INSTRUCTIONS

Use this and the other eight self-assessments with your state team to set a baseline at the beginning of the planning process, and revisit it periodically to assess progress across the nine strategic elements. On page 2 you will find a set of guiding questions to help you assess where you are in the implementation process. Team members can fill out the assessment ahead of time or work through the questions as a group. You may wish to only tackle two or three sections per meeting. You can record your scores from all nine areas on the benchmarking dashboard.

6. PROFESSIONAL DEVELOPMENT

Integrated pathway models require that college leadership, faculty, and staff change the way approach teaching and learning. Professional development is critical to facilitating that change. We suggest that professional development be mobilized as a consistent set of constructs, rather than as discrete, episodic events that may not add up to systems and culture change. Professional development should span at least three levels: on the ground at the point of instruction for staff and support staff; for ABE program administrators and deans of instruction so they can effectively administer the program, support their faculty, ensure high-quality instruction, and identify and mobilize resources; and at the state level to ensure state ABE leadership, CTE leadership, and workforce development leadership are equipped with the skills and competencies to ensure that local staff can meet the initiative’s objectives. Professional development is about convening and sharing data and evidence and doing everything possible to ensure that information and skills are adequately developed at the state and local levels.

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<td>Very little professional development is being delivered; staff who need professional development do not have the opportunity to get it; professional development is seen as episodic rather than a holistic framework to drive systems change and culture shift; professional development is the first to be cut when money is tight; professional development is not being delivered in multiple formats and does not include various levels of leaders and change agents at the state and colleges; professional development is seen as a burden rather than a strong tool; professional development is not used as a tool to help scale up or sustain the initiative.</td>
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<td>Professional development is seen as a way to drive systems change and cultural shift; professional development is delivered in multiple ways and formats to reach learners in real time and in ways that support knowledge acquisition about doing things differently; professional development adds up to a movement within the state; professional development is used to achieve scale and sustainability by ensuring enough staff understand the change model; adequate resources are devoted to the professional development plan; professional development impacts all major stakeholders groups at the state and local levels.</td>
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GUIDANCE QUESTIONS FOR COMPLETING THIS SECTION

> Does the professional development strategy provide ample opportunity for instructional and support staff, as well as other college staff, to understand the integrated pathway model?

> Is there sufficient professional development and ongoing support for the deans who have to oversee pathway development and implementation? Does professional development for deans include managing funding and workloads?

> Is the state team taking advantage of existing professional development opportunities (e.g., state conferences)?

> Is the state building a team of college-level experts that can help provide deeper professional development at the colleges?

> How is the state team ensuring that what is learned through professional development is implemented?

> Is the state building a community of practice among its colleges?

> Are aspects of the professional development plan addressing culture shift (e.g., strategies to ensure ABE students are treated like college students)?

> Does professional development include other colleges and their staff across the state, not just the colleges piloting the integrated pathway models?