

**Objective #6: Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.**

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## **Professional Development**

We are in full support of AB 86's acknowledgement that: *"A critical element to ensuring the effective implementation of the consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement."* Professional development is important for capacity building using our existing systems and resources. LARAEC is committed to collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

## **Opportunities**

LARAEC faculty from the 5 districts met and identified:

- Current professional development offerings within their respective districts that could be shared or replicated regionally
- Other professional development needs they had in the areas of:
  - New integration or collaborative models
  - Faculty and staff development priorities
  - Optimal student learning outcomes
  - Instructional delivery models
  - Curriculum development
  - Best practices that can be adapted
  - Practices in basic and secondary skills that build the "college readiness" skills.
  - Team building, critical thinking, problem solving, study skills, soft skills, and career assessment
  - Technology use and integration to enhance and expand technology in instruction
  - New models and instructional strategies for contextualized or accelerated teaching and learning
  - Resources to attend conferences
  - Assignment of mentors or senior faculty with newer faculty
  - Intercultural competency skills among faculty, staff, and administrators

The faculty brainstormed in each of these areas and the ideas and needs were compiled. Needless to say, the list was long and a more strategic approach was developed regarding how to more effectively and efficiently deliver professional development.

### Strategic Models or Approaches

We identified three models for delivering professional development regionally:

- **Organizational model.** The 5 districts each have their own professional development programs and recognize there are considerable opportunities to collaborate and eliminate the current “organizational silos”. Such collaboration and common sharing of professional development programs will be important for achieving Objectives 3 and 5 by ensuring the use of common terminology, seamless transitions from Adult Education into the community colleges, and accelerating students’ progress and persistence in completing their CTE certificates, diplomas, and degrees.

The faculty explored the benefits of decentralized, hybrid, lead district, and centralized organizational models for professional development and concluded that a centralized LARAEC entity would be best with the following caveats: It cannot be bureaucratic or top-down. Instead, it must be:

- Collaborative
- Building on the “best of the best” of what is currently happening in the districts in terms of professional development
- Inclusive – full-time faculty, adjunct faculty, and staff
- Research based on what are the proven professional development strategies nationwide
- Evidence based on what works well for LARAEC, which can lead to a community of shared teaching practices
- Representative of the 5 districts
- Open and transparent - communicating effectively regarding the professional development offerings – where and when
- Delivering on best practices as well as future practices, particularly in the field of technology
- Furthering the practice of teaching – pedagogy – in combination with professional development in the specific disciplines
- Combination of in-class, site training and Distance Education
- Avoidance of duplication
- A schedule of professional development offerings over multiple semesters so that faculty can practice new concepts and return for further training – refresher, reinforcement, and expansion of the skills they have learned

Some faculty members expressed interest that the offerings be linked to universities and, thus, enable them to earn college credits.

- **Facility model.** The availability and use of facilities can have a considerable impact on the delivery and sustainability of professional development efforts. Faculty members indicate that there are many under-used facilities, district-owned and throughout the community, that could be used for professional development and shared across systems. In contrast, some think that the delivery of professional development should not be place-bound and suggest contracting out professional development or implementing distance-learning strategies.

There was considerable discussion regarding the possibility of centralizing the development, oversight, and implementation of a regional professional development program at the Van de Kamp Center. The facility will soon be reexamining its purpose due to the circumstances of its existence, and it has the capacity to house the personnel and functions necessary to provide a robust regional professional development operation. This centralization of the function would improve consistency, collaboration, and accountability.

Finally, faculty members considered the possibility of providing dedicated professional development resource centers on each campus that include training space, discussion areas, resources libraries, computers, and access to audio-visual equipment for webinars and live streaming of “master” teacher lectures.

- **Technology model.** Faculty members noted that LARAEC must employ technology in professional development to accelerate consistency across the participating institutions. With the establishment of a common library/data base of best practices, video tapes of master teacher and training modules, and other training tools, faculty can share ideas, successes, and lessons learned from “failures.” Furthermore, implementing innovative programs, such as an annual “TED-LARAEC” video-taped conference, will support collaboration and mutual respect among faculty.

Some faculty members thought an online clearinghouse of the available professional development resources across the districts would be useful.

For faculty members who have access to smart phones, laptops, and notebooks, webinars and applications (apps) are helpful in increasing effectiveness and uniform adoption of best practices. For example, currently available apps include a Common Core app and an Apple In-Touch app (E-Tubes) that provides user-group community and instruction on on-line learning. Developing a LARAEC app that includes user groups and information about initiatives can be helpful in allowing faculty to share ideas and learning. Also, developing apps that provide helpful guidance to program information, such as FASFA eligibility, could improve counseling faculty effectiveness across LARAEC. Ensuring that faculty members have access to the necessary equipment will allow everyone to take advantage of these professional development ideas.

## Issues to be Addressed

Initial discussions regarding professional development were organized around effective strategies currently being implemented in Montebello USD, Culver City USD and Burbank USD, LAUSD, and LACCD and possibilities for future strategies in the following areas:

- **New integration and collaborative models.** Building on current and successful efforts, continue to increase collaboration among consortium members, within and among districts, between CCDs and Adult Education centers, with part-time faculty, with business and industry, CBOs, and government stakeholders.
- **Faculty and staff development priorities.** Priorities include reformation of Teacher Qualifications, improving and expanding training foci and delivery models, standardization of training programs and providing needed resources, and increasing the meaningful involvement of adjunct faculty and vocational instructors.
- **Optimal student learning outcomes.** Coordinating to develop consistent SLOs will require collaborative development and knowledge of measurement indicators.
- **Instructional delivery models.** Delivery models to consider include rebooting PACE, peer monitoring, and contextualized instruction. In addition, merging source funding should be considered to pool resources and standardize training across systems.
- **Curriculum development.** Discussion in this area focused on the considering tailoring programs for separate groups of students. Examples included considering curriculum delivery models designed for geriatric or family literacy, and separate vocational and academic tracks for English and math.
- **Use of technology.** Of major concern is the need to provide teachers with professional development in the use and application of technology, followed by the need to develop and implement the infrastructure necessary to support the effective application of technology within and across systems.

Topic	Collaborative PD Strategy	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Professional Development	1. Establish a Professional Development working group responsible for developing the participative and centralized approach described in “Strategic Models and Approaches” above, including the establishment of an ongoing Faculty Advisory panel to	■				Jul 2014- Jul 2015

Topic	Collaborative PD Strategy	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	<p>provide input into decision-making</p> <p>2. Design and launch a formal organizational structure that can:</p> <ul style="list-style-type: none"> <li>• Identify current offerings and “the best of the best”</li> <li>• Identify faculty and staff training needs</li> <li>• Determine the gaps</li> <li>• Design and deliver the professional development program</li> </ul> <p>Consider launching the structure in a centralized facility capable of offering professional development as it is developed for LARAEC faculty, staff and administrators.</p> <p>3. Prioritize Professional Development proposals, for review with the Faculty Advisory panel, considering whether and how to:</p> <ul style="list-style-type: none"> <li>• Identify and prioritize learning opportunities and gaps across the systems</li> <li>• Develop recommendations regarding technology, facility, or other ways to address the gaps and opportunities <ul style="list-style-type: none"> <li>• For facility recommendations,</li> </ul> </li> </ul>					

Topic	Collaborative PD Strategy	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	consider cost, availability, citing, etc. <ul style="list-style-type: none"> <li>For technology recommendations, assign responsibility for design and implementation of centralized technology offerings</li> </ul>					