Section 3a:
Professional Development Coordinators

This strand is designed to assist Professional Development Coordinators in using the *Guide* to facilitate a variety of approaches to professional development for themselves and for instructors in their agency, region or state. The purpose of this strand is threefold:

- To assist Professional Development Coordinators in looking at their own professional development needs;

- To suggest ways that Professional Development Coordinators can assist instructors in determining their professional development needs; and

- To suggest ways that Professional Development Coordinators can assist instructors in using a variety of approaches and activities to achieve their individual goals in the context of program goals.

The format of this strand provides a step-by-step sequence that Professional Development Coordinators can follow in order to achieve the goal of a more diversified approach to professional development. Because the audience for this *Guide* is varied in its professional development background and experience, the steps in the *Guide* are detailed. Readers, however, are invited to skim the sequence and skip steps with which they are familiar.

> ### Adopt and Adapt!
>
> The approach of this section as in the *Guide* itself, is designed to be suggestive, rather than directive. Readers are encouraged to adopt as well as adapt the contents of the *Guide* to fit the context of their own programs and participants.

Professional Development Coordinators should play a major role in facilitating a variety of approaches that instructors could use to improve their craft, as well as to improve their agency programs. It is important, then, for coordinators to feel comfortable and confident in this important role. The following chart presents an outline of the eight implementation steps with referrals to related sections of the *Guide*.

Implementation Strand for Professional Development Coordinators	
Steps of Implementation	Related Resources in *Guide*
Step 1: Complete Needs Assessment Profile for Professional Development Coordinators	Appendix A: Profiles
Step 2: Implement Activities for Professional Development Coordinators	Section 2: Approaches
Step 3: Evaluate Activities of Professional Development Coordinators	Section 4: Evaluation
Step 4: Profile Targeted Instructors	Appendix A: Profiles
Step 5: Analyze Profile Data	Appendix A: Summary Profiles + Scenarios in this strand
Step 6: Select Approaches for Instructors including a Plan for Assessment and Evaluation	Section 2: Approaches Section 4: Evaluation + Appendix B: Contracts
Step 7: Implement Selected Professional Development Approach(es)	Section 2: Approaches + Section 3: (this section)
Step 8: Evaluate Results of Professional Development Activities for Instructors	Section 4: Evaluation

PART 1: STEPS 1, 2, AND 3 ARE INTENDED FOR PROFESSIONAL DEVELOPMENT COORDINATORS' OWN PROFESSIONAL DEVELOPMENT

Step 1: Complete Needs Assessment Profile for Professional Development Coordinators. Professional Development Coordinators should turn to Appendix A and locate the Needs Assessment Profile for Professional Development Coordinators. They should complete that profile for themselves and analyze the results. For example, if they find there are approaches to professional development with which they are unfamiliar they can turn to Section 2, which provides descriptions and uses of each approach.

Likewise, if there are questions about evaluation, use of contracts or if there are other topics in need of further exploration, the table of contents can assist in locating topics for review. If findings indicate a need for professional development, plans (including a design for evaluation) should be made for all professional development activities. Once those plans are completed, coordinators should proceed to Step 2. (If it is determined that no additional professional development activities are needed, coordinators are ready to proceed to Step 4.)

Step 2: Implement needed activities for Professional Development Coordinators. Any professional development activities and approaches planned for the Coordinator(s) in Step 1, should be implemented. Monitoring and assessment procedures and instruments should be in place.

> ### The Needs Assessment Profile
>
> If there is more than one Professional Development Coordinator in an agency, region, or state, the Needs Assessment Profiles completed by each Coordinator can be aggregated to get a clearer picture of skills and experience held collectively. Appendix A contains a "Summary Profile Form for Professional Development Coordinators." Once the Summary is analyzed, special development programs may be scheduled for individuals or groups of Coordinators. If individual Coordinators are involved, the results of activities also can be made available to other Coordinators.

Step 3: Evaluate activities of Professional Development Coordinator(s). The success or problems encountered during any activities carried out in Step 2 should be analyzed and evaluated. At the conclusion of Step 3, the Professional Development Coordinator should be comfortable with knowledge about and use of all approaches in the *Guide* and be ready to plan with instructors any professional development activities that represent a variety of approaches.

Step 4: Profile targeted instructors. Professional Development Coordinators should:

- Determine which instructors will be targeted for professional development at a given time. (e.g., Will all instructors be involved? Only ABE or ESL instructors? Only ASE/GED instructors?)

- Duplicate and distribute to certain, targeted practitioners, the Needs Assessment Profile for Instructors. An example of such a profile also is located in Appendix A. Instructors should be told to complete the profile, make a copy for themselves, and forward the original to the Professional Development Coordinator. A deadline date should be given and, if that date happens to be some time distant, a reminder should be sent a week prior to the return date. The Professional Development Coordinator should be available, should instructors need assistance with this process.

- Once the instructor profiles have been collected, the data from them should be aggregated on the "Summary Profile Form for Instructors." That form is located in Appendix A.

Step 5: Analyze profile data. The determination of which needs should be addressed is an important task for coordinators. Included are the needs of instructors as a group, of individual instructors, and of the adult program served. This step, therefore, will be discussed in greater detail than the preceding steps.

In analyzing the Summary Profile Form for Instructors, the Professional Development Coordinator needs to consider several large chunks of data in determining recommendations for professional development approaches. A chart for helping Professional Development Coordinators translate the components from the Needs Assessment Profile Summaries for Instructors into professional development approaches can be found under Step 6 below.

Teaching Situation: *(Location/isolation)* Are instructors located mostly in rural, suburban or urban areas? In those areas, are they isolated at their instructional site? If they are at a site with several other instructors, are collaborative efforts possible or

> **Cooperative Efforts**
> When cooperative efforts are employed, it is generally recommended that instructors who prefer working with others be the first to implement a project and, after they meet with success, others be encouraged to participate on a voluntary basis.

do schedules make that very difficult? *(Computer availability/comfort)* If instructors are isolated, are computer networks available for on-line cooperative efforts? If computer networks <u>are</u> available, are instructors capable and comfortable in using the technology? *(Teaching areas)* Are instructors teaching subjects where there are few or many instructors? For example, in some locations ESL is heavily impacted but ABE has very few instructors. In other areas, the reverse may be true; and those situations will have an effect upon the professional development approaches selected, particularly in reference to:

- **Learning Preferences.** If collegiality is a possibility, it is also important to consider the learning preferences of the instructors concerned. That is, if opportunities for cooperative ventures are available, will instructors want to participate? Will special training be required if cooperative efforts are implemented?

- **professional Development Preferences.** Likewise, what kind of professional development activities do the instructors as a whole or individual instructors prefer? Do these preferences suggest different approaches for different groups of instructors?

Education/Training (including professional development activities): Does the background of instructors include education and experience in elementary or secondary education with little or no adult education preparation? Are there credentialing requirements for adult teaching that specify special training and/or experience in working with adults? Is the only experience of some teachers a few "professional development" activities? Has there been extensive and sequential professional development? Has professional development been largely through workshops and conferences? Will instructors be prepared or comfortable using other approaches?

Extent of Teaching Experience: Have most instructors been teaching their subjects for a long time? Is there a mix of experienced and new teachers? Are the majority very new to adult teaching? For example, if all ESL instructors were newly employed within the last three years — and all were new to teaching adults — how would that situation impact the choices of professional development activities?

Support: Although this item appears last, it is perhaps most important to the success of professional development activities. The literature abounds with instances where instructors were "hyped" for an alternative program or approach to professional development, such as peer coaching. They invested valuable time and energy only to find there was no real support of their efforts in terms of released time or financial remuneration. Worse, however, was finding their efforts unappreciated and neglected. In these instances, no professional development activities at all would have better served faculty morale.

Does administrative support for professional development efforts exist? Are administrators actively involved in these efforts? Do they provide time, flexibility, and appreciation of faculty efforts? Is there someone who serves in the role of "facilitator" of professional development choices and efforts (i.e., a Professional Development Coordinator)? Is professional development seen as a *team effort?*

Step 6: Select appropriate professional development approaches. The analysis — breaking down the responses from the Needs Assessment Profiles — is the easy part. The synthesis — selecting appropriate professional development approaches — is the challenge. It is obvious from the above questions that no one approach will best serve all instructors. The usual tendency is to find single answers for awhile, then swing to another best answer. For example, the Inquiry/Research approach to professional development has been suggested in several recent articles as the answer to quality professional development. Whereas it is a very effective approach for some instructors in some situations, other approaches may serve better other instructors or the same instructors in different situations. The following chart may be useful as a worksheet for selecting appropriate professional development approaches.

Linking Components of the Needs Assessment Profile Summary for Instructors with Professional Development Approaches	
Components from Profile Summary	**Possible Approaches**
Teaching Situation: – Location/Isolation – Extent of Teaching Time – Teaching Areas: ABE/ESL GED/ASE . . . – Computer Availability/Comfort	
Support: – Administrative (e.g., encouragement/ participation) – Fiscal (e.g., funding/release time) – Team Approach	
Education/Training: –Formal Teacher Education (Y/N) Focus –Past Professional Development	
Preferred Learning Preferences and Professional Development Preferences: –Learning Preferences –Professional Development Preferences	
Teaching Experience: – Years of Experience – Experience in Teaching Adults	
Professional Development Topics/Content Listed:	

To complicate further the selection of professional development approaches is the need to consider not only individual preferences and needs, but to consider the needs of the instructional program as well. Few administrators are willing to support individual activities that appear unrelated to program goals. Professional Development Coordinators, therefore, have a responsibility to facilitate the

> **Professional Development Plans**
>
> To ensure the appropriate planning, monitoring, and evaluation of the selected professional development approaches, the Professional Development Coordinator may want to consider using one of the several professional development plans presented i Appendix B.

blending of individual and program objectives. Solutions to the blending dilemma were discussed in the introduction and hinted at in the "support" category above: making professional development a team effort involving administrators, faculty, staff, and professional development coordinators themselves, is one of the most effective ways to insure administrative support, have balanced professional development objectives, and maintain a climate of cooperation and collegiality.

Step 7: Implement the selected professional development approaches. The extent of implementation at any given time depends on several factors:

- The size of the target population (e.g., number of ESL instructors who will participate),

- The amount of funding available for release time, materials, and compensation,

- The time that instructors are able to devote to professional development (even if compensated),

- The time that the Professional Development Coordinator has to devote to the facilitation of professional development, and

- The scope of the professional development plan (see below and the box under Step 6).

It is at this point, therefore, that Professional Development Coordinators need to make sure they have a step-by-step plan, fully approved with appropriate funding, assigned responsibilities, and a realistic time frame. Preferably, instructors have been involved from the outset in designing the professional development plan. If not, it is essential that they now be brought in and allowed to modify any plans — if modifications are realistic and agreed upon by the group.

To begin the implementation process, the Professional Development Coordinator may want to hold a workshop or conference that will reinforce the relationship between individual needs assessment profiles and the approaches selected. Likewise, the Professional Development Coordinator may want to distribute Section 2 of the *Guide* to remind instructors to refer to the approach they are following throughout the implementation process.

Step 8: Evaluate professional development. Too often Step 8 is the step not taken. If the planning in Steps 6 and 7 include means of monitoring and if evaluation questions are designed during that step, it is more likely that Step 8 will be implemented and useful. Section 4 of this *Guide* discusses possibilities for such evaluation. Evaluation, in turn, leads back to needs assessment and professional development goals.

In summary, the following figure shows the cyclical nature of the implementation process for which Professional Development Coordinators are responsible.

Implementation Process for Professional Development Coordinators
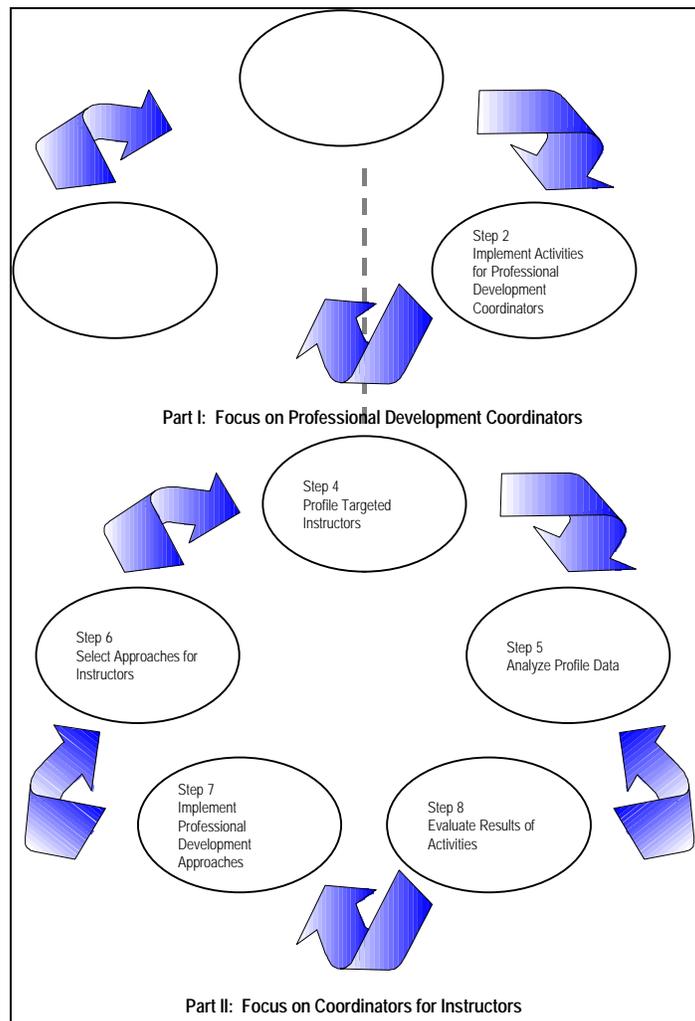
Practice Exercise

Before attempting to select and plan professional development approaches for their own situations, Professional Development Coordinators may find useful an exercise affording them the opportunity to select and plan approaches and activities for a hypothetical situation. Three Scenarios follow: (1) a rural scenario; (2) a suburban scenario; and (3) an urban scenario. Coordinators should choose the one closest to their own situation. Although none of these scenarios will be truly representative of a given situation, elements that approximate some of the conditions likely to be encountered will provide an opportunity to think through the selection of professional development approaches and to compare choices with the possibilities presented for each scenario in Appendix D.

The task for the following "scenarios" is to plan a comprehensive and appropriate professional development program for the scenario that best approximates a Professional Development Coordinator's own situation. To accomplish that task, it is anticipated that during the process, the reader will want to flip back and forth among various sections of the *Guide* — especially Section 2 (Approaches), Section 4 (Evaluation), and Appendices A and B ("Needs Assessment Profiles" and "Individual Professional Development Plans").

The scenarios may be used in several ways: as an individual exercise, as an opportunity for Coordinator/Administrator teams to brainstorm and ponder their professional development efforts, and for instructors to understand the complexity of making the best choices for agency professional development activities. In addition, the scenarios may serve as a model for designing a scenario that accurately describes local situations.

SCENARIO #1: RURAL

Adult education activities are widely spread over an entire county. Students are primarily ABE — drop-outs at various stages of elementary and secondary schooling. Many are suspected of having learning disabilities but no diagnostic facilities are available. A few ESL students have migrated to the area to work on farms, but there aren't enough at any one site to establish a separate class, so they are included with ABE students, when they seek adult education.

Out of a total of 16 ABE instructors in the county, there is usually only one or two per site and they have different schedules. Individual instructors are mostly elementary or secondary teachers who moonlight. Most instructors have considerable experience in teaching and are comfortable with long-established strategies, usually involving an instructor presentation followed by seat work.

Whereas there is a fairly high turnover of students each session, some persist even in the face of little progress. Teacher turnover, however, is low — occurring mainly when instructors tire of holding two teaching jobs.

Being established teachers, most indicate their learning preference as attending conferences or workshops where they can talk with other teachers of adults and "share." Sharing often consists of comparing student problems.

Computers are in the homes of some teachers — often because a spouse or children use them for work, school and for playing computer games. As can be seen in the following summary profile of instructors, computer comfort level is not high for most. Adult classrooms, by and large, haven't established the computer as a vehicle for instruction.

Administrators would like to offer the best programs possible but, themselves, wear many educational hats so time for the small adult programs is limited. Financial resources are low; classrooms are shared with day teachers (often the evening teacher's daytime classroom).

Bob, the administrator, who also serves as local professional development coordinator, tries to offer at least one full-day conference for instructors at the beginning of each semester. Much of that day is devoted to "housekeeping" duties, available instructional resources, and a "motivational" speaker.

In addition, the district will pay all or part of an instructor's way to a regional or statewide conference once-a-year (providing it takes place on Friday afternoon and/or Saturday). Instructors are responsible for choosing the sessions they attend and no follow-up activity or report is required.

Although some of the following data are reflected in the scenario above, listed below are numerical data from the summary profile. The additional data may be useful in determining possible professional development approaches for this scenario.

Teaching Situation (Rural):   Isolated 14   Collegial 2

Support:

Administrative Support

	Funding	Policies	Practices
High	0	0	0
Medium	1	10	5
Low	16	6	11

Teaching Area: ESL 2   ABE 14   GED 7* (*also listed ABE, so teach both)

Extent of Teaching: Full-time 0   Part-time 16   Coordination/Administration

Years Experience in Teaching Adults: 0-5 3   6-10 9   10-15 4

Comfort and Access to Computers:

	Comfort	Access
High	0	0
Medium	7	11
Low	9	5

Teacher Education: Yes 16   No 0

Focus: Elementary 9   Secondary 7   Adult 0

Previous Technical Training/Professional Development: Intermittent 16   Ongoing 0

Types: Workshop/Presentations 14   Projects 2

Topics: Adults vs. children, as learners 14

Grouping adults 6

Assessment of student learning 4

Learning Preferences: Large Group 2   Pairs 3   Small Group 9

Alone 2   Hands-on 11   Reading 1

By Colleagues 1

Professional Development Preferences

Develop Own Plan 3   Research Issues (with others) 1

Practice Strategies with an Observer 1

Attend Workshops 11

SCENARIO #2: SUBURBAN

Slightly more than a half-hour's drive from a large metropolitan area is a bustling community of small businesses (including many motels, fast-food restaurants, and filling stations), a closing military base, small produce growers, and a seasonal race-track. Many soldiers at the military base are in need of ESL and GED programs. They have provided a fairly consistent flow of students to both ABE and GED programs.

There is a community college serving this community and surrounding areas. The community college has the responsibility for providing adult education as well as its regular two-year Associate of Arts (AA) Degree program.

On the outskirts of the community, there is a large settlement of Spanish-speaking immigrants who work for produce growers, and in many service positions for the motels, restaurants and filling-stations. Recently, a number of Southeast Asian immigrants have also moved to this community and have established some restaurants and other small businesses as well as working in service jobs. The two immigrant groups are competitive and not especially friendly with one another.

The expanding influx of ESL students has placed a burden on the community college to establish classes at appropriate levels, and for locating needed classrooms and qualified ESL instructors. The ABE program is small but stable and there is a thriving GED program. This scenario will focus on the ESL professional development needs.

Because of the increased demands, *the community college has hired Nancy, an ESL Coordinator whose role also includes facilitating any needed professional development for ESL faculty, aides, and staff.*

A summary of the needs assessment profiles shows a highly diversified group. Some are long-time ESL teachers. Several are very proprietary and tend to keep students in class longer than necessary because they have "bonded" with them. Others are new to ESL teaching and are receiving conflicting advice from different instructors on how to conduct their classes.

Learning preferences run the gamut: Of 18 ESL instructors, 5 prefer working alone, 8 like working in pairs, and 5 prefer small groups. Ten of the 18 prefer "hands-on" activities, whereas 2 like reading, thinking and writing about the topic.

For professional development activities, 2 like researching issues, 9 indicate a preference for attending workshops or conferences because it is familiar and looks less demanding. Five prefer practicing classroom strategies with an observer, and only two prefer developing a plan of study by themselves.

The newer teachers seem more skilled and comfortable with computers. Most (12) declare a working familiarity with, if not an affection for them.

On the whole, the faculty is well educated. All have B.A. degrees plus some special training in ESL: Peace Corps experience, a certificate, or college training. Many also have an AA degree, and a few have masters degrees. Most degrees, however, are not in ESL. All instructors are part-time except the coordinator, and nearly one-third (5) are new ESL teachers. About half of the faculty speak another language and for about 25%, the other language is a first-language. Often other faculty complain that these instructors are teaching English with an inappropriate accent.

Prior to the arrival of the new coordinator, the faculty worked independently and little collegiality existed, except among selected friends. In visiting ESL classes, the new coordinator discovered, not surprisingly, little consistency of instruction, a heavy dependency on whole-group instruction, and reliance on many worksheets.

The administration is highly supportive but also has high expectations of the new coordinator. There is a medium level of funding for professional development activities and, although the coordinator has to teach half-time, she has been given freedom to move in the directions she thinks best. *The administration has asked for a comprehensive professional development plan that justifies choices and that is accountable.*

The summary of the Instructor Profiles shows the following data:

Teaching Situation (Rural):   Isolated 2   Collegial 16

Support:

Administrative Support

	Funding	Policies	Practices
High	1	0	0
Medium	16	16	10
Low	1	2	8

Teaching Area: ESL 18

Extent of Teaching: Part-time

Years Experience in Teaching Adults: 0-5 12   6-10 3   10-15 2   16-20 1

Comfort and Access to Computers:

	Comfort	Access
High	2	4
Medium	12	10
Low	2	4

Teacher Education: Yes 16   No 2

   Focus: Elementary 2   Secondary 7   ESL 6   Adult 0

Previous Technical Training/Professional Development: Intermittent 9   Ongoing 9

   Types: Workshop/Presentations 10   Observation/Feedback 2   Projects 3

                        Inquiry/Research 2   Other 1 (self-taught computer)

   Topics: ESL Institute 14   + Variety of conference topics

   Learning Preferences: Pairs 8   Small Group 5   Alone 5

                        Hands-on 10   Reading 2

                        By Colleagues 1

   Professional Development Preferences

                        Develop Own Plan 3   Research Issues (with others) 2

                        Practice Strategies with an Observer 5

                        Attend Workshops 9

SCENARIO #3: URBAN

Lynn, a district vice principal, coordinates faculty development, manages funding allocations, represents ABE, ESL and GED programs to the community, writes grant proposals, addresses the board, and meets regularly with a district administrative council for the adult education programs in this large, urban, unified school district. She screens and recommends for hiring all ABE, ESL and GED prospective instructors and supervises them once hired. Screening includes teaching a demonstration lesson of the candidate's choice and interviews with the coordinator and a head teacher. The interviews focus on knowledge of instructional practices and familiarity with district policies (based on readings previously given to all candidates).

Under Lynn's supervision, there are 124 part-time and 12 head teachers who are full-time. The district requires all teachers to have a BA or BS degree in some area. Lynn decides to target the 45 ABE instructors for this year's professional development activities. The reason is that classroom visits and feedback indicate that ABE instructors are most in need of updating instructional strategies appropriate to adult students. Furthermore, student turnover in ABE classes is extremely high and the district has, this year, instituted a new family literacy program supported mostly from grant funding. Instructors in this new program need additional professional development including 5 new teachers hired on "soft money" for the family literacy program.

Given the scope of the district, funding for adult education professional development borders on low-to-medium (ranging from $50 to $100 per instructor per year). But the Professional Development Coordinator has discretion for spending these funds. Last year, for example, ESL received the bulk of the funding because of an unexpected influx of Southeast Asians who were mostly pre-literate and needed special instructional approaches and materials.

Lynn represents the only administrative involvement in these adult programs and, within her scope of duties, considers professional development to be one of her top priorities.

The 45 teachers (33 female, 12 male) completed the Needs Assessment Profile for Instructors. The results, as expected were very diverse. Of the 45 teachers, the Summary Profile shows the following results:

Teaching Situation (Urban):   Isolated 9   Collegial 36

Support:

Administrative Support

	Funding	Policies	Practices
High	5	4	4
Medium	39	41	22
Low	1	0	19

Teaching Area: ABE 45

Extent of Teaching: Full-time 6   Part-time 36   Coordination/Administration 1

Years Experience in Teaching Adults: 0-5 19   6-10 21 10-15 3 16-20 2 Over 20 0

Comfort and Access to Computers:

	Comfort	Access
High	19	30
Medium	11	10
Low	15	5

Teacher Education: Yes 40   No 5

   Focus: Elementary 20   Secondary 15   ESL 4   Adult 6

Previous Technical Training/Professional Development: Intermittent 39   Ongoing 6

   Types: Workshop/Presentations 40   Collegial 6   Projects 0

             Self-Study 37   Inquiry/Research 0

   Topics: Most topics have to do with teaching strategies. The largest numbers were:

      Reading 29   Cooperative Learning 20   Assessment 17   Adult Learning 12

   Learning Preferences: Large Groups 8   Pairs 11   Hands-on 40

                      Small Groups 30   Alone 16   Reading 18