

Professional Development Monthly Advisor and Planner (PD MAP)

Theme: Professional Development for Adult Educators

January 2012

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Welcome to the January Professional Development MAP!

The New Year is a time when educators reflect on accomplishments of the year just passed and start planning for the months ahead. It's a good time for teachers and directors to think of professional development (PD), the topic of this issue of the PD MAP. Mark Kutner defines professional development as *a change process "in which instructors gradually acquire a body of knowledge and skills to improve the quality of teaching for learners and, ultimately, to enhance learner outcomes."* Professional development doesn't occur only at fall and spring conferences, but during all the months of every year.

The resources in this PD MAP are divided into three sections. The first section includes links to self-assessments that help teachers identify their professional development needs. The next section includes articles that describe different methods of delivering PD, components of effective PD, and what research has discovered about the impact of professional development on teacher change. The third section provides links to state and national websites where adult education teachers can directly engage in professional development.

Best wishes for 2012!

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Self-Study:

Planning for Teacher Professional Development

PD Self-Assessment, Annual PD Action Plan for Colorado Adult Education Teachers, and Teacher's Annual PD Activity Record

Colorado Department of Education, Professional Development Advisory Group

<http://www.cde.state.co.us/cdeadult/PDSelfAssessIndex.htm>

<http://www.cde.state.co.us/cdeadult/download/pdf/TeacherPDActionPlan.pdf>

<http://www.cde.state.co.us/cdeadult/TA-JM-PolicyDocs.htm>

The online PD Self-Assessment helps teachers identify their professional development needs and interests. The assessment can be taken anytime during the year. The PD Action Plan lets teachers plan the types of PD activities in which they will engage in the coming year in order to address their needs and interests. The PD Activity Record lets teachers record the PD they have completed, record the PD Hours earned, and reflect on their learning.

Tools for Obtaining the Colorado Adult Educator Certificate, the Literacy Instruction Authorization (LIA)

Plan of Action - <http://www.cde.state.co.us/cdeadult/LIAPlanAction.htm>

Evaluation of Experience rubrics - <http://www.cde.state.co.us/cdeadult/LIAv4Section5.htm>

To be employed at an adult education program that receives funding from the CDE Office of Adult Edu-

cation and Family Literacy (AEFL), instructors must have or be willing to begin the process of obtaining the LIA. It is also highly recommended for adult educators employed at state correctional facilities. There are two options for demonstrating proficiency in the LIA course competencies – taking the courses and/or submitting an LIA portfolio. The LIA Plan of Action is a tool candidates can use to identify which option(s) are most appropriate. The Evaluation of Experience rubrics can be used to self-assess proficiency in the LIA course competencies. This helps candidates know if the Evaluation of Experience option is appropriate or if the candidate should take the LIA course. It is also helpful to identify any high need professional development areas.

CDE/AEFL Guide to Professional Development Reporting for Colorado Adult Educators

Colorado Department of Education, Professional Development Advisory Group

<http://www.cde.state.co.us/cdeadult/download/PD/Policy/GuideToPDRreporting0110.pdf>

This guide explains the PD system for Colorado's adult educators. Over 3 dozen PD options are organized into four strands – Self-Study, Collaboration with Colleagues, Workshops/Trainings/Conferences, and Courses for Credit. Each option is described, the number of PD Hours earned are given, and sample evidence of completion is described.

Reflective Practice in the Professional Development of Teachers of Adult English Language Learners

Farrell, T.S.C, Brock University, Ontario, Canada, October 2008

<http://www.cal.org/caelanetwork/resources/reflectivepractice.html>

This brief describes the foundations for and components of reflective practice. The article describes three ways – action research, teaching journals, and teacher development groups - that teachers of adult English language learners can incorporate systematic reflection into their teaching practice.

Foundations of Teacher Professional Development

Research on Professional Development and Teacher Change: Implications for Adult Basic Education.

Smith, C., and Gillespie, M., *Review of Adult Learning and Literacy, Volume 7, 2007*

www.ncsall.net/fileadmin/resources/ann_rev/smith-gillespie-07.pdf

This article, an update to the resource listed below, discusses the state of professional development in adult basic education; examines three different models of PD, reviews the literature on how teachers change, applies findings to environments in which PD occurs and discusses implications for policy, practice, and research. It describes both the traditional PD model of workshops and the job-embedded PD model (collaborative teacher learning activities, teacher inquiry, study circles, and professional learning communities) and their effectiveness in contexts in which many teachers work part time and resources for professional development are limited.

Pathways to Change: A Summary of Findings from NCSALL's Staff Development Study

Smith, C., Hofer, J., National Center for the Study of Adult Learning and Literacy, Focus on Basics, Volume 5, Issue D, June 2002

<http://www.ncsall.net/?id=233>

This study investigated how adult education teachers changed after participating in one of three different models of professional development (multisession workshop, mentor teacher group, or practitioner research group), all on the same topic of learner persistence. The study also investigated the most important individual, professional development, program, and system factors that influenced the type and amount of teacher change.

Professional Development for Adult ESL Practitioners: Building Capacity

Schaetzl, K., Peyton, J.K, and Burt, M., Center for Applied Linguistics, October 2007

http://www.cal.org/caela/esl_resources/briefs/profdev.html

This comprehensive article describes the need for professional development in adult education, and identifies eight components of quality professional development. Each component is listed with a state-

ment of its implications for practice and a summary of the relevant literature. Although written by an ESL organization, much of the information applies equally to programs and teachers of ABE/ASE.

Professional Development for Experienced Teachers Working With Adult English Language Learners

Rodríguez, A.G. and Sharon McKay, S., Center for Applied Linguistics, Center of Adult English Language Acquisition (CAELA), May 2010

<http://www.cal.org/caelanetwork/resources/experienced.html>

This brief looks at the characteristics and needs of experienced and expert teachers and describes the ways these teachers differ from novice teachers. It discusses considerations involved in providing high-quality professional development for experienced teachers and suggests professional development models (action research, mentoring/observing, methods of reflection) that engage experienced teachers.

Framework for Quality Professional Development for Practitioners Working with Adult English Language Learners

Office of Vocational and Adult Education (U.S. Dept. of Education), and Center for Applied Linguistics, Center for Adult English Language Acquisition (CAELA) Network, January 2010

<http://www.cal.org/caelanetwork/profdev/framework/index.html>

This framework focuses on the knowledge and skills that teachers and administrators working with adult English language learners need in order to work effectively with the learners in their programs, and on the professional development systems and processes that need to be in place so that practitioners can acquire this knowledge and these skills. The framework has three components: 1) the *content* that practitioners need to be successful in working with adult English language learners, 2) the *process* for planning, implementing, and evaluating professional development, and 3) the *context* in which professional development is provided. It can be used by practitioners to plan, implement, and evaluate professional development.

Using a Learning Organization Approach to Enhance ABE Teachers' Professional Development

Smith, M.C., and Rose, A.D., National Center for the Study of Adult Learning and Literacy (NCSALL) Focus on Basics, Vol. 5, Issue D, June 2002

<http://www.ncsall.net/index.php?id=231>

This article argues for adult education programs to develop a collaborative, contextually-specific, problem-solving model of PD in which teachers explore the actual competencies needed in their particular teaching situation. In this model, teachers themselves assume the major responsibilities for planning, implementing, and evaluating their learning. The model is said to better facilitate the transfer of skills and knowledge learned during PD experiences into classroom practice.

Using Data to Plan Professional Development for Practitioners Working With Adult English Language Learners

Young, S. and Peyton, J.K., Center for Applied Linguistics, Center for Adult English Language Acquisition (CAELA), September 2008

<http://www.cal.org/caelanetwork/resources/using.html>

This brief describes the process of planning PD for adult educators by collecting program data, analyzing it to identify specific PD needs, prioritizing those needs and writing a PD plan. Although written by an ESL organization, the process applies similarly to programs and teachers of ABE/ASE.

Video as a Professional Development Tool

Tomkins, J., National Center for the Study of Adult Learning and Literacy (NCSALL) Focus on Basics, Vol. 8, Issue B, May 2006

<http://www.ncsall.net/index.php?id=1107>

This article describes a project of video-taping adult education instruction to study student engagement. Reviewing the tapes gave teachers an opportunity to objectively see and then reflect on their practice. The article describes teachers' anticipation of being taped and three benefits – increased self-awareness, greater awareness of learners' behaviors, and positive validation of teachers' practice.

Study Circles Challenge the Intellect and Strengthen the Professional Community

Smith, T., National Center for the Study of Adult Learning and Literacy (NCSALL), Focus on Basics, Vol. 5, Issue D, June 2002

<http://www.ncsall.net/?id=230>

This article describes how a team of teachers in Vermont benefitted by using a collaborative study circle approach for professional development.

Evaluating Professional Development: A Framework for Adult Education

Kutner, M., Sherman, R., Tibbetts, J., & Condelli, L., American Institutes for Research, May 1997

<http://www.calpro-online.org/pubs/evalmon.pdf>

This report describes a model for evaluating PD that includes evaluating the impact of PD on teachers (reactions, knowledge and skills, behavior), the impact of the PD on programs (processes, instructional practice, student assessment, and learner supports), and the impact on adult learners (reactions, knowledge and skills, behavior). Guidance is provided on designing and implementing PD evaluations. The report describes three strategies for evaluating PD and four methods for evaluating instructors.

Sites for Teacher Professional Development***Basics of Adult Literacy Education: An online course for adult literacy instructors***

<http://www.c-pal.net/course/index.html>

This free, self-paced, non-facilitated online course from the federal Office of Vocational and Adult Education covers five modules: *The Adult Learner*, *Orientation & Assessment*, *Curriculum Development*, *Instructional Techniques*, and *Adult Literacy Classroom*.

ELL-U (English Language Learning University)

Office of Vocational and Adult Education (OVAE)

<http://www.ell-u.org/>

Course catalog: http://www.ell-u.org/assets/dl/ELLU_DOC_catalog.pdf

ELL-U is a free interactive professional development network for adult ELL practitioners. ELL-U combines face-to-face events and online learning activities with collaborative social networking for a virtual university experience. Users working with ESL adults may register at no cost for 24-hour access to self-paced online courses, study circles, and training events that use evidence-based instruction. Forums and discussions are moderated by ELL-U's experts and offer opportunities to collaborate with ELL professionals building a nationwide community of practice. Online office hours are held by ESL experts nationwide.

PD Monthly Advisor and Planner (PD MAP)

Miller, J., Colorado Department of Education, Adult Education and Family Literacy Office, May 2009 – present

<http://www.cde.state.co.us/cdeadult/PDMAP.htm>

This publication brings together professional development options for the four strands of Colorado's Professional Development System for Adult Education Teachers – Self Study, Collaboration with Colleagues, Workshops/Trainings/Conferences, and Courses for Credit. Each issue of the PD MAP focuses on a single theme so that teachers can reflect on and engage in discussions around a common topic. For a free subscription, contact miller_j@cde.statea.co.us.

ProLiteracyNet (formerly Thinkfinity)

<http://www.proliteracyednet.org/articles.asp?mclid=2&cid=24>

These twenty-one online courses for adult educators and volunteers are free and self-paced. Most take from 30 – 60 minutes to complete. The courses can be sorted by ESL, Math and Numeracy, Reading and Writing, and Getting Started in Instruction. Prior to mid-2011 when the Verizon Foundation ceased its partnership with ProLiteracy, these courses were offered through Thinkfinity.

Florida Tech Net

Florida Department of Education, Adult Education http://www.floridatechnet.org/Nationwide_Overview_of_PD.pdf

This resource identifies online professional development opportunities for adult educators nationwide. PD options are organized into 17 categories, including: adults with disabilities, ESOL, GED, family literacy, authentic thinking and teaching, persistence, reading, writing, and workforce preparation. The majority of the online courses are self-study, and provided free of charge.

World Ed/Professional Studies AE

<http://professionalstudiesae.worlded.org/index.html>

World Education, Inc. offers online professional development opportunities that include self-paced tutorials or courses facilitated by prominent specialists in their field. Courses are organized by eleven categories including: adult student persistence, college and career readiness, GED, ESOL and technology, numeracy and reading. Some courses are self-study, available 24/7, and free. Other courses are facilitated with specific start dates throughout the year and have a fee.

New Readers' Press

<http://www.newreaderspress.com/Items.aspx?hierId=6500>

This site contains a dozen online courses for ABE/ASE instructors, with several focusing on math instruction. Some courses are facilitated; others are self-paced.

National Center for the Study of Adult Learning and Literacy (NCSALL)

<http://www.ncsall.net/index.php?id=38>

This website is the repository for the research reports, articles, and past editions of the journal *Focus on Basics* produced by NCSALL when it was active, from 1997 – 2008. Users click on any of the 73 topics in the Subject Index to be directed to a list of relevant articles, reports, and study circle guides.

Center for Adult English Language Acquisition (CAELA) and the CAELA Network

<http://www.cal.org/caela/> and <http://www.cal.org/caelanetwork>

These companion websites provide many resources for use by ESL teachers and professional developers such as articles on second language acquisition, adult education principles, ESL instruction, statistics and data related to adult English language learners in the U.S., and research reports on professional development.

ELT Advantage

http://eltadvantage.ed2go.com/eltadvantage/list_of_departments.html

These six-week, facilitated, online courses combine theory and practical applications for ESL teachers. The website includes course details, syllabus, instructor biography, and student reviews of each course. The courses start mid-month, are taught by experts in the field, and are sponsored by the ESL publisher Heinle. Participants can earn a TESOL certificate of completion for successfully passing each TESOL-approved course. When registering, confirm that the course focuses on adult ESL, as some courses are targeted to K-12 ESL instruction.

Teacher-Training Videos

Teacher Behaviors, PD Monthly Advisor and Planner, March 2011

<http://www.cde.state.co.us/cdeadult/download/PD/PDMAP/PDMAPMarch11.pdf>

This CDE/AEFL PD MAP describes several websites that provide videos of teachers during instruction with adult learners. Several of the sites include discussion guides that local facilitators can use to conduct professional development with local teaching staff.

LINCS discussion lists

<http://lincs.ed.gov/lincs/discussions/discussions.html>

The eleven *LINCS* discussion lists provide adult educators on-going professional development opportunities where participants discuss the literacy field's critical issues; share resources, experiences, and ideas; ask questions of subject experts; and keep up-to-date on literacy issues. Each discussion list is moderated by an individual with significant expertise in the topic area. Topics of the lists include reading and writing skills, assessment, math/numeracy, adult English language acquisition, workforce competitiveness, and transitions to post-secondary education. Teachers can subscribe at no cost to any one or several of the eleven discussion lists.

Locally facilitated staff discussion

To conduct a 60-90 minute staff discussion of any articles in the Self-Study strand, use the following resource:

Guidelines for Facilitating Discussion Groups

<http://www.calpro-online.org/pubs/DiscussionGuidelineforResearchPublications.pdf>

Workshops, Trainings, Conferences:

Number Sense: Teaching About Parts and Wholes

January 9 - February 20, 2012

ProfessionalStudiesAE.org, facilitated, online course by ProLiteracy and World Education, fee applies

<http://www.newreaderspress.com/Items.aspx?hierId=6503>

Teaching students how to use estimation, mental math, benchmarking, and calculators will enhance their conceptual understanding of numbers and what numbers represent. This course focuses on helping adult students develop number sense by addressing two key questions: When is it necessary to have an exact answer, and when is an estimate sufficient? When calculation is necessary, which tool is appropriate to use? You'll design math activities that are permeated with estimation, mental math, and reasonableness strategies.

Adult Education Mini-Conference

February 24 and 25, 2012, free

Literacy Coalition of Colorado and the Colorado Department of Education Adult Education and Family Literacy office.

Red Rocks Community College, 13300 W. 6th Ave, Lakewood, 80228

Presentations on topics pertinent to ABE/ASE and ESL instruction. More information to follow on CLICK listserv. To subscribe to CLICK send your name, program name and email address to Debra Fawcett,

fawcett_d@cde.state.co.us.

Professional Associations for Adult Educators

The following are associations which Colorado adult educators can join for ongoing professional development opportunities.

American Association for Adult and Continuing Education (AAACE)

<http://www.aaace.org/>

Colorado Adult Education Professional Association (CAEPA)

<https://www.caepa.org/?page=home>

Colorado Association for Developmental Education (CoADE)

<http://www.coade-colorado.org/>

Colorado Teachers of English to Speakers of Other Languages (CoTESOL)

<http://www.colorado.edu/iec/cotesol/>

Commission on Adult Basic Education (CoABE)

<http://www.coabe.org/>

Correctional Education Association

<http://www.ceanational.org/index2.htm>

Mountain Plains Adult Education Association (MPAEA)

<https://www.mpaea.org/?page=home>

National Association for Adults with Special Learning Needs (NAASLN)

<http://www.naasln.org/>

National Association For Developmental Education (NADE)

<http://www.nade.net/>

Teachers of English to Speakers of Other Languages (TESOL)

http://www.tesol.org/s_tesol/index.asp?CID=&DID=

Courses for Credit:

EDU 131 Introduction to Adult Education

Morgan Community College, www.morgancce.edu, start date January 28, 2012

EDU 132 Planning, Organizing, and Delivering Adult Education Instruction

Red Rocks Community College, www.rrcc.edu, (in Montrose), start date January 27, 2012

EDU 133 Adult Basic Education (ABE)/Adult Secondary Education (ASE/GED)

Community College of Aurora, www.ccaurora.edu, start day January 21, 2012

Red Rocks Community College, www.rrcc.edu, Arvada Campus, start date January 21, 2012

Colorado Mountain College, <http://online.coloradomtn.edu/>, Online Course starts January 23, 2012

EDAE 590 Teaching English as a Second Language to Adult Learners

Colorado State University, <http://www.learn.colostate.edu/degrees/aet-online/curriculum.dot>, start date January 17, 2012

Additional Professional Development Resources:

The Characteristics and Concerns of Adult Basic Education Teachers

Smith, C., Hofer, J., National Center for the Study of Adult Learning and Literacy, NCSALL Reports #26, November 2003

Executive Summary:

<http://www.ncsall.net/fileadmin/resources/research/brief26.pdf>

Full Report:

<http://www.ncsall.net/fileadmin/resources/research/report26.pdf>

This study investigated adult basic education teachers' characteristics and concerns. This exploration

documents the challenges they face in teaching, in their programs, and as members of the field of adult basic education; the training and preparation they receive; and their current working conditions.

Professional Development for Teachers of Adult English Language Learners: An Annotated Bibliography

Schaetzel, K., Center for Applied Linguistics, Center for Adult English Language Acquisition (CAELA), October 2007

http://www.cal.org/caela/esl_resources/bibliographies/profdev.html

The thirteen items in this bibliography include significant studies and resources on professional development in K-12 and adult education as well as current trends in provision of professional development. These resources provide adult education practitioners with information needed to design, plan, implement, and evaluate high quality PD.

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/PD/Policy/GuideToPDReporting0110.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 two 1-hour discussions on Thursday, January 26th, from 3:00 - 4:00 pm and Friday, January 27th, from 9:00 - 10:00 am to follow-up with teachers who complete any of the PD options listed in 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 *Professional Development for Adult Educators* and to share successful strategies and ask for advice regarding challenges. Teachers who participate in the conference call earn 1 additional PD Hour. Please register online by Tuesday, January 24, 2011 for one of the two discussions at <http://spreadsheets.google.com/viewform?formkey=dFlnem5sQUlaVHU3UTNsajNpWVN6eHc6MA>

PD Advisory Group Mission Statement

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

February 2012 PD Monthly Advisor & Planner

Theme: Health Literacy

CDE/AEFL Professional Development Advisory Group members:

- Jane Miller, CDE/AEFL
- Mary Jo Sobocinski, McLain Community High School, Lakewood
- Dave Askeland, CMC Adult Education, Breckenridge
- Karin Hostetter, Summer Scholars, Denver
- Carmen Collins, Adult and Family Education SD-11, Colorado Springs