APPENDIX D
Possible Resolutions to Problematic, Professional Development Scenarios
SCENARIO #1: RURAL

Because of budget pressures, teacher schedules, and administrative time constraints, Bob (the administrator) plans to use a half-day of a full-day opening conference for the purpose of presenting an "awareness" session for instructors. Content of the session will be the range of possible approaches for professional development. Bob decides to bring in a "facilitator," a person who can use this guide to deliver several hands-on activities that engage instructors in myriad of possibilities.

Pre-Conference Activity:
Prior to the conference, a Needs Assessment Profile for Instructors will be completed by all 16 instructors and then summarized.

Opening:
An overhead transparency of the summary will compose an interesting element of the conference's opening session.

Cooperative Learning Activity:
Following the opening session, a Jigsaw activity will be used to introduce the various approaches, as described in the guide. (If directions for managing the jigsaw cooperative learning activity are needed, they can be located in the Adult Learner Packet. The availability of that packet can be found in Appendix C of this guide.)

Needs Assessment Revisited:
After a break, the summary needs assessment will be shown up and the group will be asked whether any would like to change their preference to another area than workshop/conference. Changes, if any, will be recorded directly on the transparency.

Brainstorm:
If some in the group indicated changes, they will be paired or put in small groups to brainstorm topics and activities that might be helpful for them to explore.

Logistics:
The administrator next will ask for volunteers to serve with him or her on a Task Force to determine what resources will be required for the project and how those resources should be allocated. Before making determinations, all instructors will be contacted again to obtain agreement to the Task Force's plan.

In all probability, a small change would occur the first year—maybe a pair of teachers doing peer coaching or a couple doing action research (online or directly). The results of these activities could be reported at the following year's opening conference and, if successful, additional teams could be added for the following year—possibly including some individually designed projects. Such a process can keep change manageable, within funding constraints, and allow for the personalized support necessary for success.
SCENARIO #2: SUBURBAN

Nancy reviews the results of the Needs Assessment Profile Summary. During the past two years, workshops were held on instructional skills development, but Nancy found few of these skills being used on a regular basis. She decides to begin small in order to ensure success in diversifying approaches to professional development.

Nancy notes that the largest number of similar preferences, outside of workshops, were eight who liked working in pairs, and five who preferred practicing new strategies with feedback from observers. She decides to call these 13 instructors together and present them with an opportunity to do peer coaching in self-selected teams. An observation instrument will be made available and will be related to categories of instruction. Teams can select categories to work on, and a special session on the instrument will be held for instructors before requiring voluntary commitment.

Nancy realizes that not all may be ready for that level of commitment. Some may feel comfortable only in visiting other classes using the instrument in self-selected categories. For those individuals, Nancy will make her own classes available for visitation using the instrument. She will plan demonstration lessons for categories selected by these instructors.

Once these determinations are made, all faculty will be informed of the activities planned. In addition, an awareness session is planned for all faculty on other possible approaches they might choose the following year. (See Scenario #1 for the contents of an awareness session.) An opportunity also could be presented at this time for persons to be put on a waiting list for peer coaching, depending on resources, including availability of release time for those visits.

Another possibility that Nancy considers is to hold an awareness session first for all 18 ESL instructors and then allow a limited number of volunteers to select an approach to observe and learn from each other (within time and budget constraints and approval as projects that would serve both individual professional development and the program goal of improving ESL instruction). Instructors who volunteer will need to agree to share the process and results with the entire ESL faculty upon completion of their professional development projects.

In any case, one of the contract formats from Appendix B will be used to establish formal or informal guidelines for each project.
SCENARIO #3: URBAN

An analysis of the Needs Assessment Profile for Instructors confirms Lynn's judgment that her 45 instructors represent a tremendous range in experience, interests, and sophistication about ABE instruction. Many instructors have attended workshops and conferences over the years and are knowledgeable about a number of instructional strategies, using many of them (especially reading approaches such as whole language) in their classrooms.

Lynn ponders how best to broaden the base of professional development to fit the diversity of her faculty, while at the same time, addressing the problems of improving instruction, decreasing student turnover, and establishing strategies appropriate to the family literacy program. She decides on a multifaceted approach.

Her first step will be to hold a 3-hour workshop of the 45 instructors during a Wednesday morning from 8:30 to 11:30, at which time students will attend a student assembly. She selected the beginning workshop format, because of the 34 who listed that as a preference, and because of the opportunity it presents to approach diversifying professional development approaches. Her tentative plan for the morning is:

- Hold an opening session at which is presented the needs of the ABE program and the desire to find ways for faculty to practice new instructional strategies in ways they prefer to learn and;

- Then divide the faculty into three groups. The groups would function as described below:

  **Group A.** She will invite a skilled family literacy facilitator to meet with that group on a prearranged agenda:
  - determine the level of family literacy expertise among the instructors;
  - outline the family literacy program demands;
  - brainstorm possible ways for faculty to get "up to speed" on family literacy needs identified in the two preceding steps, and
  - note the four approaches to professional development and linking those to the brainstorming results.

  **Group B.** One of the most skilled instructors who is also a respected facilitator will convene the group of "sophisticated" instructors (those knowing and using a wide variety of strategies). Their tasks are:
  - Review the professional development approaches in the Guide and identify their experience and preferences with them;
  - Brainstorm how these approaches might be linked to the ABE objectives of improved instruction and decreased student turnover, and
  - Converge on some recommendations for themselves individually and as a group, including ways they might assist less-experienced instructors.

  **Group C.** Lynn will, herself, meet with the 18 remaining instructors. These include the least experienced, the most entrenched, and sometimes the least motivated instructors. She has prepared a separate Profile Summary for these 18 instructors. Her agenda for them includes:
  - An overhead presentation of their Profile Summary stressing their strengths;
  - A quick review of the ABE program needs;
  - A brief presentation of the four approaches to professional development noting the relationship to their own learning preferences as seen on the Profile and;
  - A testimonial from one of the "sophisticated" instructors who describes students' positive reactions to a variety of instructional strategies.

- Sub-dividing the group into three small groups based upon their learning and professional development preferences. Their task is to brainstorm new instructional strategies they would like to master and how that could be accomplished according to their own preferences;

- Report back to the group of 18 with 1 person identified to report back to the whole group.

The large group of 45 will reconvene with 10-minute summaries from each of the 3 groups (A, B, and C). Lynn will ask for a written summary of each group's deliberation for study purposes. She promises to bring recommendations on a Tuesday morning in two weeks. (A different day is chosen to avoid having the same students miss class.)
Her plan in the interim is to meet with the other facilitators to come up with a diversified professional development plan for the 45 instructors.

At the next meeting, the group will be invited to respond and to suggest modifications. Also at that session, available support, logistics, and evaluation of activities will be major components.
Possible Solution to Professional Development for Instructor Jane Green
REQUEST FOR PROFESSIONAL DEVELOPMENT PROPOSAL

Because it is expected that all adult educators will engage in professional development activities, please submit the following proposal indicating your professional development plan for the coming year.

NOTE: Your plan may be accomplished individually or in collaboration with others. If you choose a collaborative project, please check the appropriate box and list all persons and their positions.

- Individual Proposal
- Collaborative Proposal

**Names:**
- Jane Green
- Roger Taylor
- Mary James

**Positions:**
- ABE/ESL Instructor
- ABE (Math) Instructor
- ABE/Jobs Instructor

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<tr>
<th></th>
<th>Please write a paragraph or two describing what you would like to accomplish (goals) and the reasons for this selection</th>
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<tbody>
<tr>
<td>1</td>
<td>We would like to research and design a workplace literacy program that would improve workers' communication skills and self-esteem. Two companies have expressed interest and would like to work with us. We feel the program should be tailored for each situation but have not had experience in doing this.</td>
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<th>What specific activities do you feel will enable you to accomplish this goal? Please indicate the timeframe for all activities</th>
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| 2 | **ACTIVITIES**  
- Research (read about) successful programs  
- Visit nearby workplace literacy programs (if they can be located)  
- Meet with company reps  
- Outline program content (as a team)  

**TIMEFRAME**  
- Spring semester  
- Spring semester  
- Summer break  
- Summer break |

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<th>Please detail the expenses that you would expect to be reimbursed plus any other necessary support (e.g., release time, materials, observation opportunities, networking or progress conferences)</th>
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</table>
| 3 | **ANTICIPATED EXPENSES**  
**OTHER SUPPORT SERVICES** |

Appendix D
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<th>4. How will you evaluate whether or not your goals were achieved?</th>
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**Short Term**
- Is there a program and curriculum design that results from team efforts?
- Do company executives feel it is workable and fundable?

**Long Term**
- Do employees respond favorable and stay in program?
- Do employee communication skills improve (tested and observed at work)?

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<th>5. How would you prefer to present the results of your professional development activities?</th>
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1. Program/curriculum document
2. Presentations to school board and to company officials

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**YOUR COMPLETE PROPOSAL SHOULD BE RECEIVED IN THIS OFFICE BY [DATE]. YOU WILL BE CONTACTED AS SOON AS POSSIBLE. PLEASE DO NOT BEGIN ACTIVITIES BEFORE YOUR PROPOSAL HAS BEEN APPROVED FOR FUNDING.**

**Signed:**

[Administrator/Professional Development Coordinator]

**Date:**

[Signature date]
<table>
<thead>
<tr>
<th>Components from Profile Summary</th>
<th>Possible Approaches</th>
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<tbody>
<tr>
<td><strong>Teaching Situation</strong></td>
<td></td>
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<tr>
<td>Location/Isolation: Rural/Collegial</td>
<td>Program enhancement (small group)</td>
</tr>
<tr>
<td>Extent of Teaching Time: Part (9 hrs)</td>
<td>Workplace literacy</td>
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<tr>
<td>Teaching Areas: ABE/ESL, both</td>
<td></td>
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<tr>
<td>Computer Availability/Comfort: Low/medium</td>
<td></td>
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<tr>
<td><strong>Support</strong></td>
<td></td>
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<tr>
<td>Administrative (e.g., encouragement/participation): medium</td>
<td>(One that takes little release time or remuneration)</td>
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<tr>
<td>Fiscal (e.g., funding/release time): low</td>
<td>Small team possible?</td>
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<tr>
<td>Team Approach</td>
<td></td>
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<tr>
<td><strong>Education/Training</strong></td>
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<tr>
<td>Formal Teacher Education: Y / N</td>
<td></td>
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<tr>
<td>Focus: Secondary Ed. (Eng)</td>
<td>Has English skills – possible program enhancement; workplace</td>
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<tr>
<td>Past Professional Development: Cooperative and Adult Learning</td>
<td></td>
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<tr>
<td><strong>Preferred Learning Preferences and Professional Development Preferences</strong></td>
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<tr>
<td>Learning Preferences: Small group/alone/hands-on</td>
<td>Inquiry/Research approach and/or Program Enhancement</td>
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<tr>
<td>Professional Development Preferences: Agency project (workplace) – motivation research</td>
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<tr>
<td><strong>Teaching Experience</strong></td>
<td></td>
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<tr>
<td>Experience in Teaching Adults: 3 years</td>
<td>(Ask administrators to check on success in teaching adults during 3 yr. period)</td>
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<tr>
<td><strong>Professional Development Topics/Content Listed</strong></td>
<td></td>
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<tr>
<td>Workplace literacy</td>
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<tr>
<td>Motivation – Basic English skills</td>
<td>Consistent with above</td>
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