

Possible Resolutions to Problematic, Professional Development Scenarios

SCENARIO #1: RURAL

Because of budget pressures, teacher schedules, and administrative time constraints, Bob (the administrator) plans to use a half-day of a full-day opening conference for the purpose of presenting an "awareness" session for instructors. Content of the session will be on the *range* of possible approaches for professional development. Bob decides to bring in a "facilitator," a person who can use this *Guide* to deliver several hands-on activities that engage instructors in a myriad of possibilities.

Pre-Conference Activity:

Prior to the conference, a Needs Assessment Profile for Instructors will be completed by all 16 instructors, and then summarized.

Opening:

An overhead transparency of the summary will compose an interesting element of the conference is opening session.

Cooperative Learning Activity:

Following the opening session of the conference, a "Jigsaw" activity will be used to introduce the various approaches, as described in the *Guide*. (If directions for managing the jigsaw cooperative learning activity are needed, they can be located in the Adult Learner Packet. The availability of that packet can be found in Appendix C to this *Guide*.)

Needs Assessment Revisited:

After a break, the summary needs assessment will be shown up and the group will be asked whether any would like to change their preference to an area other than workshop/conference. Changes, if any, will be recorded directly on the transparency.

Brainstorm:

If some in the group indicate changes, they will be paired or put in small groups to brainstorm topics and activities that might be helpful for them to explore.

Logistics:

The administrator next will ask for volunteers to serve with him or her on a Task Force to determine what resources will be required for the project and how those resources should be allocated. Before making determinations, all instructors will be contacted, again, to obtain agreement to the Task Force's plan.

In all probability, a small change would occur the first year — maybe a pair of teachers doing peer coaching or a couple doing action research (on-line or directly). The results of these activities could be reported at the following year's opening conference, and, if successful, additional teams could be added for the following year — possibly including some individually designed projects. Such a process can keep change manageable, within funding constraints, and allow for the personalized support necessary for success.

SCENARIO #2: SUBURBAN

Nancy reviews the results of the Needs Assessment Profile Summary. During the past two years, workshops were held on instructional skills development, but Nancy finds few of these skills being used on a regular basis. She decides to begin small in order to insure success in diversifying approaches to professional development.

She notices that the largest number of similar preferences, outside of workshops, was eight who like working in pairs, and five, who prefer practicing new strategies with feedback from observers. She decides to call these 13 instructors together and present them with an opportunity to do peer coaching in self-selected teams. An observation instrument will be made available, and will be related to categories of instruction. Teams can select categories to work on; and a special session on using the instrument will be held for instructors, before asking for voluntary commitment.

Nancy realizes that not all may be ready for that level of commitment. Some may feel comfortable only in visiting other classes using the instrument in selected categories. For those individuals, Nancy will make her own classes available for visitation using the instrument. She will plan demonstration lessons for categories selected by those instructors.

Once these determinations are made, all faculty will be informed of the activities planned. In addition, an awareness session is planned for all faculty on other possible approaches they might choose the following year. (See Scenario #1 for the contents of an awareness session.) An opportunity also could be presented at this time for persons to be put on a waiting list for peer coaching, depending on resources, including available release-time for classroom visitations.

Another possibility that Nancy considers is to hold an awareness session first for all 18 ESL instructors and then allow a limited number of volunteers to select an approach to observe and learn from each other (within time and budget constraints and approval as projects that would serve both individual professional development and the program goal of improving ESL instruction.) Instructors who volunteer will need to agree to share the process and results with the entire ESL faculty upon completion of their professional development projects.

In any case, one of the contract formats from Appendix B will be used to establish formal or informal guidelines for each project.

SCENARIO #3: URBAN

An analysis of the Needs Assessment Profile for Instructors confirms Lynn's judgment that her 45 instructors represent a tremendous range in experience, interests, and sophistication about ABE instruction. Many instructors have attended workshops and conferences over the years and are knowledgeable about a number of instructional strategies, using many of them (especially reading approaches, such as whole language) in their classrooms.

Lynn ponders how best to broaden the base of professional development to fit the diversity of her faculty, while, at the same time, addressing the problems of improving instruction, decreasing student turnover, and establishing strategies appropriate to the family literacy program. She decides on a multifaceted approach.

Her first step will be to hold a 3-hour workshop of the 45 instructors during a Wednesday morning, from 8:30 to 11:30, at which time students will attend a student assembly. She selected the beginning workshop format, because, of the 34 who listed that as a preference, and because of the opportunity it presents to approach diversifying professional development approaches. Her tentative plan for the morning is to:

- Hold an opening session at which is presented the needs of the ABE program and the desire to find ways for faculty to practice new
 instructional strategies in ways they prefer to learn; and
- Then divide the faculty into three groups. The groups would function as described below:

Group A. She will invite a skilled family literacy facilitator to meet with that group on a pre-arranged agenda to:

- determine the level of family literacy expertise among the instructors,
- outline the family literacy program demands,
- brainstorm possible ways for faculty to get "up to speed" on family literacy needs identified in the 2 preceding steps, and
- note the 4 approaches to professional development and linking those to the brainstorming results.

Group B. One of the most skilled instructors who is also a respected facilitator will convene the group of "sophisticated" instructors (those knowing and using a wide variety of strategies). Their tasks are:

- Review the professional development approaches in the Guide and identify their experience and preferences with them;
- Brainstorm how these approaches might be linked to the ABE objectives of improved instruction and decreased student turnover; and
- Come up with some recommendations for themselves individually and/or as a group, including ways they might assist less-experienced instructors.

Group C. Lynn will, herself, meet with the 18 remaining instructors. These include the least experienced, the most entrenched, and sometimes the least motivated instructors. She has prepared a separate Profile Summary for these 18 instructors. Her agenda for them includes:

- an overhead presentation of their Profile Summary stressing their strengths,
- a quick review of the ABE program needs,
- a brief presentation of the 4 approaches to professional development noting the relationship to their own learning preferences, as seen on the Profile, and
- a testimonial from one of the "sophisticated" instructors, who describe students' positive reactions to a variety of instructional strategies.
- Sub-dividing the group into three small groups based upon their learning and professional development preferences. Their task: to brainstorm new instructional strategies they would like to master and how that could best be accomplished according to their own preferences.
- A report back to the group of 18, with 1 person identified to report back to the whole group.

The large group of 45 will re-convene with 10-minute summaries from each of the 3 groups (A, B, and C).

Lynn will ask for a written summary of each group's deliberation, for study purposes. She promises to bring back recommendations on a Tuesday morning, in two weeks. (A different day is chosen to avoid having the same students miss class.)

Her plan in the interim is to meet with the 2 other facilitators to come up with a diversified professional development plan for the 45 instructors.

At the next meeting, the group will be invited to respond and to suggest modifications. Also at that session, available support, logistics, and evaluation of activities will be major components.

Possible Solution to Professional Development for Instructor Jane Green

REQUEST FOR PROFESSIONAL DEVELOPMENT PROPOSAL

Because it is expected that all adult educators will engage in professional development activities, please submit the following proposal indicating your professional development plan for the coming year.

	Your plan may be accomplished individually or in collaboration with others. If you choose a collaborative project, please check the appropriate box and list all persons and their positions.			
	☐ Individual Proposal			
	Collaborative Proposal			
-	*Jane Green Roger Taylor Mary James	Positions: ABE/ESL Instructor ABE (Math)Instructor ABE/Jobs Instructor		
1.	Please write a paragraph or two describing what you	would like to accomplish (goals) and the reasons for this selection.		
We would like to research and design a workplace literacy program that would improve workers' communication skills and self-esteem. Two companies have expressed interest and would like to work with us. We feel the program should be tailored for each situation but have not had experience in doing this.				
2.	What specific activities do you feel will enable you to accomplish this goal? Please indicate the time frame of all activities.			
	ACTIVITIES	TIMEFRAME		
successful programs • Visit nearby workplace literacy programs (if they can be located • Meet with company reps Summer br		Spring semester Spring semester Summer break Summer break		
3.	. Please detail the expenses that you would expect to be reimbursed plus any other necessary support (e.g., release-time, materials, observation opportunities, networking, or progress conferences)			
	ANTICIPATED EXPENSES	OTHER SUPPORT SERVICES		

- Materials on workplace programs
- Costs to travel to other sites (1 or 2)
- Compensated time to meet with company reps
- Compensated time to design new curriculum and assessment
- Need administrative support in contacting and meeting with companies
- Need admin. to meet periodically with team

4.	How will you evaluate whether or not your goals were achieved?
• Is eff	Term there a program and curriculum design that results from team forts? company executives feel it is workable and fundable? Term employees respond favorable and stay in program?
• Do	employee communication skills improve (tested and observed atck)?
5.	How would you prefer to present the results of your professional development activities?
	Program/curriculum document Presentations to school board and to company officials
	PLETED PROPOSAL SHOULD BE RECEIVED IN THISOFFICE BY YOU WILL BE CONTACTED AS SOON AS POSSIBLE. PLEASE DO NOT CTIVITIES BEFORE YOUR PROPOSAL HAS BEEN APPROVED FOR FUNDING.

Date: _____

Signed:

Administrator/Professional Development Coordinator

INSTRUCTOR: Jane Green

Linking Components of the Needs Assessment Profile Summary for Instructors with Professional Development Approaches			
Components from Profile Summary	Possible Approaches		
Teaching Situation Location/Isolation Rural/Collegial Extent of Teaching Time Part (9 hrs) Teaching Areas: ABE/ESL both GED/ASE Computer Availability/Comfort Low/medium	Program enhancement (small group) Workplace literacy		
Support Administrative (e.g., encouragement/ participation) medium Fiscal (e.g., funding/release time) low Team Approach	(One that takes little release time or remuneration) Small team possible?		
Education/Training Formal Teacher Education (Y) / N Focus Secondary Ed. (Eng) Past Professional Development Coopera- tive and Adult Learning	Has English skills - possible program enhancement; workplace		
Preferred Learning Preferences and Professional Development Preferences Learning Preferences Small group/ alone/hands-on Professional Development Preferences Agency project (workplace) - motivation research	Inquiry/Research approach and/or Program Enhancement		
Teaching Experience Experience in Teaching Adults 3 years	(Ask administrators to check on success in teaching adults during 3 yr. period)		
Professional Development Topics/Content Listed Workplace literacy Motivation Basic English skills	Consistent with above		