

|  |  |  |  |
| --- | --- | --- | --- |
| Strategy 1 (Required) | Strategy 2 (Optional) | Strategy 3 (Optional) | Strategy 4 (Optional) |
| Choose a Professional Learning Model. | Choose a Professional Learning Model. | Choose a Professional Learning Model. | Choose a Professional Learning Model. |

**Digital Literacy Strategy**

*Take some time to assess your digital needs when identifying these standards using World Education’s* [*Digital Needs Assessment*](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/elearning.worlded.org/pluginfile.php/59315/mod_resource/content/1/Fillable%20Digital%20Needs%20Assessment%20Boston%20DigLit.pdf)*.*

|  |  |
| --- | --- |
| Tech Strategy 1 | Tech Strategy 2 |
| Choose a Professional Learning Model. | Choose a Professional Learning Model. |

## Step 7: Establish Timelines

**TASK: Write out your timeline for the actions and models.**

|  |  |
| --- | --- |
| **Strategy** | **Milestone/Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Technology/Digital Literacy Strategies** | **Milestone/Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |

## Step 8: Identify the Internal and External Facilitators and Trainers

**TASK:** For each strategy listed in Step 5, list facilitators and trainers that will coordinator the implantation of each strategy. Be sure to include any state leadership initiatives your program plans on participating in.

|  |  |
| --- | --- |
| **Strategy** | **Facilitators and Trainers** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Technology/Digital Literacy Strategies** | **Facilitators and Trainers** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |

## Step 9: Identify Indicators of Success

**TASK:** For each strategy selected in Step 5, write indicators of success and benchmarks to help move the professional learning goal forward.

|  |  |
| --- | --- |
| **Strategy** | **Indicators of Success and Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Technology/Digital Literacy Strategies** | **Indicators of Success and Benchmarks** |
| Strategy 1 (Required) | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. |

## Step 10: Allocate Resources and Expenditures

**TASK:** For each of the strategies listed in Step 5, list the resources needed and their approximate costs, then calculate the total cost for the strategy.

|  |  |  |
| --- | --- | --- |
| **Strategy** | **Resources Needed** | **Total Costs** |
| Strategy 1 (Required) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 3 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 4 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| **Technology/Digital Literacy Strategies** | **Resources Needed** | **Total Costs** |
| Strategy 1 (Required) | Click or tap here to enter text. | Click or tap here to enter text. |
| Strategy 2 (Optional) | Click or tap here to enter text. | Click or tap here to enter text. |

***Note: Resources may change over the program year. At the end of the year, the actual expenditures entered in the Grants Management System should match the expenditures in the Professional Learning Implementation Plan spreadsheet***.

# Professional Learning Implementation Plan Summary Page

## ABE Professional Learning Plan

|  |  |
| --- | --- |
| **Professional Learning Goal (Step 3)** | Click or tap here to enter text. |
| **Data (Step 1)** | Online curriculum reports  TABE 11/12 & CLAS E score reports  GED Ready®  Lesson Plans with learning objectives aligned to content standards  Classroom assignments and student work  Teacher anecdotal data such as… (students frequently report difficulty with \_\_\_\_\_\_)  If Other, please identify: Click or tap here to enter text. |
| **Teacher Standards (Step 2)** | Choose an item. |
| **Professional Learning Standard (Step 4** | Choose an item. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Step 5**  **Strategic Actions & Interventions** | **Step 6**  **Professional Learning Models** | **Step 7**  **Timelines** | **Step 8**  **Facilitators & Trainers** | **Step 9**  **Indicators of Success** | **Step 10**  **Resources & Expenditures** | **Costs** |
| Click or tap here to enter Strategy 1. (REQUIRED) | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Strategy 2. (Optional) | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Strategy 3. (Optional) | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Strategy 4. (Optional) | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Technology/Digital Literacy Strategy 1. (REQUIRED) | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Technology/Digital Literacy Strategy 2. (Optional) | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

## ESOL Professional Learning Plan

|  |  |
| --- | --- |
| **Professional Learning Goal (Step 3)** | Click or tap here to enter text. |
| **Data (Step 1)** | Online curriculum reports  TABE 11/12 & CLAS E score reports  GED Ready®  Lesson Plans with learning objectives aligned to content standards  Classroom assignments and student work  Teacher anecdotal data such as… (students frequently report difficulty with \_\_\_\_\_\_)  If Other, please identify: Click or tap here to enter text. |
| **Teacher Standards (Step 2)** | Choose an item. |
| **Professional Learning Standard (Step 4** | Choose an item. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Step 5**  **Strategic Actions & Interventions** | **Step 6**  **Professional Learning Models** | **Step 7**  **Timelines** | **Step 8**  **Facilitators & Trainers** | **Step 9**  **Indicators of Success** | **Step 10**  **Resources & Expenditures** | **Costs** |
| Click or tap here to enter Strategy 1. (REQUIRED) | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Strategy 2. (Optional) | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Strategy 3. (Optional) | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Strategy 4. (Optional) | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Technology/Digital Literacy Strategy 1. (REQUIRED) | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Technology/Digital Literacy Strategy 2. (Optional) | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

## IET Professional Learning Plan

|  |  |
| --- | --- |
| **Professional Learning Goal (Step 3)** | Click or tap here to enter text. |
| **Data (Step 1)** | Online curriculum reports  TABE 11/12 & CLAS E score reports  GED Ready®  Lesson Plans with learning objectives aligned to content standards  Classroom assignments and student work  Teacher anecdotal data such as… (students frequently report difficulty with \_\_\_\_\_\_)  If Other, please identify: Click or tap here to enter text. |
| **Teacher Standards (Step 2)** | Click or tap here to select your Teacher Standard based on your data. |
| **Professional Learning Standard (Step 4** | Click or tap here to select your Professional Learning Standard for your goal. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Step 5**  **Strategic Actions & Interventions** | **Step 6**  **Professional Learning Models** | **Step 7**  **Timelines** | **Step 8**  **Facilitators & Trainers** | **Step 9**  **Indicators of Success** | **Step 10**  **Resources & Expenditures** | **Costs** |
| Click or tap here to enter Strategy 1. (REQUIRED) | Choose a Professional Learning Model. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Strategy 2. (Optional) | Choose a Professional Learning Model. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Strategy 3. (Optional) | Choose a Professional Learning Model. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Strategy 4. (Optional) | Choose a Professional Learning Model. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Technology/Digital Literacy Strategy 1. (REQUIRED) | Choose a Professional Learning Model. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Technology/Digital Literacy Strategy 2. (Optional) | Choose a Professional Learning Model. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

## Digital Literacy Professional Learning Plan

|  |  |
| --- | --- |
| **Professional Learning Goal (Step 3)** | **Click or tap here to enter your Professional Learning Goal.** |
| **Data (Step 1)** | Online curriculum reports  TABE 11/12 & CLAS E score reports  GED Ready®  Lesson Plans with learning objectives aligned to content standards  Classroom assignments and student work  Teacher anecdotal data such as… (students frequently report difficulty with \_\_\_\_\_\_)  If Other, please identify: Click or tap here to enter text. |
| **Teacher Standards (Step 2)** | Click or tap here to select your Teacher Standard based on your data. |
| **Professional Learning Standard (Step 4** | Click or tap here to select your Professional Learning Standard for your goal. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Step 5**  **Strategic Actions & Interventions** | **Step 6**  **Professional Learning Models** | **Step 7**  **Timelines** | **Step 8**  **Facilitators & Trainers** | **Step 9**  **Indicators of Success** | **Step 10**  **Resources & Expenditures** | **Costs** |
| Click or tap here to enter Strategy 1. (REQUIRED) | Choose a Professional Learning Model. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Strategy 2. (Optional) | Choose a Professional Learning Model. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Strategy 3. (Optional) | Choose a Professional Learning Model. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Strategy 4. (Optional) | Choose a Professional Learning Model. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Technology/Digital Literacy Strategy 1. (REQUIRED) | Choose a Professional Learning Model. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter Technology/Digital Literacy Strategy 2. (Optional) | Choose a Professional Learning Model. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

# Appendix A: Additional Strategies

PLIP Section: Choose an item.

**TASK:** Enter any additional strategic actions or interventions that will be implemented for each selected standard and indicator.

**5.** Click or tap here to enter text.

**6.** Click or tap here to enter text.

**7.** Click or tap here to enter text.

**8.** Click or tap here to enter text.

**Digital Literacy Strategy**

**3.** Click or tap here to enter text.

**4.** Click or tap here to enter text.

# Appendix B: Multiple Measures of Data

A diagram of a diagram

Description automatically generated

Source: Data Analysis for Continuous School Improvements, 2nd Edition, By Victoria L. Bernhardt (Larchmont, NY: Eye on Education, 2004) Reprinted with permission.

# Appendix C: Models of Professional Learning

*(Adapted from Powerful Designs for Professional Learning, edited by Brown-Easton, NSDC, 2004)*

1. **Context Standards**: The environment that makes it possible for adults to learn and grow
2. **Process Standards**: Selecting the professional development strategies that help adults learn
3. **Content Standards**: Using data about student achievement to determine what needs to be improved

## Process Standards: The What and Why?

1. **The professional development models that are most useful for gathering and using information from within the learning center/site or adult education program are:**

|  |  |  |
| --- | --- | --- |
| **Model** | **Description** | **References** |
| **Accessing Student Voices** | May include student focus groups, interviews, questionnaires, and shadowing students to systemically document students’ experiences | Bernhardt, 1998; Hord & Robertson, 1999; Kushman,  1997; Wilson & Corbett, 1999 |
| **Action Research** | Teachers and/or administrators raising questions about the best way to improve teaching and learning, systematically studies the literature to answer the questions, implement the best approach, and analyze the results | Calhoun, 1993 & 1994; Glanz,  1999; Loucks-Horsley, 1998;  Sagor, 1993; Stringer, 1996; Wood & McQuarrie, 1999 |
| **Classroom Walk-Throughs** | It provides the opportunity for the administrator to:   * Reinforce attention to instructional practices * Gather data about instructional practice and student learning * Stimulate collegial conversation about teaching and learning * Learn from other participants * Deepen understanding and improve practices through continuous feedback   To be effective, leaders need to spend one-third of their time in classrooms | [www.nsdc.org](http://www.nsdc.org/); Eisner, 2002 |
| **Data Learning Communities** | Teams of teachers and administrators analyzing multiple measures of data sets including program processes, student learning, teacher & student demographics, and teacher & student perceptual data | Bernhardt, 2006; [www.nrsweb.org/NRSwork/](http://www.nrsweb.org/NRSwork/) |
| **Educator Portfolios** | Used to document a teacher as a learner and may include reflections, peer observations, professional learning plans and self-assessments | Dietz, 1995 & 1999; Green & Smyser, 1996; Wolf & Dietz, 1998 |
| **Visual Dialogue** | Used when a group intends to make a meaningful change. Is a process of integrating complex ideas from diverse participants through visual tools | Horne, 1998; Sibbet, 1994;  Tufte, 1994 & 1997 |

1. **The professional development models that are most likely to use outside resources to inform the work are:**

|  |  |  |
| --- | --- | --- |
| **Model** | **Description** | **References** |
| **Action Research** | Teachers and/or administrators raising questions about the best way to improve teaching and learning, systematically studies the literature to answer the questions, implement the best approach, and analyze the results | Calhoun, 1993 & 1994; Glanz,  1999; Loucks-Horsley, 1998;  Sagor, 1993; Stringer, 1996; Wood & McQuarrie, 1999 |
| **Assessment as Professional Development** | Teachers work collaboratively to develop performance tasks and assessments based on desired learning results, peers review tasks and assessments, conduct a group evaluation of student work | McTighe & Wiggins, 2004; Marzano, Pickering, & Pollack, 2001; National Board for Teaching Standards, 1991; [www.nsdc.org](http://www.nsdc.org/) |
| **Case Studies/Discussions** | Teachers review case studies of student work and/or another teacher’s example lessons, which can lead to quality discussions and improved practices | Barnett, 1998 &1999; Colbert, 1996; Merseth, 1996; Shulman,  1992; Wasserman, 1993 |
| **Curriculum Designers** | The process of defining and organizing what is taught to improve student learning, determining instructional strategies, and when and how to assess learning | Martinello & Cook, 2000; Hayes- Jacobs, 1997; Taggart, Phifer, Nixon & Woods, 1998 |
| **Lesson Study** | A cycle of instructional improvement focused on planning, observing, and revising lessons through collaborative teacher groups | Lewis, C., 2002 |
| **Mentoring** | Pairs an experienced teacher with a teacher with less experience and focuses on guidance, problem-solving, modeling, support, and feedback | Loucks-Horsley, 1998; Robbins,  1999; Showers & Joyce, 1996; Shulman & Colbert, eds., 1987 |
| **Peer Coaching** | A confidential process in which two or more professional colleagues work together to reflect on current practices, expand or refine new skills, share ideas, and conduct action research | Costa & Garmston, 1994; Langer, Colton & Goff, 2003; Robbins, 1991; Schlechty, 2001 |
| **School/Program Coaching** | Designed to take individual teachers, administrators, or a group of educators from where they are to where they want to be | Flaherty-Woburn, 1999; Buckingham & Coffman, 1999; Argyris, 1999 |
| **Study Groups** | Groups of educators meet to learn new strategies and programs, to review new publications, or to review student work together | Murphy, 1995, 1997 & 1999;  Murphy & Lick, 1998 & 2001; Wood & McQuarrie, 1999 |
| **Visual Dialogue** | Used when a group intends to make a meaningful change. Is a process of integrating complex ideas from diverse participants through visual tools. | Horne, 1998; Sibbet, 1994;  Tufte, 1994 & 1997 |

1. **The professional development models that focus the most on standards, curriculum, and assessment are:**

|  |  |  |
| --- | --- | --- |
| **Model** | **Description** | **References** |
| **Action Research** | Teachers and/or administrators raising questions about the best way to improve teaching and learning, systematically studies the literature to answer the questions, implement the best approach, and analyze the results. | Calhoun, 1993 & 1994; Glanz,  1999; Loucks-Horsley, 1998;  Sagor, 1993; Stringer, 1996; Wood & McQuarrie, 1999 |
| **Assessment as Professional Development** | Teachers work collaboratively to develop performance tasks and assessments based on desired learning results, peers review tasks and assessments, and conduct a group evaluation of student work | McTighe & Wiggins, 2004; Marzano, Pickering, & Pollack, 2001; National Board for Teaching Standards, 1991; [www.nsdc.org](http://www.nsdc.org/) |
| **Case Studies/Discussions** | Teachers review case studies of student work and/or another teacher’s example lessons, which can lead to quality discussions and improved practices | Barnett, 1998 &1999; Colbert, 1996; Merseth, 1996; Shulman,  1992; Wasserman, 1993 |
| **Curriculum Designers** | The process of defining and organizing what is taught to improve student learning, determining instructional strategies, and when and how to assess learning | Martinello & Cook, 2000; Hayes- Jacobs, 1997; Taggart, Phifer, Nixon & Woods, 1998 |
| **Immersing Teachers in Practice and/or Content** | A powerful form of PD (Professional Development) for teachers to participate over time in the content area(s) that they teach. Appropriate for individual teachers or groups of teachers focusing on a content learning community | Barth, DuFour, Eaker & Eason- Watkins, 2005; McEntee, 1998; Lieberman & Wood, 2002 |
| **Lesson Study** | A cycle of instructional improvement focused on planning, observing, and revising lessons through collaborative teacher groups | Lewis, C., 2002 |
| **Standards in Practice** | This design's sole focus is on improving assignments. The goal is to make assignments more rigorous and challenging, more clearly written, and targeted toward important concepts and knowledge | [www.edtrust.org](http://www.edtrust.org/) |
| **Study Groups** | Groups of educators meet to learn new instructional strategies and programs, to review new publications, or to review student work together | Murphy, 1995, 1997 & 1999;  Murphy & Lick, 1998 & 2001; Wood & McQuarrie, 1999 |
| **Visual Dialogue** | Used when a group intends to make a meaningful change. Is a process of integrating complex ideas from diverse participants through visual tools. | Horne, 1998; Sibbet, 1994;  Tufte, 1994 & 1997 |

1. **The professional development models that are especially useful in creating a learning community are:**

|  |  |  |
| --- | --- | --- |
| **Model** | **Description** | **References** |
| **Critical Friends Group** | A group of 6-8 educators who meet monthly for at least two hours to have structured professional conversations about their work and to deepen their knowledge of their craft | Seidel & Lyons, 1998; Seidel & Allen, 1998 |
| **Mentoring** | Pairs an experienced teacher with a teacher with less experience and focuses on guidance, problem-solving, modeling, support, and feedback | Loucks-Horsley, 1998; Robbins,  1999; Showers & Joyce, 1996; Shulman & Colbert, eds., 1987 |
| **Peer Coaching** | A confidential process in which two or more professional colleagues work together to reflect on current practices, expand or refine new skills, share ideas, and conduct action research | Costa & Garmston, 1994; Langer, Colton & Goff, 2003; Robbins, 1991; Schlechty, 2001 |
| **Tuning Protocols** | A forming process for reviewing, honoring, and fine-tuning colleagues’ work through presentation and reflection. | Allen, 1995; Allen & McDonald, 1993, Easton, 1999; Kushman,  1995 |
| **Visual Dialogue** | Used when a group intends to make a meaningful change. Is a process of integrating complex ideas from diverse participants through visual tools | Horne, 1998; Sibbet, 1994;  Tufte, 1994 & 1997 |

1. **The professional development models that focus the most on teaching practice or andragogy are:**

|  |  |  |
| --- | --- | --- |
| **Model** | **Description** | **References** |
| **Action Research** | Teachers and/or administrators raising questions about the best way to improve teaching and learning, systematically studies the literature to answer the questions, implement the best approach, and analyze results | Calhoun, 1993 & 1994; Glanz,  1999; Loucks-Horsley, 1998;  Sagor, 1993; Stringer, 1996; Wood & McQuarrie, 1999 |
| **Case Studies/Discussions** | Teachers review case studies of student work and/or another teacher’s example lessons, which can lead to quality discussions and improved practices | Barnett, 1998 &1999; Colbert, 1996; Merseth, 1996; Shulman,  1992; Wasserman, 1993 |
| **Critical Friends Group** | A group of 6-8 educators who meet monthly for at least two hours to have structured professional conversations about their work and to deepen their knowledge of their craft | Seidel & Lyons, 1998; Seidel & Allen, 1998 |
| **Immersing Teachers in Practice and/or Content** | A powerful form of PD for teachers to participate over time in the content area(s) that they teach. Appropriate for individual teachers or groups of teachers focusing on a content learning community | Barth, DuFour, Eaker & Eason- Watkins, 2005; McEntee, 1998; Lieberman & Wood, 2002 |
| **Journaling** | Journal writing helps teachers construct meaning for, and reflect on, what they are teaching and learning | Killion, 1999; Killion & Todnem, 1991 |
| **Lesson Study** | A cycle of instructional improvement focused on planning, observing, and revising lessons through collaborative teacher groups | Lewis, C., 2002 |
| **Mentoring** | Pairs an experienced teacher with a teacher with less experience and focuses on guidance, problem-solving, modeling, support, and feedback | Loucks-Horsley, 1998; Robbins,  1999; Showers & Joyce, 1996; Shulman & Colbert, eds., 1987 |
| **Peer Coaching** | A confidential process in which two or more professional colleagues work together to reflect on current practices, expand or refine new skills, share ideas, and conduct action research | Costa & Garmston, 1994; Langer, Colton & Goff, 2003; Robbins, 1991; Schlechty, 2001 |
| **Educator Portfolios** | Used to document a teacher as a learner and may include reflections, peer observations, professional learning plans and self-assessments | Dietz, 1995 & 1999; Green & Smyser, 1996; Wolf & Dietz, 1998 |
| **Tuning Protocols** | A forming process for reviewing, honoring, and fine-tuning colleagues’ work through presentation and reflection. | Allen, 1995; Allen & McDonald, 1993, Easton, 1999; Kushman,  1995 |
| **Team Development** | Builds collegiality and can change the school culture. Norms of behavior, team meeting protocols, team building training, and structures that work together to develop teams | Stiggins, 1999 |
| **Training the Trainer** | An approach to saving time and money. Individuals are trained and return to their programs/site to train others | Horne, 1998; Sibbet, 1994: Tufte, 1994 & 1997 |