

Professional Development Monthly Advisor and Planner (PD MAP)

Theme: Teacher Behaviors

March 2011

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

Welcome to the March Professional Development MAP!

Previous *PD Monthly Advisors and Planners* have focused on the knowledge and skills teachers need to instruct adult learners. This issue focuses on teachers themselves – who they are, how they came into adult education, what their challenges are, and what their instructional behaviors look like in the classroom.

You'll find that many of the resources in this issue are video-based rather than print-based. The technology that allows videos and podcasts to be posted on the Internet opens up new opportunities for teacher observation and professional development. Teachers and program directors often express an interest in peer observation, but lament the challenges they face in setting these up. Maybe there are no "expert" teachers at the local program worthy of serving as exemplars. Or, substitutes have to be paid and arranged if Teacher A is to be given release time to observe Teacher B. Finding a mutually convenient time and arranging transportation can be a barrier when teachers work a great distance from each other. But with the advent of online videos, these barriers are easily overcome. Teachers can watch videos of master teachers from home at any convenient time as self-study. Or, groups of teachers can come together for a staff in-service, watch a video together, complete an observation checklist, and finish with a group discussion. Teachers who cannot join the group in person can watch remotely and participate in the discussion via conference call.

So pay special attention while reading this PD MAP to the resources that are online videos or videotapes (available for checkout from our three CDE/AEFL PD Resource Centers). Think creatively of how the resources can be used by teachers at your program for self study or collaborative PD. Many of the resources come with teacher observation worksheets, study guides, or facilitator guides.

Best regards,

Jane C. Miller, Facilitator
CDE/AEFL PD Advisory Group
Miller_j@cde.state.co.us
303-866-6611

Self-Study:

How I got Started in ESL and ***Why I Teach English*** (online podcasts)

Pearson-Longman

http://www.longmanhomeusa.com/professional_development.php?mid=179

Over a dozen experts in the field of adult ESL explain how they began their careers in ESL teaching and why they continue to teach English.

How I Got Into the Field of ABE and Why I Stay There

SABES Field Notes, Volume 12 Number 1, Summer 2002

<http://www.sabes.org/resources/publications/fieldnotes/vol12/fn121.pdf>

This journal, written by adult education teachers in Massachusetts, contains twenty brief stories about entering and remaining in the adult education field.

Finding Out for Myself

Barry, E., National Center for the Study of Adult Learning and Literacy (NCSALL),
<http://www.ncsall.net/?id=467>

This article explores how a teacher used reflection, journal writing, questioning, further education, and her own research project to resolve issues that she found dissatisfying in her work with intergenerational literacy classes.

ESL Teacher Language (Teacher Talk) for Effective Classroom Interactions

Weddel, K. S. (2008), Northern Colorado Professional Development Center
<http://ae.stvrain.k12.co.us/ncpdc.html> (Scroll down to Independent Study Courses)

Teachers who complete this course explore teacher talk in classroom instruction, common problems that arise, classroom strategies that encourage effective, meaningful student interactions, and reflect on their own patterns of teacher talk to acknowledge strengths and identify areas needing improvement.

Standards in Action Videos (online)

Office of Vocational and Adult Education (OVAE), US Dept. of Education, 2009
<http://www.adultedcontentstandards.ed.gov/standardsInAction.asp>

These three hour-long online videos show experienced teachers implementing best practices in adult education classrooms. The three videos are: an ASE reading lesson, a math lesson focusing on percents, and a high intermediate ESL lesson on writing paragraphs. Each video has an accompanying video-viewing guide to download and review before watching. The guides point out the best practices. Teachers can view the online videos for self-study or as a staff for collaborative professional development.

Media Library of Teaching Skills for Adult Learning and Literacy (MLoTS)

Rosen, D., and Hartford, O. Editors
<http://www.mlots.org/>

This site is a repository of brief videos (5-10 min.) showing adult education teachers instructing learners. Some topics of the videos are: fluency and vocabulary (reading), ratio and proportion (numeracy), modeling test-taking strategies, writing/thinking on paper, using group games for ESL grammar, ESL food vocabulary and verb tenses, and supporting children's literacy.

Other Adult Learning Videos (linked by MLoTS)

http://mlots.org/Other_video.html

The MLoTS site provides annotations of and links to over two dozen other sites (several annotated below) with videos of adult education teachers and their learners. The video sites are organized into three categories – integrating technology, ESL, and basic literacy.

Real Tutors, Real Learners (online videos)

Literacy DuPage

<http://www.literacyvolunteersdupage.org/RealTutorsRealLearners.html>

These brief online videos illustrate practical techniques for tutoring ABE and ESL literacy instruction. Each video is followed by 2-3 questions for reflection.

The Adult ESL Training Video Project (online)

New American Horizons, with MaryAnn Florez and Betsy Parrish

<http://www.newamericanhorizons.org/training-videos>

This site has two 30-minute videos of ESL teachers in their classrooms. Each video shows the teacher in action and the learners engaged in activities. A narrator occasionally comments on the teacher's techniques and the teacher occasionally shares her reflections on preparing for and implementing the lesson. In the first video, **Lesson Planning for Life Skills** the teacher demonstrates the progression of a beginning level life-skills lesson in talking on the telephone and guides the learners through highly structured to open-ended activities. In the second video, **Building Literacy with Adult Emergent Readers**, the teacher teaches literacy, using a learner-generated story of a shared experience to the hardware store and demonstrates activities to develop beginning literacy skills.

Study Circles Challenge the Intellect and Strengthen the Professional Community

Smith, T., Focus on Basics, Volume 5, Issue D, 2002

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

This article explores teachers' experiences when participating in a study circle on working with learners on goal setting. The discussions explored issues such as how personal teachers do/should get with learners, teachers' developing empathy with teen learners by sharing their own experiences of adolescence, and teacher bonding through personal storytelling.

Error Correction 2 British Council BBC

<http://www.teachingenglish.org.uk/think/articles/error-correction-2>

This article describes ways teachers can handle the spoken errors of ESL learners. Criteria for deciding whether or not to correct an error are provided as well as on-the-spot and delayed correction techniques.

Teacher to Teacher – Video Training for Teachers of ABE and ESL (video tapes)

New Readers Press - Available for free check-out from the three State PD Resource Centers in Denver, Longmont, and Trinidad (See Book Corner on page 5)

https://athena.cde.state.co.us/screens/opacmenu_s2.html

This 12-part videotape series shows a sampling of effective approaches to teaching ABE and ESL. The lessons, taught by experienced educators, demonstrate the content and structure of actual classroom instruction and were filmed with real adult literacy learners. Graphics and teachers' comments make explicit the methodologies and philosophies behind each lesson. A Users Guide highlights the major points of each lesson and provides questions for discussion. A Workshop Leader's guide is also available. Some topics covered are: developing community, beginning reading for adults, enhancing aural ability, pacing and structure, writing instruction, techniques for developing self-directed learners and developing oral fluency. Teachers can view the videos for self-study or as a staff for collaborative professional development.

Teacher Training Through Video – ESL Techniques (video tapes)

Longman - Available for free check-out from the three State PD Resource Centers in Denver, Longmont, and Trinidad (See Book Corner on page 5)

https://athena.cde.state.co.us/screens/opacmenu_s2.html

This 10-part videotape series shows teachers how to design effective ESL lessons and use specific techniques in the classroom. Each tape has an accompanying study guide that presents the theory and research related to the specific technique, an observation checklist to complete while watching the videotape, follow-up discussion questions, guided practice activities, and guidance for applying the technique in the teacher's own classroom. Some topics covered are: focused listening, information gap, role play, problem solving, language experience and narrative reading. Teachers can view the videos for self-study or as a staff for collaborative professional development.

An Unexpected Outcome

Cowper, E., Focus on Basics, Volume 2, Issue C, September 1998

<http://www.ncsall.net/?id=391>

The author describes how her approach to teaching and teacher training became truly learner-centered as a result of reflection, inquiry, experience, and implementation.

Avoiding Burnout and How Teachers Can Stay Motivated (online podcasts)

Kimball, J. and Harmer, J., Pearson-Longman

http://www.longmanhomeusa.com/professional_development.php?mid=179

Two ESL experts describe what teachers can do to stay motivated and prevent burnout.

Classroom Dynamics in Adult Literacy Education

Beder, H. & Medina, P. (2001) National Center for the Study of Adult Learning and Literacy, Report #18

<http://www.ncsall.net/fileadmin/resources/research/report18.pdf>

This report describes observations of 20 ABE/ASE teachers. It looks at seven classroom processes: sanctioning, engagement, directing, correcting, helping, expressing values and opinions, and building community. It also looks at forces outside the classroom that shape classroom behavior. Both group-based instruction and individualized instruction are investigated. The report also discusses the relative emphasis of two types of instruction: discrete skills instruction and making meaning instruction.

The Characteristics and Concerns of Adult Basic Education Teachers

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

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

This fascinating report reveals information about teachers' working lives as adult education teachers – who teachers are, how they approach their work, the challenges they face, and the concerns they have about their work. Using numerous quotes from teachers, the report describes teachers within their four roles: classroom teachers, program members, members of the field, and learners who are learning how to teach. Specific topics include teacher preparation and entry into the field, turnover among teachers, reasons for leaving the field, and professional development.

Video Series: Adult Basic Skills

Appalachian State - Available for free check-out from the State PD Resource Center in Denver (See Book Corner on page 5)

https://athena.cde.state.co.us/screens/opacmenu_s2.html

Teachers in this video discuss and demonstrate effective instruction for ABE learners. Topics covered are: needs and characteristics of the adult learner, qualities of an effective ABE instructor, methods in reading, word identification strategies, mathematics instruction, materials selection. Teachers can view the videos for self-study or as a staff for collaborative professional development.

Teaching from the Heart

SABES Field Notes, Volume 16, Number 3, Summer 2007

<http://www.sabes.org/resources/publications/fieldnotes/vol16/fn163.pdf>

This journal, written by adult education teachers in Massachusetts, contains interesting and often inspirational articles about working in the adult education field.

Collaboration with Colleagues:

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>

Data: Helping Students Interpret Statistical Representations (online facilitated course)

World Education, March 14 – April 22, 2011, course fee: \$179

Complete course description and to register:

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

This course looks at how data, or numerical information, can be described, represented, analyzed, and interpreted in various ways for various purposes. Participants learn about the measures of central tendency statistics, graphs, and probability. Through the course readings, activities, and discussions, teachers review basic concepts and explore strategies for teaching these concepts to adult learners.

Differentiated Instruction (online facilitated course)

World Education, March 15 – May 9, 2011, course fee: \$249

Complete course description and to register:

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

In this course teachers learn how differentiated instruction can help produce effective teaching. The

course addresses research and specific strategies. Participants produce their own lesson plans with effective learning objectives and differentiation suited to their own teaching contexts.

Standards in Action Videos, Teacher Training Through Video – ESL Techniques, Teacher to Teacher – Video Training for Teachers of ABE and ESL, Video Series: Adult Basic Skills

Any of these videos (annotated in the Self Study section and available either online or by checkout from the CDE/AEFL Professional Development Resource Centers), would be excellent as the focus of a teacher in-service event. These videos give teachers the opportunity to watch exemplar teachers in action. All the videos lend themselves to observation and discussion of teacher talk, student interaction, lesson pacing and sequencing, questioning and feedback strategies. Teachers can view the videos together – or at remote sites - followed by group or phone conference discussion. Some of the materials come with study and/or discussion materials.

Adult Educators' Guide to Designing Instructor Mentoring

Sherman, R., Voight, J., Tibbets, J., Pro-Net, April 2000

<http://www.calpro-online.org/pubs/Mentoring%20Guide.pdf>

This guide provides a rationale for why mentoring is appropriate for instructors in adult basic education programs and discusses what programs need to consider in designing, implementing, and evaluating mentoring. It outlines ten steps for implementing a mentoring system and guides program leaders in making decisions about how mentoring can fit in with their particular organizational structures, resources, and needs. There also is valuable information for mentor, such as a discussion of the various strategies that can be used with protégés.

Workshops, Trainings, Conferences:***TESOL 2011 Annual Convention and Exhibit***

Sponsor: Teachers of English to Speakers of Other Languages

March 16-19, 2011 Location: New Orleans, LA

For information and to register: http://www.tesol.org/s_tesol/convention2011/

LIA Portfolio Requirements and Process Webinar

2:30-4:00 on March 17 and repeated on March 18, 9:30-11:00

Sponsor: CDE/AEFL Location: Your computer

Registration deadline: Monday, March 14

This webinar is intended for adult education professionals who do not have the Literacy Instruction Authorization and would like to learn more about the LIA portfolio process. Participants will receive an e-mail with the agenda and instructions on joining the webinar by Tuesday, March 15.

For more information and to register:

<https://spreadsheets.google.com/viewform?formkey=dFRMRjBXcXYzamh6V0I2OWV1QkxuLXc6MQ>

Southwest Colorado Conference on Rural Adult Education

March 17-18, Ignacio, CO

Sponsor: Pine River Community Learning Center

For more information and to register:

<http://www.prclc.org/prclc/index.cfm/calendar/conference-for-rural-adult-learning-literacy/>

Learning to Achieve Training

March 18 and 25, free

Location: Colorado Mountain College, Breckenridge Campus

For more information and to register: bishoppw@earthlink.net

Learning to Achieve is a national training program that helps adult education practitioners improve their knowledge of learning disabilities (LD) in adults. The training offers instruction on how to actively support adults with LD in educational and workplace settings. Participants must be available to attend 6-8 hours of training on four of the eight modules. All trainings cover the definition of learning disabilities and explicit instructions for strategy learning. This trainer will also present two of the following

topics: self-determination, legal issues, reading disabilities, written expression disabilities, content learning, and workforce preparation strategies.

Courses for Credit:

All EDU and EDAE courses for Spring 2011 semester are closed for registration. Check the April PD Map for Summer 2011 EDU and EDAE course offerings.

Book Corner:

The CDE /AEFL office supports three professional development resource centers from which teachers in AEFLA-funded programs can check out books. Check out is free and the books are mailed to the teacher's home for review. It is the teacher's responsibility to mail the books back to the center.

The following books about second language acquisition were recommended by the Northern Colorado Professional Development Center. Use the link below to access the online catalog for the three centers. Enter the AUTHOR name, or TITLE. https://athena.cde.state.co.us/screens/opacmenu_s2.html. Contact the appropriate resource center coordinator for information about the check out process:

- State PDR Center (Denver): Debra Fawcett, Fawcett_D@cde.state.co.us
- Northern Colorado PDR Center (Longmont): Connie Davis, ncpdc@stvrain.k12.co.us
- Southern Colorado PDR Center (Trinidad): Susan Harris, susan.harris@trinidadstate.edu

The Adult Learner

Knowles, M., Holton, E.F. & Swanson, R., © 2005 Butterworth-Heinemann

Knowles is known as the father of andragogy. This volume provides a framework for understanding adult learning in teaching and workplace environments. Section 3 includes readings surrounding teacher behaviors for facilitating learning and releasing the energy of others.

Developing Teaching Style in Adult Education

Heimlich, J. & Norland, E. ©1994 Jossey-Bass

This book contains sections in personal growth and teaching style, analyzing the instructional process, reflecting on the teaching and learning exchange, and integrating teaching concepts with teaching style. Includes some teaching methods and techniques.

The Learner-Centered Curriculum

Nunan, D. © 1988 Cambridge University Press

This book starts with what is done by language teachers in their classes. It reports on what teachers focus on in the planning, implementation, and evaluation of language classes. The topic of how teachers approach and carry out their teaching is covered from many perspectives.

Classroom Observation Tasks, a resource book for language teachers and trainers

Wajnryb, R. ©1992 Cambridge University Press

This book shows how to use observation to learn about language teaching. It provides a range of tasks which guide the user through the process of observing, analyzing, and reflecting, and develops the skills of observation.

New Ways in Teaching Adults

Lewis, M. Editor ©1997 TESOL

This volume offers teachers new ways of looking at tasks by organizing the activities according to the sources of input. The tasks were created by teachers, students and various authentic sources.

Learner-Centered Instruction, an independent study course for adult education and family literacy teachers

Bradley-Bennett, K., Davis, C. & Weddel, K.S. © 2010 Northern Colorado Professional Development Center (NCPDC)

<http://ae.stvrain.k12.co.us/ncpdc.html> (Scroll down to Independent Study Courses)

This course defines and identifies the elements of learner-centered instruction and how it aligns with adult learning theory. Readers are asked to plan, implement, and follow up on learner-centered lessons.

Additional Professional Development Resources:***Professional Development for Experienced Teachers Working with Adult English Language Learners***

Rodriguez, A.G., and McKay, S., Center for Applied Linguistics, CAELA Network Brief, May 2010

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

This brief describes the characteristics of experienced and expert teachers and how they differ from novice teachers. The brief then describes PD options that engage these teachers – action research, mentoring and peer observation, and reflection.

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, **March 24th**, at 3:00 pm and Friday, **March 25th** at 9:00 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 *Teacher Behavior* and to share successful strategies and ask for advice regarding challenges. Teachers who participate in either conference call earn 1 additional PD Hour. Please register online by Tuesday, March 1, 2011 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.

April 2011 PD Monthly Advisor & Planner

Theme: Teaching Financial Literacy

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

Dave Askeland, CMC Adult Education, Breckenridge

Karin Hostetter, Summer Scholars, Denver

Carmen Collins, SD-11 Adult and Family Education, Colorado Springs