



CALPROGRESS

CALIFORNIA ADULT LITERACY PROFESSIONAL DEVELOPMENT PROJECT

Message from the Director



CALPRO has had a busy and exciting year! One focus has been on expanding the number of field colleagues to conduct workshops at the CALPRO Regional Resource Centers (RRCs). There is now a statewide network of more than 60 adult educators/facilitators of new CALPRO workshops on topics such as teaching critical thinking, multi-level ESL, teaching adults with learning disabilities, differentiating instruction, questioning strategies, and the multimedia programs *English for All* and *Madison Heights/Lifelines*.

Another focus has been to create online professional development opportunities. Part of this effort has included inviting a cadre of adult educators to develop and facilitate online courses. Look for the first online courses in the fall.

Upcoming events include a training of Study Circle Facilitators (June), an algebra/pre-algebra initiative (date TBA), and a national adult education practitioner-researcher conference scheduled December 8-10, 2004 in Sacramento! CALPRO also is seeking to expand the number of Regional Resource Centers to 10 and has issued a Request for Proposals for the contract period July 2004 through June 2007. For information on these and other events or activities, check the CALPRO Web site at www.calpro-online.org.

CALPRO is pleased to welcome two new Executive Assistants: Ellen Oka-

Continued on page 2...

CALPRO ON THE MOVE: HIGHLIGHTS OF CALPRO'S PROFESSIONAL DEVELOPMENT ACTIVITIES FOR 2003-2004

This column lists the many and varied activities that CALPRO has recently accomplished as well as those that are in progress.

Alternative Delivery Systems

CALPRO has recently ventured into the exciting world of online course development and delivery. Supported by members of its Alternative Delivery Systems Task Force led by Nicole Amador, CALPRO has developed two online professional development modules: *Managing the Multi-level ESL Class* and *Designing Programs for Adults with Learning Disabilities: Awareness for Adult Educators*. Marilyn Knight-Mendelson and Mary Ann Corley worked with CALPRO Consultant David Rosen to convert these two text modules to an online format and to add video and audio clips. Following field-testing, the modules will be offered during the fall of 2004. To gear up for this effort, CALPRO has provided a first round of training for adult educators who will develop or facilitate online courses. Participants in online courses will interact with a facilitator trained in online delivery and with a community of fellow learners. Watch the CALPRO Web site (www.calpro-online.org) for the fall schedule of online courses.

Just-In-Time Leadership, Part 2

Following the success of Part 1 of the Just-In-Time Leadership workshop for new administrators on fiscal management and data collection, CALPRO is offering Part 2 addressing personnel and legal issues. Developed by Corinne Price and Jan Arney, the five-hour workshop deals with staffing, recruiting, hiring, supervising, and evaluating personnel, as well as safety, equity, and access issues. The *Just-In-Time Key to Personnel and Legal Issues* workshop is being offered at selected Regional Resource Centers (RRCs) this spring and summer.

Study Circles

Over the summer, CALPRO will offer a one-day workshop designed for Study Circle facilitators. The purpose of Study Circles is to help teachers develop their own knowledge and skills in a specific area. The organizing structure of the one-day facilitator training will be the Study Circle Guides developed by the National Center for the Study of Adult Learning and Literacy (NCSALL). Following the facilitator training, CALPRO will work with local programs to initiate site-based study circles on topics such as teaching and learning in authentic contexts, learner persistence, and research-based adult reading instruction. Adult education administrators who are interested in establishing a study circle for their staff are asked to contact CALPRO at 916-286-8816.

Algebra Institute

CALPRO, in collaboration with CDE, has established a task force to plan an algebra institute. The purpose of the institute is to provide math teachers with strategies and tips for helping students meet with success in algebra and in pre-algebra. The location and date will be announced soon. Check the CALPRO Home page at www.calpro-online.org for details.

Continued on page 2...



Continued from page 1...



Van Allen and Kim Huntsman. Prior to joining CALPRO, Kim served for two years as Office Manager for AIR's Sacramento Assessment Office. Kim relocated from the Bay Area after working twelve years as Executive Administrative Assistant to the President of Siemens Venture Capital.



Ellen joins CALPRO after serving as Staff Services Analyst for four years at the California Commission on Teacher Credentialing with the Funded Programs Unit in the Professional Services Division. You will meet both Kim and Ellen at many of the upcoming meetings and conferences. Please welcome them!

CALPRO staff joins me in thanking Marilyn Knight-Mendelson, Vice Principal of Napa Valley Adult School, for serving over the past 15 months as visiting educator and CALPRO Deputy Director. Marilyn's contributions included reconvening the ESL Teacher Institute, revising modules, coordinating application reviews and site visits for Programs of Excellence, facilitating meetings of the CALPRO Professional Advisory Board and other task forces, and conducting various training-of-trainers' sessions. Hats off and best wishes to Marilyn as she returns in July to her job at Napa Valley!

CALPRO staff knows that input from the field is critical in planning professional development events. Please take the time to send us your suggestions and comments to ensure that we offer programs that are responsive to your needs. Thanks! Our wishes for an enjoyable and rewarding spring and summer!

Continued from page 1...

Madison Heights/Lifelines Workshops

Madison Heights/Lifelines is a new educational video-and-text series that combines the power of television with closely integrated print materials to provide motivational learning experiences for adults—the change agents in families. Produced by INTELECOM® and several partner states, including California, the series addresses the literacy needs of ABE, Pre-GED, Family Literacy, and Advanced ESL adult students. To develop a cadre of trainers for the series, CALPRO, in collaboration with CDLP and INTELECOM, hosted a Training-of-Trainers' workshop at Santa Ana Community College in January. Workshops on the series currently are being offered at CALPRO RRCs throughout the state.

New CALPRO Workshops Available

Workshops on several new CALPRO modules are available through the CALPRO RRCs. Titles of the new modules are as follows:

- Designing Programs for Adults with Learning Disabilities
 - Session 1: Awareness for Adult Educators
 - Session 2: Effective instructional Strategies
 - Session 3: Planning for Instruction
- Differentiating Instruction
 - Session 1: Introduction to Differentiating Instruction
 - Session 2: Strategies for Success
- Introduction to English for All
- Managed Enrollment in ESL Programs
- Managing the ESL Multi-level Class
- Organizing and Monitoring Instruction to Improve Learning Gains
- Teaching Critical Thinking
 - Session 1: Critical Thinking and Metacognition
 - Session 2: Problem Solving and Decision-making
- Using Questioning Strategies to Improve Instruction

For detailed descriptions of these modules as well as a schedule of dates and locations of the workshops, check the CALPRO Master Calendar (www.calpro-online.org).

Help CALPRO design professional development offerings that meet your needs. Take the CALPRO needs assessment!

Visit us at...www.calpro-online.org

Calendar of Upcoming Events

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|-------------|--|
| May 6-8 | CCAIE State Conference (www.ccaebay.org) |
| May 28 | Application deadline for CALPRO Professional Development Centers (www.calpro-online.org) |
| June 15-17 | CASAS Summer Institute (www.casas.org) |
| July 19-22 | CALPRO Adult Education Leadership Institute |
| Sept. 23-24 | ACSA Adult Education Conference (www.acsa.org) |
| Oct. 14-16 | California Literacy Conference (www.caliteracy.org) |



SPOTLIGHT ON CALPRO REGIONAL RESOURCE CENTERS (RRCs)

In each edition, **CALPROgress** shines the spotlight on one or more of the seven RRCs, whose mission is to offer professional development to adult educators at the regional level. Visit the CALPRO Web site at www.calpro-online.org to find out what is offered in your area.

South Coast RRC

Greetings from the South Coast Regional Resource Center. A collaboration of Baldwin Park Adult and Community Education and Hacienda La Puente Adult School, South Coast RRC serves four counties in southern California: Los Angeles, Ventura, Santa Barbara, and San Luis Obispo.

This year, we sponsored more than twenty workshops, hosted several CASAS trainings, held network and focus group meetings on various topics, and hosted Web casts designed to disseminate grant information for the California Department of Education. Among the workshops offered are *Basic Strategies for ESL Teachers*, *Using Computer Technology in the Adult Education Classroom*, *Focused Listening*, *Gripes with Groups*, *Story Telling*, *Managing the Multi-level ESL Classroom*, *Adult Education Resources on the Internet*, and *Creating Web Pages for Instruction*.

The South Coast RRC also was the site of the CALPRO-hosted two-day workshop on using Blackboard courseware as a platform for developing online professional development modules. We are very excited about the future for professional development and our role in providing support to agencies within our region. Please visit our Web site or give us a call. We look forward to serving you.



Blackboard Training at South Coast RRC

Contributed by Lance Quintana, RRC Manager

Bay Area RRC



The Bay Area CBET Mini-Conference

Approximately one hundred adult educators representing 21 agencies attended the CBET Mini-Conference, "Building Community Through Language Learning," held at North Oakland Senior Center. Co-sponsored by the Bay Area RRC and the East Bay

CBET Consortium, the event focused on building community in classroom, school, and neighborhood. Keynote speaker Gail Weinstein explored the role of ESL teachers as 'potential prophets and healers.' Two panel workshops presented by local CBET educators Karen Barroso, Sue Pratt, Lori Cheeves, Marty Campbell, and Beth Lenahan addressed language development through children's literature and strategies for the multi-level classroom. Brigitte Marshall discussed strategies for community building and cultural inclusion in the classroom.

Bay Area RRC offers mentoring, information, and support to new administrators through the New Administrators Network Group, an outgrowth of CALPRO's Just-In-Time Leadership Workshop. This network group, facilitated by Berkeley Adult School, helps administrators clarify issues and share ideas. Other recent events at the Bay Area RRC included the following workshops: *Teaching to All Learning Styles*, *Facing the Algebra Challenge*, *The CAHSEE Writing Sample*, *Learning Disabilities Instructional Strategies*, *Integrating CASAS Competencies into ESL*, and *Madison Heights/Lifelines*.

Contributed by RRC Managers Kathleen Jain, Margaret Kirkpatrick, Karen Barroso, and Linda Eguina



Research-to-Practice:

Bridging the Gap Between Research and Classroom Practice for Adult Learners and Educators

CALPRO is busy with its Research-to-Practice Initiative. Below are highlights of these efforts.

The ERIC Clearinghouse on Adult, Career, and Vocational Education (ACVE) closed its doors on December 19, 2003. Over the years, ERIC developed and produced a rich collection of publications. CALPRO is pleased to make available the complete archive of ERIC ACVE publications on the CALPRO Web site.

CALPRO is developing a series of annotated bibliographies, research briefs, and study summaries with the help of consultants Susan Imel, former Director, and Sandra Kerka, former Associate Director and Editor, of ERIC ACVE. Research topics include:

- reading;
- mathematics;
- language arts;
- participatory approaches;
- student retention;
- e-learning; and
- change in practice.

Look for these items on the CALPRO Web site and at site-based study circles where they will be used to help teachers develop knowledge and skills in these areas.

CALPRO is also collaborating on the *National Adult Education Practitioner-Researcher Symposium on Defining and Improving Quality in Adult Basic and Literacy Education*, to be held in Sacramento, December 8–10, 2004. This special event is designed to provide adult education teachers, administrators, policy makers, and researchers opportunities to discuss research-based practices for program implementation.

Submitted by Nicole Amador
CALPRO Researcher

Does Adult Educator Professional Development Make a Difference?

Adapted from *ERIC Myths and Realities no. 28* by Sandra Kerka

This article examines research reports and other literature related to professional development (PD) in adult education in terms of models, methods, and impact.

Models and Methods

Workshops are a common method of delivering staff development; they accommodate large numbers of participants and are often chosen as a preferred format in surveys (Sabatini et al., 2000; Sherman & Kutner, 1998). However, location, time, and costs are often barriers to participation, particularly when practitioners are not provided released time, compensation, or incentives for attending (Sheckley, n.d.; Smith et al., 2002).

Workshops may be most effective for certain learning approaches when sessions are based on learners' assessed needs, and when attention is given to such elements as modeling, practice, feedback, and coaching (Sherman & Kutner, 1998). However, changes in behavior and practice require longer-term approaches (Kutner et al., 1997). For example, in the Pelavin three-phase process model, practitioners attend a traditional daylong workshop session, with an interim assignment to accomplish or a "guiding question" to explore before returning several weeks later to discuss results they achieved and problems they encountered (Sheckley n.d.).

Collaborative *practitioner inquiry/research approaches* assume that practitioners are active constructors of their own practice. Belzer (1998) found that literacy instructors who participated in inquiry engaged in more reflection and problem solving, changed practices, and participated in a learning community for ongoing and in-depth discussion. The National Center for Adult Learning and Literacy's (NCSALL) Practitioner Dissemination and Research Network engaged ABE teachers as practitioner leaders who organized research-based PD through study circles, conducted their own research, and helped others (Smith et al., 2002). Study circles created opportunities for practitioners to discuss research over an extended period of time. The direct change in the classrooms for those who conducted practitioner inquiry was "immediate."

One form of inquiry, *action research*, has been used extensively in PD. ABE teachers and administrators in Tennessee, Kentucky, and Virginia undertook action research to learn how to document outcomes of ABE participation (Bingman et al., 2002). Participants reported ways their practice had changed. The process of identifying desired outcomes led to increased focus on meeting learner goals and achieving desired outcomes. However, inquiry/research approaches are time consuming, especially for part-time staff, and require administrative support. Key factors influence their effectiveness: voluntary participation, an extended time-scale, small group size, embeddedness in issues that are professionally meaningful (Belzer, 1998).

Large-scale implementation of inquiry-based professional development would require significant changes in the adult education system; however, we still lack substantial evidence that this model produces learner outcomes that are superior to any other model (Belzer & St. Clair, 2003). Smith and Hofer (2002) found that the model of PD did not have as much effect as other factors: amount of time spent, quality of PD, personal motivation, teachers' working conditions, and program structure. The extent of resultant change with each model is dependent on motivation, background, context, and quality.

The Impact of Professional Development

In a National Institute for Literacy survey, one-third of the states report that adult learner achievement is used to determine the impact of PD, typically by monitoring numerical indicators and gains in state programs (Tolbert, 2001). However, Sherman and Kutner (1998) identify a number of problems with using learner achievement as a measure: teaching as one of many variables affecting learning, inconsistent attendance and turnover among adult learners, skewed results due to different learning approaches, and heavy reliance on short-term changes, rather than long-term outcomes.

Perhaps there are no simple answers or unambiguous statements about the impact of PD. Intervening variables that may influence the results include the following (Belzer & St. Clair, 2003; Sabatini et al., 2002):

- *Practitioner characteristics*—part-time status, amount of teacher training and experience, and motivation
- *Learner characteristics*—transience, diverse backgrounds and educational attainment of the adult student population; differences in what "outcomes" and "achievement" mean to adult students and to programs
- *Program factors*—lack of a standardized curriculum, teachers' working conditions, autonomy, decision-making input, access to resources and colleagues, administrative support for PD
- *Professional development system characteristics*—lack of alignment between standards for learners and for practitioners; degree of cooperation between state agencies and the field; accountability mandates; coherence, accessibility, and quality of offerings

So, does professional development make a difference in adult education? The answer depends on several issues:

- An inclusive definition of PD encompassing a wide range of activities for different contexts, with the goal of transformation (Cranton & King 2003; Sheckley, n.d.)

Continued on page 5...

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- A broad view of impact, with measurement focused on capturing not just learner outcomes but also practitioner, program, and field outcomes and the extent to which practitioners, learners, and programs do things differently as a result of PD (Belzer, 2003)
- Administrative supports at national, state, and local levels, including time and funding for a broad range of PD activities (Smith et al., 2002)
- Above all, development of a culture of professional development (ibid.) in which learning is embedded in day-to-day processes and practitioners collaborate in continuous learning for the improvement of practice and the sake of adult learners

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Revised with the author's permission. Original article available at www.calpro-online.org/eric/docgen.asp?tbl=mr&ID=121

This newsletter is published twice a year by CALPRO. We welcome comments and submissions of noteworthy items related to professional development in adult education and literacy.

Contact: Kim Huntsman

Tel. (916) 286-8842 Fax (916) 286-8840

CALPRO Online Resource Guides

Look for the following practitioner guides coming soon to the CALPRO Web site, www.calpro-online.org:

Health Literacy Resource Guide

Includes sample curricula, lesson plans, teaching strategies, pertinent Web sites, and information on conducting a health literacy fair

Shaking the Money Tree: A Guide to Grant Writing for Literacy Programs developed by California Literacy in partnership with CALPRO

Includes information on developing a funding plan, identifying potential funding sources, and developing a grant proposal

ESL Teacher Resource Guide by Trish Kerns and Marilyn Knight-Mendelson

Includes information for the newly hired ESL teacher on lesson planning, instructional strategies, data collection, the multi-level class, SCANS, and other resources

ABE Teacher Resource Guide by Janice Roselius

Includes sample curricula, lesson plans, teaching strategies, and other resources and links for new Adult Basic Education teachers

Resource Corner

Check out these links!

This CALPROgress feature lists helpful articles and other professional development resources available online.

Certificate in Family Literacy Online

Penn State's Goodling Institute for Research in Family Literacy with the National Center for Family Literacy is offering a Certificate in Family Literacy. Courses in the 15-credit certificate may be applied to a bachelor's or master's program. Tuition is priced as low as possible. Contact Nickie Askov at enal@psu.edu with any questions.

<http://www.worldcampus.psu.edu/pub/famlit/>

Peer Coaching

This article by the Association for Supervision and Curriculum Development in Alexandria, Virginia defines peer coaching and peer review and suggests strategies for implementing them in an educational environment. There is also a series of related articles addressing Study Groups, Action Research, Reflection, and Collaborative Planning.

<http://www.ascd.org/trainingopportunities/ossed/peercoaching.html>

WHAT'S THE WORD?

The Field Speaks

This column features articles from our readers who share their experiences, ideas, and success stories related to professional development. CALPROgress invites readers' comments and suggestions. You are invited to send your articles by mail to CALPRO, 2880 Gateway Oaks Drive, Suite #220, Sacramento, CA 95833, by fax to 916.286.8840, or by e-mail to khuntsman@air.org.

Peer Coaching at Palo Alto Adult School

Palo Alto Adult School launched a peer-coaching project to provide staff members a common framework to discuss the improvement of teaching and to help teachers develop some new instructional strategies. Lynn Savage worked with us to develop the following model:

- Train entire staff in peer coaching.
- Watch the Lesson Planning video from the Longman series, *Teacher Training Through Video*.
- Form teams of two or three to observe each other teach using the strategies learned.
- Meet in pairs to share insights about the lessons.
- Choose another strategy from among the videos and watch the video together.
- Observe each other teach using the new strategy.
- Meet to share insights about the lessons.
- Evaluate the project.

When we evaluated the project, the teachers were quite positive. They had learned at least three new strategies, including peer coaching. By observing other teachers, they developed relationships that revolved around analyzing teaching strategies, and they received positive feedback about the new strategies that they had piloted.

*Submitted by Kara Rosenberg
Principal, Palo Alto Adult School*

Neighborhood Centers Adult School's Professional Development System

Neighborhood Centers Adult School has recently put into place a comprehensive professional development (PD) system in order to provide various avenues of support for its instructors. The PD system has the following components:

- **Classroom Observation and Feedback** – Non-evaluative observations conducted by mentors and peer coaches to support new teachers and teachers who have identified a specific need for support.
- **Development/Improvement Process** – Development of a process or product to enhance instruction, assessment, or program procedures. Once a specific need is established, a voluntary group identifies possible courses of action, develops an implementation plan, and determines evaluation procedures (e.g., developing ESL level exit criteria).
- **Training** – Workshops or demonstrations. Teachers play an active role in assessing needs, selecting content for the training, and planning training options. Training is followed by feedback sessions or coaching to ensure transfer of skills (e.g. a series of workshops on ways to document student outcomes).
- **Inquiry/Action Research** – Teachers engage in cooperative study to address issues arising from classroom practice. They formulate questions and, working with a mentor or peer coach, gather evidence and come up with solutions related to their unique needs.
- **Individual Professional Growth and Reflection Plan** – Teachers complete a self-appraisal checklist to identify areas of desired professional growth. They develop goals and objectives in these areas and identify needed resources and support.
- **Online PD** – Teachers participate in structured, online courses for specific periods of time in order to learn or practice a specific skill.
- **Attendance at Regional, State and National Conferences**

*Submitted by Brigitte Marshall,
Principal, Neighborhood Centers
Adult School, Oakland, CA*



Save The Date!

**National Adult Education
Practitioner-Researcher Symposium
December 8-10, 2004
Sheraton Grand, Sacramento**

Sponsored by CDE, CALPRO, CDLP, CASAS, and OTAN
and the National Center for the Study of Adult Learning and
Literacy (NCSALL)

For more information, contact CALPRO at
1-800-427-1422



NOTICE

Proposals for CALPRO Adult Education
Professional Development Centers (PDCs)
Due May 28.

RFP Available on CALPRO Web site:

www.calpro-online.org