



**Message
from the
Director**

I am pleased to tell you about the many and varied activities that CALPRO staff have been working on over the summer and about our plans for the year ahead. CALPRO recently welcomed two new staff members: Nicole Amador, Researcher, and Chrystal White, Administrative Associate. Nicole's focus within CALPRO is leading the Research-to-Practice Initiative, evaluating CALPRO's progress and preparing an annual internal evaluation report, leading an initiative on alternative delivery systems for professional development, and establishing linkages with postsecondary educational institutions. Chrystal's responsibilities include meeting planning, communications, purchasing and billing, editing, oversight of publications and printing, and other administrative and organizational work. You will meet both Nicole and Chrystal at



many of the upcoming conferences. Please welcome them!



CALPRO and its Regional Resource Centers (RRCs) have been working on enhancing communication with the field. As part of this effort, they have developed an annual calendar of events on some major themes for which workshops will be offered statewide. The themes are Multi-

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IN STEP WITH CALPRO: HIGHLIGHTS OF CALPRO PROFESSIONAL ACTIVITIES FOR SUMMER 2003

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

ESL Teacher Institute Colloquium

CALPRO sponsored an ESL Teacher Institute Trainers' Colloquium facilitated by consultant and former ESL Teacher Institute Director, Lynn Savage, on July 18 and 19 in Los Angeles. The purpose of the colloquium was to bring together certified ESL Teacher Institute trainers to refresh skills in facilitating training in the Longman's *Teacher Training Through Video* series, and to develop a cadre of ESL trainers statewide. One of Lynn's workshops, *Support for Self-Directed Study*, focused on developing the relationship between a teacher and a peer coach to produce teacher autonomy in the classroom. CALPRO will follow up the colloquium by identifying regional needs for ESL trainers and providing information to the field on how local agencies can implement the self-directed study approach.

CALPRO Goes To The Far North

CALPRO's Sacramento RRC hosted a two-day mini-conference at Eureka Adult School on August 25th and 26th. More than 40 adult educators from 14 schools and agencies, participated in the conference that featured four strands: ESL, ABE/ASE, Technology, and Leadership Training for Administrators. Participants cited the opportunity to network as one of the most beneficial outcomes of the conference. A listserv has been established to ensure that networking of providers within the northern regions continues. Thanks to Trish Kerns of the CALPRO Sacramento RRC and to Kevin O'Brien and Debra Jones, Assistant Directors of the Eureka Adult School, for coordinating the conference. Even the weather obliged, with balmy days and lots of sunshine!

New Teacher Resource Guides

To help new ESL teachers prepare for initial contact with students, Trish Kerns, Sacramento RRC Manager, has developed an *ESL Teacher Resource Guide* that contains information on Model Program Standards, lesson planning, ESL Teacher Institute videos and user guides, implementing SCANS in the classroom, managing the multilevel ESL class, and data collection. Janice Roselius, CALPRO Inland Counties RRC Manager, is developing a similar resource guide for ABE teachers. Both guides soon will be available on the CALPRO Web site (www.calpro-online.org) and through the CALPRO RRCs.

Health Literacy Guide

CALPRO RRC Managers and local community representatives attended a workshop in May, led by Andres Muro from EL Paso Community College. Under a grant from the Pfizer Corporation, Muro developed a health literacy curriculum to assist those with low literacy skills in accessing health care. As a follow-up to the May workshop, CALPRO's Dahlia Shaewitz, along with the RRC Managers, is developing a *California Adult Education Health Literacy Resource Guide*, which will include sample curricula and lesson plans; resources for developing a health literacy program, including useful Web sites on research and teaching strategies; and tips for organizing a health fair. The guide will be posted on the CALPRO Web site in the early fall.

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level ABE and ESL, *English for All*, Organizing and Monitoring Instruction to Increase Learning Gains, EL Civics, Distance Learning, Just-in-Time Leadership, Learning Disabilities, Integrating Technology into Instruction, *Madison Heights/Lifelines*, ESL Mentoring, and Algebra. Look for CALPRO flyers, coming soon, on each of these topics with dates and locations across the state. And remember to visit the CALPRO Web site for the latest scheduling information (www.calpro-online.org).

The RRCs and CALPRO staff are working to provide more in-depth professional development that can enhance and sustain teacher skills and ultimately increase learning gains. In recognition of the importance of input from the field, CALPRO will include focus groups of adult educators in strategic planning on the following initiatives; Research-to-Practice; Alternative Delivery Systems; Mentoring; and Authentic Leadership. It promises to be an exciting year. We hope that you will join us in one or more of these ventures!

RESOURCE CORNER Check out these links!

This **CALPROgress** feature lists helpful articles and other professional development resources available online. This edition's theme is instructor mentoring.

Critical Perspectives on Mentoring: Trends and Issues

By Mott, Ellinger, Guy, Hansman

This publication explores research on mentoring in the workplace and in education, telementoring, and issues of diversity and power in mentoring.

<http://ericacve.org/majorpubs2.asp?ID=29>

Professional Development: How-To Mentoring

This article discusses the definition and role of a mentor, guidelines for a successful mentoring program, and benefits to an organization.

http://www.pd-how2.org/pd-how2/3_3.htm

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Vocational ABE and ESL Online Resources

CALPRO established a Task Force of VABE and VESL experts from around the state to assemble documents that include definitions of VABE and VESL, sample outlines of vocational literacy courses, instructional strategies, annotated bibliographies of both academic and commercial resources, as well as relevant CASAS *Quick Search* materials. Look for these resources on the OTAN Web site in the fall (www.otan.us).

Madison Heights/Lifelines

Madison Heights and *Lifelines* are two new video-based family literacy series produced by INTELECOM® in conjunction with California and other partner states. The videos use dramatic episodes (*Madison Heights*) and real-life documentaries (*Lifelines*) to address the literacy needs of ABE, Advanced ESL, Pre-GED, and Family Literacy students. Early in 2004, the California Distance Learning Project (CDLP) will disseminate the videos to all funded adult education programs, and CALPRO will roll out training on the series throughout the spring.

Learning Disabilities Training-of-Trainers Session

CALPRO has developed a three-part workshop series titled *Designing Programs for Adults with Learning Disabilities*. Part 1 is an awareness session for adult educators, and parts 2 and 3 focus on effective instructional strategies for adults with learning disabilities. To build capacity for offering this series throughout the State, CALPRO will conduct a Training-of-Trainers session this fall. Persons with experience in working with special populations who are interested in becoming facilitators of this workshop series are asked to contact CALPRO at 916.286.8816.

Adult Education Exhibit at the Capitol



Gavin Payne, Chief Deputy Superintendent of Public Instruction, cuts the ribbon, while Jean Scott and Wendi Maxwell of the Adult Education Office look on.

CDE had its first exhibit showcased at California's State Capitol from June 16-27 in the east wing, adjacent to the Governor's office. The theme of the exhibit was *Adult Education: Opens Doors and Delivers Success*.

The exhibit, which can travel to conferences throughout the state, features seven "doors," representing major contributions that Adult Education offers the state: ESL, GED, ABE, Parent Education, Citizenship, Vocational Education, Adults with Disabilities. The exhibit also features a site map, an overview poster, seven current learners, and comprehensive descriptions of adult education programs.

Calendar of Upcoming Events 2003-2004

- Sep 25-26 **ACSA Adult Education Conference** (www.acsa.org)
San Diego, CA
- Oct 1-4 **California Literacy Conference** (www.caliteracy.org)
Pasadena, CA
- Oct 20-21 **California Consortium for Independent Study Fall Conference**
(www.CCIS.org)
San Francisco, CA
- Jan 9 **Programs of Excellence Application due**
Leadership Institute Application due
- Feb 4-6 **California Association of Adult Education Administrators (CAAEA) Conference** (www.caeaa.org)
San Francisco, CA
- Feb 26-27 **CALPRO Leadership Institute**

Programs of Excellence Awards

The California Department of Education has announced this year's recipients of the prestigious Adult Education *Programs of Excellence* award. The awardees are:

- Charles A. Jones Skills and Business Education Center – *Vocational Education*
- Hacienda La Puente Adult Education – *Parent Education*
- Metro Adult Education – *Older Adults*
- Santa Clara Adult Education – *Adults with Disabilities, Parent Education, and Vocational Education Programs*
- Substance Abuse Treatment Facility, Tulare Lake Adult School at Corcoran State Prison – *Adults with Disabilities*
- Stockton School for Adults – *ESL*
- Sweetwater Unified High School District – *ESL*



These programs provide models of excellence in adult education and examples of outstanding service to adult learners. CDE will formally recognize the above *Programs of Excellence* recipients at the Thursday luncheon (September 25) at ACSA's Adult Education Conference in San Diego. For more information or to download the 2003-2004 Programs of Excellence application, visit the CALPRO Website or call 1-800-427-1422. A letter of intent to apply for the 2003-2004 Program of Excellence Award is due on or before November 28, 2003. Completed applications are due on January 9, 2004.

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We recognize that student learning gains can be shown when relevant testing is coupled with clean and timely data or when a system for student retention is in place. Beyond that, however, only *improved instruction* can increase learning gains. And improved instruction can be documented only when we carefully follow the necessary steps for evaluating professional development.

Two of the five persistent questions that legislatures have been asking states, as reported by the North Central Regional Educational Laboratory (NCREL, August 1999), are: "*Are state professional development programs linked to student outcomes in coherent ways?*" and "*Is there evidence that professional development programs have influenced student outcomes?*"

Are adult education programs prepared to answer those questions?

Note: As CALPRO embarks on its Research-to-Practice Initiative, it plans to explore these and other questions through discussions with its Professional Advisory Board and other State Leadership Projects as well as through a series of practitioner focus groups. As part of this effort, CALPRO will encourage and support teachers to conduct classroom research on the impact of professional development.

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- Kirkpatrick, D. (1994). *Evaluating Training Programs*. San Francisco, Berrett-Koehler Publishers.
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CALPRO's Adult Education Leadership Institute

Twenty adult educators graduated from the CALPRO Adult Education Leadership Institute on July 23 in Sacramento. Jean Scott, Administrator of CDE's Adult Education Office, presented certificates of completion to the following graduates:

<i>Thomas Bertain</i>	CSP-Solano
<i>Steve Curiel</i>	Downey Adult School
<i>Susan Domenighini</i>	Glenn County Office of Education
<i>Donald Etling</i>	Adult Education, Folsom Cordova USD
<i>Juan Jimenez</i>	Evans Community Adult School, LAUSD
<i>Ted Johnson</i>	Venice Community Adult School, LAUSD
<i>Mary Ketza</i>	Azusa Adult School
<i>Joyce Lude</i>	Roseville Adult School
<i>Anna (Elsa) Madrid</i>	Los Angeles Technology Center, LAUSD
<i>Peggy McCarthy</i>	Alameda Adult School
<i>Thomas Melvin</i>	Richard J. Donovan Correctional Facility
<i>Mary Powers</i>	Santa Cruz Adult School
<i>Wendy Reddish</i>	Hollywood Community Adult School, LAUSD
<i>Julie Scott</i>	Fremont School for Adults
<i>Deborah Stewart</i>	Adult and Community Education, Tamalpais Union HSD
<i>Juan Urdiales</i>	Abraham Friedman Occupational Center.
<i>Priscella Viets</i>	California Correctional Institution, Tehachapi
<i>Dana Warford</i>	Stockton School for Adults
<i>Kirk Williams</i>	Charles A. Jones Skills and Business Education Center
<i>Dennis Zaro</i>	CSP San Quentin

For more information or to download the 2004-2005 Leadership Institute application, log on to the CALPRO Web site at: www.calpro-online.org or call 1-800-427-1422. Completed applications are due in the CALPRO office on January 9, 2004.

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

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WHY WE SHOULD EVALUATE PROFESSIONAL DEVELOPMENT

By John Tibbetts, CALPRO Consultant

In a time of diminishing budgets and increasing accountability, the following questions are frequently asked about professional development:

- To what extent does professional development make a difference?
- Do teachers learn substantive information about teaching adult students?
- Does the professional development actually change instructional practice?
- Does changed instructional practice, if it takes place, improve student learning?

The answer usually is: “Yes, I think so!” And the evidence most often cited is that it just makes sense; otherwise teachers wouldn’t want to do it.

Research with K-12 teachers offers clear evidence that professional development does *not* automatically result in changed teacher performance, let alone improved student learning. Joyce and Showers (1981 & 1988) found, for example, that only about 5% of teachers who attended highly-rated professional development sessions end up incorporating those new instructional techniques into their own teaching. The percentage increases slightly (to around 15%) when the professional development is exemplary and teachers have a chance to see the new instructional techniques demonstrated as well as an opportunity to practice those new techniques in a safe environment with structured feedback.

Does this mean that professional development should be abandoned? Not at all! It simply means that what is currently being done is *necessary but not sufficient!* By adding one single dimension, the change in teacher performance increased dramatically to 85% or 90%. What was that additional dimension? It was some form of “coaching” or “mentoring” over time. That would appear to be of such common sense to be obvious. We wouldn’t expect a golfer, a baseball player, or a musician to attend a session on how to play (even if the requisite skills were demonstrated) and then to emerge as a skilled performer. Yet we somehow have come to expect that of teachers.

Even if we achieve the desired change in teacher behavior, we have not really explored the results on student learning. We simply make the huge assumption that changed teacher behavior, if it makes sense, will result in improved student learning.

Perhaps the time has come for us to look at the evaluation of professional development as one whole piece. We know there are three significant yet interrelated entities affected by professional development: (a) the *teacher* (where we most often focus professional development), (b) the *organization* (Without appropriate organizational support, teachers cannot be successful), and (c) the *adult student* (the reason we’re all in adult education in the first place).

The most common practice for evaluating professional development has been the satisfaction factor or “happiness quotient”: *What did you like best?; What did you like least?; What suggestions do you have for change?* Whereas these are important questions, they do not provide sufficient information to evaluate whether or not the professional development brought about the desired changes in instruction, in organizational support, or in student learning.

During the last decade, however, several solutions for effectively evaluating professional development have emerged. Kirkpatrick (1994) provided a 4-level model to be used for evaluating training in business and industry. The four levels cited in that model include:

1. *Reaction* – customer satisfaction;
2. *Learning* – knowledge, attitudes, and skills;
3. *Behavior* – change in instructional practices; and
4. *Results* – student learning gains and retention.

More recently, Guskey (2002) has built upon that model with a 5-step plan for evaluating professional development in education. Guskey’s model addresses all of the issues cited above and is worth our serious consideration. His five levels include:

1. *Participant Reactions* – How well was the professional development received?
2. *Participant Learning* – Did participants acquire the intended knowledge and skills?
3. *Organization Support and Change* – Did the organization advocate for, support, and share the results of the professional development?
4. *Participant Use of New Knowledge and Skills* – Did participants effectively apply the new knowledge and skills? And
5. *Student Learning Outcomes* – What was the impact on student learning?

Both Kirkpatrick and Guskey acknowledge that the many variables involved prevent research that shows a direct relationship between a given strategy and a learning result. Nonetheless, they maintain that broad *relationships* can be shown and that these are sufficient for building programs and making change. Small pilot studies can be designed that can determine if each of the first four stages are achieved and whether comparable student populations make greater learning gains when stages 1 through 4 are in place.

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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.

Central California RRC

During the summer months, the Central California RRC moved to a new location in front of the César E. Chávez Adult Education Center in the former childcare facility. The new building houses the resource center office and library on one side, and, on the other, a large conference room that will host workshops and meetings. Workshops for the fall will include the California Accountability and CASAS Implementation training, Introduction to *English For All*, technology training, and OTAN's Online Resources for Administrators. In addition, the RRC will continue to hold regional EL Civics, CBET, GED, and Technology meetings throughout the year. The Central California RRC will co-host the California Council for Adult Educators (CCAEE) Central California Harvest Conference at the César E. Chávez Adult Education Center on Saturday, October 18. For a schedule of events, visit www.calpro-online.org/rrc and select the Central California RRC from the left sidebar, or telephone 559.457.6000 ext. 70129.



New location of Central California RRC.

Contributed by Susan Guzzetta, RRC Manager

Inland Counties RRC

Over the last few months, the Inland Counties RRC hosted the EL Civics Web cast for fifteen agencies in the area, welcomed staff of several community-based organizations to the resource library, and provided technical assistance on EL Civics grant compliance issues. The RRC recently engaged the services of Marie Doerner, a learning disabilities specialist with the San Diego Community College District. In June, Marie presented *Module Two: Effective Instructional Strategies for Adults with*



Participants at an EL Civics Web cast.

Learning Disabilities to the staff at the Chino Institute for Men. The center has more than 30 workshops planned for the coming year. In addition to the workshops, the RRC hosts an EL Civics Network Group and a TOPSpro Users Group, to which new participants are always welcome. The staff of the Inland Counties RRC is eager to assist agencies with their professional development needs. For more information, telephone 909.388.6000.

Contributed by Janice Roselius, RRC Manager



Research-To-Practice:

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

Useful research findings are often not readily accessible to educators and students. Instead, they are embedded in research journals that do not circulate beyond a limited professional audience. Likewise, research and related resources do not always exist in forms that are "user-friendly" to all constituents. Of most concern is the fact that research findings rarely are translated into practical applications with explicit relevance.

CALPRO's Research-to-Practice Initiative is designed to help bridge the gap between the most promising research efforts and the people who stand to benefit most from them: adult education teachers and learners. It endeavors to advance the quality of teaching by informing practitioners about extant research and its relevance to the field.

CALPRO will make every effort to access and review technical reports, journal articles, conference proceedings, professional papers, newsletters, and other resources to identify exemplary research and research-based practice. A database of annotated bibliographies focusing on research-proven instructional and assessment practices will be available via the CALPRO Web site, and periodic reviews will be highlighted in *CALPROgress*.

In the planning of the Research-to-Practice Initiative, CALPRO coordinated a session among the four State Leadership Projects (CASAS, CDLP, OTAN and CALPRO) at the June 2003 CASAS Summer Institute. The session, designed for adult education administrators, engaged participants in a discussion of how they might encourage the use of research-based practices in their programs. CALPRO will coordinate continuing discussions among CDE and the Leadership Projects concerning a statewide Research-to-Practice initiative. The next workshop on the topic will be held at the ACSA Adult Education Conference, September 25-26, in San Diego.

*Submitted by Nicole Amador
CALPRO Researcher*

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 Marilyn Knight-Mendelson, CALPRO, 2880 Gateway Oaks Drive, Suite #220, Sacramento, CA 95833, by fax to 916.286.8840, or by email to ctr_mknightmendelson@air.org

ESL Mentor Training at ABC Adult School

The ESL Mentor Training program, designed by the ESL Teacher Institute, provides skill development for adult ESL teachers in instructional leadership roles. Adult education agencies identify experienced teachers to provide support and assistance in effective teaching practices to other instructors. The ABC Adult School in Long Beach has been using this method of leadership training for three full cycles of mentoring. To date, 36 mentors have been trained, and they, in turn, have worked with over 80 ESL teachers.

The Santa Ana Regional Resource Center recently sponsored a Beginning Mentor Teacher workshop, consisting of five four-hour sessions:

- Session 1. Preparing for the Mentor Experience
- Session 2. Initiating the Mentor Process
- Session 3. The Demonstration Stage
- Session 4. The Observation Stage
- Session 5. Refining Observation and Feedback Strategies

Participants must attend all five sessions and complete conferencing and mentor logs between sessions.

Benefits of mentoring accrue not only to those being mentored. The mentors refine their areas of expertise and develop their leadership skills. The agency benefits from a closer collaboration among colleagues and the grooming of future instructional leaders. This mentoring model also is used at the Rancho Santiago and San Diego Community Colleges for teacher training in technology. The one-on-one approach makes the use of computers with students in the classroom much less intimidating.

*Submitted by Jean Rose
ESL Coordinator, ABC Adult School
Long Beach, CA*

Implementing Strategies from CALPRO's Institute on Critical Thinking in the Classroom

The CALPRO Institute, *Beyond the Textbook: A Summer Institute on Critical Thinking and Problem Solving for GED/ASE Teachers*, gave me the tools to teach my students how to think critically, acknowledge that information must be applied across subject areas, and monitor and assess their own progress. My first goal was to familiarize my students with several kinds of graphic organizers. I knew that timelines, clusters, compare/contrast activities, Venn diagrams, outlining, cause-and-effect graphs, and pie charts would provide them with some effective tools for critical thinking and problem solving.

After demonstrating how to use each type of organizer, I had students apply the appropriate organizer to each lesson I had

prepared. For example, after reading *The Bird Man of Alcatraz*, small groups made a timeline of events in the life of Robert Stroud. Then, collectively, all students contributed to a final timeline on the bulletin board. In math, it was easy to use pie charts to determine students' weekly expenditures and graph them over a month-long period. Writing stories using new spelling words, the students learned clustering techniques, allowing brainstorming of ideas around a stimulus prompt, word, or main topic. The Venn diagram enabled students to examine the similarities and differences between people, events, and concepts, and it allowed them to grasp the relationship between number sets. We also used a cause-and-effect approach when dealing with current events and personal problems. The students were successful in recalling, organizing, and applying information. They also strategized, questioned, answered, corrected, and evaluated knowledge.

This success led to the development of an effective cross-curricular approach to learning, which helped students begin to see how knowledge can be applied to a variety of learning situations and subject areas. This, in the long-term, will better prepare students to move into ASE and GED programs which have multi-subject requirements.

We also focused on self-evaluation as a way for students to be responsible for their own progress. Since writing is an essential skill, we created an ABE writing rubric that will allow students and teachers to evaluate a student's writing skills cooperatively. The rubric mirrors the criteria used in our high school writing program, thus increasing continuity for those ABE students transitioning into GED or ASE.

At MAEP, my colleagues and I have started in the direction of creating a seamless program for students beginning their studies in the ABE classroom. The steps we have taken so far – using graphic organizers, addressing the cross-curricular needs of our students, and creating an ABE writing rubric – have meant a productive beginning. We acknowledge and thank the CALPRO Summer Institute for sharing with us information and strategies that contribute to a better educational program for our students.

*Submitted by Marti Rao
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CALPRO has moved!

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Come and visit us at our new home!

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