

# Professional Development Monthly Advisor and Planner (PD MAP)

## Theme: Intake, Assessment, and Goal Setting with Adult Learners August 2009

[Self-Study](#) [Collaboration](#) [Workshops/Conferences](#) [Courses](#) [Add'l PD Recourses](#) [Follow-up](#)

### Welcome to the August Professional Development MAP!

August is back-to-school month when adult education programs around the state are welcoming new and returning learners. Everyone is wondering who the new students will be, what their skill levels are, what they want to achieve during their time in instruction, and how we can explain our services to these adults in a way that will help them persist. These questions relate to the three themes of this month's PD MAP – Intake, Assessment and Goal Setting.

The resources in this PD MAP allow adult educators to reflect on and resolve these questions. The *First Impressions Count* resource listed under Collaboration with Colleagues describes intake models. Numerous resources in all strands describe the range of assessment purposes and a wide variety of assessment methods. The upcoming CDE/AEFL Regional Assessment Trainings held around Colorado in August and September focus on standardized assessments for accountability and reporting. Additional resources focus on specialty areas of needs assessments, literacy assessments for ESL learners who cannot read or write in their native language, screening assessments to determine the possibility of learning disability, and special assessment protocols for incarcerated adults. Lastly, the *Adult Learner Goals Toolkit* helps teachers and learners set goals – a key factor in adult learner persistence.

Best regards for the new school year,

Jane C. Miller, Facilitator  
CDE/AEFL Professional Development Advisory Group  
[Miller\\_J@cde.state.co.us](mailto:Miller_J@cde.state.co.us), 303-866-6611

### Self-Study:

#### **Assessment & Evaluation**

Center for Adult English Language Acquisition (CAELA)

<http://www.cal.org/caela/tools/instructional/assessment.html>

This article describes why it is important for adult ESL programs to have a comprehensive assessment and evaluation plan, the history of standardized assessment requirements in adult ESL for US federally funded programs, and challenges in testing language proficiency level gains for adult English language learners.

#### **Assessing Adult English Language Learners and English Language Assessment Instruments for Adults Learning English**

Practitioner Toolkit: Working with Adult English Language Learners

[http://www.cal.org/caela/tools/instructional/prac\\_toolkit.html](http://www.cal.org/caela/tools/instructional/prac_toolkit.html)

Part IV, pages 25-30 and pages 31-45

The first article explains the role of standardized assessments in adult education program accountability and explains assessment validity, reliability, and appropriateness. The second article specifies details of 18 standardized adult assessments, including BEST Plus, TABE, and CASAS.

**Needs Assessment for Adult ESL Learners**

Weddel, Kathleen Santopietro, CDE, and Van Duzer, Carol, National Center for ESL Literacy Education  
May 1997

[http://www.cal.org/caela/esl\\_resources/digests/Needas.html](http://www.cal.org/caela/esl_resources/digests/Needas.html)

This article explains the importance and benefits of an ongoing process of needs assessment. It describes seven different types of assessment tools that can tease out the specific needs underlying a learners' reported goal of "learn English."

**Screening for Adults with Learning Disabilities: The Role of the Practitioner in the Assessment Process**

Learning Disabilities Association of America & National Institute for Literacy

<http://www.lidaamerica.us/aboutld/adults/assessment/screening.asp>

This Web article describes informal measures practitioners can use to screen for the possibility of a learning disability. Three broad areas of learning-related problems are briefly described: auditory/visual processing problems, academic performance, and behaviors/psychological manifestations.

**The LaRue Reading Skills Assessment for Pre-Literate Students**, LaRue, Charles

<http://www.mcedservices.com/ESL/Littest.html>

This site provides materials to test the basic literacy of ESL students who have no literacy in their native language. The test combines an oral interview with reading and writing skills. Results of the test help the teacher determine a starting point for instruction.

**Two Ways to Assess Literacy Learners in Prison**

Muth, Bill, Focus on Basics, September 2005,

National Center for the Study of Adult Learning and Literacy

<http://www.ncsall.net/?id=771&pid=830>

Practitioner Muth describes how his two-pronged literacy assessment protocol for federal prisoners, consisting of traditional reading tests plus qualitative educational history questionnaires, helped him understand learners' reading skills and abilities as well as understand their literacy attitudes and practices.

**Collaboration with Colleagues:****Assessing Language Ability in Young Adults and Adults**

Andrew Cohen, ELT Advantage, 6-weeks, starts Aug 19<sup>th</sup> or Sept. 16<sup>th</sup> or Oct. 21<sup>st</sup>, Course fee: \$99

<http://eltadvantage.ed2go.com/eltadvantage/>

This facilitated course explores why language assessment is important and considers how teachers can assess language skills on an ongoing basis. Course participants learn how to design, construct, score, and evaluate different language measures, including listening, speaking, reading comprehension and written expression. From the home page, click on the course title to see the complete course syllabus.

**Using Authentic Texts for Parent Involvement and Adult Reading Instruction**

an email discussion through the NIFL Family Literacy listserv

August 10-14, 2009, free

<http://www.nifl.gov/lincs/discussions/familyliteracy/09authentic.html>

Two nationally-known family literacy specialists present strategies for using authentic texts effectively to help parents support their children's literacy development and to help parents build their own reading skills. All you need to do is subscribe to the discussion list, read the emails each day, and respond if you choose. To subscribe to the discussion list: <http://www.nifl.gov/mailman/listinfo/familyliteracy>.

**The Dyslexic Brain: Why Should Teachers Care? What Should They Know?**

Dr. Patricia Hardman, Director of Dyslexia Research Institute, August 24, 2:00 – 4:00 pm RMT

This seminar explores the biochemistry of the dyslexic brain so teachers can understand how to match their teaching style to these adult learners' needs. Differences in the phonological processing

(Continued on page 3)

## Collaboration with Colleagues:

(Continued from page 2)

areas, in areas affecting language and areas affecting critical reasoning are discussed. Register online at [www.naasln.org/webinars.htm](http://www.naasln.org/webinars.htm) \$20.00 Members, \$40.00 Non-Members. For questions, email [info@naasln.org](mailto:info@naasln.org)

### **First Impressions Count: Options for Managed Intake and Enrollment**

Polis, Kathi. National Adult Education Professional Development Center, Resource Library, Program Planning, 2006

[http://www.naepdc.org/resource\\_library/program%20planning%20library/PROGRAM\\_PLANNING\\_HOME.html](http://www.naepdc.org/resource_library/program%20planning%20library/PROGRAM_PLANNING_HOME.html) (scroll to the bottom)

This resource explains the rationale and steps for establishing an effective managed enrollment intake process. The resources include a PowerPoint presentation, an intake survey, and a 22-page **Student Intake Resource Packet**. The packet provides step-by-step 4-hour and 12-hour models of intake with reproducible handouts including a *Students Rights and Responsibilities* flyer and a *Student Commitment Contract*. Program staff can use this resource as a basis for discussion and evaluation of the program's current intake process.

### **Goals and Self-Efficacy in Persistence**

NCSALL Seminar Guide, 2005

[http://www.ncsall.net/fileadmin/resources/teach/self-efficacy\\_role.pdf](http://www.ncsall.net/fileadmin/resources/teach/self-efficacy_role.pdf)

This 3-1/2 hour seminar explores the four supports to persistence that were identified in the Adult Student Persistence Study and identifies instructional and programmatic strategies for improving student persistence.

## Workshops, Trainings, Conferences:

### **CDE/AEFL Regional Assessment Trainings** 9:00 am – 4:00 pm

**Day 1** provides trainings on adult education standardized assessments CASAS (reading and listening), BEST Plus (ESL speaking), CASAS Functional Writing Assessment, and TABE (ABE reading and math). Training is free.

**Day 2** offers **Planning Purposeful Instruction for Learner Progress**. Participants in this interactive session will master five strategies for analyzing and selecting appropriate materials for their learners. Through a case study and small group discussions, participants explore educational functioning levels, readability, adult education content standards for reading, math and English communication, leveled core textbook series, and supplemental instructional materials. Teachers will leave this session with tools they need to plan lessons purposefully based on learner needs and abilities. Training is free.

**Aug. 13-14 Trinidad**, Trinidad State Junior College. Register with Susan Harris [susan.harris@trinidadstate.edu](mailto:susan.harris@trinidadstate.edu) 719-846-5471

**Aug. 20-21, Aurora**, Aurora Language Center, Lowry Campus. Register with Elaine Hill, [AEFL-T1@cde.state.co.us](mailto:AEFL-T1@cde.state.co.us), 303-866-6757

**Aug. 31-Sept. 1, Gunnison**, Gunnison Literacy Action, Aspinall-Wilson Center on the campus of WSC. Register with Elaine Hill, [AEFL-T1@cde.state.co.us](mailto:AEFL-T1@cde.state.co.us), 303-866-6757

## Courses for Credit:

### **Morgan Community College, Fort Morgan, August 24-December 11, 2009**

EDU 133 Content Area: Adult Basic Education/Adult Secondary Education (9/19, 10/17, 11/21)

EDU 134 Teaching English as a Second Language to Adult Learners (9/26, 10/10, 11/07, 12/05)

[www.morgancc.edu](http://www.morgancc.edu)

### **CCOnline, October 5-December 13, 2009**

EDU132 Planning, Organizing and Delivering Adult Education Instruction

<http://www.cconline.org/register/>

## Adult Learner Goals Toolkit

Miller, Jane, Colorado Department of Education, 2004  
<http://www.cde.state.co.us/cdeadult/download/pdf/GoalsToolkitR.pdf>

The 14 goal-setting worksheets in this toolkit help teachers make goal-setting an integral part of classroom instruction. Complete instructions are provided for worksheets that address setting goals, exploring feelings about goal achievement, revisiting goals, and celebrating goal achievement. All the worksheets are available on the CDE/AEFL Resources web page as Word documents and can be revised to suit learners' needs and the instructional content.

## Needs Assessment and Learner Self-Evaluation

Practitioner Toolkit: Working with Adult English Language Learners  
[http://www.cal.org/caela/tools/instructional/prac\\_toolkit.html](http://www.cal.org/caela/tools/instructional/prac_toolkit.html)

Part II, pages 5-28

The toolkit provides reproducible needs assessments for learners from beginning to advanced. Five types of assessments are included: survey questionnaires, inventories, learner interviews, personal journals, and timelines for goal-setting.

## Field Notes, Assessment Issue

SABES, Vol. 10, No. 3 (Winter 2001)  
<http://www.sabes.org/resources/publications/fieldnotes/vol10/fn103.pdf>

This journal of adult education in Massachusetts includes articles on a wide variety of assessment topics from the perspective of classroom teachers, state administrators and education researchers.

### CDE/AEFL Professional Development Hours

All professional development options listed on this PD MAP earn CDE/AEFL PD Hours as described in the *Guide to Professional Development Reporting* at <http://www.cde.state.co.us/cdeadult/download/pdf/GuideToPDRreportingV2.pdf>

For annual AEFLA reporting, teachers completing Self-Study or Collaboration with Colleagues options simply confer with their program director and record the number of PD Hours earned on their *Teacher's Annual Professional Development Activity Record*. Teachers completing workshops, training, or courses for credit receive certificates with PD Hours or transcripts.  
<http://www.cde.state.co.us/cdeadult/download/pdf/AnnualPDActivityRecordFY09v3.pdf>

The PD options listed under the Self-Study strand are not acceptable for the LIA Portfolio training hours or for renewing a LIA. <http://www.cde.state.co.us/cdeadult/LIAIndex.htm>

### Follow-up to This Month's Professional Development

The CDE/AEFL office is hosting a 1-hour conference call on Friday, August 28th at 9:00 a.m. to follow up with teachers who complete any of the PD options listed on this month's PD MAP. The conference call allows teachers across the state to connect with each other to ask and answer questions about this month's theme of *Intake, Assessment, and Goal Setting with Adult Learners*, to share successful strategies and ask for advice regarding challenges. Teachers who participate in the conference call earn 1 additional PD Hour. To register for the conference call, please call 303-866-6942 or e-mail your name, program name, e-mail address, and daytime phone number to: Jessie Hawthorn, [Hawthorn\\_J@cde.state.co.us](mailto:Hawthorn_J@cde.state.co.us)

To find this issue of the PD MAP on our Web site go to:  
<http://www.cde.state.co.us/cdeadult/PDMAP.htm>

### PD Advisory Group Mission Statement

*To create an integrated, accessible, and flexible system of professional development for adult education teachers in Colorado.*

#### What is the NRS?

The National Reporting System (NRS) is the entity that receives and tracks standardized assessment data from federally funded adult education programs in all fifty states. To understand the NRS foundations and critical components, take the online self-study course at: <http://www.nrsweb.org/trainings/online.aspx>  
 The course takes only 20-35 minutes.

### September 2009 PD Monthly Advisor & Planner

**Theme: Motivation and Persistence**

## CDE/AEFL Professional Development Advisory Group members:

Jane Miller, CDE/AEFL; Mary Jo Sobocinski, McLain Community High School, Lakewood; Connie Davis, Northern Colorado Professional Development Center, Longmont; Debra Fawcett, CDE/AEFL; Melissa Burkhardt-Shields, Adult & Family Education, SD-11, Colorado Springs; Dave Askeland, CMC Adult Education, Breckenridge Campus; Karin Hostetter, Summer Scholars, Denver; Michele Short, The Learning Source, Lakewood