



Message from the Director

Since its inception in March of 2001, CALPRO has been working to build its reputation as a State leadership project that provides quality professional development products and services to the adult education field in California. A principle guiding the development of CALPRO professional development modules and other publications is that they must be grounded in research. Practice that evolves from a research base generally means more effective and efficient teaching and enhanced learning outcomes for students. Readers may find it of interest to note that CALPRO's parent organization, the American Institutes for Research, is one of the contractors operating the U.S. Department of Education's What Works Clearinghouse.

This issue of CALPROgress outlines our major initiatives of the past six months. Although there are many accomplishments we are proud to list, we also have faced three major challenges: (1) need for appropriate staffing, (2) need to build name recognition for CALPRO, and (3) need to reach diverse audiences across great distances. The following outlines our plans and action steps for addressing these challenges.

(1) We are pleased to announce the appointment of Marilyn Knight-Mendelson as CALPRO Deputy Director. Marilyn comes to CALPRO from Napa Valley Adult School, where she has been Assistant Principal and, formerly, Supervisor of English Language Development and Workplace Literacy Programs. A seasoned adult educator, Marilyn has a rich and varied background in professional development, having served as consultant, materials developer, and trainer for CALPRO, the Staff Development Institute, the ESL Teacher Institute, and University

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HIGHLIGHTS OF CALPRO PROFESSIONAL ACTIVITIES FOR WINTER 2002/SPRING 2003

What We've Done!

Just-In-Time Leadership

On March 24, CALPRO hosted a training of trainers of the "Just-In-Time" leadership workshop for "seasoned" adult education administrators from various regions of the State. CALPRO developed the training in response to the need for new administrators to gear up to face the challenges of managing an adult education program. The first of two workshops addresses fiscal management and the second deals with personnel issues.

Participating in the training led by Joan Polster, Assistant Superintendent of the Sacramento Unified School District, and Margaret Kirkpatrick, Principal of Berkeley Adult School, were administrators from the following adult education agencies: George Bohn, San Bernardino; Caroline Casida, Visalia; Virginia Donnellan-Eberhard, Palm Springs; Sue Gilmore, Sacramento; Susan Handy, Bakersfield; Kim Kellenberg, Eureka City; Daniene Marciano, Santa Clara; Dale McIntire, LAUSD; Cyndi Parulan-Colfer, Hacienda La Puente; Corinne Price, Salinas; Lupe Reyes, LAUSD; Rhonda Slota, Napa Valley; and Tim Taylor, Elk Grove. These trainers will lead statewide "Just-In-Time" workshops throughout 2003, starting with a training to be hosted by the South Coast/Baldwin Park CALPRO Regional Resource Center (RRC) on May 30. A schedule of these workshops for the summer and fall will be available from CALPRO in June. New administrators are encouraged to attend these workshops, which will be followed with ongoing local network meetings to provide the support and encouragement new administrators need.

Introduction to English For All

Many of our readers have no doubt become acquainted with the wizard and host of the English language development series, *English For All*, designed as a distance learning program. To familiarize teachers with the materials that include videos, CD-ROMs, and print, the CALPRO RRCs have offered professional development workshops over the past several months. The workshop demonstrates strategies for using the multimedia series effectively with students by leading the participants through a sample lesson.

As a follow-up to the workshop, the Bay Area RRC plans to start an informal *English For All* network group, which will meet to discuss the successes and challenges of working with the series and share any supplementary materials developed. To join this group, contact Kathleen Jain at the Bay Area RRC at kjain@bas.berkeley.net.

The Technology Planning Process

Assessing the technology needs of an educational organization and then planning and implementing the appropriate technology to address those needs can be a daunting task. Marian Thacher of the Outreach and Technical Assistance Network (OTAN) and Dahlia Shaewitz of CALPRO have just completed a training module to assist in this process. The module will soon be available through CALPRO to anyone who wishes to use it as a planning tool.

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Extension Programs at UC Davis and UC Santa Cruz. She has served on various state committees, including Programs of Excellence site

visit teams, Model Standards focus group, and CASAS Field Evaluation Design Committee.

Marilyn says that she took the CALPRO position because of a "lifelong interest in professional development." She firmly believes that "excellent, ongoing staff development has the greatest impact on the skill of a teacher and hence the success of the student." Please join us in welcoming Marilyn to CALPRO. You'll be seeing her and hearing from her as the year progresses.

(2) Because it is a relative newcomer to California's adult education programs, CALPRO has been trying to build name recognition as the one-stop place for professional development for adult educators. Through publications, workshops, its Website, and the outreach efforts of the Regional Resource Centers (RRCs) and its Professional Advisory Board (PAB) members, CALPRO has been working to increase awareness. Visit our website at www.calpro-online.org or stop by the RRC near you.

(3) The great distances among programs and the diverse regions and populations in California pose challenges to us in providing professional development to all potential users. As part of our effort to reach the traditionally underserved northern regions of the State, CALPRO and the Sacramento RRC plan to co-host a two-day conference in August in Eureka. CALPRO will continue to reach out to other underserved populations throughout the State. If you have suggestions or recommendations for ways in which CALPRO can serve you, we invite you to contact us at calpro@air.org or to call us toll-free at 800-427-1422. We hope to see you at one of our many professional development offerings!



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 website at www.calpro-online.org to find out what is being offered in your area.

Sacramento RRC

The Sacramento Regional Resource Center delivers services to the 27 northern counties of the State. To accommodate the agencies geographically distant from Sacramento, network groups have been established to bring resources to them. At the end of February, we visited Willows and delivered mini-workshops on ESL



Jayme Adelson-Goldstein conducting workshop

multi-level classes and *English for All*, the new multi-media program developed through the Cyberstep Project. On March 7, expert instructor and author Jayme Adelson-Goldstein presented a hands-on workshop for ESL instructors titled "Communicate, Cooperate, Cope!" The workshop provided new and experienced ESL teachers with materials and strategies to enhance their students' oral and collaborative skills in a stress-free environment. Also in March, we traveled to Ukiah to provide learning opportunities on Pronunciation in Context and Role Play for ESL Instructors. Vicky Prater, CDE Consultant, joined us to discuss ABE and ASE current issues and hot topics. The following week took us through beautiful Northern California to Eureka. Administrators from Humboldt County met with CALPRO, CDE, and the Resource Center staffs to discuss the unique challenges for small schools in rural areas. Three different network meetings for ESL/CBET/EL Civics Coordinators, ABE/ASE Coordinators, and TOPSpro Users continue to be held on a monthly basis in Sacramento. Questions regarding network meetings, workshops or trainings in the northern counties or the Sacramento area should be directed to the Sacramento Regional Resource Center at 916.264.3746

Contributed by Trish Kerns, RRC Manager and Special Project Teacher

San Diego/Imperial Counties RRC

Linda Carlton, RRC Manager, and Susan Yamate of the San Diego County Office of Education recently offered a professional development workshop for correctional educators at the Donovan State Prison. The purpose of the training was to share



Department of Corrections Adult Education Administrators who are participants in the CALPRO Leadership Institute

information about CALPRO's services and workshop opportunities. Susan and Linda guided the teachers through the local RRC website, showing them how to use the calendar to identify relevant workshops and register online. Ten correctional education administrators are participating in the CALPRO Leadership Institute.

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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, American Institutes for Research, 2720 Gateway Oaks Drive, Suite 250, Sacramento, CA 95833, or by fax to 916.286.8840. You also can email your articles to ctr_MKnightMendelson@air.org.

Collaboration between Community-based Literacy Programs and Publicly Supported Adult Education

Although providers of community-based literacy programs and providers of adult education programs serve the same basic populations and work toward the same goals, they may sometimes feel - unnecessarily - that they are worlds apart. Learners would certainly benefit from more routine coordination and collaboration between the two types of literacy service providers. How can programs start down the road to providing wider options for learners? Here is a simple example:

In central Contra Costa County, Mt. Diablo Adult Education (MDAE) regularly refers students to two local literacy programs: Diablo Valley Literacy Council, which provides tutoring services to non-native speakers of English, and Project Second Chance, whose target population is the native-speaker. Adult Ed has welcomed volunteer tutors in its classrooms for purposes such as observing learning and teaching strategies, developing tutoring skills in a classroom setting, and introducing learners to adult education options. MDAE also has invited tutors to participate in professional development activities hosted at the school and refers students to both organizations for individual services. All organizations benefit from the collaborations.

Lisa Bennett Garrison, Executive Director of California Literacy Inc., says that the major goal of many library literacy programs is to develop learners' literacy skills to the point that they become confident about entering adult education programs. It is therefore critical that our organizations work together.

Why not get started now? Send a copy of this article to your local literacy partner and follow up with a phone call. Start by sharing some basic information about your programs, perhaps arrange a visit to see how each program operates, and determine if there's a way to help each other meet shared goals. Your students will appreciate the cooperation between agencies!

*Submitted by Jacques LaCour
Vice Principal, Mt. Diablo Adult Education*

Peer Coaching at the San Diego Centers for Education and Technology, San Diego Community College District

It is difficult to provide ongoing professional development to ESL faculty in a large institution such as the San Diego Centers for Education and Technology, where approximately 250 instructors work at six different centers with numerous off-site locations. As a result, many of the instructors feel isolated. Workshops are constantly scheduled, but they often don't serve those who have other jobs or those who teach evening classes. When a new teacher is hired, he or she is given a thorough

orientation to the program, but then it is often a long time before the coordinator has time to check up on that teacher again.

This situation prompted us to develop an ESL peer coaching program two years ago, supported by our 231 funds. Two principles guided us in developing this program. First, department chairs or resource people in leadership roles did not serve as peer coaches because, whether intended or not, observations by these individuals feel like evaluation to those observed. Second, the process needed to be simple in terms of paperwork and documentation so that it would not be too time-consuming.

We put one of our best instructors on a special non-classroom assignment for 15 hours a week for a semester as our program's peer coach. Her job was to make contact with new instructors, request an opportunity to visit their classes, and give feedback as needed. The peer coach had no specific criteria for the observations; rather the instructor and coach decided together what to discuss. The peer coach kept a log of contacts and visits with each instructor in order to be accountable. The communication between the peer coach and the instructor was kept confidential.

The peer coach carried out the following activities in one semester:

- Observed 13 new instructors and provided feedback;
- Called 25 instructors offering assistance;
- Received calls from 22 instructors asking for assistance;
- Carried on e-mail dialogues about teaching with 23 instructors;
- Taught classes so teachers could observe other classes in the program; and
- Researched opportunities for professional development for experienced teachers.

The project has resulted in greater sharing of ideas among teachers and an increase in morale, thanks largely to the efforts of peer coaches, Judy Rosselli and Lynn Francis.

*Submitted by Gretchen Bitterlin
San Diego Community College*

Calendar of Events 2003

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| June 5 | Adult Education Research Conference San Francisco, CA |
| June 17-19 | CASAS National Summer Institute San Diego, CA |
| July 21-24 | CALPRO Leadership Institute Sacramento, CA |
| September 25-26 | ACSA Adult Education Conference San Diego, CA |
| October 1-4 | California Literacy Annual Conference Pasadena, CA |

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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The Evolution of Quality Professional Development

By Mary Ann Corley

The past 15 or 20 years have witnessed shifts in thinking about what constitutes quality professional development. The shifts in thinking move us from a view of professional development as the transmission of knowledge and skills by content experts to a study by teachers of the very teaching/learning processes in which they are engaged every day. The shifts also move us from espousing the goal of professional development as satisfying the needs of workshop participants to that of meeting the needs of students and increasing learning outcomes. In the process, the role of the workshop presenter shifts from that of transmitter of knowledge to that of facilitator of learning for participants.

In part, the paradigm shifts described above are the result of research that indicates that quality professional development can raise student achievement (Ferguson, 1991; Cohen and Hill, 1998). Although the research studies are few and the results limited, they have attracted the attention of educational reform leaders.

According to Sparks and Hirsh (1997), three forces are primarily responsible for the shifts in thinking about quality professional development. These are (1) the advent of results-driven education; (2) systems thinking; and (3) constructivism.

Results-driven education has as its goal improved performance by students, staff, and the organization. Schools are judged, not by “seat time” but by what students know and can demonstrate.

Systems thinking encourages us to view the educational process holistically, not as composed of individual parts that can be modified. The hallmark of successful professional development is change—in programs, instructors, and learners. Because change (and continuous improvement) is circular, one part of the system cannot be changed without affecting other parts of the system. When one engages in systems thinking, one sees the interrelationships and patterns of change.

Constructivism means that learners create their own knowledge structures rather than accept and adopt those proposed by teachers. In other words, learners take an active role in their learning, shaping their own realities and ways of knowing. Adults construct reality based on “schemes” or categories, theories, and ways of knowing that provide maps of the world (Clinchy, 1995). Learning occurs when it becomes necessary to adapt, modify, or change these schemes, or when some cognitive dissonance or partial discrepancy is felt between what one currently knows and the new experience.

Sparks and Hirsh (1997) posit that constructivist programs cannot be created through traditional transmittal forms of staff development in which the presenter “transmits” to students that which is to be learned. Constructivist programs include activities such as action research, reflective practices such as journal keeping, and conversations and sharing with peers about beliefs and assumptions that define and guide their instruction. According to Lieberman (1995), “people learn best through active involvement and through thinking about and becoming articulate about what they have learned.” In support of moving toward new ways of thinking about professional development, Lieberman (1995) says the following:

“What everyone appears to want from students—a wide array of learning opportunities that engage students in experiencing, creating, and solving real problems, using their own experiences, and working with others—is for some reason denied to teachers when they are learners.”

The shifts in thinking about professional development hold that these same learning opportunities are important for teachers. The following principles have evolved from research that guides the new thinking about effective professional development. In essence, professional development should be:

- site-based;
- focused on student learning;
- based on needs assessments;
- followed up in the classroom (e.g., through peer coaching or action research);
- directly linked to what the teacher does in the classroom and entail job-embedded learning;
- results-driven;
- systematically linked to the school’s [or program’s] goals;
- curriculum-centered and standards-based;
- collaborative;
- sustained, rigorous, and cumulative;
- seen as continuous professional growth;
- followed up with technical assistance and support to participants.

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Research also indicates that teachers are more likely to change their behavior if they:

- become aware of a need for improvement;
- set goals for their own professional growth;
- observe in each other's classrooms and analyze their own data;
- try ideas and evaluate effects;
- discuss problems and solutions re: individual learners and/or teaching content;
- become familiar with a variety of approaches: modeling, simulations, observations, observations, critiquing videotapes and Web sites, etc.

The CALPRO Regional Resource Centers (RRCs) continue to offer a variety of workshops for teachers and administrators because these are in demand and they fill a specific need for awareness about a variety of topics. However, in response to current research on professional development, CALPRO and the RRCs are embarking on a journey. The RRCs are exploring different models to extend and sustain professional development through such practices as study circles and networking groups, round table discussions, peer coaching, action research, and other activities. And, as CALPRO produces new professional development modules, it ensures that the modules are written as two- and three-part series in which participants are asked to attend multiple workshop sessions with time between sessions for them to try out some of the new learning in their daily practice. Won't you join us on this journey?

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Spotlight on RRCs...

Members of the RRCs and the CALPRO leadership meet regularly to determine ways that CALPRO can serve its clients better. In January, CALPRO held a two-day retreat that allowed time for problem-posing and solving. Among outcomes of the retreat were the following: development of models for extending and sustaining professional development; identification of new topics for professional development; identification of materials to include in a new teacher's resource guide; updating of the CALPRO online needs assessment; and sharing ideas for focus groups and network meetings.



Mary Ann Corley, RRC Managers, and Wendi Maxwell at the RRC Retreat



North Coast Participants of the Eureka Meeting

FOCUS ON SMALL SCHOOLS AND AGENCIES

Small adult schools and agencies in Northern California have been historically difficult to serve. Attending meetings and workshops has meant long drives, expensive plane flights, and a drain on the already small teaching staff. To address ways to increase services to adult schools in far northern California, CALPRO and CDE, in conjunction with the Sacramento RRC, held an exploratory meeting in Eureka on March 28. Representatives of Eureka Adult School, Fortuna Adult School, Southern Humboldt Adult Education, Northern Humboldt Adult Education, and Del Norte Schools attended the meeting, as well as Mary Prather and Trish Kerns from the Sacramento RRC, Cliff Moss of CDE, and Mary Ann Corley of CALPRO. The major outcome of the meeting was a decision to host a two-day professional development conference in Eureka on August 25 and 26, 2003. The conference will have two tracks, one for teachers and one for administrators.

225/231/EL Civics Webcast

The California Department of Education's (CDE) innovative method to present information about the new 225/231/EL Civics grant application, via Webcast, met with general enthusiasm from the field. The Webcast was a collaboration among CDE and the State Leadership Projects. Potential grant applicants attended sites throughout the State, where they viewed a live presentation hosted by CDE consultant, Wendi Maxwell. Following the video portion, CALPRO RRC staff facilitated a question-and-answer session that enabled participants to have their concerns addressed directly by Wendi.

Evaluations of the Webcast, tallied by CALPRO, were overwhelmingly positive and included such comments as: "This was an effective and well organized way to present information," and "This way, I didn't have to drive four to five hours." In general, participants appreciated the convenience of local venues for dissemination of grant application information, the interactive nature of the call-in session, and Wendi's lively and direct style. A videostream of the webcast is now available online at: www.cde.ca.gov/adulteducation.

Surviving Budget Cuts

Current or impending budget cuts are unnerving adult educators at all levels and in all areas. The challenge for administrators is to remain fiscally sound without compromising programs. Adult educators have expressed a need to get together and discuss ways to operate effectively on leaner budgets. To that end, the South Coast RRC hosted a network meeting at which participants generated a list of budget-cutting ideas. These ideas ranged from cutting classes with low attendance, to limiting travel, to increasing fee-based classes. The success of the meeting has prompted CALPRO to sponsor similar regional meetings, often in conjunction with ACSA. Check with your local RRC for details of meetings in your area.

WHAT'S COMING???



ESL Teacher Institute Revisited

CALPRO has invited K. Lynn Savage, former Director of the ESL Teacher Institute from 1985 to 1994, to start up the popular Institute again. The first step will be a two-day Training of Trainers this summer for all former certified trainers. As a cadre of re-certified trainers becomes available, the CALPRO RRCs will deliver training in the key ESL modules developed by the original Institute.

Orientation to "Madison Heights" and "Lifelines"

CDE, CALPRO, and the California Distance Learning Project, in conjunction with Intelcom, soon will provide orientation on the new video-based family literacy series, *Madison Heights* and *Lifelines*. The series uses dramatic episodes and real-life stories to address the literacy needs of ABE, pre-GED, family literacy, and advanced ESL students.

Vocational Literacy Task Force

This summer, CDE and CALPRO are convening a task force of experienced Vocational ABE and ESL (VABE and VESL) teachers and administrators to identify resources for adult education programs that have applied for funding for vocational literacy as part of their 231 grant application. The resources will be available through CALPRO RRCs and OTAN.

Professional Development Materials Coming Soon!!!

- *Organizing and Monitoring Instruction to Improve Learning Gains*, by Susan Gaer and Donna Price-Machado
- *Resource Guide for New ESL Teachers*, by Trish Kerns
- *Adult Education Administrator's Online Handbook*, edited by Mary Klein and Mary Ann Corley
- *Success for Small Schools Handbook*, by Cliff Moss
- *Critical Thinking and Problem Solving*, by John Tibbetts and Mary Ann Corley
- *Questioning Strategies for Monitoring Instruction*, by John Tibbetts and Mary Ann Corley

CALPRO WEBSITE UPDATE

www.calpro-online.org

Have you visited the CALPRO website recently and noticed some changes? Among other things, CALPRO has updated its professional development needs assessment to reflect changes suggested by users. The South Coast/Baldwin Park RRC reports that a large number of online needs assessments were completed in that area and that the results closely reflected those obtained through the traditional paper needs assessment. Help CALPRO plan staff development that suits your needs by visiting our website at www.calpro-online.org and completing the new needs assessment.

"Professional development can be guided by leaders, tied to standards and learning goals, built around... improvement plans. But the engine that drives it all, ultimately, is each individual's commitment to self-reflection and self-improvement"
Journal of Staff Development, Spring 2002

Erratum

CALPRO regrets its omission of Ventura Adult and Continuing Education in its list of recipients of the Programs of Excellence awards for 2002. Ventura received the award for its Vocational Education program, which provides students with the means to enter or re-enter the job market or upgrade their current skills. Contact Carolyn Vang-Walker at 805.676.7314 for more information.