3.9 Requirements for Staff and Professional Development

Effective Date: July 1, 2007; titles and verbiage updated July 1, 2008; July 1, 2009; Prohibition of Texting July 1, 2012; Professional Development updates January 15, 2013.

Revises Previous Effective Date: N/A

I. Policy:
In Georgia, State and Federal Leadership Funds are used to support a variety of programs designed to provide professional development and training to all staff: administrative, support staff, technology teams, teachers and volunteers. Each local eligible program must develop an annual professional development plan.

II. Applicability:
This applies to all Adult Education offices and employees associated with the Technical College System of Georgia.

III. Related Authority:
P.L. 105-220 Section 223-1

IV. Definitions:

Professional Development: The practice of professional development involves the process of planned, targeted instruction for adult education program administration, staff, and faculty which closes knowledge and skill gaps identified through annual, comprehensive needs assessments. Professional development efforts normally relate to some facet of instructor effectiveness, adult learning, program management, file documentation, or performance reporting.

V. Attachments: (Use the back button on your browser to return to this section after viewing an attachment).

Non-Employee Expenses

[State Accounting Office Travel Form]

Professional Learning Unit (PLU) Policies and Procedures

Program Administrator's Resource Guide

Prohibition of Texting

Use of Grant Funds for Conferences and Meetings
VI. Procedure:

**Office of Adult Education Professional Development and Technical Assistance**

The Office of Adult Education (OAE) provides opportunities throughout the year for program leadership, staff, and instructors to attend trainings relative to the knowledge and skills needed to function effectively in their jobs. Professional development needs in part are identified through surveys and assessments of need, reports of program reviews, desktop monitoring by system office personnel, and key trends and issues that are apparent within the field of adult education. An annual calendar of professional development events is created and posted to encourage program participation in the appropriate professional development effort.

Customized trainings and technical assistant is provided by the four Regional Education Coordinators in their assigned regions based upon local or regionally identified needs.

The OAE Data Center conducts several trainings annually on the information management system, which includes new user sessions, system updates and end-of-year data processing. In addition, technical assistance is provided to programs on an as needed basis.

Workshops are provided to improve the quality of instruction pursuant to local activities. Technical assistance and workshops are provided to help programs effectively work with adult learners during the intake and assessment process. Program leadership teams and teachers also receive training on data collection and analysis for the National Reporting System (NRS).

At the conclusion of each professional development activity, participants evaluate the activity and also identify future training needs. From this feedback, future professional development plans are developed.

New administrators are provided an orientation to Georgia’s Adult Education Policy and Procedures, GALIS (Georgia Adult Learner Information System), special state initiatives and other items relevant to program management. Technical Assistance for Grant Writing workshops are provided annually for current and potential grantees (in a competitive year).

**Local Professional Development Plan**

Each program is to complete an annual professional development plan, which is based on its annual, comprehensive needs assessment. This plan focuses on professional learning, growth opportunities, or even corrective performance improvement measures to support program improvement and student outcomes.
Professional development efforts normally relate to some facet of instructor effectiveness, adult learning, program management, file documentation, or performance reporting. If a program’s professional development plan changes during the year, then revisions or updates to the plan are provided to the Office of Adult Education. Please refer to “Use of Grant Funds for Conferences and Meetings” attachment.

Types of Professional Development

In Georgia, professional development activities are recognized as occurring in three different, but related, areas. Due to the multilayered nature of professional development and training opportunities that exist, the main three areas of these practices are listed and further defined below. All adult education programs within Georgia are expected to either provide these three areas of professional development and training for all staff and faculty members or partner with other organizations to provide access.

Program Administrator Professional Development – Program Administrators have professional development needs unlike others in their organizations, as their roles encompass a wide breadth of duties and responsibilities spanning all the functions to some degree of their programs. Area concentrations where their proficiency is a must include grant management, budgetary and fiscal management, administrative and supervisory leadership, instructional leadership, curriculum innovation, and community collaboration.

Staff and Faculty Professional Development – The staff of an adult education program encompasses those individuals who either directly support the instructors or support the overall goals of the program. While this list is not exhaustive, the positions generally found in these capacities include transition specialists, data entry professionals, accountants and bookkeepers, paraprofessionals, and administrative assistants. Their professional development, while at times may overlap with what’s needed for the instructors, include topics primary to their position.

Faculty members, on the other hand, include those individuals who are in the teaching positions within an adult education program. Much of their professional development revolves around the content areas where they teach and the profession of teaching in general. Examples of their professional development include a focus specific to the area where they teach, such as literacy, numeracy, science, social studies, or ESL instruction. Other examples of their professional development include topics related to their general role as an adult educator. While not an exhaustive list, instructional delivery, student motivation and engagement, incorporating technology, assessment tool development and use, and student retention are just some of the areas where instructors would seek professional development as related to effective teaching.
Technical Training – Learning in this area centers around staff training that is primarily state and/or federally mandated and generally delivered through the Office of Adult Education’s Instructional Services Department. Much of this training falls into the category of general staff development and is not usually customized to an individual’s performance plan. Topics included in this area are Georgia law, state policies and regulations, organizational protocols, as well as grant specific content such as data entry protocols, database systems knowledge, compliance requirements, assessment standards, and grant understanding.

At the start of a new fiscal year, there may not be a way to accurately predict the need for an orientation class to be made available for a new hire. However, new employees are to be provided a new employee orientation and receive initial training appropriate to their position as program administrator, staff, or faculty.

Professional Development Documentation Packet

The Professional Development Documentation Packet includes a collection of items from a professional development event which is kept on file locally and a duplicate sent to be filed with the State. Information from this packet is used to complete professional development entries in GALIS. One purpose of the professional development packet is to document that a professional development event occurred. A second purpose is to provide a reference when similar types of efforts are planned in the future. Items included in a packet are taken from the session itself and include a professional development coversheet for the activity, plus the following:

- participant sign in sheet
- session agenda (or other similar outline of topics covered in the session)
- participant feedback and session evaluation form

Most professional development sessions also include learning activities where participant feedback is provided, a workbook or handouts of some sort to further support the session’s learning objectives and follow-up at a future date to assess implementation success of the knowledge and skills acquired. While these items are not required to be documented and submitted as part of a session’s professional development documentation packet, they can be included.

Professional Development Data Entries

Local personnel who perform GALIS (Georgia Adult Learner Information System) data entry duties, generate reports from GALIS, or even interpret results from GALIS are encouraged to attend GALIS training that is appropriate for their role and responsibilities. Instructors and any program staff, who operate in a
support function, are to be trained and knowledgeable to implement and comply with NRS reporting standards.

**Attendance**

Upon accepting federal grant funds, the adult education program is to ensure its program administration, staff, and faculty participate in professional development as appropriate for their positions and roles within the organization. Examples include:

- Program Administrators, for instance, meet regularly with OAE leadership and guest presenters for professional development and to receive program updates.
- New program administration, staff, and faculty, on the other hand, are to attend and participate in local program orientation and training on the basic requirements of their role and function within their organization.

**Professional Learning Unit (PLU) Credit**

PLU credits are awarded for a class or training that meets the requirements set forth by the Georgia Professional Standards Commission (GPSC). The process is detailed in the Professional Learning Unit (PLU) Credit Policies & Procedures document. In general though, the class or training must be pre-approved for PLU credit prior to its beginning following GPSC application processes. Furthermore, following GPSC requirements PLUs are awarded through a formula which identifies that one PLU credit requires a minimum of ten contact hours.

Candidates interested in receiving PLU credits for an approved course must first complete the Application for Professional Learning Unit (PLU) Credits to secure individual prior approval for the course. Second, the candidate is to complete the official registration process for the approved course. Lastly, the PLU Application for Credit, signed by the instructor, is to be submitted to the appropriate agency. Details of this process and its accompanying forms are located in the Professional Learning Unit (PLU) Credit Policies & Procedures document.

**Non-Employee Expenses**

When adult education learners are involved in EAGLE Professional Development or other training activities, the Non-Employee Expenses process is available to provide reimbursement for student expenses. The procedures for processing non-employee expenses are:

1. The non-employee signs and dates the completed Agreement for Reimbursement of Expenses.
2. After the event, the non-employee should complete the Expense Statement for Consultant/Contractor.
3. Expenses may be paid from Staff Development 223 funds or administrative travel.
4. Refer to the Non-Employee Expenses in the attachments.

**Prohibition of Text Messaging and Emailing While Driving During Official Federal Grant Business**

Federal grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Grant personnel must comply with these conditions under Executive Order 13513, “Federal Leadership on Reducing Text Messaging While Driving,” October 1, 2009. Refer to “Prohibition of Text messaging and Emailing while Driving during Official Federal Grant Business” attachment.

**Registration Fees and Travel**

- Travel shall comply with the Georgia travel regulations.
- Funds are to be used for actual costs of registration, not to include memberships. Meals covered by registration fees cannot be claimed for reimbursement.

**Salaries**

- Salary for PT and FT federal personnel attending professional development and training events is to be charged to funding source 223.
- Salary for PT and FT state personnel attending professional development and training events is to be charged to their normal state project.
- Part-time personnel are to be paid at their regular rate when attending professional development and training events.
- Additionally, part-time personnel are to only be paid for the actual hours in attendance at the professional development and training event.
- The salary of substitutes for federal paid personnel attending training may be paid from the project number used for the regular teacher.
- The salary of substitutes for state personnel attending professional development and training events is to be charged to their normal funding stream.
- GED examiners and proctors may not be paid out of funding sources 223, 225, or 231.

**VII. Records Retention**

Local eligible programs shall adhere to the Record Retention Chart available in the attachment section of Policy 2.3.