



CALPROGRESS

CALIFORNIA ADULT LITERACY PROFESSIONAL DEVELOPMENT PROJECT

Message from the Director



Welcome to a new school year! This has been a busy summer for CALPRO staff in designing new products and services to support your work, and we are pleased to tell you about them in this issue of *CALPROgress*. In keeping with the federal mandate that educational practices be research-based, CALPRO has launched its research-to-practice initiative, which has three pillars.

The first pillar is to make research available to practitioners. To that end, every CALPRO professional development module has a research basis that is stated on the Overview page. As a result, instructional methods taught in CALPRO workshops on critical thinking, questioning strategies, and teaching adults with learning disabilities are based on current research. In addition, CALPRO's two new resource guides, one for ABE and one for ESL teachers, both reference evidence-based practices. Look for these guides on the CALPRO Web site at www.calpro-online.org. CALPRO also has prepared several research briefs and annotated bibliographies on topics such as reading instruction, mathematics instruction, learner retention, and participatory instructional approaches. These publications, also on the CALPRO Web site, can be used by practitioner groups to discuss implications for practice.

The second pillar of the research-to-practice initiative is to help adult educators translate and transfer research to practice. In June, CALPRO conducted a training of study circle facilitators on the topic of learner persistence. This fall, the 14 participating schools across the state will encourage teachers to join study

Continued on page 2...

HIGHLIGHTS OF CALPRO ACTIVITIES FOR FALL 2004

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

Statewide Priority Workshops

The California Department of Education has identified priority topics for professional development for the current year. These include the following:

- Designing Programs for Adults with Learning Disabilities
- Teaching Critical Thinking
- Using Questioning Strategies to Improve Instruction
- Organizing and Monitoring Instruction to Improve Learning Gains
- Managed Enrollment in ESL programs
- Managing the Multi-level ESL Class
- Differentiating Instruction
- Learner Retention and Motivation
- Lesson Planning
- Learner Goal Setting

CALPRO has developed modules on the first seven and is in the process of developing modules on the last three. In addition, CALPRO has developed training on how to use the Programs of Excellence application as a tool for program self-evaluation, to identify program strengths as well as areas needing improvement. Look for the dates and locations of these workshops on the statewide calendar on the CALPRO Web site at www.calpro-online.org.

Professional Development Centers

CALPRO has named its Professional Development Centers (PDCs), formerly called Regional Resource Centers (RRCs), for the next three years. The shift in terminology more accurately reflects the centers' role: they are more than resource centers; they are CALPRO's local dissemination arms to provide professional development to California's adult educators. Starting in the summer of 2004, four new PDCs have begun to offer services. These are:

- Central Valley PDC, located at Bakersfield Adult School
- Delta Sierra PDC, located at Stockton School for Adults
- LAUSD PDC, operated by the Division of Adult and Career Education
- Northern CA PDC, located at Eureka Adult School

These new PDCs join the following six centers that had already been operating:

- Bay Area PDC, a collaboration between Berkeley and New Haven Adult Schools
- Inland Counties PDC, located at San Bernardino Adult School
- Orange County PDC, located at Santa Ana College School of Continuing Education
- Sacramento PDC, located at Old Marshall Adult Education Center
- San Diego and Imperial Counties PDC, located at the San Diego County Office of Education
- South Coast PDC, a collaboration between Baldwin Park Adult and Community Education and Hacienda La Puente Adult Education

Continued on page 2...



Continued from page 1...

circles. CALPRO will evaluate the process, make adjustments as necessary, and launch a new training of study circle facilitators in January 2005 on the topic of authentic materials. CALPRO also is coordinating the National Adult Education Research Symposium to be held in Sacramento. Co-sponsored by the California Department of Education (CDE) and the National Center for the Study of Adult Learning and Literacy (NCSALL), the symposium will bring to California some of the country's top researchers in adult education and literacy. Each session will be followed, by a panel of practitioners who will discuss the implications of the research for practice, and then by small group discussions among participants. Abstracts of each research presentation will be posted to the Symposium Web site, www.researchtopractice.org, along with attendees' suggestions for translating the research to practice. We hope to see you there!

The third pillar is to support adult educators in conducting their own field-based research. This effort is in the planning stage. Stay tuned!

I am pleased to tell you that CALPRO has hired a Research Analyst whose primary responsibility is to coordinate the research-to-practice initiative. Please join me in welcoming Erik Jacobson, who has recently completed his Ed.D. in adult education at Harvard. Erik brings to CALPRO a rich background in teaching ESL, in designing and conducting professional development for NCSALL, and in community development. He has numerous publications in adult education to his credit. Look for him at upcoming workshops and conferences.



On behalf of CALPRO staff, I offer you our wishes for a successful and rewarding school year!

Continued from page 1...

Professional Development Specialists

CALPRO has added three part-time staff specialists to extend professional development services to individual schools and programs. They are Lillian Zepeda, serving the southern regions of the state; Sandy Steiger, serving the central regions; and Jennifer Knight, serving the north. The PD specialists will work with selected school administrators to develop a professional growth plan for staff. The plan could consist of any combination of the following: establishment of site-based study circles and focus groups, a mentoring program, referral to workshops offered through the local CALPRO PDC, program self-review using the Programs of Excellence document, and practitioner inquiry or action research. Interested program administrators are encouraged to apply for the services of a PD specialist for the current year. In the application, the program administrator must identify a challenge the school is facing or a direction in which the administrator wants to encourage growth; the challenge or new direction must be one that a professional development plan can address. The application, available on the CALPRO Web site, must be submitted by September 30. Approximately 15 schools will be selected for this year.

Mentoring Model

As part of its site-based professional development effort, CALPRO has convened a small task force of adult educators to help develop a mentoring model. Under the leadership of John Tibbetts, task force members are reviewing several existing models with an eye toward creating a model that CALPRO can use for training mentors. The model is context-free, which means that the same model will be useful for mentoring administrators or teachers, regardless of the subject area taught. Watch the CALPRO Web site for the schedule of mentor training workshops.

Programs of Excellence

The CDE recognized three exemplary adult education programs as Programs of Excellence for 2004 at the Association of California School Administrators (ASCA) Conference in Burlingame on September 23. Identifying quality programs is one of the most important functions of the CDE. CALPRO manages the Programs of Excellence from the application review process to the site visits. The CDE then certifies and recognizes award-winning programs by presenting Programs of Excellence certificates and flags. Programs of Excellence offer examples of ways in which practitioners provide quality service to adult learners. By reviewing proven practices, processes, and structures, other agencies may find ideas for establishing or refining their own programs. These programs are the 2004 awardees:



Parent Education

*Foothills Adult Education Center
Grossmont Union High School District*

Health and Safety

Santa Clara Adult Education

Adults with Disabilities

*Disabled Placement Program
California Medical Facility*

For more information or to download the Programs of Excellence application, visit the CALPRO Web site or call 1-800-427-1422. A letter of intent to apply for the 2004-2005 Programs of Excellence is due on or before November 30, 2004. Completed applications are due no later than 4 PM on January 7, 2005.

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 Erik Jacobson at ejacobson@air.org,
or call 916-286-8805.



SPOTLIGHT ON CALPRO PROFESSIONAL DEVELOPMENT CENTERS

Inland Counties PDC - San Bernardino, CA

The Inland Counties PDC serves Riverside and San Bernardino Counties. We are just starting our fourth year as a

PDC and are proud of the impact that we have had on the adult education providers that have participated in CALPRO-sponsored activities. The PDC serves only two counties, but combined they cover more than 27,000 square miles. Within that area, most agencies are small adult schools and CBOs, but we also serve correctional institutions, community colleges, libraries, and Job Corps. Last year we sponsored more than 50 workshops, networking meetings, CASAS trainings, and CDE Webcasts. The majority of the activities took place at the San Bernardino Adult School, but other agencies in both counties also hosted events: Hesperia (high desert), Palm Springs (low desert), Chino and Upland (west end), Riverside, Redlands, Beaumont, and the San Bernardino County Office of Education. During the next two months, workshops will include Differentiating Instruction,

Organizing and Monitoring Instruction to Improve Learning Gains, and Managing the Multilevel ESL Class. The networking groups enable adult literacy staff to discuss common issues and successes. The EL Civics networking group, facilitated by Dave Williams from Beaumont Adult School, is the largest group, averaging over 15 participants at each monthly meeting. In August, a new networking group for small schools and new administrators was begun. That same day, the Just-In-Time workshop for new administrators was offered, presented by Dr. Virginia Eberhard, Principal of Palm Springs Adult School. Another popular networking group is the TOPSpro Users Group facilitated by



Janice Roselius, Annette Beck at Inland Counties PDC

Dawn Montgomery from Redlands Adult School. Every other month, the meeting is hosted in a different part of the region to enable more classified personnel to attend. We encourage all adult educators to participate in these networking groups to ensure that the PDC is meeting the needs of its constituency.

Submitted by Janice Roselius, Inland Counties PDC

Adult Education Leadership Institute

At the ACSA Conference in Burlingame on September 23, Jean Scott, Administrator of CDE's Adult Education Office, recognized the graduates from the CALPRO Adult Education Leadership Institute. The Institute offers a two-year program to practicing adult education administrators who want to enhance their capacity to operate an adult education program. The 13 graduates join the ranks of more than 540 of California's leading adult educators who have participated in this program since its inception in 1985.



Leadership Institute Graduates and Institute Facilitators

The 2004 graduates are:

<i>Kathy Farwell</i>	Martinez Adult Education
<i>Enrique Florez</i>	Kings Canyon USD
<i>Lynn (Gary) Hada</i>	Folsom State Prison
<i>Carolyn Gueffroy</i>	California Medical Facility
<i>Teryl Kellar</i>	Pleasant Valley State Prison
<i>Cara Lazarus</i>	San Leandro Adult School
<i>Joan Lehman-MacClanahan</i>	Berkeley Adult School

<i>E. Lynne Nicodemus</i>	Pittsburg Adult Education
<i>Tom Posey</i>	CDC CSP-Solano
<i>Melanie Prince</i>	Compton Adult School
<i>David Risenhoover</i>	CSATF/SP at Corcoran
<i>Carol Roberds</i>	Merced Adult School
<i>Margaret Scott</i>	Mount Diablo Adult Education

For more information or to download the 2005-2006 Leadership Institute application, visit the CALPRO Web site or call 1-800-427-1422.

Completed applications are due in the CALPRO office on January 7, 2005.

Learning Communities and Collaboration

This column is devoted to examining research reports and other literature related to professional development in adult education.

Learning Communities as Professional Development

The National Board for Professional Teaching Standards suggests that "effective teachers are members of learning communities and that accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development" (Leonard & Leonard, 2003). Although it is hard to get a consensus on exactly what constitutes a *learning community* (Kerka, 1995; Senge, 1990), one way to think about it is as a process, rather than a completed state (Wonacott, 2000). Learning communities provide participants with ongoing opportunities to learn collaboratively and to initiate change.

Providing professional development through learning communities can be more beneficial than through workshops. Although workshops are the most popular form of professional development, their one-shot nature may have little impact on classroom practice. DuFour (2004) suggests that workshops represent "the opposite of the kind of sustained commitment needed to embed change within the school's culture."

Practitioners understand the benefits of long-term collaboration. A survey of teachers (Sabatini et al., 2000) revealed that 48% of those participating in collaborative team work rated it the most useful form of professional development, compared with 1% who found it the least useful. In contrast, only 31% of those participating in workshops offered by outside consultants found it the most useful.

Barriers to Collaboration

Despite the value that practitioners place on collaborations, it appears to take place in a limited fashion. A NCSALL study (Smith, Hofer, Gillespie, 2001) of the working conditions of adult literacy teachers found that 65% did not participate in peer coaching, had not participated in a study circle, and reported that they had no teachers' room in which to meet informally with colleagues. Adult education, with its high percentage of part-time teachers and lack of communal space, often offers teachers few chances to interact in a meaningful way. Teachers typically talk on-the-run, in the hallway, or in the school parking lot. Such conversations are by nature limited, and teachers can feel isolated, even in large programs. Teachers in the NCSALL study reported "the desire to be part of a learning community inside their program; to observe other teachers in action; to have regular staff meetings where they could share ideas with colleagues; and, in some cases, to be mentored by a more experienced teacher or supervisor" (ibid).

An important finding of Sabatini et al. (2000) is that only 24% of those participating in Internet courses, bulletin boards, or listservs found this the most useful form of professional development, with 11% rating it the least helpful. It would appear that it is not enough to be a member of a virtual community: practitioners need to feel a sense of community in the physical space in which they work.

Beyond space or scheduling issues, there may be personal barriers. In some school cultures, asking questions or trying to engage peers in dialogue may be viewed as threatening and, as Kerka (1995) points out, "people are not typically rewarded for asking tough questions or identifying tough problems." Tensions may arise among teachers who attempt to address sensitive issues. In addition, collaboration takes time, generally outside of class time, for which part-time teachers may not be compensated.

Building Community Takes Work

Individual teachers can play a role in creating a sense of community, but they cannot do it alone: they need the support of administrators and co-workers. Indeed, the actual practice of collaboration can be hard work. According to Leonard & Leonard (2003), "authentic teacher collaboration – that which is directed ultimately toward student learning – is unlikely to occur within the realm of a negative school culture." A collaborative culture cannot be built "simply by inviting or encouraging staff to work together" (DuFour, 2004). Rather, it involves creating "structures that require teachers to work together, and build(ing) time for that work into the school day and annual calendar. The structures and culture of the school should resonate with the message that collaboration is nondiscretionary: it is the way we do things around here" (ibid). Although a true sense of community often feels spontaneous, it typically flourishes when the groundwork has been thoughtfully and deliberately laid.

by Erik Jacobson

References

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- Leonard, L. & Leonard, P. (2003). The continuing trouble with collaboration: Teachers talk. *Current Issues in Education*, 6(15). <http://cie.asu.edu/volume6/number15>
- Sabatini, J. et al. (2000). *Teacher perspectives on the adult education profession: National survey findings about an emerging profession*. Philadelphia: National Center on Adult Literacy.
- Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Currency/Doubleday.
- Smith, C., Hofer, J., Gillespie, M. (2001). The working conditions of adult literacy teachers: Preliminary findings from the NCSALL staff development study. *Focus on Basics*, (4D), 1-7. <http://gsweb.harvard.edu/~ncsall/fob/2001/smith.html>
- Wonacott, M. (2000) *The learning organization: Theory and practice*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

CALPRO SUPPORTS STUDY CIRCLES

During the upcoming year CALPRO will coordinate with local programs to initiate and support study circles on a variety of topics. On June 29th, Beth Bingman from the National Center for the Study of Adult Learning and Literacy (NCSALL) led a training of study circle facilitators on the topic of learner persistence.

The following individuals attended the training, and may be contacted if you are interested in starting or joining a study circle:

- *Jack Bailey*
Santa Barbara Adult Education
- *Cathy Gamble*
San Leandro Adult School
- *LaRanda Marr*
Oakland Adult Education
- *Craig Branagan*
Salinas Adult School
- *Debbie Glass*
Merced Adult School
- *Jacqueline Matranga*
Old Marshall Adult Education
- *Nancy Carlock*
Hacienda La Puente
- *Trish Kerns*
Sacramento PDC
- *Marti Rao*
Metro Ed MAEP
- *Sandra Devereux*
Sweetwater USHSD Adult Division
- *Marilyn Knight-Mendelson*
Napa Valley Adult School
- *Irma Sanders*
Baldwin Park Adult and Continuing Education
- *Dana Warford*
Stockton School for Adults
- *Michelle Yuen*
EGUSD EGACE

Future study circle trainings will cover research-based adult reading instruction and the use of authentic materials in the classroom. Adult administrators or teachers who are interested in establishing a study circle may contact CALPRO at 916-286-8816.

Visit the CALPRO Web site
for Other Professional
Development Materials
www.calpro-online.org

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 ejacobson@air.org.

How Do You Help Students To Set Goals?

Long-term planning and goal setting is not something that comes easily to everyone, and ESL students are no exception. As an ESL teacher, I try to encourage my students to establish goals and work towards them. However, I have found that students may play along but not actually do anything until it becomes an imperative dictated by the needs of their family or children. So what's new? Many of us procrastinate until we see the immediate need for something.

I think the most important thing we can do as teachers is to talk regularly about setting goals, and more importantly, widen life options for our students by actively exploring the classes they might take or the vocational training they might try. Many times, our students lack the information and terminology they need to set realistic goals. So, do everything you can to broaden their knowledge about life and work in these United States. Guide them through your school's brochure. Take them on field trips to see vocational training programs. Lead them into the community to identify and locate businesses. Discuss requirements and make them aware of the rules of the game. Introduce them to counselors and personnel who can assess their skills and aptitudes. It is a process. The more they know about their options, the better decisions they can make for their future.

*Ted Dutton
ESL Teacher
Hacienda La Puente Adult Education*

Join the "LPRP Connections" Discussion List!
CALPRO offers practitioners the opportunity
to discuss the connections between
literacy practice, research, and policy.
To join, visit www.calpro-online.org



Research-to-Practice

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

The CALPRO Research-to-Practice Initiative is designed to help bridge the gap between the most promising adult education research efforts and the people who stand to benefit most from them: adult education teachers and learners. The purpose of this initiative is to help practitioners become empowered consumers of research and make their voices heard by researchers. As part of this effort, CALPRO is co-sponsoring the National Adult Education Practitioner-Researcher Symposium in December. During the symposium, teachers, administrators, and researchers will discuss how practice and research can inform each other.

In response to the federal focus that evidence-based methods be used in the classroom, adult education practitioners seek to understand how trends in research policy impact the practice of teaching. The *Resource Corner* contains Weblinks that focus on a proposed research agenda and suggestions for how research can be used to shape practice. None of these documents is the final word on the issue.

CALPRO hopes that its Research-to-Practice Initiative will encourage teachers and administrators to become involved in the debates that are taking place at every level on topics ranging from the value of a given instructional technique to what constitutes "good" research. To support this goal and to provide practitioners a forum to discuss these issues, CALPRO and OTAN are collaborating on establishing a research-to-practice discussion list that will provide a forum for practitioners to discuss these issues. To subscribe to the LPRP Connections (Literacy-Practice-Research-Policy Connections) discussion list, visit the CALPRO Web site.



SAVE THE DATE!



**National Adult Education
Practitioner-Researcher Symposium
A Meeting of the Minds
December 9 - 11, 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
Check it out on the Web at
<http://www.researchtopractice.org/>

Calendar of Upcoming Events

- Oct. 14-16, 2004** California Literacy Conference (www.caliteracy.org)
- Nov. 12-15, 2004** California Library Association Conference (www.cla-net.org)
- Feb. 2-4, 2005** California Adult Education Administrators' Association (www.caeaa.org)
- Mar. 3-6, 2005** CATESOL Conference (www.catesol.org)



RESOURCE CORNER



Check Out These Links!

Research Agenda

Research Agenda for Adult ESL
National Clearinghouse for ESL Literacy Education, NCSALL, and TESOL
www.cal.org/nclle/agenda/agenda.pdf

The Use of Research

Research Based Principles for Adult Basic Education Reading Instruction
The Partnership for Reading
www.nifl.gov/partnershipforreading/publications/adult_ed_02.pdf

Opportunities and Limits: An Update on Adult Literacy Education
Center on Education and Training for Employment
www.cete.org/acve/docs/literacy.pdf

Using Research and Reason in Education
National Institute for Literacy
www.nifl.gov/partnershipforreading/publications/pdf/Stanovich_Color.pdf

Establishing an Evidenced-based Adult Education System
NCSALL
www.gse.harvard.edu/~ncsall/research/op_comings3.pdf

How Adult Literacy Practitioners Use Research
Texas Center for Adult Literacy and Learning (TCALL)
www-tcall.tamu.edu/orp/orp2.htm