Staff Induction Implementation Guide
Program Year 2025-26

Pennsylvania Adult Education Professional Development System

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Staff Induction Implementation Guide

Purpose

The Pennsylvania Department of Education, Division of Adult Education, and the Pennsylvania Adult Education Professional Development System have created a staff induction model that focuses on the individual needs of new staff persons upon their entry into the adult education field.

The **Staff Induction Implementation Guide** has been created to support agency administrative teams in the process of onboarding new staff members. The process enables the agency administrative team and the new staff member to identify which modules, field observations, and courses are the most relevant to the new staff member's role at the agency and in the field. The administrative team members and the new staff person consider education, background knowledge, previous experience, and current needs in identifying the focus of professional learning. For the purpose of this guide, the person working directly with the new staff member is called the "onboarding mentor." The onboarding mentor may be the administrator, in-house professional development specialist, or a mentor teacher.

Five Components

There are five components to the agency onboarding process. All five components are completed within the first 365 days of employment. See the **Adult Education and Family Literacy Guidelines, Section 502.** The first four components listed below can be completed in any order.

1. Staff induction module completion
2. Field observation
3. Adult Education Teacher Competencies Self-Assessment (for instructors)
4. Job-related professional learning (for those working half-time or more)
5. Administrator verification of completion

The staff induction modules and professional learning courses are accessed through the **PD Portal**. New staff at PDE Adult Education-funded agencies will need PD Portal accounts.

Instructions for requesting new PD Portal accounts

Staff Induction Module Completion
Process

1. The onboarding mentor meets with the new staff person and considers how their experience and knowledge are relevant to adult education. Together, they identify a minimum of three staff induction modules to complete online in the **PD Portal**.
2. The new staff person completes a minimum of three modules and saves the certificate of completion for each module.
3. The onboarding mentor meets with the new staff person and asks reflection questions.
4. The onboarding mentor collects certificates of completion for the agency's records.

Staff Induction Modules Features

A list of staff induction modules can be found in the **Appendix.**

- Focus on topics most important for practitioners working in Pennsylvania Department of Education-funded adult education programs.
- Modules are asynchronous, so participants access when most convenient.
- Contain ongoing assessments that guide the learning experience.
- Provide reflection questions for learning and application.
- Provide technical support (**pdportal@tiu11.org**).

Staff Induction Modules Reflection Questions

These are general questions that would be appropriate to guide your conversation, relevant to all modules:

- What are your key takeaways from this module (i.e., what did you learn)?
- What are two (2) things you want to immediately focus on implementing from this module in your own practice/position?
- What are one or two (1-2) things you learned from this module that you don't fully understand or are concerned about implementing in your own practice?

Field Observation

Process

The new staff person observes a person doing work similar to the new staff person's role. Instructors will observe another instructor teaching a class; student support coordinators will observe another student support coordinator or someone involved in the orientation process; tutor coordinators will observe a tutor coordinator leading a tutor orientation or training; the data quality specialist will observe another data quality specialist conducting one or more parts of the data flow process, etc. If there is no one in the same position, the new staff person will observe an adult education class or orientation.

After the field observation, the agency onboarding mentor meets with the new staff person and asks guiding questions.

Guiding Questions After the Field Observation

- What did you notice about adult learners?
- What surprised you as you were observing?
- What would you like to know more about as a result of the observation?

Adult Education Teacher Competencies Self-Assessment *(for instructors)*
Process

All new instructors will complete the **Adult Education Teacher Competencies Self-Assessment** to identify areas of strength and areas for professional development.

After completing the self-assessment, the new instructor will discuss their results with their onboarding mentor to set goals for professional learning.

Guiding Questions After the Self-Assessment

- What domains and/or competencies did you identify as most relevant to your teaching?
- What domains and/or competencies did you identify as areas for improvement?
- What domains and/or competencies are a high priority for your program?
- What are your goals for professional learning over the next year?

Job-Related Professional Learning *(for those working half-time or more)*
The new staff person completes one professional learning opportunity related to their role at the agency.

Process

The onboarding mentor discusses job-related courses with the new staff member.
1. The onboarding mentor considers the new staff member's knowledge, experience, and role.
2. The new staff member selects one job-related professional learning opportunity that aligns with the role of the new staff person. When making their selection, they should refer to the **Adult Education and Family Literacy Guidelines, Section 502** for approved courses for staff in each position. These courses include:
    - ESL Foundations
    - Family Literacy Foundations
    - CCRS Foundations – ELA Lesson Planning
    - CCRS Foundations – Math Lesson Planning
    - Introduction to eData v2 for Adult Education
    - New Administrator Training
    - Student Support Coordinator Basics
    - Tutor Coordinator Basics
3. The new staff member completes the selected course and provides a certificate of completion to the onboarding mentor for the agency's records.

Administrator Verification of Completion

The agency administrator must sign the Staff Induction Verification Form to verify that new staff have completed the staff induction model.

Process

1. The new staff person logs into the **PD Portal** and enrolls in the Staff Induction Verification Course.
2. The new staff person downloads the Staff Induction Verification Form from the course, completes the form, has the administrator verify and sign the form, then scans and uploads the completed, signed document to the course in the PD Portal.

Appendix - List of Staff Induction Modules in the PD Portal

All modules take approximately one hour to complete.

College and Career Readiness Standards Overview – English Language Arts (ELA)

The *College and Career Readiness Standards Overview – English Language Arts (ELA)* module will introduce participants to the structure and the layout of the College and Career Readiness Standards (CCRS) for English Language Arts, including the levels, content areas, and labels. The module will introduce the key shifts. Participants will learn the benefits of using the CCRS and how the standards apply to lesson planning and teaching for adult basic education and English as a second language for adult learners.

College and Career Readiness Standards Overview – Math

The *College and Career Readiness Standards Overview – Math* module will introduce participants to the structure and the layout of the College and Career Readiness Standards (CCRS) for math, including the levels, content areas, and labels. The module will introduce the key shifts and standards for mathematical practice. Participants will learn the benefits of using the CCRS and how the standards apply to lesson planning and teaching for adult learners.

Exploring Adult Education Resources (not currently available)

The *Exploring Adult Education Resources* module will introduce participants to state and national resources available to support their work in Pennsylvania's adult basic education field. Participants will explore resources and identify useful content that relates to their work.

Family Literacy Overview

The *Family Literacy Overview* module will introduce participants to the four components of family literacy programming and share resources and strategies for integration. The module is appropriate for new family literacy staff, experienced staff members who desire a refresher, and staff from collaborating agencies who wish to learn more about the four components of the family literacy program and available resources.

Introduction to Digital Literacy

The *Introduction to Digital Literacy* module will introduce participants to an explanation of digital literacy and explore ways to integrate digital literacy into practice.

Introduction to Distance Learning

The *Introduction to Distance Learning* module presents the options for how distance education can be offered to adult basic education students in PA and how to identify students who are likely to be successful in this type of learning program. Participants will learn the benefits and strategies for using supplemental distance learning to support instruction in all approved distance learning models, with a particular focus on blended learning. Participants will also be introduced to resources that can be used for supplemental distance and blended learning and the approval procedure for new supplemental distance learning resources.

Introduction to Standards-Aligned Lesson Planning

The *Introduction to Standards-Aligned Lesson Planning* module is designed for instructors who have little or no experience working with standards-aligned lesson planning. The module will provide participants the opportunity to understand a rationale for standards-aligned planning, identify the key components of a standards-aligned lesson plan and what to look for within each component, and gain the introductory skills needed to develop standards-aligned lesson plans in the adult education classroom.

Introduction to Teaching English as Second Language

The *Introduction to Teaching English as Second Language* module is designed for instructors who have had little or no experience working with adult ESL learners previously. The module will focus on developing an understanding of who adult ESL learners are and what instructional best practices can lead to language and literacy development. It includes topics such as the impact of culture on the classroom, the relationship between oral language skills and print language, and teaching tips for the four skills areas.

Introduction to the Workforce Innovation and Opportunity Act (WIOA)

The *Introduction to the Workforce Innovation and Opportunity Act (WIOA)* module will introduce participants to the overall scope of the legislation, with specific information regarding performance measures, funding requirements, and workforce development partnerships.

Preparing Students for the High School Equivalency (HSE) Exams

The *Preparing Students for the High School Equivalency Exams* provides adult education staff members with an overview of the high school equivalency (HSE) exams used in Pennsylvania. Participants learn about the HSE tests, the credentialing process, and important test-taking strategies to support student success.

Quality Data Flow: Processes and Roles

The *Quality Data Flow: Processes and Roles* module provides an overview of the processes and best practices related to the collection of adult education data, which includes, but is not limited to, eData v2 information. Participants will learn the importance of timely, accurate, and complete data collection. This module will also cover various topics related to the types of program data adult education agencies collect, including the flow process for each type of data and the role that all staff members play in support of data collection.

Student Intake and Orientation Overview

The *Student Intake and Orientation Overview* module guides the participant to develop an understanding of the agency's intake and orientation process. The module reviews the guidelines for intake and orientation, including key elements, as well as barrier screening, initial transition goal setting, and how intake and orientation relate to the NRS data collection process.

Student Support Services Overview

The *Student Support Services Overview* module provides participants with a description of the role and responsibilities of the student support coordinator in an adult education program. The module reviews the essential duties of a student support coordinator and how to collaborate with program instructors in order to deliver services. It also looks at key services such as goal setting, barrier support, and transition services, and it explains resources from the local workforce board activities and plan that can be used by the student support coordinator. Documentation of activities, confidentiality, and attendance issues will also be presented.

Teaching Adult Learners

The *Teaching Adult Learners* module provides an overview of how to identify the characteristics of adult learners and plan instructional activities based on student needs and goals. This module will include some teaching techniques that help adult learners and ways to assess student progress toward their goals.

Using Assessment to Inform Instruction

The *Using Assessment to Inform Instruction* module provides an overview of how adult educators use assessments and student work to inform instruction. The module will review the data sources that educators can use to gather evidence of student learning and strategies and routines that support improved instruction.

Using Assessments to Determine Measurable Skill Gains

The *Using Assessments to Determine Measurable Skill Gains* module provides an overview of how measurable skill gains of learners can be measured based upon the Workforce Innovation and Opportunity Act (WIOA). This module will focus specifically on how to use pre- and posttest assessments to determine educational functioning levels and measurable skill gain. It will also review the Pennsylvania Department of Education, Division of Adult Education, assessment policy, D.100.

Using the Adult Education Teacher Competencies

The *Using the Adult Education Teacher Competencies* module provides an overview of the Adult Education Teacher Competencies and how they can be used to define and assess teacher effectiveness. Participants complete a self-assessment to reflect on their practice. After identifying strengths as well as priority areas for their own professional development, participants will consider the relevance of each competency to their teaching priorities and program priorities.

Using the Classroom Toolkit

The *Using the Classroom Toolkit* module provides an overview of the purpose of the classroom toolkit, example learning challenges observed among students, suggested adaptive materials for toolkit contents, and strategies for modeling the use of tools and ensuring student access to the classroom toolkit. It will also review the Pennsylvania Department of Education Adult Education and Family Literacy Guidelines section 402.9.

Working in a Professional Learning Community

The *Working in a Professional Learning Community* module provides an overview of what a professional learning community (PLC) is and how it is used at adult basic education programs to further develop teaching skills and resources which lead to improved student outcomes. Participants will learn how a PLC is different from a program improvement team (PIT) and staff meetings. The module will also review the Critical Friends Model and how PLC members can provide and receive feedback in a way to maximize results.

Writing Lesson Objectives

The *Writing Lesson Objectives* module is designed for instructors and tutors who would like to learn how to write better lesson objectives for lesson plans. This module will review why good lesson objectives are important and discuss when writing lesson objectives should occur in the lesson planning process. Participants will explore what skills should be the focus of lesson objectives and practice identifying and writing the components of an effective lesson objective.