



California Adult Literacy Professional Development Project
2008 Professional Development Needs Survey
Executive Summary of Results

Overview

From January 4 to March 17, 2008, CALPRO administered its annual statewide online survey to help determine professional development needs of California’s adult education teachers and administrators. CALPRO compiles and provides survey results to the California Department of Education (CDE) and to the California State Leadership Project Directors. The state and regional data help CDE and the Leadership Projects focus on particular needs of the regions they serve. In combination with other sources, these data support the planning of regional and statewide professional development workshops, products, and events for the 2008-09 academic year.

This summary provides a caption of the data collected, and it highlights observed trends. A total of 1,483 respondents completed the 2008 teacher survey, and 300 respondents completed the 2008 administrator survey, for a combined total of 1,783 respondents. The responses represent a 17.8 percent increase overall from 2007, and the 2008 responses constitute 14.9 percent of the state’s estimated adult educators (approximately 12,000). The following table reflects trends in responses to the needs survey for the past four years. Teacher responses grew substantially between 2005 and 2006, then slightly between 2006 and 2007, and then substantially again between 2007 and 2008. Administrator responses grew substantially between 2005 and 2006, declined between 2006 and 2007, and then declined again, but less substantially, from 2007 to 2008.

Number of Responses	2005	2006	Percent Increase or Decrease, 2005 to 2006	2007	Percent Increase or Decrease, 2006 to 2007	2008	Percent Increase or Decrease, 2007 to 2008
Teacher Survey	1,020	1,151	+ 12.8	1,183	+ 2.8	1,483	+25.4
Administrator Survey	262	403	+53.8	331	- 17.9	300	-9.4
Total:	1,282	1,554	+ 21.1	1,514	- 2.6	1,783	+17.8

The following table reflects the breakdown by type of agency at which 2008 respondents are employed.

Type of Agency	Percent of Respondents from Agency
Adult Schools	79.7
Community Colleges	6.8
Jail/Corrections Programs	4.4
Family Literacy Programs	3.2
Community-based Organizations	1.3
County Offices of Education	1.2
Library Programs	1.1
California Conservations Corps	0.1
Other	2.2
Total:	100.0

A total of 1,622 respondents completed the demographic information section. The following table presents respondents' years of experience in adult education, either as a teacher or as an administrator, and the percent of total respondents for each range.

Range of Years of Experience in Adult Education	Percent of Respondents
0-2 years	18.0
3-5 years	18.0
6-10 years	21.8
11-15 years	10.8
15+ years	22.4
No response	9.0
Total:	100.0

The following table displays the number of responses from each PDC region. (Twenty respondents did not provide demographic information and could not be associated with a specific PDC region.)

PDC Region	Total Respondents	Percentage
Bay Area	362	20.3
Delta Sierra	123	6.9
Inland Counties	198	11.1
LAUSD	253	14.2
Northern California	101	5.7
Orange County	214	12.0
Capital Area	259	14.5
San Diego and Imperial Counties	192	10.8
South Coast	61	3.4
Responses with address not specified	20	1.1
Total:	1,783	100.0

Organization of This Document

Part I of this Executive Summary presents results of the teacher survey, and Part II presents results of the administrator survey. Part III reports on CALPRO current or planned responses to the survey results. Appendix A contains Information on the survey structure and on survey availability and promotion.

Part I. Results of the Teacher Survey

A. Demographic Information of Respondents

A total of 1,483 teachers responded to the survey, with all but 113 completing the section on demographic information. Respondents identified the primary areas in which they teach, with some respondents reporting more than one primary area. The results are as follows:

English as a Second Language/EL Civics (63.3%);
High School Diploma or GED Preparation (23.0%);
Adult Basic Education (17.6%)
Parent Education/Family Literacy (10.8%)
Citizenship Preparation (7.9%)
Adults with Disabilities (5.8%)
Other (17.9%)

In addition, teachers described their employment status in adult education as either part-time (less than 30 hours per week) or full-time (30 hours per week or more). Of these, one third (33.6 percent) reported that they worked full-time, and two-thirds (66.4 percent) reported that they worked part-time.

B. Teachers' Reported Needs and Priorities for Professional Development

Survey respondents first reported their needs in all categories and then selected their top three priority areas for 2008. The following table reflects respondents' top-ranked needs (middle column), derived from the combined totals of responses indicating needs for either basic or advanced information. The last column reflects respondents' reported priorities for professional development. Survey items were organized by the three categories of Curriculum and Instruction, Learner Outcomes, and Learner Support Services, reflecting the components of the Programs of Excellence document. Highlighted items in both columns indicate a match between reported needs and respondents' top-ranked priorities for professional development for 2008. Under Curriculum and Instruction, *Teaching Multilevel ESL: Listening, Speaking, Reading and Writing* is the number one reported priority for teacher professional development.

For two consecutive years (in both 2007 and 2008), under the category of Curriculum and Instruction, teacher respondents ranked the following within their top five priorities: *Including Technology in the Classroom* and *Creating a Web Site for Your Class*. Likewise, in both 2007 and 2008, in the area of Learner Outcomes, teachers rated *Recognizing Learner Progress and Goal Attainment through Feedback* and *Monitoring and Documenting Learner Progress* as priority topics for professional development. Finally, under the category of Learner Support Services, teachers ranked *Workplace Readiness and Career Planning* as a priority topic for professional development in both 2007 and 2008. The results of the 2008 survey appear below.

Category	Top Ranked Reported Needs for 2008	Top Ranked Reported Priorities for 2008
Curriculum and Instruction	1. Enhancing Learner Persistence	1. Teaching Multilevel ESL: Listening, Speaking, Reading and Writing
	2. Including Technology in the Classroom	2. Blogs, Wikis, and other Web Tools
	3. Wikis, Blogs, and other Web Tools	3. Creating a Web Site for Your Class
	4. Teaching Writing Skills	4. Enhancing Learner Persistence
	5. Assessing Learners' Needs	5. Including Technology in the Classroom
	6. (tie) Integrating the Internet into Curriculum	6. Teaching Writing Skills
	6. (tie) Learner Goal Setting	7. Understanding the Adult Learner
	7. Understanding the Adult Learner	8. Assessing Learner Needs
	8. Differentiating Instruction	9. Teaching Reading: Alphabetics, Vocabulary, Fluency, Comprehension
	9. Using Evidence-Based Instructional Practices	10. Learner Goal Setting
Category	Top Ranked Reported Needs for 2008	Top Ranked Reported Priorities for 2008
Learner Outcomes	1. Recognizing Learner Progress and Goal Attainment through Feedback	1. Monitoring and Documenting Learner Progress
	2. Using Learner Goals to Guide Instruction	2. Recognizing Learner Progress and Goal Attainment through Feedback
	3. Monitoring and Documenting Learner Progress	3. Using Alternative Assessments
Category	Top Ranked Reported Needs for 2008	Top Ranked Reported Priorities for 2008
Learner Support Services	1. Making Learners Aware of Educational Options	1. Assisting Adults with Learning Disabilities
	2. Advising Adult Learners	2. Making Learners Aware of Educational Options
	3. Making Community Referrals	3. Workplace Readiness and Career Planning

C. Teachers' Reactions to CALPRO Professional Development Workshops

Respondents reported whether they had attended CALPRO professional development workshops and the extent to which they found them useful and applicable. The following table presents a summary of the responses.

Question		Yes	No
Have you attended CALPRO workshops?		810	538
If "yes," how useful did you find the information you received at the workshop(s) you attended? (Number of respondents: 833)			
Very Useful 415 (49.8%)	Useful 324 (38.9%)	Somewhat Useful 86 (10.3%)	Not Useful 8 (< 1.0 %)
If "yes," how applicable to your classroom practice did you find the workshop(s) you attended? (Number of respondents: 825)			
Very Applicable 313 (37.9%)	Applicable 359 (43.5%)	Somewhat Applicable 131 (15.9%)	Not Applicable 22 (2.7%)
Would you recommend this or any other CALPRO workshops to your colleagues?		Yes 806	No 35
If you have not attended CALPRO workshops, what are the reasons you did not attend?	Time/schedule conflict (286)		
	Didn't know about them (236)		
	I'm new—trying to get feet planted first (141)		
	Distance/location (114)		
	Workshops not applicable (95)		
	Budget restrictions (61)		
	Little/no interest (40)		
	<u>Other</u>		
	Transportation (5)		
	Attended other workshops or online courses (4)		
Already familiar with topic (3)			
Substitute teachers not available (3)			
Childcare/eldercare conflict (2)			
About to retire (2)			
Illness (2)			
Workshop cancelled (1)			
Not paid to attend (1)			

D. Teachers' Reactions to Online Professional Development

In an effort to determine the extent to which alternative delivery methods of professional development may serve adult educators in the coming year, the 2008 survey asked respondents to self-assess their degree of comfort using the computer and the Internet for professional development, as well as to report on their access to the Internet at home and work.

Of the 1,355 teachers who responded to these questions, the vast majority (91.3 percent) reported that they were comfortable using the computer and the Internet for professional development, as illustrated below.

Teachers	Yes	No
I am comfortable using the computer and Internet for professional development.	1,238 (91.3%)	117 (8.7%)

The number of teachers who reported having access to the Internet, either at home or at work, is similarly large.

Teachers' Access to Internet	Yes	No	No Response
At home	1,261 (93.1%)	77 (5.7%)	17 (1.2%)
At work	1,087 (80.2%)	204 (15.1%)	64 (4.7%)

The survey also asked respondents about their experiences in taking online courses (1 week or more) or online workshops (3 hours or fewer) related to adult education professional development. For those who had, respondents reported the degree to which they found the information useful and applicable to their classroom practice. The following table presents a summary of the responses.

Question	Yes	No
Have you taken an online course (1 week or more) related to adult education professional development?	229 (17.1%)	1,109 (82.9%)
Have you taken an online workshop (3 hours or fewer) related to adult education professional development?	218 (16.4%)	1,111 (83.6%)
If "yes," how useful did you find the information you received in the online workshop or courses you attended? (Number of respondents: 299)		
Very Useful 125 (41.8%)	Useful 122 (40.8%)	Somewhat Useful 46 (15.4%)
Not Useful 6 (2%)		
If "yes," how applicable to your classroom practice did you find the online workshop(s) or course(s) you attended? (Number of respondents: 297)		
Very Applicable 96 (32.3%)	Applicable 105 (35.4%)	Somewhat Applicable 71 (23.9%)
Not Applicable 25 (8.4%)		
What suggestions would you offer to make the online workshop(s) or course(s) more applicable to your classroom practice?	Incorporate lesson plans that participants can try out immediately in their classes	
	Allow more opportunity for questions and discussion of classroom applications	
	Expand workshop topics to include math, English, pre-literate, semi-literate and older adults	
	Make more user-friendly; improve navigation	

E. Other Forms of Professional Development Methods

Respondents were asked their preferences for alternative forms of professional development that might be offered in the future. They were given a range of options, some of which were new or unknown to them. The following table summarizes their responses, listing the options from most to least preferred.

Other Forms of Professional Development	Number of Respondents	Percentage
Live, one- or two-hour online workshops	587	51.0
Self-paced, self-directed online courses	204	17.7
Short (up to one-hour) podcasts	203	17.7
Four-week online classes	156	13.6

Of the four other forms of professional development surveyed, just over half of the teachers who responded (51 percent) indicated a strong preference for short (one- or two-hour) live, online workshops compared to longer (e.g., four-week) online courses (only 13.6 percent selected this as most preferred). Self-paced, self-directed online courses and podcasts appeared to receive the same rating, less than short workshops but more than online courses. Given that 17 percent or fewer of survey respondents reported that they had ever taken an online professional development workshop or course related to adult education (see Part 1, Section C, above), however, it is possible that the distinctions between these four different delivery methods are not equally clear to all survey respondents. Several respondents commented that they were not sure what a podcast was, for example.

In addition to the above four delivery methods, teachers were invited to comment on additional preferences for other forms of professional development delivery. Of the 185 comments received, 89 (48.1 percent) voiced a preference for some form of “face-to-face interaction” or “live classroom” interaction, indicating a strong preference by many respondents for professional development in the traditional classroom setting. Additional comments spanned a wide range of delivery methods, with such formats as conferences, blended learning (face-to-face meetings combined with online learning), blogs, wikis, video or DVD, and CD-Rom.

Part II. Results of the Administrator Survey

A. Demographic Information

For 2008, 300 individuals completed the separate questionnaire for administrators. They reported program areas in which they are administrators. Because the majority of respondents supervise multiple program areas, they could select as many areas as applicable; therefore, responses are not mutually exclusive. The following represents responses of 300 individual administrators:

English as a Second Language/EL Civics	201
Adult Basic Education	181
High School Diploma or GED Preparation	174
Citizenship Preparation	150
Parent Education/Family Literacy	150
Other (none specified)	106

B. Administrators' Reported Needs for Professional Development

The following table reflects respondents' top-ranked needs in two categories: Leadership and Planning, and Community Involvement and Collaboration. (The categories reflect the component areas of the Programs of Excellence document.)

Category	Administrators' Top Ranked Reported Needs for 2008
Leadership and Planning	1. (tie) Blogs, Wikis and other Web Tools
	1. (tie) Planning for Continuous Program Improvement
	2. Conducting Program Evaluation
	3. (tie) Understanding Personnel and Legal Issues
	3. (tie) Managing Change
	4. Strategic Planning
	5. Establishing a Professional Learning Community Among Staff
	6. Making Data-Driven Decisions
	7. Team Building
	8. (tie) Establishing and Managing a Program Web site
8. (tie) Mentoring Teachers: The Administrator's Role	
Community Involvement and Collaboration	1. Effectively Using an Advisory Committee
	2. Enhancing Community Outreach
	3. Assessing Community Needs

Other Topics

Administrators were able to propose additional professional development topics *for their own personal professional development* other than the categories listed in the survey. In this “other” group, the following topics were among those suggested:

- Working effectively with 100-percent part-time faculty
- Managing an effective concurrent program
- School reform in adult education
- Shared decision-making
- Staffing, housing, advertising, and promoting CBET/Family Literacy programs
- Building partnerships with community businesses, agencies and citizens
- Adding childcare to the adult school program
- Recruiting volunteers
- Videotaping field program, students, etc.

C. Administrators’ Reactions to CALPRO Professional Development Workshops

Respondents reported whether they had attended CALPRO professional development workshops and whether they found them useful. Following are the responses.

Question					Yes	No
Have you attended the CALPRO Adult Education Leadership Institute?					76 (36.4%)	133 (63.6%)
Have you attended the CALPRO Just-in-Time Leadership workshop on <i>Fiscal Management</i> ?					70 (34.5%)	133 (65.5%)
Have you attended the CALPRO Just-in-Time Leadership workshop on <i>Personnel and Legal Issues</i> ?					56 (28.6%)	140 (71.4%)
Have you attended the CALPRO workshop on <i>Becoming a Program of Excellence</i> ?					57 (29.4%)	137 (70.6%)
Have you attended the CALPRO workshop on <i>Creating a Site-based Professional Development Plan</i>					57 (28.9%)	140 (71.1%)
How useful did you find the information you receive at the CALPRO workshop(s) you attended?						
Very useful		Useful		Somewhat useful	Not useful	No response
97		31		6	5	161
How applicable to your administrative practice did you find the workshop(s) you attended?						
Very applicable		Applicable		Somewhat applicable	Not applicable	No response
88		39		9	6	158
Would you recommend the above or any other CALPRO workshops to your colleagues?					Yes	No
					152	2
Which workshops were the most valuable?					Just-in-Time Leadership: Fiscal Management (x57)	
					Leadership Institute (x57)	
					Just-in-Time Leadership: Personnel and Legal Issues (x43)	
					Creating a Site-based Professional Development Plan (x35)	
					Learner Persistence (x34)	
					Becoming a Program of Excellence (x23)	
					Managing Change (x12)	

D. Administrators' Reactions to Online Professional Development

In an effort to determine the extent to which alternative delivery methods of professional development may serve adult educators in the coming year, the 2008 survey asked respondents to self-assess their degree of comfort in using the computer and the Internet for professional development, as well as to report on their access to the Internet at home and work.

Of the 253 administrators who responded to these questions, a majority (97.2 percent) reported that they were comfortable in using the computer and the Internet for professional development, as illustrated below.

Administrators	Yes	No
I am comfortable using the computer and Internet for professional development.	246 (97.2%)	7 (2.7%)

The number of administrators who reported having access to the Internet, either at home or at work, is similarly large.

Administrators' Access to Internet	Yes	No	No Response
At home	240 (94.8%)	13 (5.1%)	0
At work	247 (97.6%)	3 (1.2%)	3 (1.2%)

Beyond access and comfort with using the computer and Internet for professional development, respondents also reported whether they had already attended an online course (1 week or more) or an online workshop (3 hours or fewer) related to adult education professional development. For those who had, respondents also reported the degree to which they found the information useful and applicable to their classroom practice. The following table presents a summary of the responses.

Question	Yes	No
Have you taken an online workshop (3 hours or fewer) related to adult education professional development?	72 (29.5%)	172 (70.5%)
Have you taken an online course (1 week or more) related to adult education professional development?	34 (13.9%)	211 (86.1%)
If "yes," how useful did you find the information you received in the online workshop or courses you attended? (Number of respondents: 80)		
Very Useful 41 (51.3%)	Useful 26 (32.5%)	Somewhat Useful 10 (12.5%) Not Useful 3 (3.7%)
If "yes," how applicable to your administrative practice did you find the online workshop(s) or course(s) you attended? (Number of respondents: 70)		
Very Applicable 23 (32.9%)	Applicable 26 (37.1%)	Somewhat Applicable 7 (10%) Not Applicable 14 (20%)
What suggestions would you offer to make the online workshop(s) or course(s) more applicable to your administrative practice?	Make workshops/courses accessible upon demand; archive courses for later access	
	Add other topics, e.g., recruiting new applicants; CAHSEE; ways to increase graduation rates	
	Add meaningful assignments to follow the courses	
	Create more self-paced courses	

E. Other Forms of Professional Development Methods

Administrators were asked their preferences for alternative forms of professional development that might be offered in the future. The following table summarizes administrators' responses.

Other Forms of Professional Development	Number of Respondents	Percentage
Self-paced, self-directed online courses	111	37.0
Live, one- or two-hour online workshops	103	34.3
Short (up to one hour) podcasts	72	24.0
Four-week online classes	14	4.7

Of the four other forms of professional development surveyed, more than one-third of the respondents indicated a preference for self-paced, self-directed online courses (37 percent) and for live, one- or two-hour online workshops (34.3 percent).

In addition to the above four delivery methods, respondents also indicated other preferences. Of the 20 comments reported, 13 respondents voiced their preference for "face-to-face training," a "live presenter," or "group participation" on-site. Other suggested forms included CDs and readings, either in hard copy or electronic form.

F. Administrators' Reports of Staff Members' Professional Development Needs

Administrators also reported their priorities related to the professional development needs of their staff members in the area of curriculum and instruction. Of the 229 respondents to this section,

- 74 responded for staffs of 1- 20 members,
- 47 responded for staffs of 21- 40 members,
- 38 responded for staffs of 41- 60 members,
- 22 responded for staffs of 61- 80 members,
- 18 responded for staffs of 81-100 members,
- 20 responded for staffs of 101-200 members,
- 6 responded for staffs of 201-300 members,
- 2 responded for staffs of 301-400 members,
- 1 responded for staffs of 401-500 members,
- 1 responded for staffs of 501+ members

The following table reflects administrators' top rankings of priorities for their staff. Results are compared with/contrasted to teachers' self-reported priority topics. Highlighted items in both columns indicate a match between administrators' perceived needs/priorities of their staff members and the priorities that staff members reported as their top choices to address during 2008-2009.

Category	Administrators' Top Ranked Priorities for Their Staff	Teachers' Reported Priorities
Curriculum and Instruction	1. Enhancing Learner Persistence	1. Teaching Multilevel ESL: Listening, Speaking, Reading and Writing
	2. Learner Goal Setting	2. Blogs, Wikis, and other Web Tools
	3. Differentiated Instruction	3. Creating a Web Site for Your Class
	4. Assessing Learners' Needs	4. Enhancing Learner Persistence
	5. Effective Lesson Planning	5. Including Technology in the Classroom
	6. Using Evidenced-based Instructional Practices	6. Teaching Writing Skills
	7. Delivering Distance Education	7. Understanding the Adult Learner
	8. Including Technology in the Classroom	8. Assessing Learner Needs
	9. Organizing and Monitoring Instruction	9. Teaching Reading: Alphabetics, Vocabulary, Fluency, Comprehension
	10. Teaching Multilevel ESL: Listening, Speaking, Reading and Writing	10. Learner Goal Setting

Other Topics

Administrators also nominated other professional development topics for staff in addition to the topics/skills listed on the survey. In this "other" group, suggestions included the following:

- Aligning curriculum among ESL classes
- ESL skills for new teachers
- Using data to inform instruction

Part III. CALPRO Response to Survey Results

The CALPRO needs survey offers adult educators an opportunity to help shape professional development for California's adult education and literacy providers. Survey results provide CALPRO, OTAN, CASAS, and the CDE with helpful information and various perspectives on the professional development needs of the field and help inform the design, content, and format of professional development offerings.

Response to Requested Topics for Professional Development

CALPRO and the PDCs have been offering workshops for the past seven years on many of the highest-ranked topics as well as on additional topics identified as priorities by the CDE. In addition, CALPRO has developed new workshops to meet the needs indicated by the survey results. In the past, the CDE and CALPRO have used three sources to determine priorities: (1) results of the online needs survey; (2) consensus of PDC managers who have their fingers on the pulse of needs in their regions; and (3) recommendations of CDE consultants, who recognize needs of the field.

For 2008-2009, the CDE has asked CALPRO to absorb a 40-percent budget reduction and to close the nine regional PDCs, effective July 1, 2008. The CDE is currently in the process of defining an alternate model for a statewide professional development system, one that is primarily site-based instead of regionally based. As a result, the process for meeting needs identified through this survey will be determined by the CDE, in conjunction with the State Leadership Project Directors.

CALPRO currently has a number of face-to-face workshops and online courses on topics that administrators ranked as priorities for their staff members and that teachers themselves ranked as priorities. Of particular note is that many of the administrators' top choices for teacher professional development, as well as the teachers' top choices, were priority CALPRO workshops that the PDCs have offered as part of their contractual agreements with CALPRO/AIR.

The following table summarizes priorities for 2008 identified by both administrators and teachers and identifies those topics for which CALPRO currently has workshops, those for which workshops need to be developed, and those topics that fall under the jurisdiction of another leadership project (e.g., OTAN, CASAS). In two instances (assessing learners' needs, and using evidence-based instructional practices), the topics are covered in existing workshops, such as *Learner Goal Setting*, or *Enhancing Learner Persistence*, or *Student-Centered Learning*, but are broad enough that CALPRO will continue to address these topics in new workshops. Highlighted cells in the table below indicate topics for which additional professional development workshops or online courses can be developed, if the CDE determines these priorities.

Top-ranked Priorities (Administrators' and Teachers' Responses Combined)	CALPRO Workshop		Other Leadership Project
	Exists on Topic	To be Developed	
Assisting Adults with Learning Disabilities	✓		
Assessing Learners' Needs CALPRO workshops that address this topic: <ul style="list-style-type: none"> ▪ <i>Learner Goal Setting</i> ▪ <i>Enhancing Learner Persistence</i> 	✓		
Blogs, Wikis and other Web Tools			✓
Creating a Web Site for My Class			✓
Conducting Program Evaluation (addressed through the Programs of Excellence self-review)		✓	
Differentiated Instruction	✓		
Enhancing Learner Persistence	✓		
Including Technology in the Classroom			✓
Learner Goal Setting	✓		
Managing Change (part of the Leadership Institute)	✓	✓	
Monitoring and Documenting Learner Progress CALPRO workshop that addresses this topic: <ul style="list-style-type: none"> ▪ <i>Organizing and Monitoring Instruction to Improve Learning Gains</i> 	✓		
Planning for Continuous Program Improvement (part of the Learning Communities Initiative and the Leadership Institute and also addressed through the Programs of Excellence self-review)	✓	✓	
Recognizing Learner Progress and Goal Attainment through Feedback CALPRO workshop that addresses this topic: <ul style="list-style-type: none"> ▪ <i>Learner Goal Setting</i> 	✓	✓	
Teaching Multilevel ESL	✓		
Teaching Reading: Alphabets, Vocabulary, Fluency, Comprehension	✓		
Understanding the Adult Learner	✓		
Understanding Personnel and Legal Issues	✓		
Using Evidence-based Instructional Practices All CALPRO workshops are based on research and encourage use of evidence-based practices.	✓		
Using Alternative Assessments		✓	
Workplace Readiness and Career Planning OTAN has developed Webliographies on VABE and VESL; CALPRO has SCANS workshop.	✓		

Following is a description, by component area, of ways in which CALPRO currently is responding, or plans to respond, to needs identified by or for **teachers**.

Curriculum and Instruction: There are two topics in the area of curriculum and instruction for which CALPRO currently does not have a discrete workshop: (1) *Assessing Learners' Needs* and (2) *Teaching Writing Skills*. Assessing Learners' Needs is covered fairly extensively in the workshops on *Learner Goal Setting* and *Enhancing Learner Persistence*. For Teaching Writing Skills, if the CDE determines this a priority topic, CALPRO can create a workshop or provide other forms of delivery to present current research and strategies related to teaching writing skills.

The priority topics related to technology (*Including Technology in the Classroom; Blogs, Wikis and other Web Tools; Delivering Distance Education; and Creating a Web Site for My Class*) are addressed by OTAN.

Administrators ranked learner persistence as a top priority for their staff members' professional development in 2008-2009. CALPRO has offered both networking groups and workshops on *Enhancing Learner Persistence* through the PDCs on a regular basis from 2005 through 2008 and also offers, and will continue to offer, this topic as a four-week online course. In addition, CALPRO offers study circle facilitator training on learner persistence; currently, there are approximately 70 study circle facilitators trained on learner persistence throughout the state.

Learner Outcomes: CALPRO addresses, in part, the topic of monitoring and documenting learner progress in both the workshop and the online course, *Organizing and Monitoring Instruction to Improve Learning Gains*, but this topic can be addressed in greater detail. If CDE wishes, CALPRO can invite a team of authors to review this module and make recommendations for revisions; CALPRO then can deliver the revised content in a workshop, an online course, Webinar, or series of podcasts. Recognizing learner progress and goal attainment through feedback is a topic CALPRO addresses in its *Learner Goal Setting* workshop. CALPRO has a fact sheet on *Assessing the Needs of Adult English Language Learners*, which addresses the topic of alternative assessments. If CDE wishes, CALPRO can develop a workshop on the use of alternative assessments.

Learner Support Services: The only priority workshop that CALPRO offers in this category is *Advising the Adult Learner: The Teacher's Role*. As part of this workshop, CALPRO addresses strategies for making learners aware of educational options. It does not address in detail the topic of workplace readiness skills and career planning, although CALPRO does have a face-to-face course on the SCANS competencies and also includes sessions in its Leadership Institute on SCANS. If the CDE so wishes, CALPRO can develop a workshop on transitions to postsecondary education and the workplace, and content can be addressed in a variety of formats (e.g., workshop, online course, Webinar).

Following is a description, by component area, of ways in which CALPRO currently is responding, or plans to respond, to needs identified by **administrators**.

Leadership and Planning: CALPRO provides training in all areas listed as top-ranked priorities for administrators beyond those focusing on use of technology, which OTAN addresses. Some of the identified topics are existing CALPRO workshops, such as the Just-in-Time Leadership workshops on *Smart Fiscal Management* (also available as an online course) and *Key to Personnel and Legal Issues*. Some topics, such as *Strategic Planning* and *The Leader as Change Agent*, are covered in the Adult Education Leadership Institute,

and some are addressed through special initiatives such as the *Learning Communities for Site-based Professional Development*, in which participating teams *Establish Professional Learning Communities among Staff* and *Create an Agency Professional Development Plan*.

The process of using the Programs of Excellence document as a tool for guiding continuous program improvement helps administrators with identified topics such as *Conducting Program Evaluation* and *Planning for Continuous Program Improvement*. The only topic currently not addressed by CALPRO is monitoring and evaluating teacher performance, which is usually a topic handled by local districts. CALPRO can explore incorporating this topic into the Adult Education Leadership Institute, if the CDE wishes. CALPRO will unveil a new workshop for administrators, *The Administrator as Instructional Leader*, at its Training-of-Trainers' Institute in June 2008.

Administrators can access several administrative professional development topics through Just-In-Time Leadership workshops and the Leadership Institute. Among these topics are:

- Staff team building
- Interview and hiring methods
- Strategic planning
- The leader as change agent
- Community asset mapping and conducting a community needs assessment
- Accurately projecting ADA (part of the fiscal management workshop)

Community Involvement and Collaboration: CALPRO addresses the top-ranked topics in the Adult Education Leadership institute but can explore developing additional training and resource materials for administrators on the topics of *Enhancing Community Outreach*; *Marketing and Promotion of Adult Education*; and/or *Assessing Community Needs*. CALPRO and the CDE staff will discuss and determine whether to develop additional professional development materials on these topics.

Appendix A

Survey Structure

The teacher's survey was divided into two sections; *Demographic Information* and *Professional Development Needs*. The administrator's survey also contained these two sections, with an additional section on *Professional Development Needs of Staff*. The demographic information section on both the teacher's and administrator's survey requested the following information: type of agency in which the respondent works; years of adult education experience; and areas of adult education in which the respondent teaches or supervises programs. Respondents also were asked to self-assess their degree of comfort with using the computer and the Internet for professional development and to indicate whether they have Internet access at home and/or at work. Teachers were asked whether they have attended CALPRO professional development workshops and, if so, the extent to which they found the workshops useful and applicable to their teaching practice. Administrators were asked whether they had attended the Adult Education Leadership Institute, the *Just-in-Time Leadership* workshops, the workshops on *Creating a Site-based Professional Development Plan* or on *Becoming a Program of Excellence*, and respondents were asked which workshop(s) they considered useful/applicable to their administrative practice. Both teachers and administrators were asked whether in the past they had taken an online course or workshop related to professional development in adult education, and if so, the extent to which they found the online course or workshop useful or applicable to their practice. Teachers and administrators alike were asked their preferences for delivery forms of professional development (four-week online courses, short podcasts, live one- or two hour online workshops, etc.).

The section on Professional Development Needs provided lists of topics, arranged according to the Programs of Excellence categories: For teachers—the categories were Curriculum and Instruction, Learner Outcomes, and Learner Support Services; for administrators—the categories were Leadership and Planning, and Community Involvement and Collaboration. Respondents on both the teacher and the administrator survey were asked to indicate areas in which they had basic or advanced needs for information; teachers then were asked to rank their top three priorities for 2008-2009, and administrators were asked to rank the top three needs of their staff members. Results of the needs survey appear in Parts I and II of this summary. Completing and submitting the online survey required approximately 10 minutes' time. All responses are held confidential.

Survey Availability and Promotion

The 2008 survey, available January 4 through March 17, 2008, was posted and maintained on the CALPRO Web site. The availability of the survey was advertised widely via OTAN broadcast e-mails, via the CALPRO Professional Development Centers (PDCs), the CALPRO Web site, and through CALPRO letters and flyers to administrators of federally and state-funded adult education programs. In addition, OTAN posted a reminder on its Web site. CALPRO provided PDC managers with weekly counts of completed assessments to help target enhanced promotion efforts. The CDE published a letter, which CALPRO distributed, requesting administrators to take the separate administrator survey. Hard copies of the survey were available from the CALPRO office on request.

Seeking to improve field response, CALPRO offered incentives (a random drawing for professional development materials) to those completing the survey. In addition, several of the PDCs created their own enticements to teachers and administrators for completing the surveys.