

# CALPROGRESS

CALIFORNIA ADULT LITERACY PROFESSIONAL DEVELOPMENT PROJECT

## Message from the Director



This has been a year of change for CALPRO and the professional development we deliver to California adult educators. For the past seven years, we have grown a comprehensive system of professional development that has as one of its features the delivery of training through regional Professional Development Centers (PDCs). We now are in the midst of designing a new statewide delivery system that can best be described as "site-based." For CALPRO staff, the prospect of change brings with it both *concern* and *excitement*—concern because our roles and tasks in the new system are still under construction and likely will continue to evolve over the next few years, and excitement because we are architects of a new model that holds the promise of providing enhanced support to local agencies in their quest for continuous program improvement.

Several factors fuel the pending changes and the evolution of a new model. The most significant is current research that supports the shift from regionally based professional development to site-based or agency-based. For the past three years, CALPRO has led a highly successful initiative, *Learning Communities for Site-Based Professional Development*. Participating teams of administrators and teachers from 20 local agencies have established site-based learning communities and implemented agency professional development plans. Their successes in continuous program improvement support the need for CALPRO to expand its site-based effort.

Another major contributing factor to the pending change is budget. The budget reduction that CALPRO absorbed in the 2007-2008 academic year, as well as additional projected cuts during 2008-

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## HIGHLIGHTS OF CALPRO ACTIVITIES FOR SPRING 2008

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

### Online Courses

This spring, CALPRO launched two new online facilitated courses, *Understanding the Adult Learner, Session 1: Adult Learning and Development*, and *Designing Programs for Adults with Learning Disabilities, Session 2: Effective Instructional Strategies*. For each online course, a subject area expert facilitates a group "discussion" over a period of four weeks; participants can log on at their convenience any time within a given week to access materials, network and interact with peers, and complete assignments. CALPRO is continuing to enhance its online courses with multimedia. Between July 2007 and January 2008, CALPRO offered 28 online courses with a total enrollment of 439. Other online courses available through CALPRO include

- o *Effective Lesson Planning;*
- o *Enhancing Learner Persistence;*
- o *Designing Programs for Adults with Learning Disabilities, Session 1: Awareness for Adult Educators;*
- o *Managing the ESL Multilevel Class;*
- o *Just-in-Time Leadership: Smart Fiscal Management for Adult School Administrators;* and
- o *Organizing and Monitoring Instruction to Improve Learning Gains.*



In April, CALPRO unveiled a new self-directed online course, *Orientation for New ESL Teachers*. This self-study course guides new instructors through various competencies for teaching adult ESL in California. Available entirely online to individual participants who work without other participants or a facilitator, this course offers flexibility in professional development and fosters independent learning.

To register for the self-directed online course or to view the schedule of facilitated online courses, visit [www.calpro-online.org/onlineCourses.asp](http://www.calpro-online.org/onlineCourses.asp).

### Site-Based Learning Communities

Six teams, each consisting of a local administrator and a lead teacher/staff development specialist, are participating in the 2007-2008 site-based learning communities initiative. On December 6-7, CALPRO brought the six teams together and provided research-based materials and models related to professional development. Following the training, the six teams were to establish learning communities of selected staff, assess teachers' professional development needs, and draft agency professional development plans. Each team will share its draft plan at a follow-up meeting in May. This is the third cohort of participants (20 agencies) in this initiative, which began in 2005. CALPRO is coordinating a panel of participants from each of the three cohorts to present a session at the May CCAE conference in San Diego.

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2009, make it unfeasible for CALPRO to continue to support nine PDCs throughout the state beyond June 30, 2008. If PD is to reach all teachers and administrators, it must be site-based, and it must be tailored to help individual staff members set and meet goals for professional growth.

We would be remiss if we did not acknowledge the significant contributions of the current PDC managers and express our appreciation for their fine work (see PDC profiles, p. 3). They all have successfully run professional development events, extending their reach throughout their regions and enriching the knowledge and skills of attendees at these events. Hats off to a tireless group of professionals for a job well done!

Additional factors that point the way to change relate to the increasing sophistication of the field and the growing awareness of administrators that they can and should play a major role in the professional development of their staff members. The availability of technology is also a factor. Professional development events no longer must be limited to face-to-face events, but rather can be delivered via alternative methods, such as Webinars, online courses, videoconferences, and electronic discussion lists.

In designing the new PD model, the CDE and CALPRO elicited input from numerous sources: members of the CALPRO professional advisory board (PAB), the CDE field-partnership team, CALPRO PDC managers, CDE consultants, attendees at the CAEEA conference, etc. All have voiced resounding support for a changing role for CALPRO in helping the field move toward a site-based system of professional development.

CALPRO and the CDE are paving this path even as we travel it. You are invited to help us along the way by providing your suggestions and feedback, by identifying for us potential barriers in moving to site-based professional development as well as suggested solutions to overcome the barriers, and by sharing our excitement in creating a new model of professional development for California adult educators.

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Following are participants of each agency in Cohort III and the focus of their professional development plans.

Agency	Participants	Focus
Baldwin Park Adult and Community Education	Rachel Ramos and Debra Jensen	Student retention
Elk Grove Adult and Community Education	Kathy Hamilton and Renee Collins	New teacher support
Fremont-Washington Community Adult School	Michael Wada and Cory Rayala	Peer coaching
Metropolitan Adult Education Program	Carolyn Richardson and Marti Rao	Peer coaching
Riverside Adult School	Kathy Bywater and Megan Brown	Multiple measures to assess ESL student progress
Watsonville-Aptos Adult Education	Cynthia Stark and Teresita Marchisello	Use of assessment data

### Professional Development Modules

CALPRO is developing several new professional development modules and revising others. The CALPRO ESL Task Force met in November 2007 to review the current module, *Managing the ESL Multilevel Class*. Taking their recommendations, Nancy Hampson of San Diego Community College has revised the module as a two-session workshop. In addition, Dan Kreuzer of Milpitas Adult School is revising the module, *Becoming a Program of Excellence*. New modules under development are *Project-Based Learning*, *Student-Centered Learning*, and *The Administrator as Instructional Leader*. CALPRO will conduct a Training-of-Trainers' (TOT) Institute on these modules in June.

### Study Circle Facilitator Training on Reading Instruction

CALPRO held study circle facilitator trainings on research-based adult reading instruction in October 2007 in Burbank and in March 2008 in Oakland for participants from adult schools, community colleges, and corrections programs. The training included activities on practitioner attitudes toward research, discussions on research findings related to reading instruction, and brainstorming sessions on ways to apply findings to practice. CALPRO has offered five study circle facilitator trainings on reading instruction since June 2006 and five trainings on learner persistence since June 2004. There are more than 50 individuals trained on the topic of reading instruction and more than 70 on learner persistence. Additional information about study circles and results of approximately 40 site-based study circles on learner persistence is available at [www.calpro-online.org/adminPages/studyCircles.asp](http://www.calpro-online.org/adminPages/studyCircles.asp).

## We've Moved!

Please update your records with the new AIR/CALPRO address.

**American Institutes for Research/CALPRO**  
2151 River Plaza Drive, Suite 320  
Sacramento, CA 95833

Phone and fax numbers remain the same.  
800-427-1422 toll-free for CA  
phone: 916-286-8816  
fax: 916-286-8840



## CALPRO Training-of-Trainers' Institute

CALPRO will conduct a Training-of-Trainers' (ToT) Institute in Los Angeles on Wednesday, Thursday, and Friday, June 25, 26, and 27, 2008. The purpose of the ToT Institute is to build capacity for a cadre of adult educators to facilitate workshops on three of the newly created CALPRO professional development modules as well as on newly revised and updated modules from previous years. The new modules are

- o *Project-Based Learning*,
- o *Student-Centered Learning*, and
- o *The Administrator as Instructional Leader*.

The newly revised modules are

- o *Becoming a Program of Excellence*,
- o *Managing the ESL Multilevel Class*, and
- o *Math Instructional Strategies: Algebra Readiness and Algebra*.

CALPRO will also offer trainings on current modules, *Creating a Site-based Professional Development Plan*, *Learner Goal Setting*, and *Research-Based Adult Reading Instruction*.

To promote adult education programs to move from a regionally based model of professional development toward a model that is site-based, the California Department of Education Adult Education Office encourages each agency to ensure that its staff members obtain on-site professional development they need to enhance teaching skills and help learners meet their educational goals. Agencies that send a staff member to the ToT will have trained facilitator(s) on staff



Participants at the *Enhancing Learner Persistence* Workshop held in Orange County

who can conduct training and serve as in-house specialist(s) for other staff members on the content of the workshop(s) attended.

CALPRO invites program administrators to nominate appropriate staff members to attend one or more of the training-of-trainers' workshops. Nominees should be individual(s) whom the administrator has seen present workshops and whom the administrator can endorse as quality facilitator(s)/workshop leader(s). Deadline for nominations is May 23, 2008.

For details and nomination forms, visit [www.calpro-online.org](http://www.calpro-online.org) and click on *News and Events* for the ToT invitation memo.



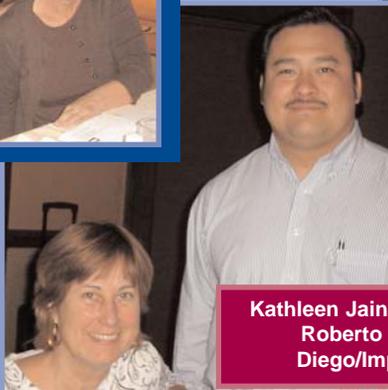
## SPOTLIGHT ON CALPRO PROFESSIONAL DEVELOPMENT CENTERS



Julia Thompson, Northern CA PDC;  
Annette Beck, Inland Counties PDC; and  
Lynn Crumpacker, Delta Sierra PDC



Trish Kerns, Capital Area PDC; Rob Jenkins,  
Orange County PDC; Liz Koenig, LAUSD  
PDC; and Lance Quintana, South Coast PDC



Kathleen Jain, Bay Area Satellite PDC;  
Roberto De la Rosa, Jr., San  
Diego/Imperial Counties PDC

Since 2001, the CALPRO Regional Resource Centers and, later, the Professional Development Centers (PDCs), have disseminated resources and information and hosted a variety of professional development workshops and networking meetings for teachers and administrators. CALPRO acknowledges the role that the PDCs have played in providing high-quality professional development. Pages 4 and 5 highlight the work of the PDC managers and their staff in providing quality instruction and enhancing learning experiences for California's adult educators.

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# APPRECIATION TO CALPRO PROFES

Continued from page 3...

## Bay Area



**PDC Staff:** Manager Karen Barroso (pictured), Assistant Manager Lori Cheeves, and Satellite Manager Kathleen Jain

**Service Area:** Alameda, Contra Costa, Marin, Monterey, San Benito, San Francisco, Santa Clara, Santa Cruz and San Mateo Counties.

### Successes/Innovations

- Restructured this year with multiple satellite sites that provide information and technical assistance in specific topic areas
- Developed a workshop and "Tool Kit" for Bay Area program coordinators to assist with on-the-job training
- Collected data on the impact of trainings and workshops after participants return to their schools and have an opportunity to implement new learning

**Most Memorable Experience:** It has been very exciting and rewarding to have the opportunity to be a part of the professional development of so many adult educators in the greater Bay Area and beyond. The creativity and innovation that I have witnessed at each and every school we have served has been an inspiration. It all has been an experience I will never forget.

## Capital Area



**PDC Staff:** Manager Trish Kerns

**Service Area:** Alpine, Colusa, El Dorado, Napa, Nevada, Placer, Sacramento, Sierra, Solano, Sonoma, Sutter, Yolo, and Yuba Counties

### Successes/Innovations

- Initiated ESL, ABE/ASE and TOPSpro Users network meetings that have served administrators, teachers, and clerical staff members from multiple counties for the past 10 years
- Coordinated first Northern California Mini-Conference in Eureka
- Spearheaded development of workshops presented throughout the state to assist agencies in integrating state and federal accountability requirements with effective instructional practices

**Most Memorable Experience:** It is impossible to choose any one event as most memorable during my past 16 years as manager. Rather, it is the accumulation of all the positive experiences of working with adult educators from San Joaquin county to the Oregon border, as well as the other State Leadership Project personnel, that will stay with me. It has been a wonderful, committed group of individuals who have impressed me every day with their willingness to do whatever it takes to bring quality educational services to California's adult students in need of not only their educational assistance but also their generosity of spirit.

**PDC Staff:** (pictured left to right) Support Maria Martinez and Manager Lynn Crumpacker

**Service Area:** Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties

### Successes/Innovations

- Garnered support of literacy providers in small schools and literacy centers
- Developed a pool of very capable and talented presenters within the service area

**Most Memorable Experience:** What we will remember most about our experiences in providing professional development to our Delta Sierra region are the opportunities we had to meet and interact with so many people who are steadfast supporters of adult education in literacy, adult education, and community college programs, OTAN, CDLP, CASAS, CALPRO, and the State Department of Adult Education.

## Delta Sierra



**PDC Staff:** Manager Annette Beck (pictured) and Vice Principal Janice Roselius

**Service Area:** San Bernadino and Riverside Counties

### Greatest Success/Innovations

- Established strong network groups (Adult Ed Issues, WIA II/EL Civics, CBET, TOPSpro)
- Provided outreach to community-based organizations, jails, and colleges
- Presented to administrators and other staff at ACSA Regions 12 and 19 meetings

**Most Memorable Experience:** I cherish the collaborations and social time with highly skilled educators throughout the state whom I never would have met if it weren't for the opportunity to work with CALPRO. I've learned a vast amount about teaching techniques and research and have shared these with my peers. Visiting other Professional Development Centers throughout the state was a real treat—I always came back with new ideas for my administrators.

## Inland Counties



**PDC Staff:** Manager Liz Koenig

**Service Area:** Los Angeles Unified School District (LAUSD)

### Successes/Innovations

- Significantly expanded network meeting offerings and topics
- Served educators at all 34 LAUSD Adult Schools
- Collaborated with many smaller adult schools and community organizations

**Most Memorable Experience:** It has been such a pleasure to work with CALPRO to bring professional growth into the lives of my fellow adult educators. What I will take from this experience is the pride and satisfaction of knowing that the CALPRO-LAUSD workshops and network meetings inspired a whole cadre of LAUSD teachers and administrators to develop both personally and professionally.

## LAUSD



# SIONAL DEVELOPMENT CENTERS

## Northern California



**PDC Staff:** (pictured left to right) Manager Julia Thompson and Associate Director Michelle Hutchins

**Service Area:** Del Norte, Siskiyou, Modoc, Humboldt, Trinity, Shasta, Lassen, Tehama, Mendocino, Glenn, Butte, Plumas, and Lake Counties

### Successes/Innovations

- Annual mini-conference
- WebEx online delivery system for workshops and network meetings
- Networking among adult education communities, bridging the distance gap within the Northern California region

**Most Memorable Experience:** My most memorable experiences as PDC Manager are (1) developing meaningful relationships within the adult education community in Northern California, and (2) the great times spent with the CALPRO staff at our managers' meetings. I have enjoyed conducting workshops and sharing strategies that will help enable our students to be successful. I have truly enjoyed my CALPRO experiences and have learned so much about adult education professional development.

## Orange County



**PDC Staff:** Manager Rob Jenkins (pictured) and Assistant Carol Skaggs

**Service Area:** Orange County

### Successes/Innovations

- In the last two years, 14 of 18 institutions in Orange County hosted CALPRO events
- Martha Rankin of Newport Mesa Unified School District introduced her learning community's blog at the CALPRO Workshop, *Creating a Site-Based Professional Development Plan*, and inspired workshop participants to engage in online professional development

**Most Memorable Experience:** (1) I really enjoyed entertaining at lunch on my saxophone as Wendi Maxwell sang at a CALPRO Managers' meeting in 2007. (2) I was so inspired at Martha Rankin's presentation on the Newport Mesa blog she shared with CALPRO PDC Managers in January 2008, that the next day I started my own for the region (<http://teacherresource.wordpress.com>), which will provide a forum for community building among instructors of adults throughout Orange County.

**PDC Staff:** Roberto De la Rosa, Jr.

**Service Area:** San Diego and Imperial Counties

### Successes/Innovations

- Moved and restructured the PDC and Resource Library to Sweetwater Union High School District
- Provided informational presentations to many schools in the PDC area
- Surpassed the number of responses from teachers and administrators in the PDC area compared to the number of responses from previous year's statewide online professional development needs survey

**Most Memorable Experience:** My most memorable experience as a PDC Manager was the opportunity to meet teachers and administrators not just from my PDC area, but also from the entire state. The opportunity to learn and work with such knowledgeable people made me a better teacher, administrator, and person. These past few months, I have been like a sponge, soaking up all the information and knowledge my colleagues had to offer. I feel privileged.

## San Diego and Imperial Counties



**PDC Staff:** (pictured left to right) Instructional Materials Clerk Rafael Quinones, Clerk Sylvia Terrazas, and Manager Lance Quintana

**Service Area:** Los Angeles and Ventura Counties with a satellite center at Santa Barbara City College that provides services to Santa Barbara and San Luis Obispo Counties

### Successes/Innovations

- Extended professional development services to Santa Barbara and San Luis Obispo counties
- Bolstered the participation of an active PDC advisory committee
- Offered a wide variety of workshops and network meetings at several sites

**Most Memorable Experience:** What I really enjoyed most was working with CALPRO and the PDC managers to offer professional development opportunities to adult educators in supporting student success. Working with people like Holda Dorsey, retired from Hacienda La Puente Adult School, our advisory members, and PDC managers throughout the state, I expanded my knowledge and practice of adult education. I enjoyed visiting other schools and PDCs, learning how professional development is offered throughout the state and nation, and learning about current national trends. But what I will remember most is the night after our PDC Managers' meeting in Riverside, sitting in the lounge with Holda discussing a time long past and looking towards the future for adult education.

## South Coast



## 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 to send their articles to Amy Park at [apark@air.org](mailto:apark@air.org).*

### A Learning Community's Journaling Process

In conjunction with the CALPRO initiative, Learning Communities for Site-Based Professional Development, five instructors and an administrator from the ESL program at Bakersfield Adult School have initiated a learning community that created a grass-roots professional development plan for implementation during 2007-2008. The plan includes several components, all aimed at refining student goal-setting as a way to increase learner persistence.



One component of the professional development plan includes observation pairs, which allows teachers to observe a segment of a colleague's class. In this "safe" format, the presenting teacher lists questions about presentation, content, or participation, allowing the observer to act as a second set of eyes and ears.

Another component of the plan is journaling. There are several audiences for the journal. First, teachers ask their students to write one journal entry per week. Although teachers can assign journal topics they feel are appropriate each week, I encourage teachers to choose from 16 goals-related topics, modified for the different levels of ESL.

The second audience of journaling is with me, their administrator. For the first journal entry, teachers read a brief article about process writing and then write about their classroom experiences as they relate to the points in the article. Most of the ESL teachers participated in the assignment, and I followed up with a dialog response.

The next journaling activity involved a three-way interactive assignment with the teachers, their observation pair partners, and the administrator. The assignment was to create a graphic organizer and write a paragraph that compared two articles about adult goal-setting. After teachers completed their journal entries, they passed their journals to their observation pairs partners, who provided written responses, then passed the journals to me for further comment. I was amazed at the depth of the teachers' comments, and impressed by the fact that 85 percent of the teachers completed the entire journaling round. It was a true example of collaboration within a professional community.

I encourage teachers to do their writing during student journaling time and to share with their students that they, too, are keeping journals and completing assignments. This adds credibility to the student journaling lesson and reinforces that teachers and students are part of the same learning community.

*Nancy Williams, Program Coordinator  
Bakersfield Adult School*

### Q&A with Martha Rankin



Martha Rankin, Assistant Principal at Newport-Mesa Unified School District (NMUSD) Adult School, launched an interactive Web blog called *Adult Education Matters* at <http://adulthoodmatters.wordpress.com>. The blog is dedicated to matters of adult education such as continuous program improvement, Professional Learning Communities (PLC), and technology-enhanced instruction.

Rankin uses the blog to promote a learning community for NMUSD staff and other adult educators to explore practical ways of putting research to practice and access NMUSD downloadable/editable documents.

#### **Q: Why, when, and how did you create this blog?**

*A: We created the blog to be the first electronic professional learning community (e-PLC) on adult education matters. We also made it to help our school implement the goals in our Professional Growth (PG) plan. I set up the blog in early October after attending a PLC conference with Rick DuFour, [whose work in learning communities is largely the basis of the CALPRO workshop, *Creating a Site-based Professional Development Plan*].*

#### **Q: From October to November, the Professional Growth Team wrote and adopted the 2007-2008 Professional Development Plan and Professional Growth Action Plan. What is the PG Action plan? How does the blog fit into it?**

*A: The plan incorporates peer mentors, Tech Tip Tuesdays, onsite workshops, online tutorials, and site-, level-, and goal-specific PLC teams, all of which support our professional growth objectives for 2007-2008, which are to*

- 1. Empower a professional learning community to improve all learning; and*
- 2. Deepen teachers' understanding of how to use technology-enhanced instruction.*

*The blog is one component of our PG plan.*

#### **Q. How do you monitor and evaluate progress on your Professional Growth Action Plan?**

*A. In February, we conducted an online survey through a free software, SurveyMonkey, for our teachers and administrators to provide feedback on their professional growth goals. Thirty-four teachers/administrators completed the survey. You will see on our Web site how we can make mid-year improvements on our professional growth action plan.*

#### **Q: How much does a blog cost to create and maintain?**

*A: Zero—\$0—Nada. NMUSD Adult School pays for my time, but what I do on the blog is part of my daily job responsibilities as an assistant principal in charge of professional growth, curriculum, and accountability. I'm simply replacing the memo and/or pricey staff meeting by using the blog.*

Participate in the *Adult Education Matters* blog, the first result listed on Google-search for adult education professional learning communities, at <http://adulthoodmatters.wordpress.com>.

*Martha Rankin, Assistant Principal  
Newport-Mesa Unified Adult School*

# Journal Writing as a Professional Development Tool

by Amy Park

Journal writing can be a powerful professional development tool. It is a self-study method that encourages reflection on one's practice as well as development of plans for enhancing one's professional growth. For adult learners, Kerka (2002) reports that journaling promotes increased quality of group discussions, greater fluency in writing and language, and demonstrated changes in thinking. Similarly for teachers, journal writing provides a way to monitor one's observations, thoughts, and teaching practices (Silva, 2003; Orem, 1997).

## Self-Reflection

Delaney and Bailey (2000) kept journals for three months and one year, respectively, while teaching English to adult learners in China. They each used their journals to express personal ideas, concerns, questions, and feelings about their teaching practice. Delaney reported that keeping a journal helped her, as a fairly new teacher, become more aware of her motivations and frustrations. After reviewing her journal entries, Bailey realized the need to modify a particular instructional strategy. Both teachers agreed that the time and effort expended in journal writing benefited their teaching and helped them discover patterns in instructional practice and generate new ideas for lessons.

## Collaborative Practice

Teacher education programs have integrated journaling as a collaborative learning tool to strengthen communication between prospective and practicing teachers. Over a two-year period, Silva (2003) conducted a case study of two cohorts consisting of a prospective teacher, practicing teacher mentor, and university professor sharing a "triad" journal during an academic year. Her findings included themes such as increased communication and stronger relationships among triad members as well as a forum for asking individualized questions, which the teacher education program did not necessarily provide.

Not every shared journal writing experience has positive results. Orem (1997) conducted a study of 32 graduate students in adult education and 18 in secondary teacher education programs, all of whom kept journals. Analyzing interview responses and journal entries of these 50 participants, he noticed an inherent difficulty in writing openly when the writers were aware that their journals would be evaluated by others. The potential breach in confidentiality as well as assessment by others often inhibited the writer. Orem found, however, that those who

were comfortable with the shared journal-writing process tended to demonstrate deeper levels of learning and positive attitudes toward journaling. He concluded that participants realized greater benefits when given guidance and positive reinforcement.



## Tips for Journal Writing

Delaney and Bailey (2000) provide some guidelines for journal writing for professional growth. They suggest that teachers

1. Set aside time immediately following class to write in their journal. The most difficult part of journal writing often is keeping a routine schedule for making journal entries.
2. Write their entries in locations where there are not likely to be interruptions.
3. Not be concerned about the style, grammar, and organization of their entries; it is the content that is most important.
4. Ask themselves each time they write an assertion, *Why? Why did I write that? What evidence do I have for the statement I just made?* They should try to support their insights with examples from their class sessions.
5. Jot down ideas or questions at the end of each entry to consider later. This can help narrow the focus somewhat during the journal-keeping process. It also can serve as good teaching ideas.

Teachers who share their journals with a colleague or mentor may wish to establish guidelines collaboratively with the colleagues or mentor. For example, they may determine methods for sharing journal entries (e.g., printed, e-mailed, or submitted on a Web-based journal such as a blog).

Journal writing offers opportunities for educators to reflect on their teaching practices. Setting aside inhibitions with writing style and fear of judgment by readers, the writer may discover that journaling allows a deeper level of self-expression and a demonstration of new knowledge.

## References

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- Silva, D. Y. (2003). Triad journaling: A tool for creating professional learning communities. *Teacher Education Quarterly*, 30, 4, 69-82. Retrieved November 30, 2007, from [http://www.teqjournal.org/backvols/2003/30\\_4/volume\\_3\\_number\\_4.htm](http://www.teqjournal.org/backvols/2003/30_4/volume_3_number_4.htm)



## Research-to-Practice

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

As part of the California Research-to-Practice initiative, CALPRO produced and published the *California Adult Education Learner Persistence Project* booklet. The publication contains three sections: the adult learner persistence Web site, abstracts of the field-based research studies on learner persistence, and outcomes of the learner persistence study circles.

The first section of the booklet describes an online adult learner persistence Web site at [www.adultlearnerpersistence.org](http://www.adultlearnerpersistence.org), which was established by the California Department of Education (CDE) Adult Education Office. The site helps agencies review research on learner persistence, formulate objectives, and then choose strategies to implement the objectives related to enhancing learner persistence. It also provides an interactive guide to assist local adult educators in designing a learner persistence implementation plan. Thirty adult schools have logged into the site, as well as visitors from 24 states, Canada, Japan, and Egypt.

The second section highlights seven abstracts of California adult educators' inquiry projects. As part of the Field-Based Research Initiative (FBRI) on learner persistence, CALPRO provided trainings on identifying a research question, collecting and analyzing data, and reporting findings. The booklet summarizes the initiative and the challenges of implementing teacher-researcher studies.

The third section outlines the establishment of site-based study circles on learner persistence at 40 agencies with more than 70 practitioners trained as facilitators. The booklet includes techniques for improving learner persistence and sample action plans from participating study circle agencies.

To download a copy, visit [www.calpro-online.org](http://www.calpro-online.org) and click on *Resources*, then *Publications*.



## Calendar of Upcoming Events

April 28-May 1, 2008  
May 1-3, 2008  
May 4-8, 2008

COABE Conference ([www.coabe.org](http://www.coabe.org))  
CCAEE Conference ([www.ccaestate.org](http://www.ccaestate.org))  
International Reading Association Convention ([www.ira.org](http://www.ira.org))

June 17-19, 2008  
June 26-July 2, 2008  
Sept. 24-26, 2008

CASAS Summer Institute ([www.casas.org](http://www.casas.org))  
American Library Association ([www.ala.org/annual](http://www.ala.org/annual))  
ACSA Adult Education Meeting ([www.acsa.org](http://www.acsa.org))



Happily performing the "Multilevel ESL Line-Up" are participants from Ripon, Tracy, Gustine, and Stockton adult schools and the San Joaquin County Office of Education.

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 Amy Park at [apark@air.org](mailto:apark@air.org), or call 916-286-8846.

## RESOURCE CORNER

**Adult ESL Teacher Credentialing and Certification**  
Center for Adult English Language Acquisition (CAELA) research brief  
[www.cal.org/caela/esl\\_resources/briefs/tchrcred.html](http://www.cal.org/caela/esl_resources/briefs/tchrcred.html)

**Center for Adult English Language Acquisition Guide for Adult ESL Trainers**  
Center for Adult English Language Acquisition (CAELA)  
[www.cal.org/caela/scb/guide.html](http://www.cal.org/caela/scb/guide.html)

**Family Literacy in Adult Education: The Federal and State Support Role**  
National Commission on Adult Literacy  
[www.nationalcommissiononadulthoodliteracy.org/pandp.html](http://www.nationalcommissiononadulthoodliteracy.org/pandp.html)

**Policies to Promote Adult Education and Postsecondary Alignment**  
National Commission on Adult Literacy  
[www.nationalcommissiononadulthoodliteracy.org/pandp.html](http://www.nationalcommissiononadulthoodliteracy.org/pandp.html)

**Research Utilization in the Field of Adult Learning and Literacy: Lessons Learned by NCSALL About Connecting Practice, Policy, and Research**  
National Center for the Study of Adult Learning and Literacy (NCSALL)  
[www.ncsall.net](http://www.ncsall.net)

**To Read or Not To Read: A Question of National Consequence**  
National Endowment for the Arts  
[www.nea.gov/pub/pubLit.php](http://www.nea.gov/pub/pubLit.php)