

National Adult Education Professional Development Consortium, Inc.



Jennifer Foster, Chair
Lennox McLendon, Executive Director

NAEPDC Plan of Work 2013-215

Our Mission:

The **National Adult Education Professional Development Consortium** will advance the leadership of state staff in adult education throughout the states and territories so that every program will be of quality and excellence as we together increase literacy and prepare adults for success as contributing members of our society through work, community and family; and, will be the leading voice in adult education for the nation.

Our priorities:

1. Provide policy and programmatic resources so each state director will continuously improve teacher quality and effectiveness
2. Provide policy and programmatic resources so each state director will embrace college and career readiness in all programs
3. Provide policy and programmatic resources that each state staff member needs to perform both their state-wide duties as well as in their technical assistance to local practitioners and programs.

Our Leadership:

NAEPDC Executive Committee

Jennifer Foster (IL), Chair
Reecie Stagnolia (KY), Past Chair
Eloise Richardson (MS), Treasurer
Art Ellison (NH), Policy Chair

Jeff Gove (OH)
Marcia Hess (WY)
Jon Kerr (WA)
Willa Panzer (WI)
Anne Serino (MA)
Beverly Smith (GA)
David Stout (SC)
Randy Whitfield (NC)

Priority # 1: *Teacher Quality and Effectiveness:*

Goal: Every state will have the resources, program structure, and support options needed to ensure adult education teachers are of the highest quality

Strategy	April 2014	July 2014	October 2014	December 2014	April 2015	July 2015	October 2015	Responsibility
Strategy 1.1 Collect, analyze and organize the existing professional development models <ul style="list-style-type: none"> • Sources include <ul style="list-style-type: none"> • OVAE • CAAL (Cris Smith’s Document) • NAEPDC’s teacher certification in math workgroup materials • Policy to Performance • LINC’s numeracy • Points of interest <ul style="list-style-type: none"> • Intensity of training • Director’s involvement in training • Best processes for training • Action Steps 								
1.1.1 Identify specific progress toward the development of TQE (e.g.,, CALL, OVAE, LINC’s)	x							TQE Workgroup & Rutgers
1.1.2 Review TQE Competencies and determine the content, understanding and the depth		x						
1.1.3 Post the TQE Competencies on the NAEPDC website		x						
1.1.4 Develop a PD model of TQE for math and/or reading			x					
Strategy 1.2. Collect, analyze and organize existing state TQE models								
• Action Steps								
1.2.1 Solicit existing state TQE models via survey		x						TQE Workgroup With AALPD
1.2.2 Analyze findings as well as models to the website		x						TQE

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								Workgroup
1.2.3 Host a webinar of the top promising processes and archive and post to the website				x				
1.2.4 Develop a TQE LEA					x			
Strategy 1.3. Determine teacher standards and professional development requirements in each state								
• Action Steps								
1.3.1 Solicit state PD requirements via survey for : o New teacher orientation requirements o Credentialing o Certification o Re-certifications	SSWG policy and proc Manuals survey	x						TQE Workgroup with Rutgers & AALPD
1.3.2 Post a matrix of state requirements on the website		x						
1.3.3 Share promising processes via NAEPDC website and webinars on developing PD requirements/standards in AE			x					
1.3.4 Develop a TQE LEA					x			
Strategy 1.4 Develop a matrix of PD offerings to assist states in the development and implementation of standards (Common Core, College and Career Readiness, and state standards).								
1.4.1 Solicit via an 8-10 question survey state CCR preparation resources including links to: o Materials o Websites o Specifics related to math, reading, writing, computer skills, digital literacy, etc.				x				
1.4.2 Analyze the solicitations and share best processes by state on the website					x			

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1.4.3 Highlight the information and how it will be useful to all no matter the HS equivalency test used					x			
1.4.4 Conduct a webinar					x			
1.4.5 Classroom observation checklist for CCR instruction					x			

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3.3.1 Select site and contract	complete				x			PDC
3.3.2 Identify theme	complete				x			PDC
3.3.3 Design agenda and format		x				x		
3.3.4 "Hold the date"		x				x		
3.3.5 Finalize all arrangements			x					
3.3.6 Post resources on the website				x				
Strategy 3.4 Create a repository of options for organizing state staffs								
3.4.1 Solicit, analyze and organize state staff organization plans and job functions for in house and contracted staff		x						SSWG
3.4.2 Develop "standard packages" to include functions any state office needs as well as options for how to organize staff to fulfill those functions			x					SSWG
3.4.3 Post those resources to the website				x				SSWG
Strategy 3.5 Create opportunities for state staff to network to share ideas and resources								
3.5.1 Conduct a state staff focus group at the 2013 NTI to identify 5 topics for state staff web meetings								SSWG
3.5.2 Conduct six webinars a year	x	x	x	x	x	x		SSWG
Strategy 3.6 Create opportunities for state directors from small states to network and share ideas and resources								
3.6.1 Create an ad hoc working group of small state directors and host quarterly web meetings.	x	x	x	x	x	x		Marcia Hess

Research topics:

Analyze PD requirements in states to determine commonalities and differences including large state and small state variations, including recommendations or conclusions from the information provided.

Helping local programs conduct action research.

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